New Braunfels Independent School District

Special Education Parent Information Notebook

SEPAC

Mission statement of the New Braunfels ISD Special Education Parent Advisory Committee

To act as an advisory body to the District to improve understanding, respect, and support while providing excellence in education for all children with special needs in our community.

This notebook was created with the input of the Special Education Parents' Advisory Committee (SEPAC) for use by families of children with disabilities.

ACKNOWLEDGEMENTS

The New Braunfels Special Education Department would like to thank the inaugural SEPAC committee members for their input in the making of this notebook

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Introduction

The SEPAC Parent Information Notebook for parents was created as a collaborative effort by the NBISD Special Education Department and the Special Education Parent Advisory Committee (SEPAC).

The notebook provides general information about the special education process and more specific information regarding New Braunfels I.S.D. programs and services.

The Special Education staff of New Braunfels I.S.D. and the SEPAC representatives encourage you to take advantage of this tool and use it as a means to prepare yourself to be a knowledgeable advocate for your child.

Together, we're better!

Martie Rodriguez, Director of Special Education

HANDBOOK PURPOSE

To familiarize parents with their rights regarding Special Education

To familiarize parents with the Special Education process in NBISD

To familiarize parents with Special Education programming in NBISD

To familiarize parents with Special Education acronyms

What is Special Education?

Special education means specially designed individualized or group instruction or special services or programs to meet the unique needs of students with disabilities. Special education services and programs are provided at no cost to the parent.

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1. Parental Rights Regarding Special Education

PURPOSE

This section lists the websites in which you can obtain copies of *the Procedural Safeguards* and lists the required distribution times. It also gives information on where to find copies of *A Guide to the Admission, Review, and Dismissal Process*.

Notice of Procedural Safeguards

2013
March

Procedural Safeguards

The Individuals with Disabilities Education Act (IDEA) says the school district must give parents a notice explaining the procedural safeguards available to parents (their rights) at least one time per year or:

- Upon initial referral or parent request for evaluation;
- Upon receipt of the first special education complaint filed with TEA
- Upon receipt of the first due process hearing complaint in a school year;
- When a decision is made to take disciplinary action that constitutes a change in placement; or
- Upon your request.

You were given a copy of *the Procedural Safeguards* when you were asked to give consent for testing. A copy of the front page of the safeguards precedes this page. You then will receive a copy one time a year. You can also use the following websites to obtain additional copies or contact the Special Education office at 643-5757 to request a new one. This document, produced by the Texas Education Agency, is intended to help parents of children with disabilities understand their rights under IDEA.

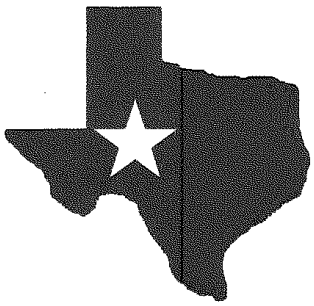
Another booklet you were given is *A Guide to the Admission, Review, and Dismissal Process*, which can also be found at these websites. A copy of the front of the booklet is provided on the following page. This guide gives further clarification of the special education process and of your procedural rights and responsibilities so that you will be able to fully participate in the decision-making process regarding your child's education.

www.texasprojectfirst.org

http://www.tea.state.tx.us/index2.aspx?id=2147496922

http://www.thearcoftexas.org/site/PageServer?pagename=ARC_Idea

A Guide to the Admission, Review, and Dismissal Process



A Guide to the Admission, Review and Dismissal Process
March 2012

2. Special Education Process in NBISD

PURPOSE

This section is to familiarize parents with the Special Education process in NBISD.

The Special Education Process

Parents and family members are critical partners, along with school district personnel, in the education of their children. Parents provide essential information to teachers and administrators, play an important role in decisions made about their children and can be a key to supporting high expectations for their children during their school years.

What are the steps in the Special Education Process?

Step1: Initial Referral for Special Education Services

Students suspected of having a disability are referred to a team called the Student Support Team (SST). This committee will make a determination as to whether or not the student should be referred for special education services. If it is determined that a referral for special education is appropriate at this time, the information will be sent to the special education department.

Who Can Make a Referral for My Child to Special Education?

