

FBI[★]SD

SEPAC Annual Open Meeting

April 30, 2025



Lead
THE PAC

Virtual Meeting Norms

1. Mute your microphone



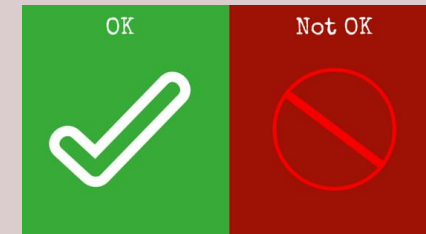
2. Be respectful



3. Background



4. Appropriate comments



AGENDA

- Welcome and Introductions
- What is SEPAC
- SEPAC Campus Representatives
- Resources
- Update from Directors
- Transition Fair May 10



WELCOME AND INTRODUCTIONS





• **Special Education Leadership**

- Chief Academic Officer: Dr. Adam Stephens
- Interim Executive Director: Dr. Loree Bruton
- Director of Elementary Programs: Sheri Maston
- Director of Secondary Programs: Ashley Ashna
- SEPAC: Cindy Manthey, Program Manager

• **2025-2026 SEPAC Executive Board**

- President: Michelle Sandoval
- Vice President: Eugenia Peck
- Parent Coordinators: Amanda Gerdes & Alaina Devezin
- Secretary: Paul Searle
- Member at Large: Yobana Finley

The background features a light beige color with a pattern of thin, wavy vertical lines. Overlaid on these are several larger, semi-transparent geometric shapes in a darker beige tone, including rectangles and triangles, some of which are tilted at various angles.

Remarks:

Outgoing SEPAC President: Maitri Shah

Incoming SEPAC President: Michelle Sandoval

SEPAC Mission

- The mission of the Fort Bend ISD Special Education Parent Advisory Committee is to advocate for the support, respect and understanding of all children with disabilities in Fort Bend ISD. To that end, we work to:
- Advocate for an innovative and inclusive educational environment where children with disabilities are provided with the resources necessary to reach their optimum potential.
- Advise Fort Bend ISD on the operation and development of special education programs, parent and teacher training needs, and help develop policy.
- Create a network of parents and caregivers of children with special needs to provide support and facilitate effective communication between parents, students and the school district.

SEPAC Committees

1. Communication:

- Advise and provide input on communications within the group and members such as newsletters and other communications as agreed upon by the SEPAC

2. Policy/Advocacy:

- Become knowledgeable of local instructional services and personnel serving Special Education students as well as state or national laws, rules, regulations and guidelines affecting Special Education services
- Advocate for Special Education students, families, and schools to promote the awareness of the unique social and emotional needs of special education students

3. Parent Resources/Community Outreach:

- Cultivate a strong Special Education Community in Fort Bend ISD by creating opportunities for positive interactions between families, schools, and the community
- Identify and provide needed resources for Special Education students and their families through collaboration with schools, Fort Bend ISD, and the community
- Facilitate community education within Fort Bend ISD with a focus on bridging the gap between community feedback and Fort Bend ISD actions

The role of the campus SEPAC representative:

- Be a liaison between campus parents and the district.
- Facilitate communication between campus parents, the SEPAC, and the district, including gathering feedback, sharing information, and providing feedback.
- Look for opportunities to engage campus parents: schedule meetings in conjunction with existing campus activities if possible and schedule specific meetings if needed.
- Attend and be an active participant in SEPAC meetings and subcommittee meetings.
- Have a student-centered approach and operate through a district-wide lens and not from your own interest.

SEPAC Campus Representative Application:

More to come!

- We will be utilizing the CommonApp platform to select SEPAC representatives for the 25-26 school year
- In order to serve as a campus SEPAC representative, you must have a currently enrolled student in the campus for which you are applying to serve.
- Communication will be sent out with directions on applying to be a SEPAC representative in the coming weeks!

RESOURCES



FBISD Special Education Website

SPECIAL EDUCATION

Department Home

Child Find

Special Education Referral

Independent Education Evaluations
(IEEs)

Procedural Safeguards

Types of Disabilities

ARD Process

Programs & Support Services

Early Intervention Academy

Regional Day School for the Deaf

Special Education Administrative
Procedures

Special Education Parent Advisory
Committee (SEPAC)

Special Olympics

Transition Services

Video Surveillance of Special Education
Settings Procedures and Request
Information

Educator, Parent, and Community
Resources

Structured Therapeutic Educational
Program (STEP)

Program Contact

Parent Learning Opportunities

Delayed/Denied Evaluations and
Compensatory Services

Special Education Teaching
Opportunities

**FREE
ADMISSION**

**FBISD
TRANSITION
RESOURCE FAIR**
Building Futures Together

Join us at the FBISD Transition Resource Fair where families of individuals with disabilities can connect with state agencies, local organizations, and community providers offering valuable resources and support to meet their unique needs.

