

Special Services Department: An Overview of Services, Impact, and Future Direction for the 2025-2025 School Year



Board Meeting Presentation 7/21/2025

Splendora ISD

Strategic Alignment

Priority 1: Focus on Student Success

- 1.2 Increase focus on student learning and growth
- 1.3 Ensure life readiness: students are college and/or career and/or military ready
- 1.4 Ensure social/emotional wellness and physical safety for all students

Priority 3: Focus on community engagement, transparency, and trust

- 3.1 Augment community partnerships
- 3.2 Increase engagement with all parents
- 3.4 Improve communication strategies and community engagement efforts to share relevant information, celebrate achievements, and increase participation in district events.

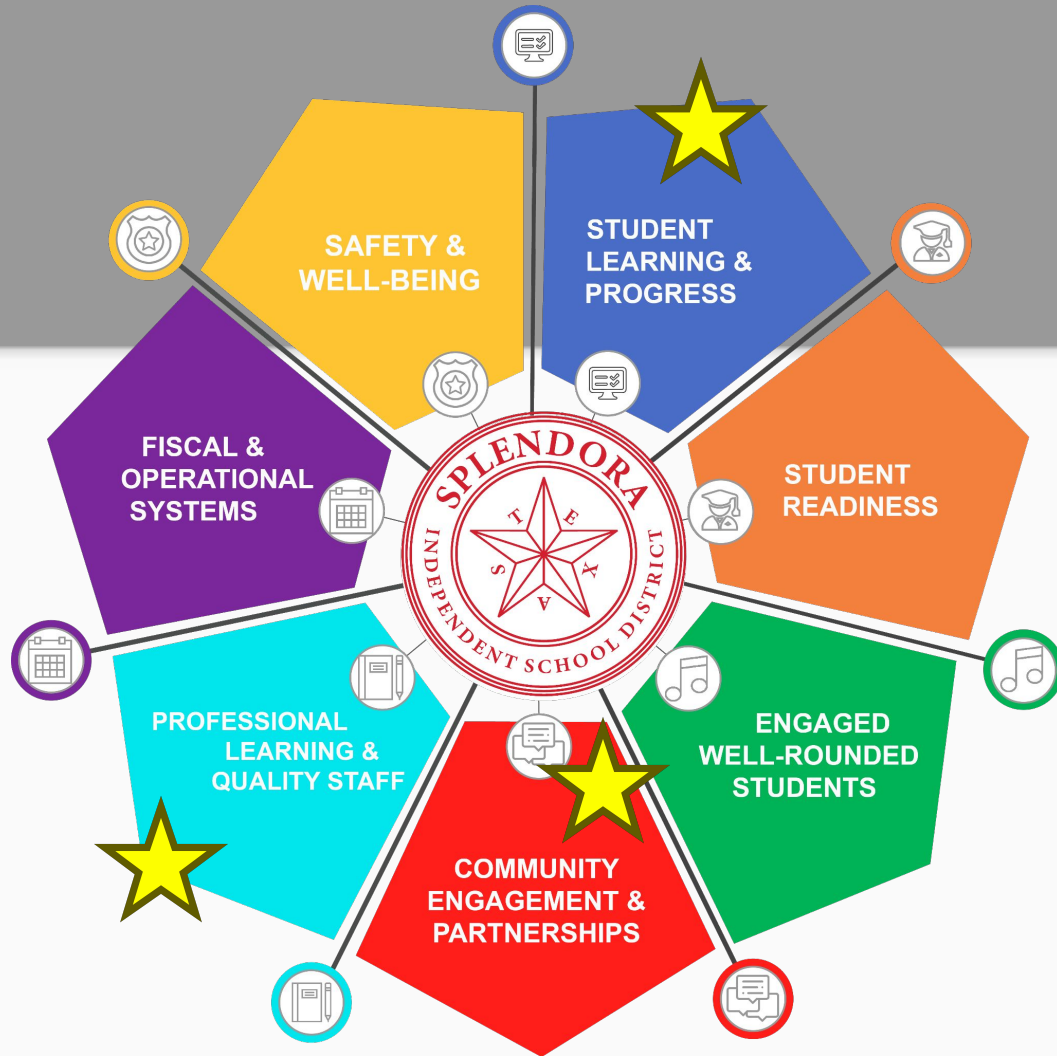
Purpose Statement:

The Special Services Department focuses on **individualizing instruction and support** for students with identified needs, enabling them to achieve at their highest potential. We are committed to providing **high-quality, responsive instruction** through effective, culturally responsive educators within the **Least Restrictive Environment (LRE)** for all students.

