



# Special Populations

TEXANS CAN ACADEMIES SPED

## Special Populations

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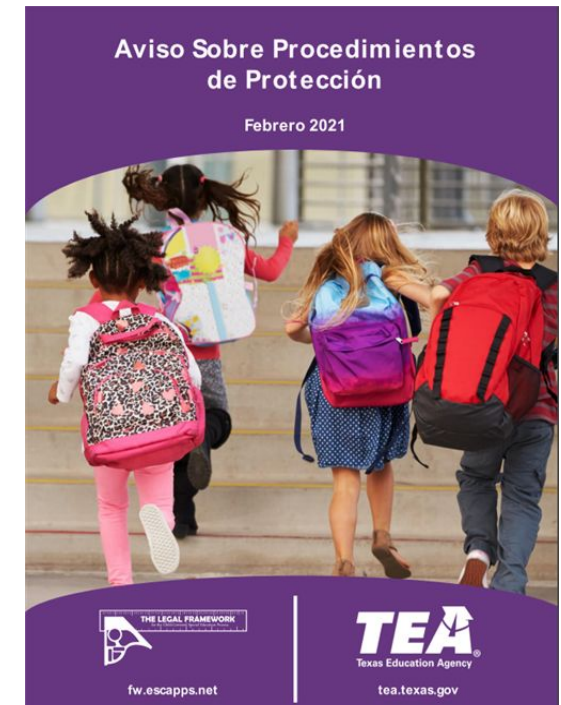
## Procedural Safeguards

### Notice of Procedural Safeguards and Parent's Guide to the ARD Process Update

In October of 2020, the U.S. Department of Education, Office of Special Education Programs (OSEP) required the Texas Education Agency (TEA) to make several edits to the *Parent's Guide to the Admission, Review, and Dismissal Process* and the *Notice of Procedural Safeguards* documents.



ENGLISH



SPANISH



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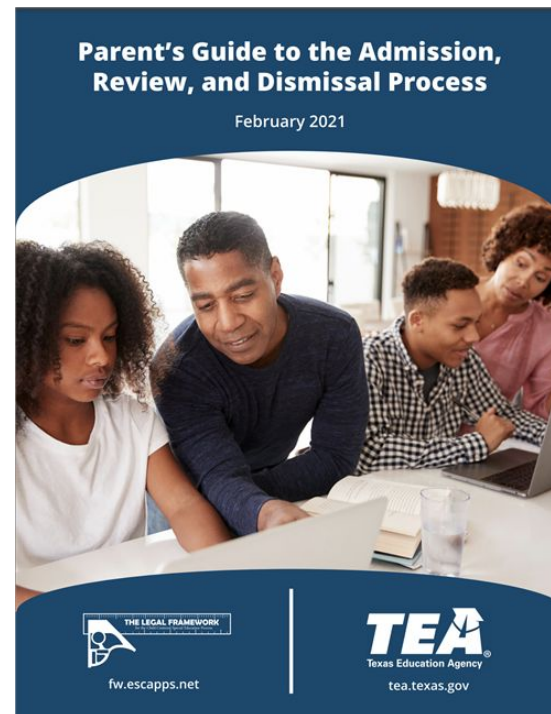
## ARD Process 2021

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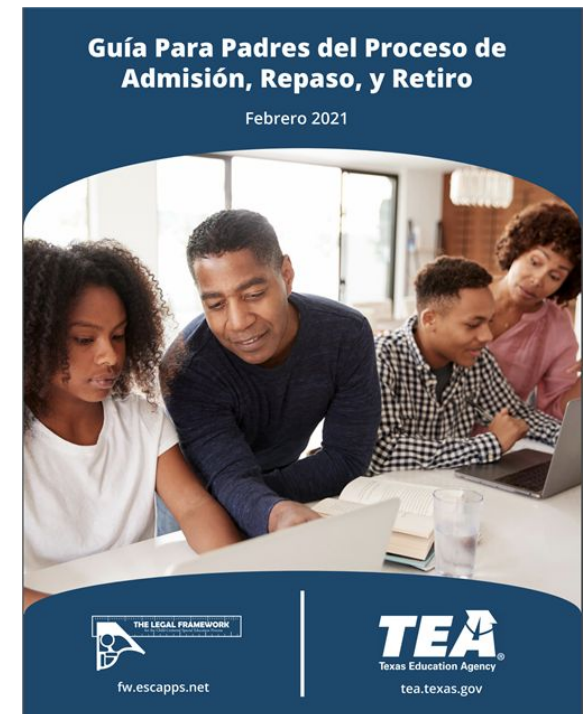
The Parent's Guide to the ARD Process 2021 is now available.

In October of 2020, the U.S. Department of Education, Office of Special Education Programs (OSEP) required the Texas Education Agency (TEA) to make several edits to the *Parent's Guide to the Admission, Review, and Dismissal Process* and the *Notice of Procedural Safeguards* documents.