Saturday, May 10, 2025

9 A.M. - 10 A.M. Guest Speakers
10 A.M. - 1 P.M. Vendors

James Reese Career and Technical Center
12300 University Blvd.
Sugar Land, TX, 77479

**GUEST SPEAKERS,
DOOR PRIZES,
AND MORE!**

**65+
VENDORS**

For more information:
Debbie.Jebbia@fortbendisd.gov or Reschelle.Mcgranahan@fortbendisd.gov

SPECIAL EDUCATION

FBISD Special Education Department Vision:

Collaborative Leaders Advocating for the Equity of ALL Learners.

FBISD Special Education Department Guiding Principles:

We believe that Leaders:

- Empower others through development and opportunity
- Value growth mindset through embracing failures and successes
- Champion a shared vision through reflection and forward-thinking ideas
- Challenge the process through purposeful and innovative action

We believe that Collaborators:

- Foster trust through relationship building by demonstrating compassion and respect
- Hold sacred purposeful time and space for planning
- Cultivate authenticity by participating in crucial conversations
- Provide clarity resulting in actionable behaviors

[Home](#) > [Departments](#) > [Special Education](#)

CONTACT US

General Information

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FBISD Special Education Parent Resources

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Video Surveillance of Special Education Settings Procedures and Request Information
Educator, Parent, and Community Resources
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Program Contact
Parent Learning Opportunities
Delayed/Denied Evaluations and Compensatory Services
Special Education Teaching Opportunities

EDUCATOR, PARENT, AND COMMUNITY RESOURCES

Parent Involvement

Overview

- When a student is younger than 18, the student's parent(s) and other people invited by the parent or school must have an opportunity to be appropriately involved.
- The student's parent(s) can be involved in transition planning by attending the ARD committee meeting and giving input on decisions about the future, such as assisting in the selection of an endorsement, appropriate classes, career-related training, self-determination resources, and opportunities for community participation.

If a student is at least 18, people invited by the student or school to attend the ARD committee meeting should have an opportunity to be appropriately involved.

When a student reaches 18, the parent moves from primary decision-maker to a support system for the adult student, although the parent will continue to receive notice of ARD committee meetings.

The student may request parental involvement in making decisions about education or the student may request a supporter through a supported decision-making agreement.

For More Information:

[Parent Tools for Involvement from the Garrett Center at Sam Houston State University](#)

[Transfer of Rights and Alternatives to Guardianship Fact Sheet from the Student Centered Transition Network](#)

Resources

SEPAC Book List

FBISD Special Education Parent Handbook

ARD Buddy

Community Resource Guide

Department of State Health Services (DSHS)

Grades vs. IEP Progress Reports

Health and Human Services Commission (HHSC)

Postsecondary Education

Referral to State Agency Services

Region 13 Special Education Parent Handbook



TEA Resource

Overview of Special Education for Parents



Overview of Special Education for Parents



WHAT IS SPECIAL EDUCATION?

When a child receives special education, it means that a public school provides custom services and instruction specific to the needs of that student. Special education is available because of a federal law called the Individuals with Disabilities Education Act (IDEA), which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities.

Special education
is a service,
not a place.



How can special education services help your child?

- ▶ If your child is eligible for special education services, your child will have access to services and supports that are specially designed to meet your child's unique needs.
- ▶ Special education services provide individualized programming at NO cost to you and may include special education teachers and service providers such as occupational therapists, physical therapists, speech-language pathologists, and providers of dyslexia instruction.

SPECIAL EDUCATION PROCESS:

Parents have a right to request a special education evaluation at any time. Schools are required to refer a student for an evaluation when a disability is suspected that might require special education services. It's important to understand the steps of the [special education process](#).

