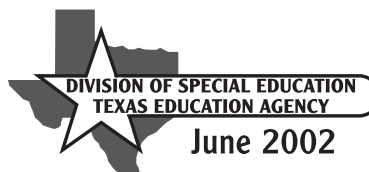


A Guide to the Admission, Review and Dismissal Process



Dear Parent

IDEA is the Individuals with Disabilities Education Act, a federal law that assures students with disabilities receive free appropriate public education in the least restrictive environment. An important component of this law promotes parent participation in their child's education.

This resource guide has been written for you as the parent of a child who may be eligible for special education supports and services. The purpose of this guide is to:

- explain how an individualized education program is developed for your child,
- explain your rights and responsibilities in the process, and
- provide information that will help you participate in the admission, review, and dismissal (ARD) committee meeting.

With this knowledge, you will be prepared to take an active role in your child's education. The content and suggestions included in this guide will help you and your child benefit from a cooperative support system that is characterized by a partnership between the home and school.

It is important for you to note that this document will be updated as changes to the federal regulations, state law and/or Commissioner's rules occur. The hard copy version of the publication will always denote a print date. The most current version of the document will reside on the TEA website at <http://www.tea.state.tx.us/special.ed/>.

Acknowledgement

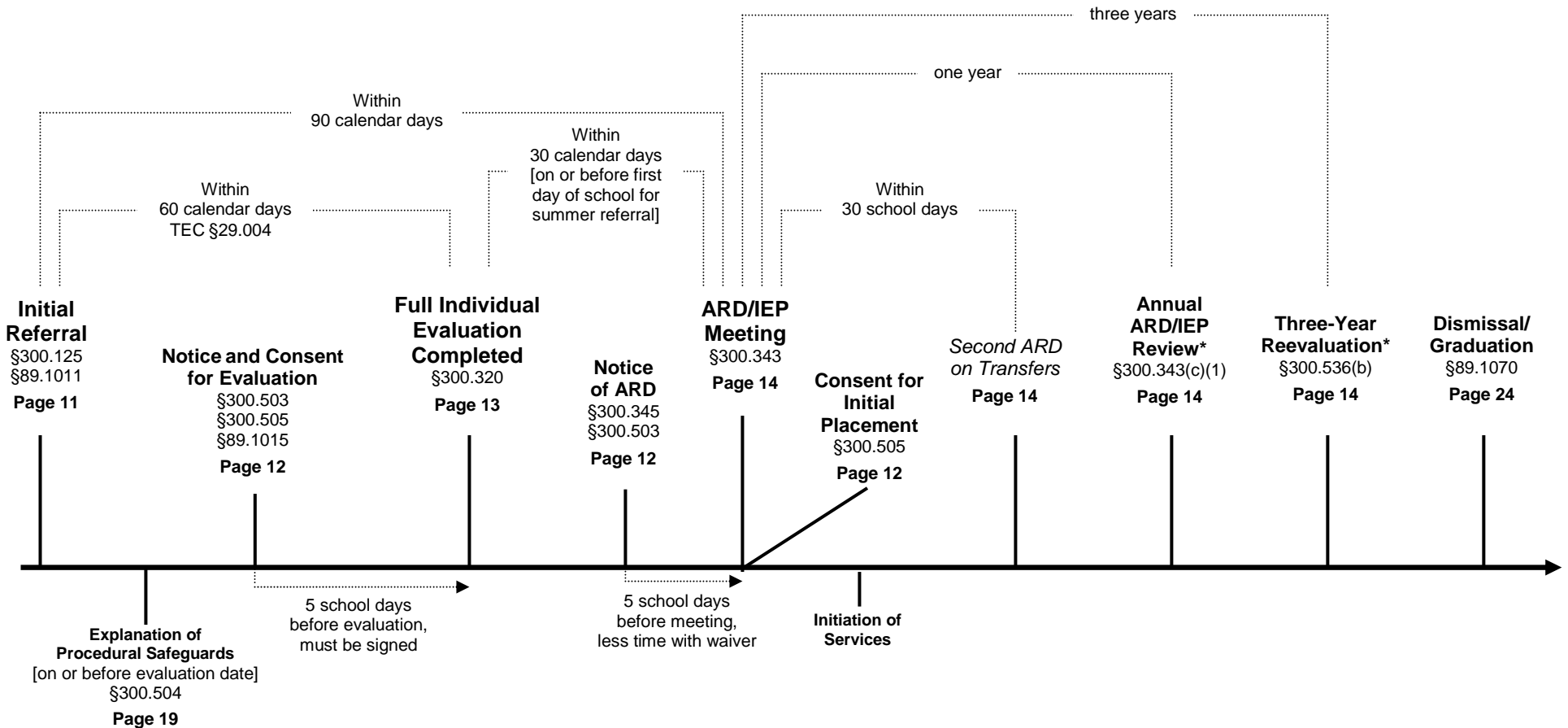
This document was developed by the Texas Education Agency in response to Texas Education Code (TEC) §26.0081, Right to Information Concerning Special Education.

Thanks to all the stakeholders, especially parents, who were involved in this process.

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Timelines | Child-Centered Educational Process



* Review and reevaluation timelines may occur earlier when appropriate to meet the student's need and continue until the student is dismissed from services. Evaluation must occur prior to graduation under §89.1070(c).

Note: Early Childhood Intervention (ECI) transitioning requires a meeting be held 120 days prior to the child's third birthday

I. Special Education Introduction

In 1975, Congress passed the Education for All Handicapped Students Act, known as Public Law 94-142. This law guaranteed the educational right of individuals with disabilities to receive a free appropriate public education. In 1990, Congress reauthorized the Act and renamed the federal law the Individuals with Disabilities Education Act (IDEA). On June 4, 1997, President Bill Clinton signed the reauthorization of IDEA, which contains many changes to the federal law pertaining to the education of students with disabilities. The reauthorized law is Public Law 105-17 and is referred to as IDEA '97.

Six Principals of Public Law 105-17

- Free appropriate public education (FAPE)
- Appropriate evaluation
- Individualized education program (IEP)
- Least restrictive environment (LRE)
- Parent/student participation in making decisions
- Procedural safeguards

States receiving federal money to support the education of students with disabilities must address federal law and regulations by developing state law and rule. Current state law addressing these federal regulations is found in Texas Education Code (TEC) Chapters 29, 30, and 42. Current state rule can be found in Title 19 of the Texas Administrative Code (19 TAC), Chapter 89, Adaptations for Special Populations, Subchapter AA, Commissioner's Rules Concerning Special Education Services. A copy of state law and rule may be obtained from the Texas Education Agency (TEA), 1701 North Congress Avenue, Austin, Texas 78701-1494 or from the TEA website at <http://www.tea.state.tx.us/special.ed/>. Local school districts are required to develop policies and procedures to ensure compliance with all procedural and reporting requirements indicated in state and federal law.

Special education and related services are specifically designed instructional services developed to *support* students with disabilities within the general curriculum. The intent of the support services is to enable all students with disabilities to make progress in the general curriculum, to participate in extracurricular and nonacademic activities, and to be educated and participate with disabled and nondisabled peers in the public school system.

II. Terms and Definitions

Admission, Review, and Dismissal (ARD) Committee: The admission, review, and dismissal (ARD) committee is composed of a student's parent(s) and school personnel who are involved with the student. The ARD committee determines a student's eligibility to receive special education services and develops the individualized education program (IEP) of the student. (See page 14.)

Adult Student: Recent amendments to the Texas Education and Family Codes provide for the transfer of parental rights under the Individuals with Disabilities Education Act (IDEA) to adult students. Unless, by court order, a student has been determined to be incompetent or the student's rights have been otherwise restricted, parental rights under IDEA transfer to a student with a disability when the student reaches 18 years of age, except that the school district must continue to provide any required notice to both parents and the student. Title 19 Texas Administrative Code §89.1049 establishes procedures and requirements relating to the transfer of parental rights to adult students at the age of 18.

Annual Review: A review of a student's special education program must occur at least once each year and includes an update of the student's progress, a review of the current IEP, and development of a new IEP for the upcoming year.

Assistive Technology Device: Any item, piece of equipment, or product system used to increase, maintain, or improve the functional capabilities of a student with a disability.

Assistive Technology Service: A service that directly assists the student with a disability in selecting, acquiring, or using an assistive technology device.

Behavior Intervention Plan (BIP): A written plan developed as part of the IEP to address behavioral concerns affecting the student's educational progress. It is based on a functional behavioral assessment of the problem behaviors, identifies events that predict these behaviors, includes positive interventions to change behaviors, and includes methods of evaluation. (See page 23.)

