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Se habla español

Muchas escuelas tienen personal bilingüe que con frecuencia ayudan a los padres que hablan poco inglés.

Si necesita ayuda con la traducción para hablar con el grupo de maestros de educación especial de su hijo, favor de comunicarse directamente con su escuela. Si necesita asistencia adicional, póngase en contacto con el Departamento de Educación Especial de FBISD al (281) 634-1143 para ayudar a facilitar la comunicación entre la escuela y el padre.

## October is...

### Learning Disability Awareness Month

October was originally designated as Learning Disability Awareness Month in 1985 by a [proclamation](#) signed by President Ronald Regan. This is a time where we are all asked to pay particular attention to both children and adults with learning disabilities. The Individuals with Disabilities Education Act 2004 (IDEA) has identified a Specific Learning Disability as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, in which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or do math calculations. According to TEA, a child with a Specific Learning Disability is one who does not adequately achieve in one or more of the following areas: Basic Reading, Reading Fluency, Reading Comprehension, Written Expression, Math Calculations, Math Problem Solving, Oral Expression or Listening Comprehension.

With the right supports and interventions, children with a Specific Learning Disability can succeed in both school and life. Recognizing, accepting, and understanding learning disabilities will assist you, as the parent, in helping your child reach their potential while celebrating their unique abilities.



## October is...

### Down Syndrome Awareness Month

October is Down syndrome awareness month. If you are not familiar with Down syndrome, it is when a person has a full or partial "extra" copy of chromosome 21. According to the National Down Syndrome Society (NDSS), this additional genetic material alters the course of typical development and results in the characteristics generally associated with Down syndrome. One in every 691 babies born in the United States has Down syndrome. At this time, there are over 400,000 people in the United States with Down syndrome. This makes Down syndrome the most common identified genetic condition.



Many parents are surprised to find that the disability category qualifying their child for special education and related services is different from their medical diagnosis. Down syndrome is not one of the 13 disability categories identified by federal law (IDEA) that must be present to consider special education eligibility. A child with Down syndrome may be eligible for IDEA services under Intellectual Disability (ID) or Speech Impairment (SI). Just like any student with a disability, it is important to focus on individual uniqueness and abilities. If you would like to increase your family's disability awareness, please refer to the following Question & Answer document designed to answer common questions posed by children regarding Down syndrome:

[Kids Q & A about Down syndrome](#)

# Did you know...

There are 13 disability categories defined by the Individuals with Disabilities Education Act (IDEA). In order to qualify for special education, the ARD Committee must review the results of the evaluation and determine that the student meets the criteria for at least one of the following: Autism, Auditory Impairment, Deaf-Blindness, Emotional Disturbance, Intellectual Disability, Multiple Disabilities, Non-Categorical Early Childhood, Other Health Impairment, Orthopedic Impairment, Specific Learning Disability, Speech Impairment, Traumatic Brain Injury, or a Visual Impairment. In order for the ARD Committee to qualify a student for special education, the student must meet the criteria for one of the 13 disability categories, and there must be an adverse effect on the student's educational performance.

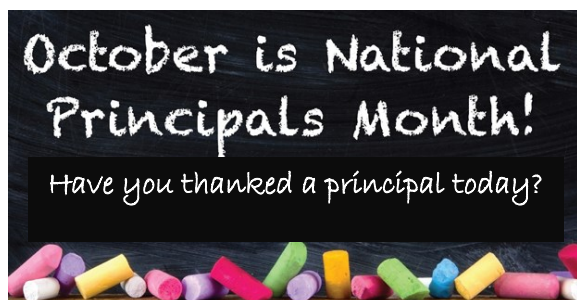
## Consenting to a Special Education Evaluation

When a student is referred for a special education Full and Individual Evaluation (also known as a FIE), an evaluation staff member (Speech Pathologist, Educational Diagnostician, or Licensed Specialist in School Psychology) must give the parent or guardian informed consent. Informed consent means the parent is fully informed of their rights as a parent and has a full understanding of the information related to the evaluation. It is important the parent understands that the consent is given for all areas of suspected disability and the parent may not limit the evaluator to only conducting portions of the evaluation. If you have any questions about the consent for an evaluation process, please contact Jennifer Byrne, Program Manager for Evaluation and Related Services at [Jennifer.Byrne@fortbendisd.com](mailto:Jennifer.Byrne@fortbendisd.com).