You, the parent, can always make a referral for your child. Your child's teacher or a professional in your child's school may also make a referral to the Committee. Additional people who may make a referral include doctors, judicial officers (such as a family court judge or a probation officer) or a designated person in a public agency. In addition, a referral may also be made by someone from an Early Childhood Intervention Program, such as Homespun, that serves children with disabilities from birth to age three. A student over eighteen can refer him or herself. The school will gather information to decide if the student should be evaluated (tested) for special education eligibility.

Step 2: Individual Evaluation Process

Once the referral is received by the special education office, it will be processed and assigned to appropriate assessment personnel to conduct the evaluation

What is a full and individual evaluation (FIE)?

The results of an evaluation help determine if special education services or programs are needed. An evaluation includes various assessment tools and strategies. These tests determine what your child's learning difficulties may be and how those difficulties affect his or her participation and progress in the general education curriculum. This evaluation is at no cost to you.

What is your role in the individual evaluation process?

As a parent, your input is a critical part of the assessment as you are going to know your child better than anyone else. You will be asked to give your permission for the evaluation to take place. You will also be asked to complete information on your child to provide a history your child's development and any concerns you have noted in your child's development or problems in school. You may be contacted by phone, asked to come in for a meeting or given a packet to complete.

If you have any other evaluations information from sources outside the school district, you should share that with the school.

Step 3: The Admission, Review and Dismissal (ARD) Process

Based on evaluation results, the Admission, Review and Dismissal (ARD) Committee decides if the student is eligible to receive special education services and programs.

What is an Admission, Review and Dismissal Committee (ARD)?

ARD Committee is the name for the group made up of a student's parents and school staff that meets at least annually to decide whether or not the student has an eligible disability and what special education and related services will be provided. Its major responsibility is the development of the Individual Education Program (IEP) for students receiving special education.

What is your role in the ARD process?

After the evaluation is completed, you will be invited to a meeting called an Admission, Review and Dismissal meeting. The schools call it an ARD meeting. You should attend this meeting because you have important information to share about your child. If you cannot attend, you have the right to ask the district to change the time or place of the meeting. At the meeting, the Committee will review the evaluation results. Based on that information, and information that you provide, the Committee decides if your child is eligible or ineligible to receive special education programs and/or services.

Step 4: Individualized Education Program (IEP)

If the child is eligible to receive special education services, the ARD Committee develops and implements an appropriate IEP, based on evaluation results, to meet the needs of the student. Based on the IEP, the Committee must determine the student's placement, ensuring that services are provided in the least restrictive environment (LRE).

What is an individual education plan (IEP)?

The individual education program is a written plan designed for your child. It consists of the goals and objectives for the programs and services the ARD

committee determines are appropriate for your child based on the findings of the FIE.

What is Your Role in the IEP Process?

Your participation and input is important. Remember, you know your child better than anyone else. You will give input as to the services and goals and objectives that you feel are needed for your child to be successful. If the ARD committee determines that your child has a disability and needs special education services, you will be asked to give your written consent for the school to provide special education. The consent you gave to have your child evaluated is separate from your consent for services.

Step 5: Annual Review/Reevaluation

The IEP is reviewed and, if needed, modified or revised by the Committee at least once a year (annual review). The student has a reevaluation at least once every three years, to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher.

The process occurs sequentially with each step building on the previous one. In this way, comprehensive information about the student is obtained and considered. Timelines are in place so that delays are avoided. Parents are an integral part of this process, and your involvement is encouraged.

The campus directories will have contact information referring to your Licensed Specialist in School Psychology, Educational Diagnostician or Speech Therapist. These individuals can assist you in setting up ARD meetings or providing you with information as to the special education process.

You can also find that information on the Special Education Department website.

http://www.nbisd.org/default.aspx?name=sped.staff

What if I no longer want my child to receive special education services?

Revocation of Consent for Services

Parents may withdraw their consent for a school district to provide special education and related services. The federal rules require that a parent's revocation of consent for services must be in writing. However, before discontinuing services, the district must provide you with prior written notice. After you revoke consent for services, the school district is not required to amend your child's educational records to remove references to the student having received special education services.

If you revoke your consent and the school stops providing services, the school is no longer required to convene an ARD meeting or develop an IEP for your child. Teachers are no longer required to provide modifications and/or accommodations for your child and administrators have the right to suspend your child without the requirement of a manifestation determination.

