

**Special Education Parent Advisory Committee
(SEPAC)**

October 23, 2019

What is SEPAC? (handout)

How Do Students Qualify for Special Education? (handout)

What are Specialized Services? (handout)

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Special Education Parent Advisory Committee (SEPAC)

What is SEPAC:

Cypress-Fairbanks ISD personnel and parents working collaboratively to ensure opportunities for a successful educational experience for all students.

The Goal of SEPAC:

Serve the Cypress-Fairbanks community as a resource to offer a forum for dialogue regarding issues of concern to students who face academic, social, emotional, or physical challenges.

The Objectives of SEPAC:

- Foster public awareness and promote understanding of disability issues and special education through on-going communications.
- ~~Serve as a conduit for information and resource network for Cypress-Fairbanks community.~~
- Work together to ensure appropriate special education services are available for students in the Cypress-Fairbanks Independent School District.
- Keep Cypress-Fairbanks community informed on special education matters through regularly scheduled meetings, educational programs, and other appropriate methods.
- Serve as a resource to parents.

Special Education Disability Categories

Auditory Impairment (AI) – A student with an auditory impairment is one who has been determined to have a serious hearing loss even after corrective medical treatment or use of amplification. The required Eligibility forms are: Auditory Impaired (Part A) – Otological Examination; Auditory Impaired (Part B) – Audiological Evaluation; and Auditory Impaired (Part C) - Communication Evaluation.

Autism (AU) – A student with autism is one who evidences a developmental disability significantly affecting verbal and nonverbal communication and social interaction, which adversely affects a child’s educational performance. A multidisciplinary team must evaluate for autism. The Multi- disciplinary team consists of Licensed Specialist in School Psychology (LSSP), licensed Speech and Language Pathologist (SLP), Diagnostician and any other professional deemed necessary (e.g., Occupational Therapist, etc.).

Deaf-Blind (DB) – A student with Deaf-blindness has concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. The student must have a full and individual Evaluation (FIE) which addresses the following eligibility forms: Visually Impaired Eye Examination report (Part A); Functional Vision/Media Assessment (Part B);

~~Auditory Impaired – Otological (Part A); Auditory Impaired – Audiological (Part B);~~
Communication Evaluation (Part C); Evaluations Report for Deaf-Blind.

Emotional Disturbance (ED) – A student with an Emotional Disturbance is one who exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: 1) an inability to learn that cannot be explained by intellectual, sensory, or other health factors; 2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; 3) Inappropriate types of behaviors and feelings under normal circumstances; 4) a general pervasive mood of unhappiness or depression; 5) a tendency to develop physical symptoms or fears associated with personal or school problems.

Intellectual Disability (ID) – A student with an Intellectual Disability is one who has been determined to have a significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance.

Multiple Disabilities (MD) – A student that meets this disability has concomitant impairments, such as Intellectual Disabilities and Orthopedic impairment, the combination of which causes

severe educational needs that cannot be accommodated in a special education program designed solely for one impairment.

Non-Categorical Early Childhood (NCEC) – Students age three through five who are evaluated as having an Intellectual Disability, emotional disturbance, a specific learning disability, or autism may be classified as NCEC.

Orthopedic Impairment (OI) – A student with an orthopedic Impairment is one who has been determined to have a severe orthopedic impairment that adversely affects a child's educational performance, including impairments caused by congenital anomalies, diseases and other causes. This eligibility requires an evaluation report completed by a physician along with the full and individual evaluation which includes present levels of performance and recommendations for the student who is eligible.

Other Health Impairment (OHI) – A student with an other health impairment is one with limited strength, vitality or alertness, including a heightened alertness to environmental stimuli that results in limited alertness with respect to the educational environment. This eligibility requires a doctor's medical evaluation along with the Full and individual evaluation. The ADHD eligibility also requires a psychological evaluation to assessment the behavioral aspects.