Child Find: Child Find refers to state-developed policies and procedures which ensure that all children with disabilities residing in Texas who are in need of special education and related services are identified, located, and evaluated.

Complaint: The written action taken to notify the Texas Education Agency (the state education agency) that special education regulations are not being followed by the district. Parent Information Line: 1-800-252-9668.

Consent: Written permission is required before the school evaluates a student for special education services for the first time, places a student in the special education program for the first time, and reevaluates the student to determine the continued need for special education services. Written consent is also needed before the school can release confidential information from a student's education records, except when releasing records to another school district because the student intends to or has enrolled in the district, for the purpose of educational programming. Consent is voluntary and may be withdrawn at any time.

Due Process Hearing (DPH): A formal legal procedure used to solve disagreements concerning the education of students who receive special education supports and services. An impartial hearing officer provided by the Texas Education Agency conducts the hearing and makes decisions about the issues. (See page 19).

Early Childhood Intervention (ECI): Programs and services provided to infants and toddlers with developmental delays from birth through age two.

Evaluation (formerly known as Assessment): The collection of information about a student's special learning needs, strengths, and interests which helps the admission, review, and dismissal (ARD) committee make informed decisions regarding the development of the student's individualized education program. An evaluation may include giving individual tests, observing the student, looking at educational records, and talking with the student and his/her teachers and parents.

Extended School Year (ESY) Services: An individualized instructional program for eligible students with disabilities that is provided beyond the regular school year. The need for ESY services must be determined on an individual basis by the ARD committee. (See page 24.)

Free Appropriate Public Education (FAPE): Federal law mandates that students have the right to a free appropriate public education, including special education and related services. The public school provides these services at no cost to the parents.

General Curriculum: The required regular education core courses or curriculum objectives that all students, disabled and nondisabled, are required to learn and master in the public school setting. In Texas the general curriculum is referred to as Texas Essential Knowledge and Skills (TEKS).

Graduation: Graduation is the completion of all required parts of an educational program. A student with disabilities may graduate by completing the requirements of his/her individualized education program or may graduate by completing the same program required of nondisabled education students.

Hearing Officer: An impartial person in charge of a due process hearing who issues a written decision based upon the evidence and witnesses presented at the hearing.

Independent Educational Evaluation (IEE): This term refers to an evaluation conducted by a qualified examiner who is not employed by the district responsible for the education of the child being evaluated, is of no cost to the parent, and is conducted in accordance with district criteria. A parent has a right to request an IEE when they disagree with an evaluation conducted or obtained by the district.

Individualized Education Program (IEP): The ARD committee, of which parents are active members, develops the IEP. The IEP includes the student's present levels of performance, measurable annual goals including benchmarks and short-term objectives, specific supports and modifications, dates of service, and evaluation procedures. (See page 15.)

Individual Transition Plan (ITP): A written document created separate from the IEP that addresses services the student needs to move successfully from school to post-school activities. When appropriate, it includes interagency linkages to support the student in post-school activities. The components of the ITP that are the responsibility of the district may be incorporated into the IEP.

Least Restrictive Environment (LRE): Each student with a disability has the right to an education in a setting with nondisabled peers, with access to the general curriculum. The term “least restrictive environment” is used to describe a student’s right to be educated to the maximum extent appropriate with students who are not disabled.

Measurable Annual Goals: Goals that a student can reasonably accomplish in a year. The goals are broken down into short-term objectives or benchmarks. Goals may be academic, address social or behavioral needs, relate to physical needs, or address other educational needs. These goals must be measurable. The goals must address the student’s involvement and progress in the general curriculum. (See page 15.)

Mediation: A step in the procedural safeguards to assist parents and school personnel in trying to settle disagreements with the help of a trained mediator provided by the Texas Education Agency. Mediation does not take the place of a parent’s right to file a complaint or request a due process hearing.

Modifications: Instructional supports determined by the ARD committee that will assist the student in mastering the goals of the IEP.

Notice: The school must let parents know in writing, within a reasonable time, about actions or proposed actions being considered related to the special education program of a student with a disability. Texas defines reasonable time as five (5) school days.

Parent/Guardian: In Texas, “parent” means a natural or adoptive parent or guardian, surrogate parent, or someone who is legally responsible for the student.

Placement: The educational setting where the identified special education, related services, and educational program needs of the student with a disability are provided. (See page 16.)

Present Levels of Performance: Description of what skills the student is able to demonstrate in all academic areas. This description will address specific competencies in developmental, behavioral, and/or academic skills.

Procedural Safeguards: A document that explains your legal rights under state law and the IDEA to be involved in and make decisions about your child’s education. The document is often referred to as the “Notice of Procedural Safeguards” or “Procedural Safeguards Notice,” because its purpose is to notify you of your legal rights. The Procedural Safeguards must be provided to you, at a minimum, when your child is initially referred for evaluation, each time you are notified of an ARD committee meeting, when your child is to be reevaluated, and any time you file a request for a due process hearing.

Reevaluation: An evaluation that must be considered every three years, or more if needed, to determine continued eligibility for special education services.

Referral: If a disability is suspected, the process of requesting that a student be evaluated for eligibility to receive special education and related services. Any concerned person may refer a student, including teachers, principals, parents, other agency personnel, or the student.

Related Services: Support services needed by a student in order to benefit from special education services. Related services may include occupational therapy, physical therapy, music therapy, orientation and mobility training, travel training, and more.

Short-Term Instructional Objectives/Benchmarks: Statements in an IEP that describe small steps a student must learn or master before he/she can accomplish the “measurable annual goals” set for him/her.

State-Developed Alternative Assessment (SDAA): An assessment developed by the Texas Education Agency to evaluate the academic progress of students with disabilities enrolled in Grades 3-8 who are receiving instruction in the TEKS in a subject area tested by TAAS; but for whom TAAS, even with allowable accommodations, is not an appropriate measure of their academic achievements.

Surrogate Parent: A district assigns a surrogate parent to ensure the rights of a child are protected if no parent can be identified; the district, after reasonable efforts, cannot discover the whereabouts of a parent; or the child is a ward of the state under the laws of the state. The surrogate parent represents the student with a disability as a parent would in all matters of identification, evaluation, ARD process, IEP development, transition planning, educational placement, and provision of a free appropriate public education. An individual assigned to act as a surrogate must complete a training program within 90 calendar days after being initially assigned as a surrogate.

Texas Assessment of Academic Skills (TAAS): A test administered in specific grades (3rd-8th) and at the 10th grade (Exit Level) to measure student mastery of skills in reading, writing, and mathematics. The TAAS is Texas’ accountability measurement of student performance. The ARD committee decides if a student with a disability will take the TAAS or if the student should be included in the state-developed alternative assessment (SDAA) or a locally determined alternative assessment.

Texas Education Agency (TEA): The state department of education or state education agency (SEA), which is responsible for the public education of all students in Texas. The Texas Education Agency works with local school districts to ensure that all public education laws, rules, and regulations are followed.

Texas Essential Knowledge and Skills (TEKS): The required curriculum for each grade level used in Texas public schools. TEKS should be considered the general curriculum referenced in the IDEA. Parents can access the TEKS on the Texas Education Agency web page at <http://www.tea.state.tx.us/teks/> or ask the school to provide a copy of the TEKS for their child’s age-appropriate grade level to use in the development of the IEP.

III. Special Education Process

	PARENT/GUARDIAN	SCHOOL DISTRICT
<p>REFERRAL</p> <p>The process of requesting that a student be evaluated for eligibility to receive special education and related services.</p> <p>Page 11</p> <p>❖ Notice and Consent</p> <p>Page 12</p>	<ul style="list-style-type: none"> ❖ Make a request, preferably written, to the principal, counselor, or special education designee at your child’s campus if you suspect your child has a disability that is causing his/her learning problems. ❖ Receive a copy of “Notice of Procedural Safeguards.” ❖ Receive notice for a full and individual initial evaluation. ❖ Give written consent for the evaluation to be completed. 	<ul style="list-style-type: none"> ❖ Make a referral if student is suspected of having a disability that is causing his/her learning problems. ❖ Contact parent, explain the referral process, and provide the parent with a copy of “Notice of Procedural Safeguards” and this document. ❖ Provide the parent with the notice for a full and individual initial evaluation. ❖ Obtain written parental consent to evaluate.
<p>EVALUATION</p> <p>The collection of information about a student’s special learning needs, strengths, and interests.</p> <p>Page 13</p>	<ul style="list-style-type: none"> ❖ Provide information for the evaluation process (e.g., medical, family, and educational history; perceptions of the student’s strengths and needs at home, at school, and in the community). ❖ Review evaluation data with school personnel. ❖ Provide input in determining if additional data are needed to complete the evaluation. ❖ Receive a copy of the evaluation report. 	<ul style="list-style-type: none"> ❖ Collect information from parent, teacher, and others who can provide pertinent information. ❖ Review existing evaluation data and determine if additional data are needed. ❖ Complete evaluation. ❖ Summarize and interpret evaluation results. ❖ Explain results to parent. ❖ Provide a copy of the evaluation report to the parent.