Guiding Principles:

- **Individualized Education Plans (IEPs)** are at the core of our approach, guiding student services and personalized learning.
- We believe in **inclusion**, integrating all students as valued members of the general education classroom community to promote equity and access to the mainstream curriculum.
- Developing **behavioral, emotional, and social learning skills** is crucial for every student's overall success.
- We offer a **continuum of services**, both within and outside the general education setting, to effectively address and bridge learning gaps for special education students.

CBAS (Community-Based Accountability System)



Presentation Overview

Key Services Offered

Who We Serve

Strategic Focus 24/25

Highlights and Celebrations

Key Changes and Impact Areas for 25/26

Impactful Legislation updates

MTSS Implementation

Expanding Partnerships: Pathways to Success

Unique Learning System (ULS) Supplemental Resource

- TIA extension

Key Services and Supports Offered

- Serve and Support Campuses
- Evaluation and Assessment
 - Special Education
 - Section 504
- Special Education (IEP development, direct instruction)
- Section 504 Plans
- Response to Intervention Services
- Related Services (Speech-Language Pathology, Occupational Therapy, Physical Therapy, Psychological Services, etc.)
- Behavioral Support Services
- Professional Development for Staff
- Parent Engagement and Support
- Ensuring Legal, Federal and State Compliance
- Program Design, Curriculum Research, and Implementation

Special Education Student Population: 2022-2025

2022-2023 780 Students

2023-2024 917 Students

2024-2025 1049 Students

Averaging an 18% growth rate each year, with a 38% *growth rate over 3 years*

Factors Contributing to growth:

HB3928: Dyslexia served through Sped

Increase in student enrollment/growth, correlates with district growth
Special Education Rates 23/24

Early Intervention Services

National Average 15%

State Average 14%

Region 6 14%

SISD 17%

Primary Disability Breakdown

Primary Disability	Number	Percentage
02 Other Health Impairment	86	8.2%
03 Deaf/Hard of Hearing	5	0.04%
04 Visual Impairment	6	0.05%
05 Deaf/Blind	1	0.00%
06 Intellectual Disability	117	11%
07 Emotional Disability	64	6%
08 Specific Learning Disability	478	46%
09 Speech Impairment	161	15%
10 Autism	123	12%
12 Developmental Delay	3	0.03%
13 Traumatic Brain Injury	1	0.00%
13 Non-Categorical Early Childhood	4	0.003%
Total	1049	

Initial Referral Data

2023-2024 Data

- Total number of Special Education Initial Referral Requests: 286
- Assessments Approved: 254
- Total number of DNQ's: 25

2024-2025 Data

- Total number of Special Education initial Referral Requests: 266
- Assessments Approved: 225
- Total number of DNQ's: 39

PWN Reasons:

Parent requests 27

Campus request 14 (7 failed vision/hearing)

Reasons:

Not suspecting disability: 20

Failed vision/hearing: 13

Other:

Attendance: 4

Educational rights: 3

Parent Refusal: 1

Student Population

Section 504/RtI and Total Student Population

Total number of 504 students:

315 (24/25)

325 (23/24)

**Fewer students in 504 due to HB3928*

Total number of RTI students

778 (23/24)