Specific learning disability (SLD) – A student with a specific learning disability has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

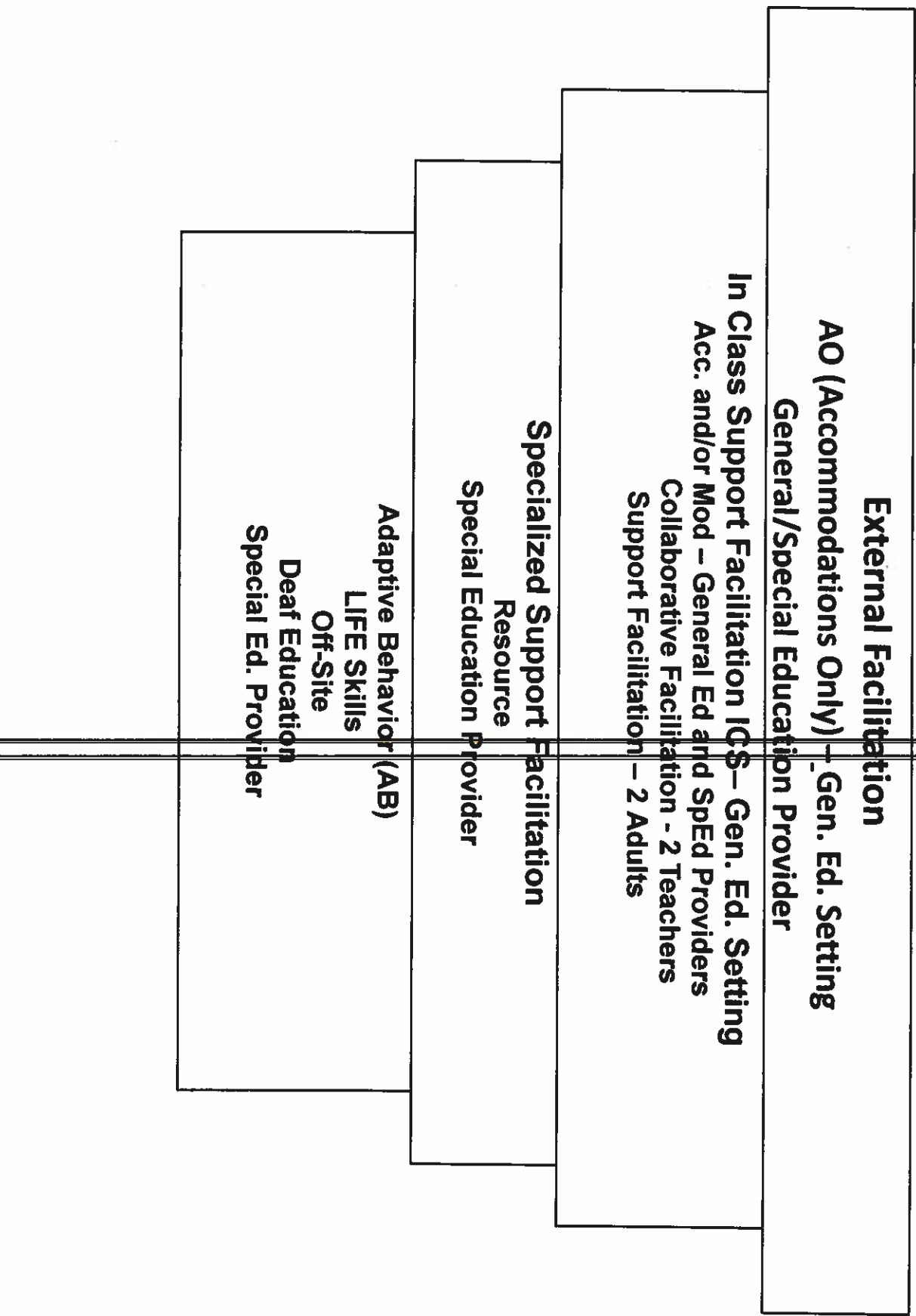
Speech or Language Impairment (SI) – A student with a speech or language impairment is one who has a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance. The multi campus team that collects and reviews the data must include a licensed speech and language pathologist.