	PARENT/GUARDIAN	SCHOOL DISTRICT
<p>ADMISSION, REVIEW, AND DISMISSAL COMMITTEE</p> <p>❖ Eligibility The ARD committee determines if the student needs special education and/or related services.</p> <p>Page 14</p> <p>❖ Individualized Education Program Development</p> <p>Page 15</p>	<p>❖ Receive “Notice of ARD Committee Meeting” and “Notice of Procedural Safeguards” five (5) school days prior to meeting.</p> <p>❖ Ask questions about the evaluation results.</p> <p>❖ Share information about your child’s strengths and educational needs.</p> <p>❖ Share information to help determine eligibility and appropriate services.</p> <p>❖ Share information about your child.</p> <p>❖ Assist in the development of individualized education program goals, short-term objectives and benchmarks.</p> <p>❖ Contribute to the determination of special education and related services to be provided, if appropriate.</p> <p>❖ Contribute to the determination of appropriate educational placement.</p> <p>❖ Give permission for your child to receive special education and related services (initial placement only).</p>	<p>❖ Provide the parent with “Notice of ARD Committee Meeting” and “Notice of Procedural Safeguards.”</p> <p>❖ Review and explain evaluation results with members of ARD committee.</p> <p>❖ Determine eligibility for special education services.</p> <p>❖ Contribute to the development of an individualized education program that will enable the student to be involved in and progress in the general education curriculum.</p> <p>❖ IEP to include:</p> <ol style="list-style-type: none"> 1. student’s strengths and needs, 2. measurable annual goals, short-term objectives and benchmarks, 3. appropriate special education and related services, and 4. appropriate educational placement. <p>❖ Advise parent of his/her right to agree or disagree with the ARD committee recommendations.</p>

	PARENT/GUARDIAN	SCHOOL DISTRICT
<p>ANNUAL REVIEW MEETING</p> <p>(This ARD committee meeting meets annually to review the student’s educational status and special education placement.)</p>	<ul style="list-style-type: none"> ❖ Receive “Notice of the ARD Meeting” five (5) school days prior to meeting. ❖ Receive a copy of the “Notice of Procedural Safeguards.” ❖ Review current IEP goals and objectives ❖ Assist in development of new IEP annual goals and short-term objectives and benchmarks for the next school year. ❖ Help determine appropriate special education and related services. ❖ Help determine an appropriate educational placement based on the identified IEP goals and objectives. 	<ul style="list-style-type: none"> ❖ Notify parent of the meeting and participants. ❖ Provide a copy of the “Notice of Procedural Safeguards” to the parent. ❖ Gather information on the student’s progress, including involvement and progress in the general education curriculum. ❖ Review current IEP. ❖ Develop new IEP that will enable the student to be involved in and progress in the general curriculum. ❖ Determine appropriate special education and related services. ❖ Determine an appropriate educational placement. ❖ Advise parent of his/her right to agree or disagree with the ARD committee recommendations.

SPECIAL ISSUES	
❖ Behavioral Intervention	Page 23
❖ Discipline	Page 23
❖ Extended School Year Services	Page 24
❖ Graduation	Page 24
❖ Transition	Page 25

IV. Special Education: Child-Centered Educational Process

A. Referral Process

In Texas when a student is suspected of having a disability that is impacting his/her educational progress, the student will go through a child-centered educational process in order to determine his/her eligibility for special education services. The first step in this process is referral. A referral can be initiated by a parent, a teacher, a doctor and/or another professional. The process initially begins with the gathering of information.

This information may include the following:

1. Review of existing evaluation data on the student, including—
 - a. Evaluations and information provided by the parent of the student;
 - b. Current classroom-based evaluations and observations (if available);
 - c. Observations by teachers and related service providers (if available); and
 - d. School records including grades, attendance, district-wide test results, and TAAS results,
2. Health data to include a vision and hearing screening,
3. Information from parent, including health and developmental history, and
4. Information from other agencies which have previously served the student such as Early Childhood Intervention (ECI). (See page 23.)

The information gathered will be used to determine whether the school will evaluate the student to see if a disability exists and if the student needs special education services.

If during the referral process, the school determines that no evaluation is needed, it must provide written notice to you, the parent, for not conducting the evaluation and to the individual who made the referral. The notice must indicate why the evaluation was refused and what procedures, tests, records, or reports were used as a basis for the refusal. You may decide to challenge the school's refusal to conduct the evaluation of your child through the complaint process outlined in this resource guide. (See page 21.)

B. Notice and Consent for A Full and Individual Evaluation

If the decision is made to evaluate your child, the district will notify you in writing.

The notice must include:

1. What the school is proposing to do;
2. Why the school wants to evaluate your child;
3. What alternatives the school considered and tried prior to the referral process;
4. Why these alternative options were rejected or unsuccessful;
5. A description of the tests, records, and reports the school used to make the referral decision;
6. Sources for parents to contact to obtain assistance in understanding IDEA. Upon initial referral for evaluation, you should also receive a copy of the procedural safeguards notice (See page 19); and
7. Any other relevant factors.

This notice should be provided to you in the language you usually speak at home and must be given to you at least five (5) school days before any evaluation can begin. If you cannot read or write, the school must give you the information orally, on cassette tapes, in braille, or in any other way that you can understand.

The school district is required to get informed, written parental consent prior to a student's initial evaluation for special education and related services. The school district must seek informed parental consent for a reevaluation as well, but the school district can conduct a reevaluation without parental consent if the school district can demonstrate that it has taken reasonable measures to obtain that consent, and the parent has failed to respond.

The consent for evaluation should include the following assurances:

1. Parent has been fully informed and understands the evaluation process;
2. Parent has been given the name and telephone number of a school person to call for additional information;
3. Parent has been informed of the evaluation process in his/her native language;
4. Parent understands that the consent for evaluation is voluntary and he/she may submit a request in writing at any time to revoke the consent; and
5. Parent gives permission for the evaluation that has been recommended for his/her child.

C. Evaluation Process

Once the district has determined through the referral process that your child may need special education and related services, and notice has been given and consent has been obtained, then the evaluation process begins. This process is accomplished through the completion of a full and individual initial evaluation. The evaluation or evaluation procedures have the following requirements:

1. Tests and other evaluation materials will not discriminate based on race or culture and are given in your child's native language or mode of communication unless it is clearly not feasible to do so.
2. A variety of evaluation tools and strategies, to gather functional and developmental information, is used to determine if your child is a "student with a disability," your child's present levels of performance (development, behavior, and academics), and recommendations for your child's individualized education program.
3. Any standardized tests given must be validated for the purpose used, used by persons who are trained and knowledgeable, and used according to test instructions.
4. Any change from standard evaluation conditions must be included in the evaluation report.
5. Tests and evaluation materials must measure more than just I.Q.
6. Tests should accurately measure aptitude or achievement.
7. No single test can be used to determine if your child has a disability or what services your child will need.
8. Your child must be evaluated in all areas of suspected disability.
9. The evaluation identifies your child's competencies.
10. Technically sound evaluation instruments must be used.

After the evaluation is completed, a written report is compiled that should provide you and the school with information related to your child's present level of performance and educational needs, your child's need for special education and related services, and the consideration of any additions or modifications needed for the child to participate, as appropriate in the general education curriculum.

As a member of the evaluation team, you have the opportunity to share information for the evaluation. You will receive a copy of the written evaluation report prior to the ARD committee meeting. The full and individual evaluation is the first step in the process of determining what specific areas of need your child may have due to a disability and what educational strategies can be used to help your child be more successful in school.

D. ARD Process

Federal regulations refer to an IEP committee. In Texas, this committee is referred to as the admission, review, and dismissal or “ARD” committee. This committee meets at least once a year to develop, review, and/or revise your child’s individualized education program (IEP). You are a very important member of your child’s ARD committee. The committee must include the following members:

1. The parent of the student;
2. At least one regular education teacher of the student (if the student is or may be participating in the regular education environment);
3. At least one special education teacher of the student, or special education provider;
4. A representative of the school who:
 - a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - b. Is knowledgeable about the general education curriculum; and
 - c. Is knowledgeable about the availability of resources of the school district;
5. An individual who can interpret the instructional implications of the evaluation results;
6. Other individuals, invited by the parent or school, who have any knowledge about the student, including related services providers;
7. And the student, when appropriate.