## SCORE Meeting

The SCORE meeting is a new process in FBISD this year. Prior to the three year re-evaluation date, the evaluation team members along with teacher and parent meet to discuss the scope of the re-evaluation. The SCORE meeting does not take place during the ARD and may be conducted informally (via phone, emails, etc.) or in a face-to-face meeting. During the SCORE meeting, the following components are discussed: Language, Physical / Health, Sociological, Emotional Behavioral, Cognition, Adaptive Behavior, Learning, Assistive Technology, Vocational. The child's progress in each area is reviewed to determine the scope of the evaluation. While all components will be addressed in the FIE, depending on the SCORE process, components may be addressed formally (with direct testing) or informally (with a summary of data collected from a variety of sources). Once the SCORE process is completed, the evaluation staff member will contact the parent to gather informed consent for the FIE. The SCORE meeting is a fluid process, so during the re-evaluation if new data suggests more/different evaluation is needed, the SCORE document can be altered to reflect the change within the scope of the assessment. By utilizing this process, the idea is to have a re-evaluation that is comprehensive and data-driven to inform instruction and programming.



The FBISD Special Education Department would like to take this opportunity to thank all of the amazing principals in our district. The principal is not only the instructional leader, they are the change agent on their campus as they communicate and carry out the district's vision of inclusiveness and high standards for all FBISD students. Principals promote a culture that fosters teamwork and creates structures that enable effective collaboration between faculty that is required for quality education. Our principals are committed to maintaining challenging expectations for our students with exceptionalities to develop positive learning outcomes and a strong potential for quality of life after each student leaves their campus and for that, we say "Thank You!"

## Parent Ed Workshop **Childcare FUN!**

October 4th, members of Hope for Three's "Teen Huddle" and current Austin High School student leaders provided childcare at the Parent Education Workshop at Sullivan Elementary. While parents met with FBISD staff, the teens served pizza and played games with the kids. There was an intense game of hide and seek, and they built some massive Lego towers and worked with rhyming flashcards. This is a great way for kids to interact with one another in a safe and caring environment. It is also a great way for members of "Teen Huddle" to gain more insight into working with special needs children and their siblings, something that all of them have a deep passion for. Be sure to come out to the next meeting on **November 1st from 6:00—8:00 p.m at MRW.**

**November 1st Parent Ed**

**Workshop Childcare**

**call 281-634-1143 or click**

**the following link:**

**Written by: Sydney Salyers**

*Senior at AHS & Teen Huddle Member*





# Co-Teach Corner

collaborate Look Knowledge motivate responsibility Worldwide  
Listen Original work Speak understanding  
care Ideas create inspire peers Previous knowledge Remix ideas  
connect geographic borders  
curiosity  
communicate Personal Learning Network  
experts cultural boundaries Illustrate local socio-economic backgrounds  
Read Present respect Sharing

## Elementary Team Members



From left to right: Julie Holmes, Yuvonne Fields, Amy Carney, Kim Hrnčírik, and Rachel Kent.

## Secondary Team Members



From left to right: Kimberlee Lehnhoff, Sherry Lott, Joyce Arthur, Gwen Chenier, and Tamera Walker.



*Co-Teach @*  
 **Sugar Land  
Middle School**

Catherine Pratt and Jessica Isbell have created a dynamic co-teach classroom at Sugar Land Middle School and a cool place to be in the fall of 2016.

7th Grade ELA is their domain with Mrs. Isbell and Ms. Pratt working collaboratively to build reading and writing skills for the Titans in their class.

While there are so many great components to co-teach at SLMS, one of the coolest things these two educators use is TECHNOLOGY to ensure that planning and adaptations to instruction are ready for second period each and every day at Sugar Land Middle School.

## Co-Teach @ Baines Middle School



Baines Middle School hosted the first Collaborative Teaching Coaching Session of the year. FBISD has contracted with Stetson and Associates to assist the district in building capacity through modeling effective coaching strategies as it relates to Co-Teach partnerships. The day consisted of training, modeling, planning, observation, coaching and feedback. Both partnerships were enthusiastic, energetic, engaged and actively participated the entire day. When the team entered the classroom to observe, students were not fazed by the presence of extra adults; it was business as usual with good teaching and active student engagement. This coaching model will continue throughout the year at various campuses as we strive to support the Co-Teach initiative in FBISD.



Listed left to right: Jeanne Damon (Teacher), Staci Benoit (Teacher), Felicia Carrington (Associate Principal), Sharon Meyer (Teacher), Gwen Chenier (Program Specialist), Stephanie Pina (Teacher), Tamera Walker (Program Manager).



After a day of learning and challenging themselves, Sharon Meyer and Jeanne Damon felt the inspiration to share their enthusiasm using social media. This Co-Teach partnership team tweeted out a photo of themselves "rocking" the Co-Teach model!