Traumatic Brain Injury (TBI) – A student with a traumatic brain injury is one who has been determined to have an acquired injury to the brain caused by an external physical force resulting total or partial functional disability and/or psychosocial impairment that adversely affects a child's educational performance. The full and individual evaluation must include an evaluation report completed by a physician.

Visual Impairment (VI) – A child who has a visual impairment, including blindness, is one who has an impairment in vision that, even with correction, adversely affects the child’s educational performance. The term includes both partial sight and blindness. The full and individual evaluation must include: 1) a vision report by a licensed ophthalmologist or optometrist, 2) functional vision evaluation; and 3) learning media assessment; orientation and mobility evaluation.

Least Restrictive Environment

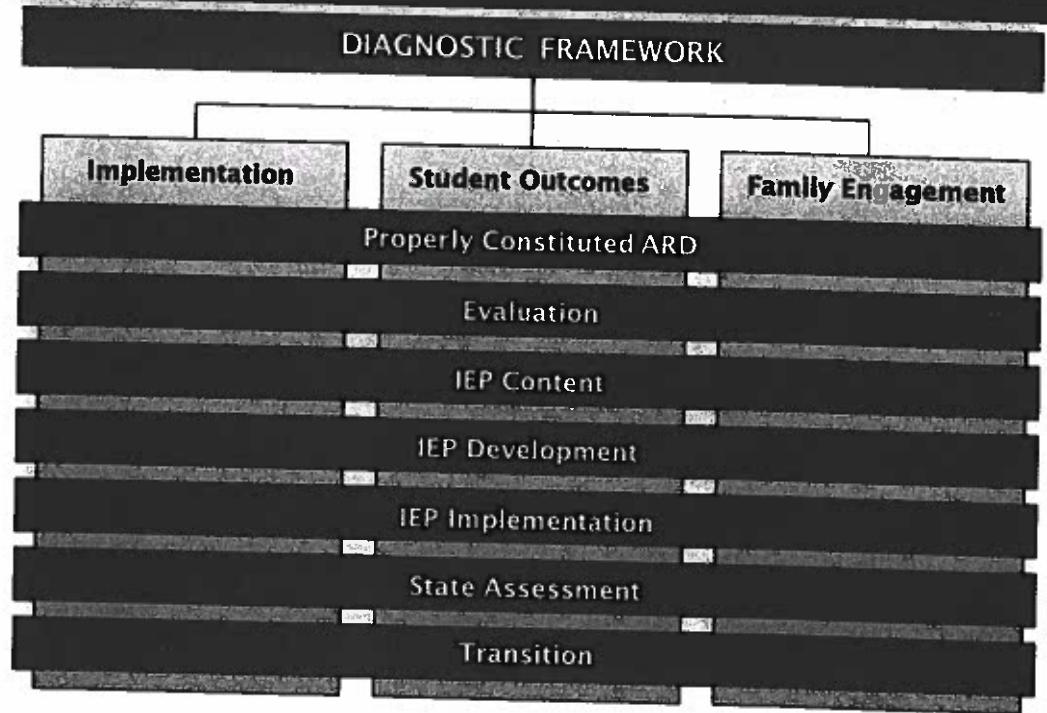
Continuum of Services Pyramid



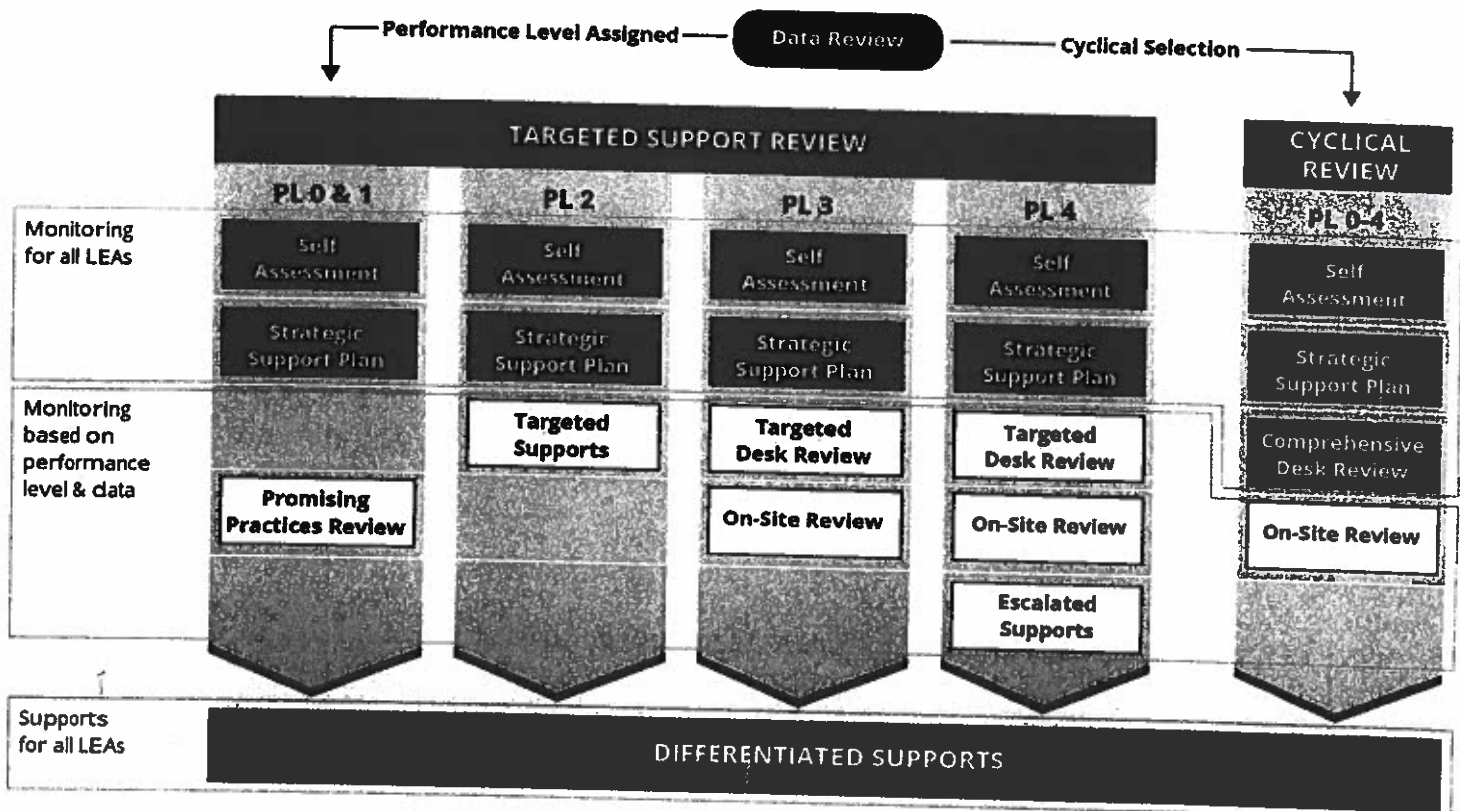
Differentiated Monitoring and Support



The Differentiated Monitoring and Support (DMS) diagnostic framework concentrates on three programmatic pillars: **Implementation, Student Outcomes, and Family Engagement**. These pillars are integral to the analysis of the *seven critical areas of compliance* within the monitoring framework. The diagnostic framework supports the TEA and LEAs in developing differentiated support activities to promote compliance and continuous improvement of outcomes for students with disabilities.



The DMS system consists of two types of special education program monitoring: **Cyclical reviews** and **Targeted reviews**. **Cyclical reviews** determine compliance with federal and state laws and assist LEAs in resolving specific issues or concerns that impact services and outcomes for students with disabilities. **Targeted reviews** determine compliance with federal and state laws and assist LEAs with performance level indicators that identify potential supports. LEA special education programs will participate in a **Cyclical review every six years**. LEAs will receive a **Targeted review based on a review of compliance data and performance level determination**. An LEA will not be monitored in more than one pathway within the same school year.





