



## SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

### Agenda Item Summary

**Meeting Date:** November 17, 2025

**Agenda Section:** Presentation

**Agenda Item Title:** Annual Special Education Presentation

**From:** Dr. Jennifer Gutierrez, Deputy Superintendent

**Presenter:** Jacob Collazo, Director of Special Education and 504

**Description:** The Special Education Annual Report provides an overview of district performance and key initiatives during the 2025–2026 school year, summarizing student enrollment, program data, compliance indicators, and progress toward goals established through the TEA Corrective Action Plan. The purpose of this required annual presentation is to keep the Board of Managers informed of program progress, celebrate department accomplishments, and outline next steps to ensure continued growth, compliance, and support for students with disabilities across South San Antonio ISD.

**Historical Data:** South San Antonio ISD currently serves approximately 1,250 students receiving special education services across all campuses. The district provides a full continuum of instructional and related services designed to meet the diverse needs of students with disabilities. We continue to strengthen collaboration among staff, families, and community partners to improve academic, behavioral, and postsecondary outcomes for all students served through special education. This presentation serves as the annual Special Education update to the Board of Managers, highlighting the district's ongoing commitment to access, quality instruction, and continuous improvement for students with disabilities.

**Recommendation:** N/A

**Purchasing Director and Approval Date:** N/A

**Funding Budget Code and Amount:** N/A

**Goal 1:** SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

# Annual Special Education Board Presentation

November 2025







# Overview

## Topics Covered

### ***Department of***



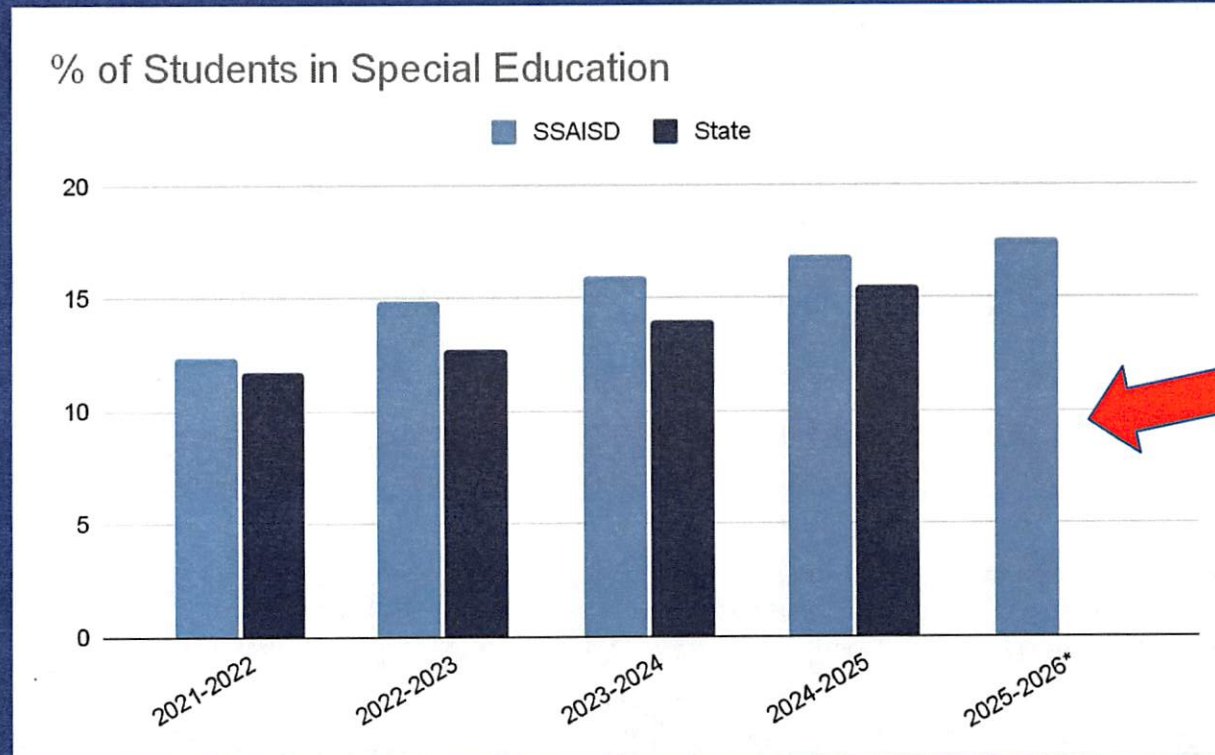
### ***Special Education***

One Team, One Voice, One Purpose

- Overview of Department and Programing
- Program Needs Assessment / Updates
- Update on TEA Corrective Action Plan (CAP)