24/25 school year (Special Education, 504, RTI): **2166**

SISD total students: **5704**

38% of the total district

The Future of Special Education Funding

**source TCASE*

- With the passage of HB2, many administrators are working through what the changes will mean for special education budgets. There are a lot of unknowns and details that are now being worked on by TEA.
- Our current understanding is that the Full Individual and Initial Evaluation (FIIE) reimbursement allotment in HB 2, which provides for \$1,000 for each FIIE, will be funded starting with FIIE data from the 2024-2025 school year. There will be settle up based on the actual data from 25/26 school year.
- The other major change for special education in HB 2 is the move to the intensity of services funding system. We know very little about this new system, but expect information is forthcoming from TEA. House Bill 2 specifies that districts will still be funded on instructional arrangements in 2025-2026.
- In 2026-2027, districts will be funded on the new system, which will include a \$250 million bump to the special education allotment and commissioner authority to ensure that districts can maintain maintenance of effort requirements.

2024-2025 Accomplishments - Initiatives, Programs, & Celebrations

- Campus Admin Check Ins
- New Teacher PLC's
- Onboarding: New Assessment Team Members
- Region 6 AT Cohort
- 2nd Annual CKD
- Fall Transition and Resource Fair
- 8th Grade Transition night at SHS
- Spring Transition and Resources Fair/Parent University
- Speech Graduations
- Parent Engagement Committee
- Teacher/Para Advisory Committee
- Steering Committee
- Program Descriptions/Decision Guide Rubrics
- 97% Professional Department Employee Retention for 25/26 school year
- Educational Foundation Grant
 - Story Champs



SPLENDORA ISD
Special Services

Parent University TRANSITION AND RESOURCE FAIR

**Thursday,
May 1, 2025**
Splendor Junior High
23411 FM 2090
5:30 - 8:00 p.m.

Exhibitors in the areas of:

- ★ Educational Resources
- ★ Independent Living Agencies
- ★ Employment Agencies
- ★ Camps and Recreational Activities
- ★ Guardianship and Family-supported Financial guidance and More!

Families and students in the district with disabilities of all ages are welcome to come and learn about resources supporting individuals with disabilities, including tailored strategies designed to meet the unique needs of diverse learners.

Connect with local organizations and services, offering valuable resources for both parents and students.

► Dyslexia Presentation Break Out Session | 5:45-6:15 PM
► Parent University Presentation Break Out Session | 6:30-8:00 PM

FOR MORE INFORMATION, CONTACT JESSICA HERNANDEZ AT 281-689-4325 OR EMAIL JHERNANDEZ@SPLENDORAISD.ORG



Special Services Parent Engagement Committee 2024-2025

Partnering with Parents for
Special Education Success!



Looking Ahead - Strategic Goals for 2025-2026

- **Goals based on**

- Cyclical Review Data
- Committee Feedback
- Community Partnerships
- Need for Targeted Responsive Interventions
- TEA Self Assessment
- Accountability results
 - [24/25 STAAR/EOC Data](#)

Goal 1: Enhance Inclusive Practices:

Increase targeted professional development and collaborative planning with Program Specialists, Inclusion and general education teams. Including TIA expansion

Goal 2: Strengthen Post-Secondary Transition:

Partnerships with Community Based Learning, Post secondary education and career support, and increased parent partnerships

Goal 3: Refine Data-Driven Decision Making:

Implementation of MTSS for targeted interventions at all levels with fidelity

Goal 4: Explore Supplemental Alternative Curriculum Resources

Goal 1 Enhance Inclusive Practices & Goal 2 Strengthen Post Secondary Transition

- Program Descriptions/Decision Guide Rubrics
- Implementation of MTSS for 25/26 school year
- Tier 3 supports by certified teachers
- Designated Program Specialist to support Special Education Instructional practices (District Sped Instructional Specialist)
- Enhancing general education and special education collaboration through PLC's
- TIA Expansion to include: Inclusion, SLC, BSC, AS students currently participate in MAP; (adjusting MAP to the student's functioning level vs. grade level to obtain diagnostic measurement as needed).
- Partnerships for Community Based Learning
- Pathways to Success
 - Partnership with SHSH
- Enhanced 18+ curriculum
- Additional Parent Collaboration and Engagement Opportunities

[Pathways to Success at SHSU](#)



Goal 3: Refine Data Driven Decision Making

MTSS Implementation: Key Changes & Impact Areas for 2025–2026

Shift from RTI to MTSS Framework

- RTI will now operate under the broader Multi-Tiered System of Supports (MTSS) model.
- This includes integrated academic, behavior, SEL, and attendance supports.
- Data review and decision-making will occur through structured Problem-Solving Teams (PSTs) using a standardized protocol with a concentrated focus on efficient decision-making systems.
- RTI addressed academic interventions through tiered support, while PBIS addressed behavior and social-emotional interventions.