SPEDTex

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For Families ▾ For Educators Resources ▾ Child Find Take Our Survey Contact Us

My SPEDTex Login



- Custom reminders
- Focus groups
- Resource search

Special Education Process

Disabilities

Frequently Asked Questions

Families New to Special Education

Notice of Procedural Safeguards

Parent's Guide to the ARD Process

For Families



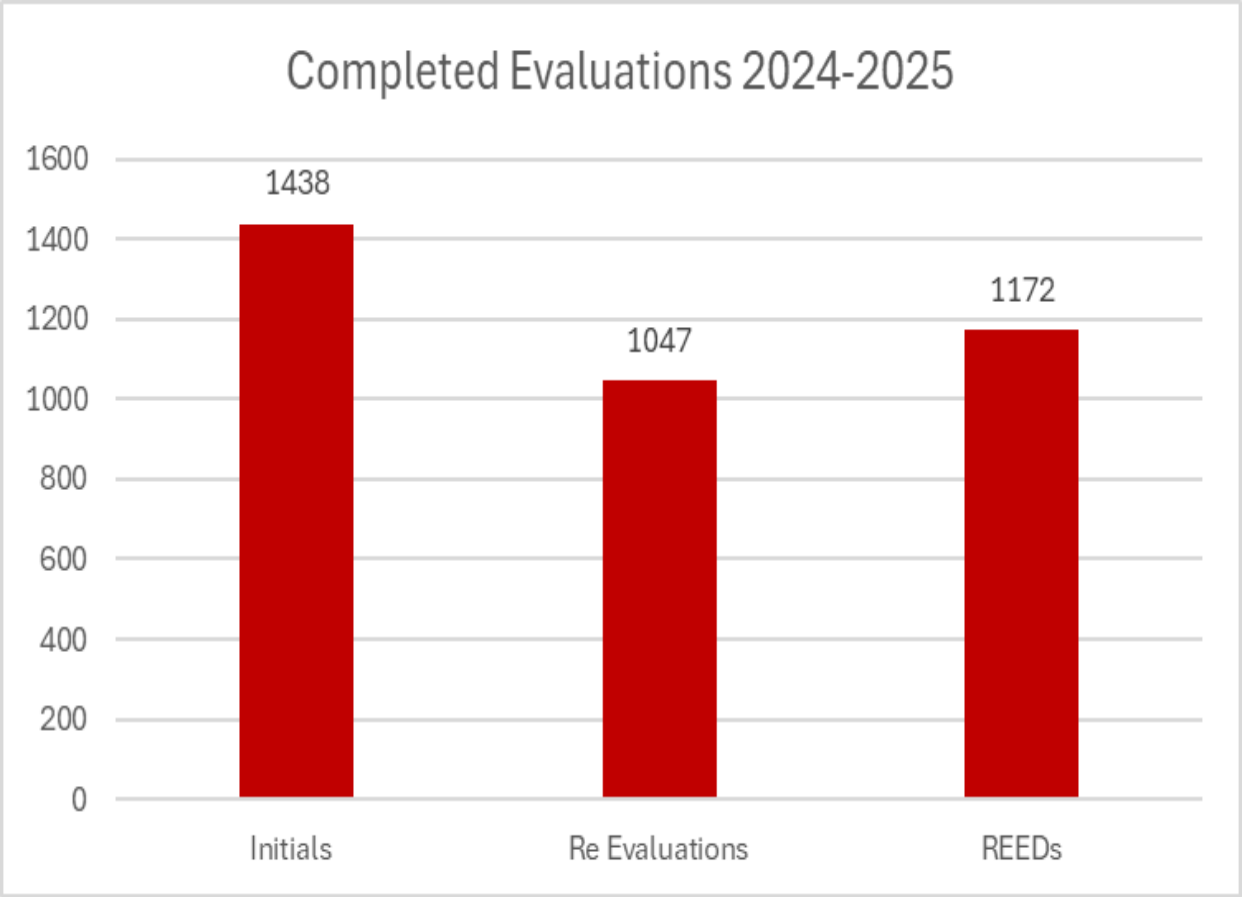
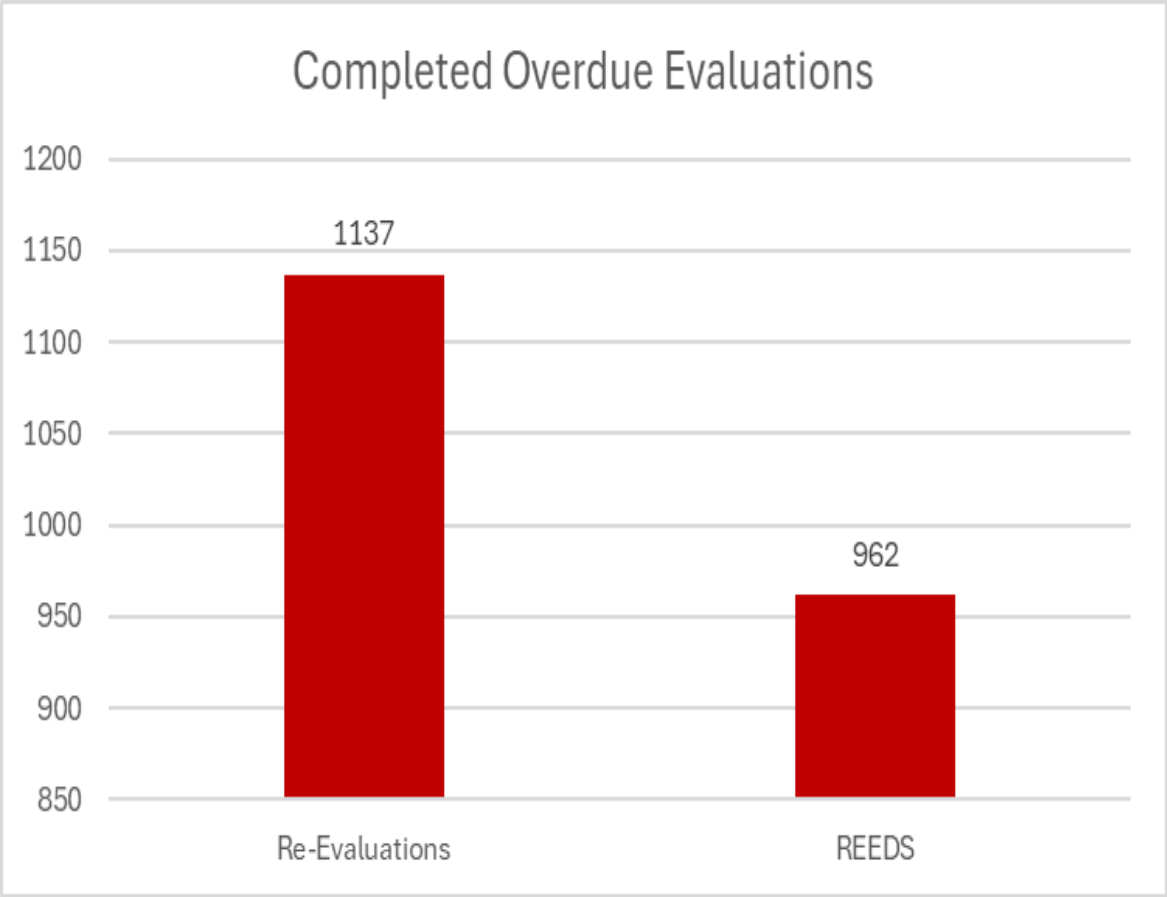
Parent support and involvement makes a positive difference by elevating student academic performance and increasing achievements. Explore the resources below to discover ways in which you can receive support and be involved in your student's education.