As a parent, you must be provided written notice of the ARD committee meeting at least five (5) school days prior to the meeting. The notice will include the purpose, time and place of the meeting, and a list of those attending. You may ask the school to reschedule the meeting if for some reason the date, time, and place are not convenient for you. The school must attempt to schedule the meeting at a time and place that is convenient for all participants. Other methods, such as telephone conference calls, can be used to provide participants, including you as parent, the opportunity to participate.

The ARD committee’s first task is to review the full and individual evaluation results and all other information collected to decide if your child meets the federal definition of a student with a disability and needs special education services. If your child does need special education, then the committee will develop an individualized education program for your child based on the needs determined through the full and individual evaluation.

You may request an ARD committee meeting at any time to discuss educational concerns, such as placement, IEP goals and objectives, and the extent of services being provided to your child. You are encouraged to conference informally with school personnel regarding your child's needs at any time you may have questions or concerns.

❖ **Individualized Education Program**

The most important task of the ARD committee is the development of your child's individualized education program (IEP). The IEP is a written plan describing the provision of special education and related services for your child once a disability has been determined. This written plan describes how your child's needs will be addressed educationally. Since a parent helps write the IEP for his/her child, it is important that you know what goes into the plan.

The IEP describes what your child can already do and what he/she needs to learn for the next year. It lists the special help your child will receive in order to make progress in the school environment. The ARD committee members must consider your child's strengths and your concerns about your child's education and the results of the initial or most recent full and individual evaluation.

Your child's IEP must include:

1. Present levels of educational performance:
 - a. how the disability affects involvement and progress in the general curriculum or
 - b. for preschool age students, how the disability affects participation in appropriate activities.
2. Measurable annual goals including benchmarks or short-term objectives related to meeting:
 - a. your child's needs so he/she can be involved and progress in the general curriculum and
 - b. other educational needs that result from the disability.
3. Special education and related services and other supports and services for your child to:
 - a. advance toward annual goals,
 - b. progress in the general curriculum,
 - c. participate in extracurricular and nonacademic activities, and
 - d. be educated and participate with disabled and nondisabled students.

4. Extent your child will not participate, if any, with nondisabled students in regular classes or nonacademic activities.
5. Participation in administration of state or district-wide assessments, including appropriate modifications.
6. If the ARD committee determines that your child cannot participate in such evaluation, a statement to include:
 - a. why the evaluation is not appropriate, and
 - b. how your child's progress will be assessed.
7. Date services and modifications begin, including frequency, location, and duration (minutes per session).
8. How progress toward the annual goals will be measured and how you will be regularly informed of progress toward the goals of the IEP and if the progress is sufficient to meet the goals.

Each annual goal of your child's IEP must be broken down into small steps called short-term objectives or benchmarks. Benchmarks can be thought of as describing the amount of progress that your child is to achieve within specific segments of the school year. You will be provided a report of your child's progress on these short-term objectives at the same intervals as nondisabled peers to ensure your child is making progress toward the IEP annual goals.

❖ **Services and Placement Settings**

After the IEP goals and objectives are developed, the ARD committee must determine the educational setting or placement where the special education and related services will be provided. Your child must be educated in the least restrictive environment (LRE). This means your child must be placed in the educational setting that provides the most opportunities to be educated with students who do not have disabilities.

Various related service options are available to all students who qualify for special education services if that service is required for the student to benefit from special education. These services include the following: audiology, counseling, medical evaluation, occupational therapy, orientation and mobility, parent counseling and training, physical therapy, psychological services, recreation therapy, rehabilitation counseling, school health, social work, and transportation services. These related services may be provided in a variety of settings.

Education placement decisions must always be based on your child's needs and may include, but are not limited to, the following locations:

- regular education classroom with no support services,
- regular education classroom with support services,
- resource classroom,

- self-contained classroom,
- self-contained classroom/separate campus,
- hospital/homebound program, and/or
- residential program.

In considering placement options, the ARD committee should always remember what is stated in Public Law 105-17: “To the maximum extent appropriate, students with disabilities are educated with students who are not disabled, and special classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

❖ **Special Factors for ARD Committee Consideration**

Depending on the needs of your child, the ARD committee needs to consider certain *special factors*. These include:

1. If your child’s **behavior** interferes with his or her learning or the learning of others, the ARD committee must consider strategies and supports to address your child’s behavior by conducting a functional behavioral assessment. The ARD committee should use the results of this assessment to develop positive behavioral supports and develop a behavior intervention plan (BIP).
2. If your child has **limited proficiency in English**, the ARD committee must consider your child’s language needs as these needs relate to the IEP. A member of the campus Language Proficiency Assessment Committee (LPAC) should be a member of the ARD committee to help consider your child’s language needs.
 - a. If your child is **blind or visually impaired**, the ARD committee must provide for instruction in braille, unless the committee determines after an appropriate evaluation (the learning media assessment) that your child does not need this instruction now or for the future. The ARD committee must include a certified vision teacher. The IEP must provide a detailed description of the arrangements made to provide your child with orientation and mobility training; instruction in braille or use of large print; other training to compensate for serious visual loss; access to special media; and special tools, appliances, aids or devices commonly used by individuals with serious visual impairments. The IEP must also set forth plans and arrangements made for contacts with and continuing services to your child beyond regular school hours to ensure that he/she receives training in and learns the compensatory skills, orientation and mobility, social adjustment skills, and the vocational or career counseling required for your child to succeed in classroom settings and to derive lasting, practical benefits from education in the school district.

- b. If your child has **communication needs**, the ARD committee must consider those language and communication needs.
- c. If your child is **deaf or hard of hearing**, the ARD committee will consider your child's language and communication needs. This includes your child's opportunities to communicate directly with classmates and school staff in his/her language and communication mode. The ARD committee must include a teacher for the hearing impaired.
- d. The ARD committee must always consider your child's need for **assistive technology** devices or services.
- e. If your child is diagnosed with **autism**, the ARD committee must address additional considerations: prioritized behavioral objectives, daily schedule reflecting minimum unstructured time, in-home training or viable alternatives, prevocational and vocational needs of students age 12 or older, parent training, suitable staff-student ratio, and extended educational programming.

V. Parent Rights and Responsibilities in the Process

Procedures. A copy of the procedural safeguards available to the parent of a student with a disability, must be given to you, at a minimum—

- Upon initial referral for evaluation;
- Upon each notification of an ARD committee meeting;
- Upon reevaluation of the student; and
- Upon receipt of a request for due process under Title 34 of the Code of Federal Regulations (34 CFR) §300.507.

The procedural safeguards notice must include a full explanation of all the procedural safeguards under 34 CFR §§300.403, 300.500-300.529, and §§300.560-300.577 and the state complaint procedures available under 34 CFR §§300.660-300.662 relating to—

- a. **Independent Educational Evaluation (IEE).** If you disagree with the evaluation of your child that the school has done, you have the right to request an IEE at public expense. A qualified examiner who is not an employee of the school district conducts this evaluation. If the district does not provide an IEE within a reasonable time period, the district must defend its full and individual evaluation at a due process hearing (DPH).
- b. **Prior Written Notice.** Notice is given to you in writing before the school proposes or refuses to initiate or change the identification, evaluation, or educational placement of your child or the provision of free appropriate public education (FAPE) to your child.
- c. **Parental Consent.** The school cannot evaluate your child before placement, place your child in a special education program, or reevaluate your child after placement without your consent.
- d. **Access to Educational Records.** You have access to all educational records about your child which are collected, maintained, or used by your school for special education or regular education purposes.
- e. **Due Process Hearing (DPH):**
 1. If you believe that your school has violated federal or state law on students with disabilities in the education of your child, you may file a written request for a DPH with the Division of Hearings and Appeals at the Texas Education Agency (TEA), 1701 North Congress Avenue, Austin, Texas 78701-1494 or fax your request to (512) 475-3662.

- a. your written request should address the following:
 - i. your child's name, the address where he/she resides, and the name of the school your child is attending;
 - ii. a description of the problem your child is having relating to the school's proposed or refused initiation or change, including facts relating to the problem; and
 - iii. a resolution of the problem that you propose.
2. During a DPH and any court appeals, your child must remain in his/her current educational placement unless you and the school agree otherwise.
3. At least five (5) business days prior to a hearing being conducted, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.
4. The TEA must ensure that a final hearing decision is reached and mailed to the parties within 45 days after the receipt of your request for a hearing, unless the hearing officer has granted a specific extension at the request of either party.
5. You have the right to appeal the findings and decision of the hearing officer to state or federal court.
6. If you win part or all of what you are seeking in a DPH or in court, a court may rule that you are the "prevailing party" and may order your school to pay for your attorney's fees and related costs (if they are reasonable).