Listed left to right: Sharon Meyer and Jeanne Damon from Baines Middle School



# Department Highlights...

Photos courtesy of FBISD's David Hernandez ~

**David Hernandez**

David started working in the FBISD Special Education in October 2013 as a Volunteer Clerk / Mail Sorter. He came to Fort Bend after working in the Department of Library Services in Houston ISD for 29 years. David loves learning something new and recently took on the role of photographer for the Department Highlights section of the Newsletter where he coordinates the photos of featured employees. David is an athlete and actively participates in Special Olympics through the following sports: swimming, volleyball, bowling, basketball and tennis. David recently medaled in the 25 backstroke, 25 breast stroke, 25 freestyle and the 4 by 50 relay. He is a proud member of the Arc of Greater Houston and the Arc of Fort Bend County. David's devotion to his job and his positive attitude for life are a daily inspiration for all working at M.R. Wood.

## **Margarita Lopez**

Margarita started off in Special Education Records 15 years ago. She is now the Accounting Specialists for the department. Margarita attended Norma L. Miguel F. Martinez School for teachers in Monterrey, Mexico where she obtained her teaching degree. Her first teaching role was as a Pre-K teacher in a school close to Mexico City. Margarita and her family moved to Fort Bend County in 1988. She enjoyed raising her own two sons and caring for other children in the community prior to returning to the work place. Her spare time is now spent enjoying her growing family, reading to further develop her Christian faith, and watching new children's movies as they premiere. Her favorite movie of all time is *Toy Story* because the main character, Andy, was of similar age to her boys during both movies which caused Margarita to have a sentimental connection with the films.

## **Mireida Yeldell**

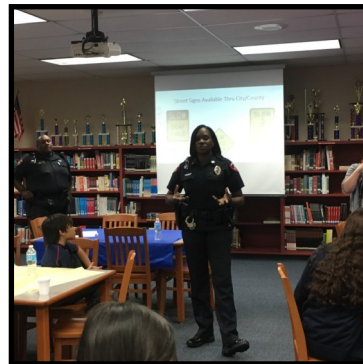
Mireida has worked in the Special Education department for 18 years. She began her career as the a Special Education Records Clerk and is currently an Administrative Assistant for serval program services. Mireida is a wonderful product of Fort Bend having attended elementary, middle school and high school in our district. She enjoys the many people she gets to interact with on a daily basis, and those people are what make her job special. Mireida has a love for fashion and jewelry that is seen in her exquisite daily style and accessories. When not working, Mireida enjoys trying new restaurants in the Houston area with her husband, spending "girl time" with her two college aged daughters and watching her son play baseball for Elkins High School.

## *Fort Bend RDSPD*

### **October 4th "Safety Rules Are Your Best Tools"**

The Brazoria-Fort Bend Regional Day School Program for the Deaf (RDSPD) hosted a Parent Night for families of students who attend the deaf education program in FBISD on the evening of October 4, 2016 at First Colony Middle School Library. The topic for the evening was "Safety Rules Are Your Best Tools". Awesome safety information was shared by Michelle Sacks, Safe School Program Manager of Crime Stoppers and from our very own FBISD Police Department's Officer Evette Kelly and Officer Martinez Syria.

Officer Kelly provided fingerprinting packets, safety fliers, and presented general safety tips for students and their families. Officer Syria showed everyone how the FBISD K-9 Unit's drug dog, Officer Rummy, is able to sniff out drugs and alcohol. Officer Rummy demonstrated fantastic skills and showed everyone how she was able to work hard for the FBISD police department while maintaining a positive attitude and love for everyone.



# Take Home Tip...

## Be ~~UN~~PREPARED for the upcoming Holiday breaks



Even though it is just October, families are already planning activities and making travel arrangements for the upcoming extended holiday breaks in November and December. The holidays can be a stressful time for some children because it is a change in their daily routine. However, if we anticipate the holidays and what they entail before they arrive, the holidays can be more comfortable, relaxing, and enjoyable for the entire family.

### Successful Outings and Gatherings

Just as you are preparing your child with upcoming events and people, it might also be helpful to prepare family and friends ahead of time about your child. If there are specific behaviors or other concerns, share with relatives in advance (i.e. my child needs quiet time).

### IT'S PARTY TIME



If your child has nutritional or eating restrictions, food sensitivities, or food allergies resulting in dietary restrictions, try eating before leaving, bring food with you, or notifying family and friends of your child's nutritional needs in advance. Practice social rituals in advance with your child – i.e. giving a person a gift, saying thank you for a gift, greetings, and how to excuse oneself politely. Use social stories to either prepare your child for the activities and/or to practice social greetings. Traveling can be overwhelming for children as it is difficult to keep them entertained and especially difficult to keep them in their seat for long periods of time. If your child becomes easily overwhelmed, one option is to travel in two cars so one can return home. Another option is to plan a spot that is quiet with a calming activity when their surroundings become too overwhelming.