Update from Directors

Elementary Programs, Sheri Maston

Secondary Programs, Ashley Ashna

2024-2025 Evaluations Update



Special Education Year At a Glance, 2024-2025

Glows



- 271 Re-Evaluations left to complete this school year – goal is to be completed by May 30, 2025.
- Evaluation Goal for Next School Year: Complete all re-evaluations by their triannual due date and remain in compliance with initial evaluations.
- Moving to digital platform to complete evaluations as appropriate for the student. This move is projected to increase evaluation output in less time.

Special Education Year At a Glance, 2024-2025

Glows



- Creation of the Special Education Task Force
- Increased visibility and responses at campuses with change in support roles at campuses
- Creation of Rising 6th and 9th grade Special Education Nights
- PD for Gen Ed teachers on Meeting the Needs of Diverse Learners
- ABA Boot Camp for ABC and SAILS teachers
- Focus on more inclusive practices
 - Pilot of Co-Teach at LLE (future plans)
 - Exploring Partner PE
 - Best Buddies Chapter of the Year – Kempner High School

Special Education Year At a Glance, 2024-2025

Grows

- Change in Leadership
- Teacher Shortage
- Empower
- Refine the Change of Placement Process
- Additional Refinement of Skills for PM and PS regarding supporting roles
- Continue to complete evaluations timely –ensure parent voice represented
- Continue to Develop General and Special Education Teacher Skills to Support Diverse Learners



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FBISD TRANSITION RESOURCE FAIR

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Thank you!



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