**The TEA has developed a form you
may use to request a due process
hearing which is available
at the address given or at:
<http://www.tea.state.tx.us/special.ed>**

- f. **Mediation.** Mediation is a conflict resolution/problem-solving process in which a specially trained mediator, assigned by the TEA, acts as an impartial third party working with you and the school to find a solution that is satisfactory to both parties. When assistance is needed, TEA mediation is available at no cost to the parent or the school. Bilingual mediations are also available. A mediator's style may vary, but the process and intent of mediation are the same.

Mediations—

- are informal and voluntary on the part of the parent and school,
- help the parent and school reach a suitable agreement,
- build or reestablish positive working relationships,
- encourage mutual understanding, and
- help the parent and schools focus on their common interest, the student.

Once verbal agreement has been reached, the mediator will assist in helping both parties write a binding agreement, which usually involves convening an ARD committee meeting in order to develop an IEP.

The parent or school may request mediation, in writing, from the Division of Complaints Management at TEA, 1701 North Congress Avenue, Austin, Texas 78701-1494. Requests may also be made via fax at (512) 463-8254.

- g. **Placement of your child in an interim alternative educational setting.** The school may not place your child in an alternative educational program (AEP) unless doing so does not violate the federal regulations dealing with the discipline of children with disabilities (34 CFR §§300.519-300.529). See Section VI of this guide regarding behavior intervention plans (BIPs).
- h. **Unilateral placement by a parent of a student in a private school at public expense.** If your child previously received special education or related services as a public school student and you believe the school failed to offer a free appropriate public education, you may file a due process hearing for an order requiring the school to reimburse you for the cost of the private school education.
- i. **Complaints.** Federal law requires that each state adopt written procedures for resolving any complaints and disseminate these procedures to parents and other interested individuals. Minimum procedural requirements include:
1. Review relevant information and issue a written decision regarding the complaint;
 2. Permit time extensions if exceptional circumstances exist;
 3. Procedures for effective implementation of the final decision, if needed, including—
 - a. technical assistance activities;
 - b. negotiations; and
 - c. corrective actions to achieve compliance.

Parent Information Line

1-800-252-9668

Parents can leave a message and a TEA program specialist will return the call to discuss parent rights and regulatory requirements.

VI. Additional Issues Related to the ARD Process

❖ Behavior Intervention Plans (BIPs)

If your child's behavior interferes with his or her learning or the learning of others, the ARD committee will consider strategies and supports to address your child's behavior by conducting a functional behavioral assessment. The admission, review, and dismissal (ARD) committee should use the results of this assessment to develop positive behavioral supports and develop a behavior intervention plan (BIP). New to IDEA '97 is the requirement related to functional behavioral evaluation. Such evaluation is now required for students who have been removed from their current educational placement for more than 10 days in a school year. However, there will be instances when a functional behavioral evaluation is indicated as part of the comprehensive evaluation process. A parent should consider requesting a functional behavioral evaluation as part of any evaluation or reevaluation of his/her child, if the child is exhibiting behaviors that interfere with his/her learning or the learning of others. A functional evaluation looks at why a child behaves as he/she does, given the nature of the child's disability and considering environmental factors. The results of the evaluation should be used to develop a behavior intervention plan with positive behavioral strategies and supports that become part of the child's individualized education program (IEP).

❖ Discipline

When decisions are made about discipline for students with disabilities, specific federal regulations must be followed (34 CFR §§300.519-300.529). State statutes dealing with discipline, are in Chapter 37 of the Texas Education Code. These statutes apply to students with disabilities only to the extent that those statutes are not inconsistent with the federal regulations on discipline.

❖ Early Childhood Intervention

The Texas Interagency Council on Early Childhood Intervention (ECI) is the state agency that helps infants and toddlers, ages birth through 2, with developmental delays and their families. ECI supports families through education and family services to help their students reach their potential. Services for students must include:

- ◆ screening and evaluation;
- ◆ planning;
- ◆ service coordination; and
- ◆ transition services.

Transition services will be developed to assist the family in transitioning their child at age three to the next service setting, if appropriate. For students who are potentially eligible for services with the public school system at age three, the ECI staff will facilitate a meeting with staff of the local public school to discuss transition.

❖ **Extended School Year (ESY) Services**

Some students with disabilities have difficulty retaining skills during long school holidays and/or summer. If a student requires a significant amount of time to recoup mastered skills, then the ARD committee should discuss whether the student needs extended educational and/or related services during school breaks. The determination of whether a child will receive ESY services will be made at the ARD committee meeting; and the individualized education program (IEP) must include goals and objectives.

❖ **Graduation**

All students with disabilities are expected to finish school with skills to help them lead productive lives. In Texas, a student receiving special education services may graduate and be awarded a high school diploma only if the student:

- ◆ has satisfactorily completed the minimum academic credit requirements, including satisfactory performance on the exit level assessment; or
- ◆ has satisfactorily completed the minimum credit requirements and has been exempted from the exit level assessment because accommodations provided during instruction would make the results of the assessment invalid.

A student receiving special education services may also graduate and receive a regular diploma when the student's admission, review, and dismissal (ARD) committee has determined that the student has successfully completed the student's individualized education program (IEP), including the district's minimum credit requirements for students without disabilities. Successful completion of an IEP occurs when one of the following conditions has been met:

- ◆ full-time employment and self-help skills which allow the student to maintain employment without ongoing support of the school district;
- ◆ mastery of employability skills and self-help skills which do not require ongoing support of the school district; or
- ◆ access to services which are not within the legal responsibility of public education, such as college, employment, or acceptance by an adult service agency.

A student receiving special education services may also graduate and receive a regular high diploma if the ARD committee determines that the student no longer meets age eligibility requirements and has completed the requirements in the IEP.

❖ **State Assessment**

Students in Texas public schools are required to take a state evaluation, Texas Assessment of Academic Skills (TAAS), in the basic skill areas of reading, mathematics, and writing. Students with disabilities should participate in all or certain portions of the state assessment when appropriate. Some students may require accommodations to participate. The ARD committee must address the appropriateness of the student to participate based on the student's current skill level and needed accommodations.

If the ARD committee determines that the state assessment is not an appropriate way to measure progress, then the student's progress must be measured using the State-Developed Alternative Assessment (SDAA). The SDAA is an assessment similar in format to TAAS, but which is administered at the functional level of the student to more accurately measure reading, writing, and mathematics skills.

A small number of students will take an alternate as determined by the ARD committee. This is for students who are not receiving TEKS instruction or the accommodations in place on the TEKS would invalidate the TAAS or State-Developed Alternative Assessment.

❖ **Transition**

Individual transition planning shall begin no later than age 16 for each student receiving special education services. Younger students, particularly those who have severe disabilities, who are at risk of dropping out of school, or whose needs require early collaboration, shall also receive individual transition planning if recommended by the ARD committee. The individual transition plan (ITP) addresses services the student needs to move successfully from school to post-school activities.

Transition services:

- ◆ are school to post-school activities that include areas such as postsecondary education, vocational education, and integrated employment;
- ◆ are based on the student's needs, considering the student's interests and preferences; and
- ◆ include instruction, related services, community experience, employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

VII. Eligibility Categories for Special Education

Under the Individuals with Disabilities Education Act (IDEA), to be eligible for special education and related services, a student must meet the federal definition of a disability. There are specific categories of disability under IDEA. Special education and related services will be made available to all eligible students ages 3-21. [Services will be made available to eligible students on their third birthday.] Children who have been identified as having a hearing or visual impairment are eligible for special education services at birth. Below are definitions of each of the categories for which a student may be eligible. Federal definitions for each area are in Title 34 of the Code of Federal Regulations (CFR) §300.7.

Categories

❖ **Auditory Impairment**

Hearing impairment includes any degree of hearing loss ranging from mild to profound resulting in a diagnosis of hard of hearing or deaf. Hearing loss for hard of hearing can be either permanent or fluctuating. A licensed audiologist must confirm the hearing loss and the school district must complete an evaluation to determine how the loss affects the student at school. A student with a hearing loss often has problems learning and using language which can affect many or all areas of performance, including academic subjects as well as social development.

❖ **Autism**

Autism is a developmental delay that generally appears before the age of three and significantly affects verbal and nonverbal communication and social interaction. Students with autism may have significant differences in the ability to do some or all of the following:

- ◆ use and/or process meaningful spoken language and nonverbal communication cues;
- ◆ relate to people and be aware of their feelings;
- ◆ actively engage in social play and make peer friendships;
- ◆ develop a variety of activities or interests; and
- ◆ handle changes in routines or the environment.