Additional Curriculum Supports 25/26

- *Academic Intervention*
- *Behavior Tier 2*

What is MTSS? Multi Tiered System of Support

- Framework that focuses on supporting the whole child through a tiered prevention system that uses data to guide decision making.
- MTSS was introduced in the Every Student Succeeds Act (2015).
- It combined RTI (Response to Intervention) and PBIS (Positive Behavior Intervention and Supports).
- MTSS rolls both up into one and incorporates an expectation that schools and teachers are using evidence-based or research-based approaches and programs.
- Designed for ALL students and encompasses academic, behavioral, and mental health supports.
- Students in general education, 504, and Special Education can participate in MTSS.
- *MTSS focuses on prevention first, to reduce the need for intervention later.*

Goal 4: Explore Supplemental Resources for students on an alternative curriculum

Rationale & Overview

- **Title:** 2025-2026: Everyway: Unique Learning System (ULS)
- **What is it?** ULS is specifically designed for students with special needs, including those with moderate to severe disabilities, and is aligned with state extended standards
- **Problem/Need Addressed:** Current curriculum lacks 18+ post secondary differentiation, as well as benchmark assessments approved for TIA recognition.
- **Proposed Solution:** Introduce the supplemental resource for the 25/26 school year with current alternative curriculum
- **Key Features/Components/Alignment:**
 - Most special education teachers mention the limited planning time for lesson plans and differentiation strategies. The Unique program has units pacing and lesson plans that differentiate between tier 1-3 students, which would give teachers more time for student focus, parent communication, and ARD preparation during their conference period.
 - N2Y is aligned to TEKS to prepare students, and also the units align with what is presented to life skills students when they go to take their end of the year STAAR ALT state test. It works towards those specific individualized goals, reading assessments, and pre-post unit curriculum assignments to check for mastery of skills, weekly cooking recipes to hone life skills and functional skills. A ton of reading resources with visuals to support emergent bilingual students.
 - Uses BOY and EOY assessments have are approved by TEA for TIA allotment for teachers!!
 - Utilizes the Science of Reading Approach
- **Student Impact:** Approximately 130 Alternative curriculum students to start 25/26 school year
- **Goal:** Data collection during the 25/26 school year to determine if the district will move forward with proposal adoption for the 26/27 school year, with board approval.

Here's a more detailed look at what makes ULS unique:

Specialized for Diverse Learners:

ULS is specifically designed for students with special needs, including those with moderate to severe disabilities, and is aligned with state extended standards.

Research-Based and Data-Driven:

ULS incorporates research-backed teaching strategies and provides robust data collection and progress monitoring tools to support individualized instruction and IEP development, [according to n2y](#).

Comprehensive Curriculum:

ULS offers materials for all core subjects (ELA, math, science, social studies) and life skills, from pre-K through transition, with age-appropriate and differentiated content, [according to n2y](#).

Focus on Independence:

ULS aims to foster student independence by integrating transition skills throughout the curriculum and providing tools for students to manage their learning, [says n2y](#).

Flexible and Accessible:

ULS can be accessed online and adapted to various learning environments (self-contained, resource rooms, inclusive general education, or remote settings), [according to n2y](#).

Time-Saving Tools for Educators:

ULS provides ready-made lesson plans, differentiated activities, and progress monitoring tools to help teachers streamline their workflow and focus on student needs, says n2y.

Supports the Science of Reading:

ULS incorporates the latest research in literacy, including the Science of Reading, to support students in developing foundational reading skills, says n2y.



Save the Date CKD 2026

3/13/2026