For places such as a restaurant, a religious event, or a social gathering, bring a quiet toy or activity (i.e. books, music, stuffed toy, toy cars, etc.) for your child to engage when appropriate. Preparing these specific items or knowing expectations ahead of time can ease your child during these unfamiliar and exciting activities.

### Trips to the Store and Shopping



Shopping during the holidays can be a stressful and busy time. When planning to take your child to get necessary items, avoid the busiest shopping hours. In preparing your child for a shopping trip, provide clear expectations before going. It may be a good plan to discuss rules while in a store, what stores you will be going to, and the items from your list that need to be picked up on this trip. After discussing these expectations with your child, use small rewards (such as pieces of candy) or let them earn tokens to earn a reward for good behavior. Alternatively, let them be a helper. Prepare a list and allow them to assist you with finding items or crossing them off of the list. Always remember to remain positive. If your child knows you are feeling stressed, frustrated, or angry, they can sense those feelings and act out or mimic your feelings.

### Travel Tips

Preparing your child in advance is a great way to help your child understand what will be happening that is either different than their routine or is new to them. Discuss your plans in detail. Describe the locations or activities that will be happening (i.e. procedures for airport), what is going to happen and contingencies if things do not go as planned (i.e. we will go to the zoo if it is sunny, and we will go to the museum if it rains) – repeat them often so the child is familiar. If you have family or friends that your child may not be familiar with, review their names and provide a picture of them if possible. This process makes it easier for children to feel more comfortable with new people and will be a great way to practice social skills before meeting them.



**November 21—25** is Thanksgiving Break

**December 15th & 16th** is Middle & High School Early Release

**December 19th—January 2nd** is Winter Break

# Around Town...

## Activities

If you are looking for fun family activities to do that accommodate to your exceptional child, your family may consider the following:

Party in the Park ~ November 5th [Website](#) [Event Contact Link](#)

The Arc of Fort Bend offers several social events for children with Intellectual Disabilities and Developmental Disabilities, including Autism Spectrum Disorders. The Arc is planning a Play Date in the Park at Lost Creek Park in Missouri City with great activities, food, and social opportunities for the entire family. They are also planning a December ceramics activity at "The Glazery" in Missouri City. Space is limited at each event so contact The Arc to reserve your families spot to participate in all the fun!



**Houston Museum of Natural Science Sugar Land** [Website](#)  
**Magical Maze & Goose Bumps Haunted House**  
**Saturday, October 22 & 29 from 10—Noon**



New tricks and treats await around every corner for pirates and princesses alike. It is sure to be a family Boo Bash to remember!

Historic George Ranch ~ October 22nd

[Website](#)

The Texian Market Days are a true living history of life in Texas back in the 1800s. Participants will enjoy the sights, smells, and activities of more than 150 years of true Texas History. For more information, click on the website link above.



**24:7 Dad**



This is a state funded support group program designed especially for fathers with children ages 0—12. **24:7 Dad** empowers fathers to develop bonds with their children that are critical to their children's emotional, social and physical development. New local classes are starting soon. Contact Susan Jaroszewski for additional information at the following [email link](#).

## Community Resources

### Government

Texana—Child Services

Local: (281) 239-1300

[Website](#)

### Non-Profits

The Arc of Fort Bend County

Local: (281) 494-5959

[Website](#)

Hope for Three—Autism

Local: (281) 245-0640

[Website](#)

Family to Family Network at

Eldridge

Local: (713) 466-6304

Bo's Place

[Website](#)

Gi Gi's Playhouse—Sugar Land

Local: (832) 939-9919

[Website](#)

FEAT—Houston

Local: (281) 361-3328

[Website](#)

Mental Health America of Fort Bend County

Local: (281) 207-2480

[Website](#)

Tourette Texas

Support Group 2nd Wednesday of the month

[Website](#)

[Contact](#)

Don't forget:

## SEPAC Dates

**October 25th & November 29th**

**M.R. Wood** [Map](#)

**6:00—8:00 p.m.**



If your student has a disability that will affect their performance on a College Board exam (SAT, PSAT, AP exams), they may be eligible to receive accommodations while taking the exam. Accommodations require College Board approval which will take several weeks. Be sure to start preparing early for your student's participation in these exams by understanding the allowable accommodations, the request process and knowing the request submission deadlines for each exam. For additional information, please contact your campus Special Education Department, the School Counselor or click on the following links:

[Accommodations & Approval Process](#)

[Accommodations Request Deadlines](#)

October 2016