3. Special Education Programming in NBISD

PURPOSE

This section lists and describes programs and services provided by New Braunfels ISD.

NBISD Special Education Programs and Services

For more details on the programs and services described in this section please contact: Special Education Director, phone: (830) 643-5757

ADAPTED PHYSICAL EDUCATION (APE)
Adapted Physical Education is a diversified program suited to the capabilities, needs, and interests of students with disabilities who may not safely or successfully engage in unrestricted physical education activities. Adapted Physical Education specialists identify students through an evaluation process that focuses on motor and perceptual motor patterns. The service model may include consultative services within regular physical education to specialized physical education in small group settings with adapted physical education teachers.

ASSESSMENT AND DIAGNOSTIC SERVICES / CHILD FIND SPECIALIST
Assessment on each campus is conducted by qualified Speech/Language Pathologists, Educational Diagnosticians, and Licensed Specialists in School Psychology. Any student suspected of having a disability that will qualify them for special education services should be assessed. This group of professionals is responsible for the initial evaluation of students as well as any reevaluation to determine continued eligibility for services.

ASSISTIVE TECHNOLOGY (AT)
Assistive technology devices are any item, piece of equipment, or product system (software) used to increase, maintain, or improve the functional capabilities of a student with disabilities. NBISD employs a staff that may be used to assess whether or not assistive technology is needed for a child to benefit from instruction.

CAMPUS INSTRUCTIONAL SETTINGS/SERVICE DELIVERY MODELS
Services are provided to students in a variety of settings. All schools have resource, mainstream, FOCUS and a model of inclusion such as in-class support. Some schools provide services through cluster sites, which serve schools in the same geographic area. Cluster sites are provided for Life Skills focus specialized instruction in functional academics life skills, instruction in social and behavioral skills in a structured classroom. All decisions, regarding placement and services, are made on an individual basis by an ARD/IEP Committee. The initial placement decision to a cluster site is made by the student's home campus ARD committee. Afterwards, the meetings are held by the ARD committee at the cluster site. Students must receive services in the least restrictive environment with an emphasis on access to the general education curriculum.

Content Mastery:
An "open lab" concept where students seek assistance with prerequisite skills, independent projects, modified instructional support, reading assignments, studying, test-taking etc. There is collaboration between the special education and general education classroom teacher on lesson content, modifications and student progress. Special education teacher provides consultation, tutorial assistance, adapted materials and monitoring of student progress. The general education teacher provides direct instruction, modifications, and grading.

Deaf Education Services
Students who are Deaf or Hard of Hearing are provided a wide array of support services at the Regional Day School for the Deaf in San Marcos and Hays ISD. According to individual needs, services can include consultation, direct instruction by certified teachers of the Deaf through inclusion support, resource classrooms, and self-contained classrooms, speech and language services, audio logical management, and counseling. The Deaf Education Program supports a variety of communication options according to individual student needs. Total Communication and Auditory/Oral Communication are supported by our program.

Extended School Year (ESY)
ESY is provided during the summer for students with disabilities when the need is determined through the ARD/IEP committee. Students who may need educational programming beyond the regular school year are those whose measured educational performance on IEP goals and objectives demonstrates a pattern of significant regression combined with excessive time for recoupment when an extended break in service occurs.

It is the responsibility of the IEP committee, on an annual basis, to review data gathered and determine services needed during ESY.

FOCUS
FOCUS is a model for inclusion and behavior management for students with behavioral and emotional challenges. FOCUS looks like an inclusive, collaborative, and positive behavior support system that requires partnerships from the student, special education staff, general education staff, administrators, and parents. It is designed to empower students to take responsibility for their own behaviors. FOCUS is a data-driven model that enables students to remain in their assigned classes and practice replacement behaviors in the least restrictive environment.

Students learn when, where, and why their behavior is inappropriate and how they can respond appropriately in the academic, social and school environments.

Homebound Services (HB)
Homebound services provide instruction to eligible students who are at home or in a hospital setting. Students served through homebound have a medical condition or extended illness that prevents attendance in school for at least four weeks, as documented by a physician licensed to practice in the U.S. Instruction may also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year, as documented by a licensed physician. These services are determined by an ARD/IEP Committee decision. When services are provided in a private setting, such as a home, there must be an adult other than the student and the teacher present in the home.