# Department and Program Overview



**1,246 Special  
Education  
Students for  
2025-2026 as of  
10/31/25**





# Department and Program Overview

**Least Restrictive  
General Education**

**Most Restrictive  
Alternative Setting**

**Classroom  
Accommodation/  
Speech Only**

**Inclusion  
Support**

**Pull Out for  
Resource /  
Dyslexia**

**Self-Contained**

**Homebound/  
Out of District**

**16%  
(202 Students)**

**48%  
(592 Students)**

**16%  
(201 Students)**

**19%  
(242 Students)**

**1%  
(9 Students)**

ECSE (Early Childhood)  
LID (Life Skills)  
BASE (Behavioral)  
STEPS (18 Beyond)

**As of 10/31/25**





# Department and Program Overview

## Special Education Staffing:

- Special Education Teachers- 78
- Special Education Teacher Aides- 58
- Professional Staff
  - Licensed Specialists in School Psychology / Educational Diagnosticians- 11
  - Speech Language Pathologists / Speech Language Pathology Assistants- 7
  - Dyslexia Interventionist / Certified Academic Language Therapists- 11
  - Homebound Teacher- 1
  - Contratracted SLPs, OT, PT, APE, DHH- 6
  - ARD Facilitators- 7





# Needs Assessments: Four Key Themes

1. **Compliance & Systems Alignment:** Need for consistent ARD, evaluation, and documentation practices across campuses; implementation of the CAP monitoring structure; and improved internal tracking of SPPI indicators.
2. **Instructional Quality & Access:** Focus on providing all students receiving SPED services access to a rigorous curriculum through the effective use of HQIM and MAP data, aligning practices with the NIET rubric to strengthen lesson planning and differentiated instruction.
3. **Staff Capacity & Stability:** Emphasis on recruitment, retention, and onboarding for LSSPs, diagnosticians, and teachers; creation of role clarity documents and professional learning pipelines.
4. **Communication & Family Engagement:** Need for transparent communication systems, unified message around ARD/504 procedures, and stronger parent partnership structures (trainings, transition fairs, clear documentation).





## What is a Corrective Action Plan (CAP)?

“The purpose of the corrective action plan (CAP) is to guide local educational agencies (LEAs) through an in-depth analysis of components contributing to noncompliance, and to develop strategies to create a CAP to resolve noncompliance . . . .”





## What happens when the problem isn't fixed in one year?

- Uncorrected noncompliance
  - Uncorrected noncompliance is when an LEA does not correct noncompliance within one year from being notified by the TEA. LEAs must correct noncompliance as soon as possible but no later than one year after identification (i.e., the date the State provided written notification to the LEA of the noncompliance; see OSEP Memo 09-02).
- Any LEA with uncorrected noncompliance beyond one year from the initial written notification will receive a Notice of Continuing Noncompliance (CNC) identifying sanctions with a required CAP, including possible directed supports. Repeated failure to correct any identified noncompliance may result in a new finding of noncompliance and additional sanctions.





# Current Status of CAPs

	11A Timely Evaluation	11B Eligibility Determination	12 Early Childhood Transition	13 Secondary Transition	Measurable Goals
Child-Specific Corrections	Pending Clearance	Pending Clearance	Pending Clearance	Pending Clearance	Pending Clearance
Evidence of Policies & Procedures	Cleared	Cleared	Cleared	Cleared	Cleared
Evidence of Training	Cleared	Cleared	Cleared	Cleared	Cleared
Evidence of Self-Monitoring	Pending Clearance	Pending Clearance			
Evidence of Systemic Compliance					





## Next Steps: Continuous Growth and Improvement

Ongoing feedback and refinement will focus on:

- Strengthening internal monitoring systems to sustain CAP fidelity, compliance accuracy, and timely follow-through
- Deepening instructional quality through targeted coaching, inclusion supports, and data-informed lesson design
- Building and retaining staff expertise by expanding pipelines, mentorship, and recognition programs
- Enhancing family and community partnerships through stronger collaboration, resource access, and transition planning
- Maintaining transparency and accountability through stakeholder updates



**Thank you!**

**Questions?**