Transition Tidbits: October 2019

(please share with students, parents and families)

Put these events on your calendar:

October 5 – Lighthouse Learning is sponsoring a FREE film, “The Kids We Lose”, from 8:30am – 10:00am at Memorial United Methodist Church, 12955 Memorial Drive, Houston, TX (in Wesley Hall). Well-known author of The Explosive Child and Lost and Found Dr. Ross Greene is the Developer and Executive Producer of the film. 1.5 CEs available for Educators, LPCs, LMFTs, Social Workers and Psychologists.

October 12 – CFISD’s annual Health Expo will be held at the Berry Center from 9am to 1pm. Stop by to find out more about CHILDFIND, Transition Services and other hot topics in Special Education.

October 15 – Texas Workforce Commission will present at the CFISD main office, 10300 Jones Road from 7 to 8:30pm on the benefits of vocational counseling and employment supports they can provide students beginning at age 14. No rsvp is necessary and interpreters will be available.

October 17 - from 9:30am-12:00pm at 8410 Lantern Point Dr, Houston, TX 77054. Harris County Rides would like to invite all transition directors and coordinators, teachers, organizations working with transitional students and any others who may benefit, to a Mobility Workshop that focuses on incorporating Harris County Rides as a mobility model into students Individualized Educational Plan. If you, or anyone you know, works with transitional students who are preparing to age out of public schools and into the workforce or college settings, please feel free to contact Shekeylia Douglas at Shekeylia.douglas@csd.hctx.net or by phone at 832-927-4846.

October 22 – RESCHEDULED EVENT – Disability Rights Texas will present on Supported Decision Making and Alternatives to Guardianship from 7-9pm at 10300 Jones Road, Houston (the CFISD ISC). Please consider joining us if your child is nearing 18 or you have questions about alternatives to guardianship.

Here’s Helpful websites for October:

<file:///C:/Users/dcr11110/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/7ILPNF12/TAGG-A%20Flyer.pdf> help The Zarrow Center at Oklahoma University finalize its research on transition assessment and earn \$\$\$ in the process (students and teachers alike).

<https://hhs.texas.gov/services/disability/employment/employment-first/employment-first-task-force> is a website that explains more about support services for persons with disabilities seeking employment. Citations of law and policy are made, but there are also explanations of services listed by area of disability.

Here's your Transition Tidbit for the Month of October – Transition From School to Work

In the past few weeks, lots of activity with Texas Workforce Commission has occurred -- planning, traveling, meeting and preparing to support our students in CFISD. TWC Counselors are beginning to meet with students and families at the high school campuses, and evening meetings are set for working parents who would like to hear how TWC can help their child.

Did you know that TWC/VR (Vocational Rehabilitation) has free programming available starting at age 14 to help students with disabilities prepare for the world of work? Pre-ETS (or Employment Transition Services) classes are available nights, weekends and summer for students working on their 22 credits to graduate OR pre-ETS lessons are available during the school day for students who have completed their academic work but need employment or vocational supports to gain permanent, competitive employment after graduation.

Whether your child receives vocational education through the schools or an outside agency, getting the support they need can make the difference in a lifetime of paid employment versus chronic unemployment.

Work in our society is not just a means to an end – paying bills and supporting oneself. It is part of a person's identity and purpose, and worksites provide human connection and social interaction. If you have questions about what work could be in your child's future, feel free to email Deborah.mccart@cfisd.net for more information on transition planning or how to meet your TWC/VR counselor.

Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

IDEA 2004 §300.39



From Transition and Family Services...Have an Opulent October!

For more information or transition planning assistance, call Transition Services 281-897-6452

SEPAC Survey

Please provide us with feedback for the following questions.

1. What would you like to see as the function of SEPAC in benefitting all families?

2. What training topics do you think would benefit and be of interest to CFISD families? *Rate the topics from 1-6 with 1 being highest need:6 being lowest need.*

___ ARD Process

___ Accommodations/Modifications

___ STAAR

___ Reading/Math Strategies for Home

___ Behavior Intervention Strategies for Home

___ Post-Secondary Services

___ Other:

3. What topics would you be interested in learning more about at our SEPAC meetings?

4. What day is best for you?

5. What time is best for you?