IDEA
The Individuals with Disabilities Education Act (IDEA) is the nation's federal special education law that ensures public schools serve the educational needs of students with disabilities.

Inclusion
Inclusion is the educational practice of educating children with disabilities in general education classrooms with children without disabilities. Special Educators may be in the same classroom as the general educators providing support to students with disabilities or they may be consulting with their

teachers to help plan for success. There are many different models of inclusion which may include co-teaching, in-class support or consultative.

Life BRIDGES
Provides services to students ages 18-21 who are ready to move to a community based phase of high school. This phase involves full or part-time employment in the community, participation in community recreation/leisure activities and use of public transportation.

The goal of this service is seamless transition to a post high school setting. The Bridges relies heavily on collaboration among schools, family and appropriate adult services agencies.

LIFE SKILLS
The Life Skills program serves students whose needs are more functional than academic. The program emphasizes functional academic, self-help, social and community living skills at the elementary level. The secondary level emphasizes training that prepares the student for transition to employment and adult community living. Instruction increasingly progresses from classroom to community based as the student approaches graduation in order to facilitate a transfer of skills from theory to practice. The primary population served by the program is intellectually disabled, but others are included if the program can be modified to serve their needs. -

Occupational Therapy (OT)
The Occupational Therapy team uses purposeful, goal directed activities to enable a student with a disability to benefit from special education services. Specifically, therapy is designed to assist in the development of skills that are prerequisites to academic learning within the educational setting. Depending on student needs, it may include improving gross and fine motor skills, coordination, adapting environments, organizing and using materials appropriately, and/or developing routines for dressing and feeding skills. Delivery of OT services in the educational setting is distinctly different from clinically based, medically necessitated treatment.

Eligibility for this support service is determined by formal assessment, requested by the ARD/IEP Committee or via the diagnostician as a part of the initial evaluation.

Physical Therapy (PT)

The Physical Therapist plans and implements programs that will help students meet their educational goals and objectives and benefit from special education services. The therapist is concerned with facilitating the child's overall performance in the classroom, considering the student's developmental level and physical disability. Services are provided to enhance independent functioning and may include positioning, strengthening, modifications and adaptations to the environment. Although medical concerns are significant, rehabilitation is <u>not</u> the focus of school based physical therapy.

Eligibility for this special education support service is determined by assessment requested by the ARD/IEP Committee or via the diagnostician as a part of the initial evaluation.

Preschool Program for Children with Disabilities (PPCD)
The PPCD program provides classroom-based and support services to eligible 3, 4, and 5 year old children. Services may be provided on campus or in some cases, day care, mother's day out, or in the home. Parent-professional collaboration is an integral part of the PPCD program.

Related Services
Special education related services are support services necessary to enable eligible students to benefit

from special education. These services may include: audiology, music therapy, physical therapy, counseling, occupational therapy, or transportation.

Resource Classroom
Instruction and related services are provided to students in a separate special education classroom for less than 50% of the day. This class includes content specific instruction in math, language arts, science, and social studies by special education personnel. May include supportive services in the general education classroom (e.g., helping teacher, interpreters, and special education aides).

SERS Library

The Special Education Resources (SERS) Library is located at the New Braunfels High School in Room 212. It is open from 1-5 M-F. This library is intended to provide resources and materials for teachers and parents. There is a special section designated for parent checkout dedicated to raising a child with a disability. The SERS clerk will help parents to check out materials. If there is something you would like to have added to this library, please let the clerk know.

SHARS/Medicaid

School Health and Related Services (SHARS) is a Medicaid financing program and is a joint program of the Texas Education Agency and the Texas Health and Human Services Commission (HHSC). SHARS allows local school districts to obtain Medicaid reimbursement for certain health-related services provided to students in special education. Using existing state and local special education allocations as the state match, SHARS providers are reimbursed the federal share of the established reimbursement rate. School districts receive federal Medicaid money for SHARS services provided to students who meet all three of the following requirements.