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ENGLISH



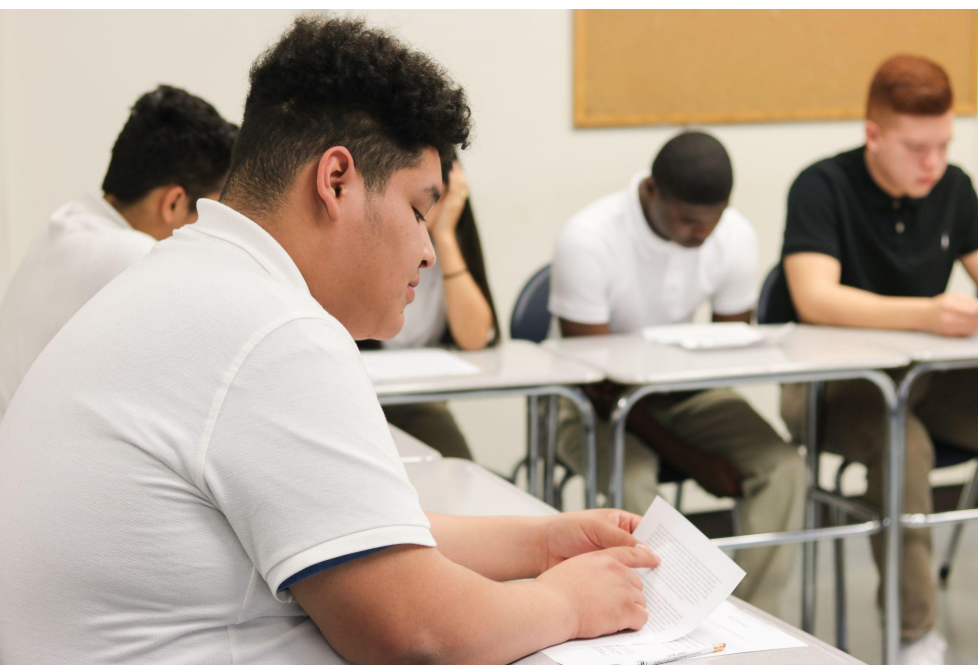
SPANISH



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## Records Request



Austin: Alicia Cruz [aacruz@texanscan.org](mailto:aacruz@texanscan.org)

Dallas - North: Martha Moreno [mmoreno@texanscan.org](mailto:mmoreno@texanscan.org)

Dallas - Grant East: Barbara Nero [wnero@texanscan.org](mailto:wnero@texanscan.org)

Dallas - Pleasant Grove: Silvia De Leon [sdeleon@texanscan.org](mailto:sdeleon@texanscan.org)

Dallas - Oak Cliff:

Carrollton/ Farmers Branch: Yecenia Leal [yleal@texanscan.org](mailto:yleal@texanscan.org)

Ft. Worth - Westcreek: Mary De Santiago [mdesantiago@texanscan.org](mailto:mdesantiago@texanscan.org)

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## Transition Services

The **Transition Services Department** provides transition planning and services to students with disabilities. Transition services is a coordinated set of activities for a child with a disability that-

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests;

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

## Contacts

Stacey Carroll

District Transition Specialist

(469) 850- 7778

[scarroll@texanscan.org](mailto:scarroll@texanscan.org)

## Resources

[Texas Transition](#)

[Texas Transition and Employment Guide](#)



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<b>Stacey Carroll</b>	Coordinator of Special Education	<a href="mailto:scarroll@texanscan.org">scarroll@texanscan.org</a>
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## Section 504 Services

### What is Section 504?

Section 504 is a federal civil rights law that focuses on the non-discrimination of students with disabilities. The law says that a public school, or any other federally funded public facility, cannot discriminate against a student because of a disability and must be given the same opportunities to participate in academic and extracurricular activities.

Under Section 504, students with disabilities may receive accommodations and services to ensure that their individual educational needs are met as adequately as those of non-disabled students.

<https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf>



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## Dyslexia Services

### What are the characteristics of dyslexia?

A child with dyslexia may have difficulty with:

- reading single words learning
- letter names and sounds
- decoding (breaking apart) unfamiliar words
- reading fluently
- spelling
- understanding a text or story
- written expression
- remembering common words (vocabulary or names of objects)
- putting rhymes together

*\*There is not a set list of characteristics for dyslexia - it looks different for every child!*

Texas Dyslexia Handbook - English:

[https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook\\_Approved\\_Accomodated\\_12\\_11\\_2018.pdf](https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accomodated_12_11_2018.pdf)

Texas Dyslexia Handbook - Spanish:

[https://tea.texas.gov/sites/default/files/Spanish\\_Dyslexia\\_Handbook\\_2018.pdf](https://tea.texas.gov/sites/default/files/Spanish_Dyslexia_Handbook_2018.pdf)

### Dyslexia Handbook Update: 2021 English

[https://tea.texas.gov/sites/default/files/2021\\_dyslexia\\_handbook\\_important\\_changes\\_for\\_families.pdf](https://tea.texas.gov/sites/default/files/2021_dyslexia_handbook_important_changes_for_families.pdf)

### Actualización Del Manual Dyslexia: 2021 Español

[https://tea.texas.gov/sites/default/files/2021\\_dyslexia\\_handbook\\_important\\_changes\\_for\\_families\\_spanish.pdf](https://tea.texas.gov/sites/default/files/2021_dyslexia_handbook_important_changes_for_families_spanish.pdf)

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