In Texas, autism is defined as any diagnosis on the Autism Spectrum ranging from Pervasive Developmental Disorder to Aspergers Syndrome. A diagnosis of autism allows the admission, review, and dismissal (ARD) committee to address seven (7) additional considerations using the autism supplement.

The disability can affect broad areas of educational performance ranging from academic to social to behavioral. The term “autism” does not apply if a student’s educational performance is adversely affected primarily because the student has an emotional disturbance.

❖ **Deaf-Blind**

The combination of hearing and visual impairments causes such severe communication and other developmental and educational problems that the student cannot be accommodated in special education settings designed solely for students with hearing or visual impairments.

❖ **Emotional Disturbance**

A diagnosis of emotional disturbance means that the student exhibits one or more of the following characteristics to a marked degree over an extended period of time that adversely affects the student’s educational performance:

- ◆ an inability to learn that cannot be explained by intellectual, sensory, or health impairments;
- ◆ an inability to relate appropriately to peers and teachers;
- ◆ inappropriate types of behavior or feelings under normal circumstances;
- ◆ a general mood of unhappiness and depression; and/or
- ◆ a tendency to develop physical symptoms, pains, or fears associated with personal or social problems.

There should be evidence that the student’s behavior is not the result of a temporary reaction to home, school, or community situations.

❖ **Mental Retardation**

A student who is diagnosed with mental retardation has significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period. Language, adaptive behavior (learning, social, daily living skills), and other skills are markedly delayed.

❖ **Multiple Impairment**

The school may diagnose a student as having multiple disabilities if they occur in combination with each other, cause severe educational problems, and cannot be accommodated in special education programs solely for one of the specific impairments.

❖ **Orthopedic Impairment**

This term is used when an orthopedic impairment adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

❖ **Other Health Impaired**

This term is used when a student has limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

- ◆ is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and
- ◆ adversely affects a student's educational performance.

❖ **Specific Learning Disability**

A student who has a learning disability may have a disorder in one or more of the processes needed to receive, understand, or express information (psychological processing). As a result, the student may have difficulty in one or more of the following:

- ◆ basic reading skills;
- ◆ reading comprehension;
- ◆ written expression;
- ◆ mathematics calculation;
- ◆ listening comprehension; and/or
- ◆ oral expression.

This term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environment, cultural, or economic disadvantage.

❖ **Speech or Language Impairment**

A student with a speech or language impairment has a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects his/her educational performance.

❖ **Traumatic Brain Injury**

A student with a traumatic brain injury has had a sudden injury to the brain. This injury has been caused by an external event resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects the student's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. This term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

❖ **Visual Impairment and Blindness**

Visual impairment includes any type of sight problem which, even with glasses/contacts, adversely affects school performance. A student with a visual impairment can be further described as partially sighted or blind based on the degree of visual impairment and his/her educational needs.

VIII. Texas Special Education Resources

Contact your
local school district...

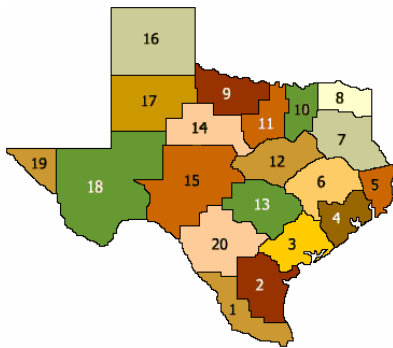
when you need...

Teacher Information about current progress, class routines, behavior issues, and/or individualized education program (IEP) implementation.

Principal Information about school policies and procedures, records, schedules, IEP implementation, admission, review, and dismissal (ARD) committee issues, and/or discipline procedures.

Special Education Administrator/Director Information about district special education procedures and policies, explanation of procedural safeguards, clarification or concerns about implementation of the IEP, and/or the request for independent educational evaluation.

Regional education service centers (ESC)



The state of Texas is divided geographically into 20 regions. In accordance with state laws and rules adopted by the Commissioner of Education each regional ESC shall:

- Have a special education program component;
- Provide activities and services related to special education based on an annual region-wide needs evaluation;
- Maintain a child find/serve program;
- Provide school districts with technical assistance; and
- Provide a comprehensive system of personnel development that is based on the identified needs.

The ESCs participate in statewide networks designed to address priority areas for special education programs and technical assistance projects. These currently include:

Assistive Technology

Low Incidence

Autism

Multicultural

Behavior

Parent Involvement

Dyslexia

Preschool Programs

Evaluation

Transition

Inclusion

Visually Impaired

Regional education service centers (ESC)

Contact your regional
education service center...

when you need...

Technical assistance, information about special education practices, special topic information or training opportunities, location or identification of special education resources.

Region 1 ESC

1900 West Schunior
Edinburg 78539-2234
(956) 984-6000
FAX (956) 984-6299
WEB | www.esc1.net

Region 2 ESC

209 North Water Street
Corpus Christi 78401-2599
(361) 561-8400
FAX (361) 883-3442
WEB | www.esc2.net

Region 3 ESC

1905 Leary Lane
Victoria 77901
(361) 573-0731
FAX: (361) 576-4804
WEB | www.esc3.net

Region 4 ESC

7145 West Tidwell
Houston 77092-2096
(713) 462-7708
FAX (713) 744-6514
WEB | www.esc4.net

Region 5 ESC

2295 Delaware Street
Beaumont 77703-4299
(409) 838-5555
FAX (409) 833-9755
WEB | www.esc05.k12.tx.us

Region 6 ESC

3332 Montgomery Road
Huntsville 77340
(936) 295-9161
FAX (936) 295-1447
WEB | www.esc6.net

Region 7 ESC

1909 Longview Street
Kilgore 75662
(903) 988-6700
FAX (903) 988-6877
WEB | www.esc7.net

Region 8 ESC

2230 N. Edwards Avenue
Mt. Pleasant 75455
(903) 572-8551
FAX (903) 575-2611
WEB | www.esc8.net

Region 9 ESC

301 Loop 11
Wichita Falls 76306-3706
(940) 322-6928
FAX (940) 767-3836
WEB | www.esc9.net

Region 10 ESC

400 E. Spring Valley Road
Richardson 75083-1300
(972) 348-1700
FAX (972) 231-3642
WEB | www2.ednet10.net/

Region 11 ESC

3001 North Freeway
Fort Worth 76106-6596
(817) 740-3600
FAX (817) 740-7600
WEB | www.esc11.net

Region 12 ESC

2101 West Loop 340
Waco 76712
(254) 297-1212
FAX (254) 666-0823
WEB | www.esc12.net

Region 13 ESC

5701 Springdale Road
Austin 78723-3675
(512) 919-5313
FAX (512) 919-5374
WEB | www.esc13.net

Region 14 ESC

1850 Highway 351
Abilene 79601-4750
(915) 675-8600
FAX (915) 675-8659
WEB | www.esc14.net

Region 15 ESC

612 South Irene Street
San Angelo 76903
(915) 658-6571
FAX (915) 658-6571
WEB | www.netxv.net

Region 16 ESC

5800 Bell Street
Amarillo 79109
(806) 677-5000
FAX (806) 677-5001
WEB | www.esc16.net

Region 17 ESC

1111 West Loop 289
Lubbock 79416-5029
(806) 792-4000
FAX (806) 792-1523
WEB | www.esc17.net

Region 18 ESC

2811 LaForce Boulevard
Midland 79711
(915) 563-2380
FAX (915) 567-3290
WEB | www.esc18.net

Region 19 ESC

6611 Boeing Drive
El Paso 79925
(915) 780-5052
FAX (915) 780-6537
WEB | www.esc19.k12.tx.us

Region 20 ESC

1314 Hines Avenue
San Antonio 78208-1899
(210) 370-5600
FAX (210) 370-5750
WEB | www.esc20.k12.tx.us

State Agencies | *Agencias Estatales*

	WHEN YOU NEED...	CUANDO NECESITE...
<p>◆ Texas Education Agency <i>Agencia de Educación de Texas</i> 1701 North Congress Avenue Austin, Texas 78701-1494 (512) 463-9734 www.tea.state.tx.us</p> <p>Division of Special Education <i>División de Educación Especial</i> (512) 463-9414 (512) 463-9560 FAX www.tea.state.tx.us/special.ed</p> <p>Parent Information Line <i>Línea directa para quejas sobre Educación Especial</i> 1-800-252-9668</p>	<p>...Clarification of state and federal education policies and rules, arrangements for due process procedures, complaints investigations, mediations, hearings related to special education, to join the Special Education Updates Listserv.</p>	<p>...Aclaración de las políticas y normas estatales y federales sobre la educación. Arreglos para los procedimientos para el debido proceso, investigación de quejas, mediaciones, audiencias relacionadas con la educación especial, y para suscribirse a la Special Education Updates Listserv (Lista de actualizaciones de Educación Especial).</p>
<p>◆ Interagency Council on Early Childhood Intervention <i>Intervención a Temprana Edad</i> P. O. Box 149030 Austin, Texas 78711-9030</p> <p>PHYSICAL LOCATION: 4900 N. Lamar Boulevard Austin Texas 78751-2399</p> <p>(512) 424-6745 (512) 424-6785 FAX 1-800-250-2246 www.eci.state.tx.us</p>	<p>...Assistance for children with disabilities or developmental delays from birth to 3 years.</p>	<p>...Ayuda para niños con discapacidades o retrasos del desarrollo desde el nacimiento hasta los tres años de edad.</p>