These students must:

- Be Medicaid eligible,
- Meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA), and
- Have Individual Educational Plans (IEPs) that prescribe the needed services.
-

Current SHARS services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, special transportation and personal care services. These services must be provided by qualified professionals under contract with or employed by the school district/ssa. Furthermore, the school district must be enrolled as Medicaid providers in order to bill Medicaid.

There is no lifetime benefit cap for Medicaid services to children 20 years of age or younger. SHARS is a program under the EPSDT (Early and Periodic Screening, Diagnosis and Treatment) program. Under EPSDT, there are no set limitations or cap on Medicaid services to clients 20 years of age or younger, so long as the service is medically necessary**.**

NOTE: The Medicaid services the child receives at school do not affect the type or amount of Medicaid services the child receives outside the school.

Medicaid FAQ's

Will the services received under SHARS impact other Medicaid services prescribed by my primary physician? **No**, the Medicaid services the child receives at school do not affect the type or amount of Medicaid services the child receives outside the school.

Is it required to obtain parental consent in order for the district to bill Medicaid under the SHARS program? **Yes**, schools should obtain informed parental consent to bill Medicaid for the specific services and the frequency as outlined in the child's current ARD/IEP.

If a child receives Medicaid billable services at school under the SHARS program, are they also able to receive the same service through Medicaid outside of the regular school hours? **Yes**, the child's eligibility for Medicaid services outside the school setting is not compromised by receiving SHARS services at school. The services provided at school are so the child may receive a free and appropriate public education. Due to medical necessity, the child may need additional services outside of school. For example, a school may provide and bill for SHARS speech therapy for a student who also receives Medicaid Children's Services -Comprehensive Care Program (Medicaid Children's Services CCP) speech therapy outside the school.

Could billing SHARS cause a child to exceed any "cap" or lifetime maximum on their Medicaid benefits? **No**, there is no lifetime benefit cap for Medicaid services to children 20 years of age or younger. SHARS is a program under the EPSDT (Early and Periodic Screening, Diagnosis and Treatment) program. Under EPSDT, there are no set limitations or cap on Medicaid services to clients 20 years of age or younger, so long as the service is medically necessary. The Medicaid services the child receives at school do not affect the type or amount of Medicaid services the child receives outside the school.

Special Education Parent Advisory Committee (SEPAC)

The Special Education Department sponsors this parent Committee which is focused on providing parent support, education, and information to parents as they navigate the special education process.

Web page: http://www.nbisd.org/default.aspx?name=sped.sepac

Special Olympics

Special Olympics offers athletic training and competition in a variety of sports to students with mental retardation or closely related developmental disabilities. Competition opportunities occur at the local, regional, and state levels for eligible athletes. Special Olympics strongly emphasize parental support and involvement in this extracurricular endeavor.

Web page: http://www.nbisd.org/default.aspx?name=sped.index

Speech Therapy Services

Certified Speech Language Pathologists provide services to students who have been identified through the evaluation process as having a disability in speech and/or language. Services are provided in both general and special education settings. In addition, the district employs two augmentative communication specialists to provide specialized consultation to staff working with students who require augmentative communication devices.

Student Records

It's the responsibility of the special education department to process, maintain and safeguard all student records. The department protects the privacy of the students and their families by implementing federal and state laws and guidelines which govern student records. All written requests for the release of student information are processed through this department.

Surrogate Parent Training Program
Students whose natural parents, for a variety of reasons, cannot make educational decisions for them may have a surrogate parent appointed. The surrogate is assigned to protect the student's rights and act as the student's advocate in the educational decision making process. Surrogates attend ARD/IEP meetings and review educational records. The Special Education Department provides training for surrogate parents identified by the campus or for foster parents acting as surrogate parents.

Transition Specialist
The transition specialist provides building and district wide training in Transition Planning. In addition, the transition specialist helps to identify, establish and maintain links to state and non-profit agencies.

The transition specialist also provides individual support to students, families and staff. Upon request, the Transition Specialist provides updates on transition planning, community access support, adult agency information, and development of new programs.

Web page: http://www.nbisd.org/default.aspx?name=sped.index

Transportation
The safe and comfortable transportation of the district's special education students who ride to school and job sites in buses/vans is a priority of the New Braunfels ISD Transportation Department. Special education students receive curb to curb services. In addition to daily routes, the department provides transportation for field trips, special events, and vocational services such as Community Based Vocational Instruction, Supported Employment and the VAC Work Program.

