



Board of Trustees Meeting

May 11, 2026



Agenda Item VII. B

Stevanie Jackson



Special Education

- Provides specialized instruction and support services for students with diverse learning needs.
- Focus on academic, behavioral, and life skill development.
- Ensures access to education in the least restrictive environment.



Mission and Goals

- Support student growth academically, socially, and functionally
- Provide individualized instruction aligned to individual education plan, **IEP**, goals
- Foster independence and life skills
- Collaborate with families and staff during admission, review, and dismissal, **ARD**, meetings



Categories for Qualification for Special Education

- **Autism**
- Auditory Impairment
- Deaf-blindness
- Developmentally Delayed (3-9 years old)
- Emotional Disability
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- **Other Health Impairment**
- **Specific Learning Disability**
- Speech Impairment
- Traumatic Brain Injury
- Visual Impairment



AISD Special Education

- Continuum of Services
 - From inclusion support to self-contained classes
- 3089 students are currently served in Special Education
- 483 referrals for initial full evaluations
 - Includes 3 private/homeschool testing requests
 - **150** more referrals for speech only evaluations





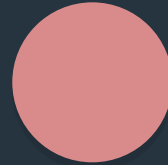
Self-Contained Classrooms

- Designed for students requiring intensive support
- Lower student-to-teacher/paraprofessional ratios (4:1)
- Highly structured environments
- Focus on individualized and functional learning
- More restrictive learning environment

AISSD Self-Contained Classes



**PALS - Practical
Academics and Living
Skills - 26 classes**



Autism - 4 classes



**ADAPT - Abilene
Developmental and
Practical Training - 6
classes**



**SAP - Student
Achievement Program -
Behavior - 12 classes**



PALS

- K-12
- Instruction in core areas is aligned to pre-requisite skills
- Functional skills are also taught
- Students are performing 3-4 grade levels below their age due to their disability
- 270 students enrolled



PALS Qualification

- Meet criteria to take STAAR Alt2
- ARD placement
- Significant cognitive delays that impact the ability to access grade level curriculum.
- Deficits in adaptive behavior, including daily living and self-care skills.
- Requires continuous or frequent adult support to complete tasks.



ADAPT

- PreK - 12
- Serves students with significant cognitive impairments
 - Some are medically fragile also
- Functional skills are also taught
- Higher focus on daily living and life skills
- 62 students enrolled



ADAPT Qualification

- Meet Qualifications for STAAR Alt2
- ARD placement
- Functions significantly below grade level in all areas
- Deficits in adaptive behavior, including daily living and self-care skills
- Requires continuous adult monitoring and assistance across all settings
- Need intensive, individualized instruction with repetition and prompting
- Limited communication skills (verbal or nonverbal) that significantly impact learning
- Difficulty managing transitions, routines, or changes without significant support



Autism

- K-8
- Grade level instruction
- Functional skills, as well as social and emotional skills and self-regulation skills
- 24 students enrolled



Autism Qualification

- On grade level with accommodations
- Qualify to take regular STAAR
- In need of self-regulation strategies due to overstimulation in the general education setting
- Observation request form from the campus, and if needed, an ARD is held



SAP

- K-12
- Special Education students who require intensive behavior support to be successful
- Instruction in core areas is aligned to TEKS, but adapted to fit individualized learning needs, although there are two SAP/ADAPT classes that focus on ADAPT instruction
- Functional skills and behavioral strategies are taught in every class
- 74 students enrolled



SAP Qualifications

- Qualify for special education
- Persistent behavioral issues
- Campus supports, such as behavior liaison, classroom teacher, special education teacher, behavior coordinator, are documented in Frontline and prove to be not sufficient for the student to be successful
- School psychologist has completed a functional behavioral assessment and an behavior intervention plan is in place, and the student continues to have behavioral issues
- Observation request and placement criteria packet complete, ARD if necessary

Commitment

Our committed is to student success while focusing on independence, inclusion, and growth. Our ultimate goal is to prepare students for life beyond high school, no matter what level of independence they will have.