State Agencies | Agencias Estatales

	WHEN YOU NEED...	CUANDO NECESITE...
<p>◆ Texas Department of Health <i>Departamento de Salud de Texas</i></p> <p>1100 W. 49th Street Austin, Texas 78756-3199</p> <p>(512) 458-7111 1-888-963-7111 (512) 458-7708 TDD</p> <p>www.tdh.state.tx.us</p>	<p>...Information and technical assistance about health needs, maternal and child health, and statistics.</p>	<p>...Información y ayuda técnica sobre necesidades para la salud, salud maternal e infantil, estadísticas.</p>
<p>◆ Texas Department of Human Services (TDHS) <i>Departamento de Servicios Humanos de Texas</i></p> <p>P. O. Box 149030 Austin, Texas 78714-9030</p> <p>PHYSICAL LOCATION: 701 West 51st Street Austin Texas 78751</p> <p>1-888-834-7406 1-888-425-6889 TDD</p> <p>www.dhs.state.tx.us</p>	<p>...Information and technical assistance for families and children, and disabled persons including Medicaid issues.</p>	<p>...Información y ayuda técnica para familias y niños e individuos con discapacidades, incluyendo asuntos de Medicaid.</p>

State Agencies | *Agencias Estatales*

	WHEN YOU NEED...	CUANDO NECESITE...
<p>◆ Texas Department of Mental Health and Mental Retardation <i>Departamento de Salud Mental y Retardo Mental de Texas</i></p> <p>P.O. Box 12668 Austin, Texas 78711-2668</p> <p>PHYSICAL LOCATION: 909 W. 45th St. Austin, Texas 78751</p> <p>(512) 454-3761 1-800-735-2989 TTY (512) 206-4560 FAX</p> <p>www.mhmr.state.tx.us</p>	<p>...Information and assistance about services responding to the needs of individuals with mental illness and mental retardation.</p>	<p>...Información y ayuda sobre los servicios que acuden a las necesidades de los individuos con enfermedades mentales y retardo mental.</p>
<p>◆ Texas Commission for the Blind <i>Comisión para Ciegos de Texas</i></p> <p>PHYSICAL LOCATION: 4800 N. Lamar Boulevard, Suite 340 Austin, Texas 78756-3178</p> <p>1-800-252-5204 (512) 377-0685 FAX</p> <p>www.tcb.state.tx.us</p>	<p>...Counseling and rehabilitation services. Services for children aimed at prevention of blindness and parental counseling.</p>	<p>...Orientación y servicios de rehabilitación. Servicios para niños con el fin de prevenir la ceguera y orientación para padres.</p>

State Agencies | Agencias Estatales

WHEN YOU NEED...

CUANDO NECESITE...

◆ **Texas Commission for the Deaf and Hard of Hearing**
Comisión de Texas para Sordos e Impedidos de la Audición
 4800 N. Lamar Boulevard, Suite 310
 Austin, Texas 78756

 (512) 407-3250
 (512) 407-3251 TTY
 (512) 451-9316 FAX

 www.tcd.state.tx.us

...Information and technical assistance about services to the deaf other than education are collecting and dispensing information concerning the deaf.

...Información y ayuda técnica sobre los servicios para sordos aparte de la educación. Reunir y dar información sobre los sordos.

Technology-Related Assistance | Ayuda relacionada con la Tecnología de Asistencia

WHEN YOU NEED...

CUANDO NECESITE...

◆ **Texas Technology Access Project**
Proyecto de Acceso a la Tecnología de Texas

 University of Texas at Austin
 SZB 252 D5100
 Austin, Texas 78712-1290

 (512) 471-7621
 (512) 471-1844 TDD
 (512) 471-7549 FAX
 1-800-828-7839

<http://tatp.edb.utexas.edu/>

...Information about assistive technology needs and resources.

...Información sobre las necesidades y recursos sobre la tecnología de asistencia.

Legal Assistance | Ayuda Legal

	WHEN YOU NEED...	CUANDO NECESITE...
<p>◆ State Bar of Texas P. O. Box 12487 Austin Texas 78711-2487 1-800-252-9690 www.texasbar.com</p>	<p>...Information about resources for legal help with disability related issues.</p>	<p>...Información sobre los recursos para ayuda legal en temas relacionados a las discapacidades</p>
<p>◆ Texas Legal Services Center <i>Centro de Servicios Legales de Texas</i> 815 Brazos, Suite 1100 Austin, Texas 78701 (512) 477-6000</p>	<p>...Information about resources for legal help with disability related issues.</p>	<p>...Información sobre los recursos para ayuda legal en temas relacionados a las discapacidades</p>

Texas Disability Advocacy Organizations | Organizaciones defensoras de los discapacitados en Texas

	WHEN YOU NEED...	CUANDO NECESITE...
<p>◆ Advocacy, Incorporated 7800 Shoal Creek Boulevard, Suite 171-E Austin, Texas 78757-1024 (512) 454-4816 1-800-252-9108 www.advocacyinc.org</p>	<p>...Assistance or support in resolving issues with the school that may be interfering with your child having an appropriate school program.</p>	<p>...Información sobre los recursos para ayuda legal en temas relacionados a las discapacidades.</p>
<p>◆ Partners Resource Network 1090 Longfellow Drive, Suite B Beaumont, Texas 77706-4889 1-800-866-4726 (409) 898-4684 www.partnerstx.org</p>		

Federal Agencies | *Agencias Federales*

	WHEN YOU NEED...	CUANDO NECESITE...
<p>◆ U.S. Dept of Education <i>Departamento de Educación de los Estados Unidos</i> 400 Maryland Avenue, SW Washington, DC 20202-0498 1-800-USA-LEARN (1-800-872-5327) www.ed.gov/index.html</p>	<p>...National Education Priorities, budget, statistics, links for technical assistance.</p>	<p>...Prioridades Educativas Nacionales, presupuestos, estadísticas conexiones para ayuda técnica.</p>
<p>◆ Office of Special Education and Rehabilitative Services (OSERS) <i>Oficina de Educación Especial y Servicios de Rehabilitación</i> www.ed.gov/offices/osers/index.html</p>	<p>...Information or technical supports about programs that assist in educating children with special needs, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities.</p>	<p>...Información o apoyo técnico sobre los programas que ayudan en la educación de niños con necesidades especiales, aseguran la rehabilitación de jóvenes y adultos con discapacidades y apoyan la investigación para mejorar las vidas de los individuos con discapacidades.</p>
<p>◆ Office of Special Education Programs (OSEP) <i>Oficina de Programas de Educación Especial</i> www.ed.gov/offices/osers/osep/index.html</p>	<p>...Information or technical assistance on the free appropriate public education of children and youth with disabilities from birth through age 21.</p>	<p>...Información o apoyo técnico en la educación pública gratuita apropiada para niños y jóvenes con discapacidades desde su nacimiento hasta los 21 años de edad.</p>
<p>◆ Office of Civil Rights <i>Oficina de Derechos Civiles Oficina Regional de Dallas</i> Dallas Regional Office 1999 Bryan, Suite 2600 Dallas, Texas 75201 (214) 880-2459</p>	<p>...Assistance with complaints regarding denial of access and discrimination based on disability.</p>	<p>...Ayuda con las quejas referente a la negación de acceso y la discriminación basada en las discapacidades.</p>

General Information | Información general

	WHEN YOU NEED...	CUANDO NECESITE...
<p>◆ The National Information Center for Children and Youth with Disabilities (NICHCY)</p> <p><i>Centro de Información Nacional para Niños y Jóvenes con Discapacidades</i></p> <p>P.O. Box 1492 Washington, DC 20013</p> <p>1-800-695-0285</p> <p>www.nichcy.org</p>	<p>...General information about a specific disability and related resources or support organizations.</p>	<p>...Información general sobre alguna discapacidad específica y recursos afines u organizaciones de apoyo</p>

WHEN YOU NEED...	CUANDO NECESITE...
<p>◆ Disability Links www.irsc.org</p>	<p>◆ Enlaces para Discapacidades www.irsc.org</p>