Bus drivers and bus aides receive extensive, on-going training in the operation of adaptive equipment, lift equipment and restraint devices. In addition, drivers and aides receive training on individual medical concerns of their students and behavior management training.

Visual Impairment Services (VI)
Itinerant VI Certified Teachers provide services for students with visual impairments. These teachers travel to the students' assigned schools or educational settings to provide consultative services and/or direct instruction. Programming adaptations and modifications are made available in the students' learning environment. Specific skills training, unique to the visual impairment, is assured, (e.g. Braille, large print, low vision aides, tactile and recorded materials, assistive technology, and daily living skills.)

Evaluation information and recommendations from the Orientation and Mobility Specialist may be included in the IEP. Training in orientation and mobility may be provided if approved by the ARD/IEP committee.

Vocational Services
Vocational training is provided to students in a variety of classes and settings. Classes provided are:

> ***Community Based Vocational Instruction (CBVI)*:** The classroom is extended to non-paid work sites in the community providing hands-on activities to explore careers, job shadow, and build employment skills.
>
> ***Vocational Adjustment Class (VAC):***
> The Vocational Adjustment Class is a service and support option on a continuum designed to meet the diverse needs of students with disabilities that impact their ability to obtain and maintain employment. Students access and participate in the grade-level Texas Essential

Knowledge and Skills (TEKS) using modifications and/or accommodations. Instruction and modifications address the learning styles and needs of the students. Specific vocational coursework is required and designed to meet the needs of those students who require special assistance in gaining employability and self-help skills. When the student completes requirements for graduation as specified in the Individualized Education Program (IEP), a high school diploma is awarded.

***Supported Employment*:** Students participate in paid employment with the support of a job coach.

Work Program: Students earn high school credit while participating in full or part-time employment with work progress monitored by the VAC teacher and employer.

4. Special Education Acronyms

PURPOSE

This section provides parents information on the many Special Education acronyms.

ACRONYMS

An acronym is a word that is formed from the first letters of multiple words. The use of acronyms is common in many fields, including special education. Acronyms change often and families should feel comfortable asking for explanation of terms they are not familiar with.

Thank you to the Texas Project First for allowing sharing of the following acronyms.

For additional acronyms or other information please visit:

http://www.texasprojectfirst.org/AcronymsAD.html

Acronym	Definition
504	Section 504 of the Rehabilitation Act of 1973
AAR	Academic Achievement Record
ADA	Americans with Disabilities Act of 1990
AEIS	Academic Excellence Indicator System
AEP	Alternative Education Program
AFDR	Annual Federal Data Report
AGC	Access to the General Curriculum
AI	Auditory Impairment
APR	Annual Performance Report
ARD	Admission, Review, and Dismissal
AskTED	Texas Education Directory –. http://askted.tea.state.tx.us/
AT	Assistive Technology
AU	Autism
AYP	Adequate Yearly Progress
CAC	Texas Special Education Continuing Advisory Committee

CADRE	Consortium for Appropriate Dispute Resolution in Special Education
CARS	Center for Academic & Reading Skills
CATE	Career and Technology Education
CBM	Curriculum Based Measurement
CCSSO	Council of Chief State School Officers
CFR	Code of Federal Regulations
CF	Child Find
CIFMS	Continuous Improvement Focused Monitoring System
CIMP	Continuous Improvement Monitoring Process
CIP	Continuous Improvement Plan
CoP	Community of Practice
CPRC	Community Parent Resource Center
CRCG	Community Resource Coordination Group
CSPD	Comprehensive System of Personnel Development
DADS	Texas Dept. of Aging & Disability Services
DAEP	Disciplinary Alternative Education Program
DARS	Texas Department of Assistive & Rehabilitative Services
DAS	Data Analysis System
DB	Deaf-Blind
DD COUNCIL	Texas Council for Developmental Disabilities
DPH	Due Process Hearing
DSHS	Texas Department of State Health Services
ECI	Early Childhood Intervention
ECO	Early Childhood Outcomes Center
ED	Emotional Disturbance
EDEN	Education Data Exchange Network
EIS	Early Intervening Services

ELL	English Language Learner
EIMAC	Education Information Management Advisory Consortium of CCSSO
EPSDT	Early and Periodic Screening, Diagnosis and Treatment
ESC	Education Service Center
ESEA	Elementary and Secondary Education Act
ESY	Extended School Year Services
EWDS	Early Warning Data System
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
FERPA	Family Educational Rights & Privacy Act
FIE	Full and Individual Evaluation
GED	General Educational Development Certificate
GEPRA	Government Performance & Results Act
GC	General Curriculum
HO	Hearing Officer
HHSC	Texas Health & Human Services Commission
HIPAA	Health Insurance Portability & Accountability Act of 1996
HOUSE	High, Objective, Uniform Standard of Evaluation
EWDS	Early Warning Data System
IAES	Interim Alternative Educational Setting
IDEA	Individuals with Disabilities Education Act of 2004
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
IN	Intellectual Disability
ITCA	Infant & Toddler Coordinators Association
JJAEP	Juvenile Justice Alternative Education Program

LD	Learning Disability
LDAA	Locally Determined Alternative Assessment (obsolete)
LEA	Local Education Agency
LEP	Limited English Proficient
LPAC	Language Proficiency Assessment Committee
LRE	Least Restrictive Environment
MAC	Medicaid Administrative Claiming
MD	Multiple Disabilities
MDR	Manifestation Determination Review
MOU	Memorandum of Understanding
MR	Mental Retardation
MSRP	Monitoring & State Improvement Planning Division
NASDE	National Association of State Directors of Special Education
NCCRESt	National Center for Culturally Responsive Educational Systems
NCEC	Non-categorical Early Childhood
NCEO	National Center on Educational Outcomes
NCES	National Center for Educational Statistics
NCHS	National Center for Health Statistics
NCLB	The No Child Left Behind Act of 2001
NCSEAM	National Center Special Ed. Accountability Monitoring
NCSL	National Conference of State Legislatures
NDPC	National Dropout Prevention Center
NECTAC	National Early Childhood Technical Assistance Center
NEILS	National Early Intervention Longitudinal Study
NPRM	Notice of Proposed Rule Making
NPSO	National Post-School Outcomes Center
OCIO	Office of the Chief Information Officer, US Dept. of Education

OHI	Other Health Impairment
OI	Orthopedic Impairment
OIG	Office of the Inspector General, US Dept. of Education
O&M	Orientation & Mobility
OMB	Office of Management & Budget
ORR	Open Records Request
OSERS	Office of Special Education & Rehabilitative Services
PACER	Parent Advocacy Coalition for Educational Rights
PBM	Performance-Based Monitoring
PEIMS	Public Education Information Management System
PIRTS	Public Information Request Tracking System
PMWG	Performance Measurement Work Group
PPCD	Preschool Program for Children with Disabilities
PTI	Parent Training and Information Center
REED	Review of Existing Evaluation Data
RTI	Response-to-Intervention
RTP	Research to Practice Division, OSEP
RPTE	Reading Proficiency Tests in English
SAAH	Student Attendance and Accounting Handbook
SBEC	State Board for Educator Certification
SBOE	State Board of Education
SDAA	State-Developed Alternative Assessment
SHARS	Student Health & Related Services
SI	Speech or Language Impairment
SPEARS	Special Education Ad Hoc Reporting System
SPP	State Performance Plan
SSA	Shared Services Arrangement

TAC	Texas Administrative Code
TA&D Centers	Technical Assistance & Dissemination Centers
TAKS	Texas Assessment of Knowledge and Skills
TASB	Texas Association of School Boards
TBI	Traumatic Brain Injury
TBSI	Texas Behavior Supports Initiative
TCASE	Texas Council of Administrators of Special Education
TCIP	Texas Continuous Improvement Process
TCRLA	Vaughn Gross Texas Reading & Language Arts Center
TELPAS	TX English Language Proficiency Assessment System
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TETN	Texas Education Telecommunications Network
TMHP	Texas Medicaid & Healthcare Partnership
TSBVI	Texas School for the Blind & Visually Impaired
TSD	Texas School for the Deaf
TxCEDS	Texas Collaborative for Emotional Development in Schools
TYC	Texas Youth Commission
USDE	United States Department of Education
VI	Visual impairment
VR	Vocational rehabilitation
WSD	Windham School District