Organizations for Specific Disabilities | *Organizaciones para Discapacidades Específicas*

◆ **Auditory Impairment/Deaf** | *Impedimento auditivo/Sordera*

**National Institute on Deafness and Other
Communication Disorders**
*Instituto Nacional para la Sordera y otros
Trastornos de la Comunicación*

31 Center Drive, MS C2320
Bethesda, Maryland 20892-2320

www.nidcd.nih.gov

◆ **Autism** | *Autismo*

Autism Society of America
Sociedad Americana de Autismo

7910 Woodmont Avenue, Suite 300
Bethesda, Maryland 20814-3067

1-800-328-8476

www.autism-society.org

Autism Resources in America
Recursos para el Autismo en América

www.unc.edu/~cory/autism-info/

◆ **Brain Injury** | *Lesiones cerebrales*

Brain Injury Association of Texas
Asociación para Lesiones Cerebrales de Texas

1339 Lamar Square Drive, Suite C
Austin, Texas 78704

(512) 326-1212

(512) 326-8088 FAX

1-800-392-0040 (in Texas)

www.biatx.org

Brain Injury Society
Sociedad para las Lesiones Cerebrales

1901 Avenue N - Suite 5E
Brooklyn, New York 11230
(718) 645-4401 or (718) 469-4100

www.bisociety.org

Organizations for Specific Disabilities | Organizaciones para Discapacidades Específicas

◆ Cerebral Palsy | Parálisis cerebral

United Cerebral Palsy (UCP) of Texas

5555 N. Lamar Boulevard, Suite L139
Austin, Texas 78751

(512) 472-8696
1-800-798-1492

www.ucp.org

UCP of Metropolitan Dallas

8802 Harry Hines Boulevard
Dallas, Texas 75235

(214) 351-2500
(214) 351-2610 FAX
1-800-999-1898

UCP of Metropolitan Houston

4500 Bissonnet, Suite 340
Bellaire, Texas 77401

(713) 838-9050
(713) 838-9098 FAX

UCP of Tarrant County

1555 Merrimac Circle, Suite 102
Fort Worth, Texas 76107

(817) 332-7171
(817) 332-7601 FAX

◆ Deaf/Blind | Sordera y ceguera

The National Information Clearinghouse on Children Who are Deaf-Blind (DB-LINK)

Centro Nacional de Intercambio de Información sobre Niños que son Sordo-Ciegos

1-800-438-9376
1-800-854-7013 TTY

<http://www.tr.wou.edu/dblink/>

The National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC)

Consortio Nacional de Ayuda Técnica para Niños y Adultos Jóvenes que son Sordo-Ciegos

1003 Virginia Avenue, Suite 106
Atlanta, Georgia 30354
(404) 766-5800
(404) 766-4009 TTY
(404) 766-3447 FAX

www.tr.wou.edu/ntac/

Organizations for Specific Disabilities | Organizaciones para Discapacidades Específicas

◆ Emotional and Behavioral Problems and Disorders | Problemas y trastornos emocionales y de conducta

Center for Effective Collaboration and Practice *Centro para la Práctica y Colaboración Eficiente*

1000 Thomas Jefferson Street, NW Suite 400
Washington, DC 20007
(202) 944-5300
1-888-457-1551
(202) 944-5454 FAX

<http://cecp.air.org/>

◆ Learning Disability | Discapacidades del aprendizaje

Learning Disabilities Association of Texas *Asociación Tejana para las Discapacidades del Aprendizaje*

1011 West 31st Street
Austin Texas 78705
(512) 458-8234
1-800-604-7500

<http://ourworld.compuserve.com/homepages/LDAT/ldat.html>

Learning Disabilities Online *Discapacidades del Aprendizaje en la Red*

www.ldonline.org/index.html

Organizations for Specific Disabilities | *Organizaciones para Discapacidades Específicas*

◆ **Mental Retardation** | *Retardo mental*

The Arc of the U.S.A.

1010 Wayne Avenue, Suite 650
Silver Spring, MD 20910
(301) 565-3842
(301) 565-3843 FAX

www.thearc.org

The Arc of Texas

1600 W 38th Street, #200
Austin, Texas 78731
(512) 454-6694
1-800-252-9729

www.thearcoftexas.org

The Arc of Dallas

2114 Anson Road
Dallas, Texas 75235
(214) 634-9810

www.arcdallas.org

The Arc of Fort Bend County

3660 Glenn Lakes Lane
Missouri City, Texas 77459
(713) 499-2234
(713) 499-5976 FAX

<http://www.arcoffortbend.org/>

The Arc the Capital Area

2818 San Gabriel
Austin, Texas 78705
(512) 476-7044
(512) 476-9054 FAX

www.arcofthecapitalarea.org

The Arc of Greater Houston

3737 Dacoma, Suite E
P.O. Box 924168
Houston, Texas 77292-4168
(713) 957-1600
(713) 957-1699 FAX

www.thearcofgreaterhouston.com

The Arc of Midland (MARC)

2701 North A Street
Midland, Texas 79705
(915) 498-8590
(915) 682-2606 FAX

www.arcmidlandtx.org/home.html

Organizations for Specific Disabilities | *Organizaciones para Discapacidades Específicas*

◆ **Speech/Communication Impairment** | *Discapacidades del Habla y la Comunicación*

Texas Speech-Language-Hearing Association
Asociación del Lenguaje y del Habla de Texas

P.O. Box 140647
Austin, Texas 78714-0647

(512) 452-4636

www.txsha.org

◆ **Visual Impairment/Blind** | *Discapacidades visuales y ceguera*

American Foundation for the Blind (Southwest)
Fundación Americana para los Ciegos (Sudoeste)

260 Treadway Plaza
Exchange Park
Dallas, Texas 75235

(214) 352-7222

(214) 352-3214 FAX

www.afb.org

Parent Training and Information (PTI) Centers in Texas

Parent centers in each state provide training and information to parents of infants, toddlers, school-aged children, and young adults with disabilities and the professionals who work with their families. This assistance helps parents participate more effectively with professionals in meeting the educational needs of children and youth with disabilities. To reach the parent center in your state, you can contact the Technical Assistance Alliance for Parent Centers (the Alliance), which coordinates the delivery of technical assistance to the Parent Training and Information Centers and the Community Parent Resource Centers through four regional centers located in California, New Hampshire, Texas, and Ohio.

This list of federally funded Parent Centers was generated by the Alliance Coordinating Office at the PACER Center. The Alliance Grant Project Officer is Donna Fluke, Office of Special Education Programs.

Centros de Capacitación e Información para Padres (PTI) en Texas

En cada uno de los estados los centros para padres les brindan capacitación e información a los padres de bebés, niños pequeños, niños en edad escolar, jóvenes adultos con discapacidades y a los profesionales que trabajan con sus familias. Esto le ayuda a los padres a participar más eficazmente junto con los profesionales para satisfacer las necesidades educativas de los niños y jóvenes con discapacidades. Para comunicarse con el centro para padres en su estado, usted se puede comunicar con la Technical Assistance Alliance for Parent Centers (Alianza de ayuda técnica para centros para padres,) que coordina la asistencia técnica a los Centros de capacitación e información para padres y a los Centros de recursos comunitarios para padres, comunicándose con alguno de los cuatro centros regionales ubicados en California, New Hampshire, Texas y Ohio.

Esta lista de Centros para padres financiados por el gobierno federal fue creada por la Alliance Coordinating Office en el PACER Center. El oficial de Alliance Grant Project es Donna Fluke, de la Office of Special Education Programs (Oficina de Programas para Educación Especial).

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- **Texas Fiesta Educativa Project P.O.D.E.R.**
1017 N. Main Avenue, Suite 207
San Antonio, Texas 78212

(210) 222-2637
1-800-682-9747 (in Texas)
(210) 475-9283 FAX

www.tfepoder.org
 - **The Arc of Texas in the Rio Grande Valley**
Parents Supporting Parents Network
601 N. Texas Boulevard
Weslaco, Texas 78596

(956) 447-8408
1-888-857-8688
(956) 973-9503 FAX

www.thearcoftexas.org
 - **El Valle Community Parent Resource Center**
530 South Texas Blvd, Suite J
Weslaco, Texas 78596

(956) 969-3611
1-800-680-0255 (Texas only)
(956) 969-8761 FAX

www.tfepoder.org
 - **Partners Resource Network Inc.**
1090 Longfellow Drive, Suite B
Beaumont, Texas 77706-4819

(409) 898-4684 (VOICE & TDD)
1-800-866-4726 (in Texas)
(409) 898-4869 FAX

www.partnerstx.org