

**Notice of Public Hearing Special Education
The Board of Trustees
Fort Bend Independent School District**

Monday, February 23, 2026

This is Notice that the Fort Bend Independent School District Board of Trustees will hold a Public Hearing Special Education on Monday, February 23, 2026, beginning at 5:30 PM in the Board Room of the Fort Bend ISD Administration Building, 16431 Lexington Blvd., Sugar Land, TX 77479. The agenda packet for the meeting is available at <https://meetings.boardbook.org/Public/Organization/649>.

Members of the public may view the live stream of the meeting at the following address: <https://www.fortbendisd.com/BoardMeetingLivestream>. Members of the public may also address the Board during public comment.

1. Call to order

2. Public Comment

3. Information

A. Special Education Public Hearing

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4. Adjournment

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC (LEGAL)]

The following Fort Bend ISD Goals may be referenced in agenda items included in this document:

Priority 1: Increase successful student outcomes through enhanced learning opportunities.

Goal 1: By 2028, 80% of all students, at every campus, in grades 3, 5, 8, and 10 will grow at least one year in reading as indicated by NWEA Map Growth Measures.

Goal 2: For the class of 2026, the percentage of graduates that meet the criteria for CCMR will increase from 65% to 90%.

Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (students, parents, and staff) are valued, inspired, and engaged.

Goal 1: By 2027, FBISD will increase overall staff satisfaction with the district from 73% to 85% through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.

Goal 2: By 2027, FBISD will increase overall secondary student engagement in schools from 78% to 85% evidenced by students indicating they feel good about being in school on the District Student Engagement Survey.

Goal 3: By 2027, FBISD will increase parent satisfaction with FBISD schools from 80% to 85% evidenced by parents indicating the quality of their child's school as excellent or good through an organizational focus on the principles of the PAC as measured by the District Culture and Climate Survey.

Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Goal 1: By June 2025, FBISD will review 100% of the key revenue drivers with the Board and align all funding with the district strategic plan. (Completed)

Goal 2: By 2027, ensure efficient staffing in all areas of the organization including campuses and departments.

Fort Bend Independent School District

Executive Summary

Public Hearing		Meeting Date: February 23, 2026	
Agenda Item Title: Information: Special Education Public Hearing			
Board Policy: EHBA		District Priority: Priority 1	
Department: Deputy Superintendent Teaching & Learning			
Are there related documents to be signed by the Board? NO			
<input checked="" type="checkbox"/> Administration has reviewed the final submission for this agenda item.			
<input type="checkbox"/> Reviewed by Deputy Superintendent		<input checked="" type="checkbox"/> Reviewed by Chief of Staff	

Recommendation

Summary/Background
As required by House Bill 2, passed in 2025, the administration will present information on the performance of students receiving special education services and will receive comments and feedback from the public.

Recommended by:

Dr. Marc Smith
Superintendent of Schools

Submitted by:

Dr. Jaretha Jordan
Deputy Superintendent Teaching & Learning

Dr. Adam Stephens
Chief Academic Officer



Annual Special Education Public Hearing

February 23,
2026



Public Hearing

- 89th Legislative Session SB 568
- Transparency & Reporting of Outcomes for Students Receiving Special Education Services

2025-2026 Updates

1. Special Education At-A-Glance
2. Performance Indicators & Student Outcomes
3. District & Campus Collaboration
4. Student Impact

Leadership Transition: Building on Progress



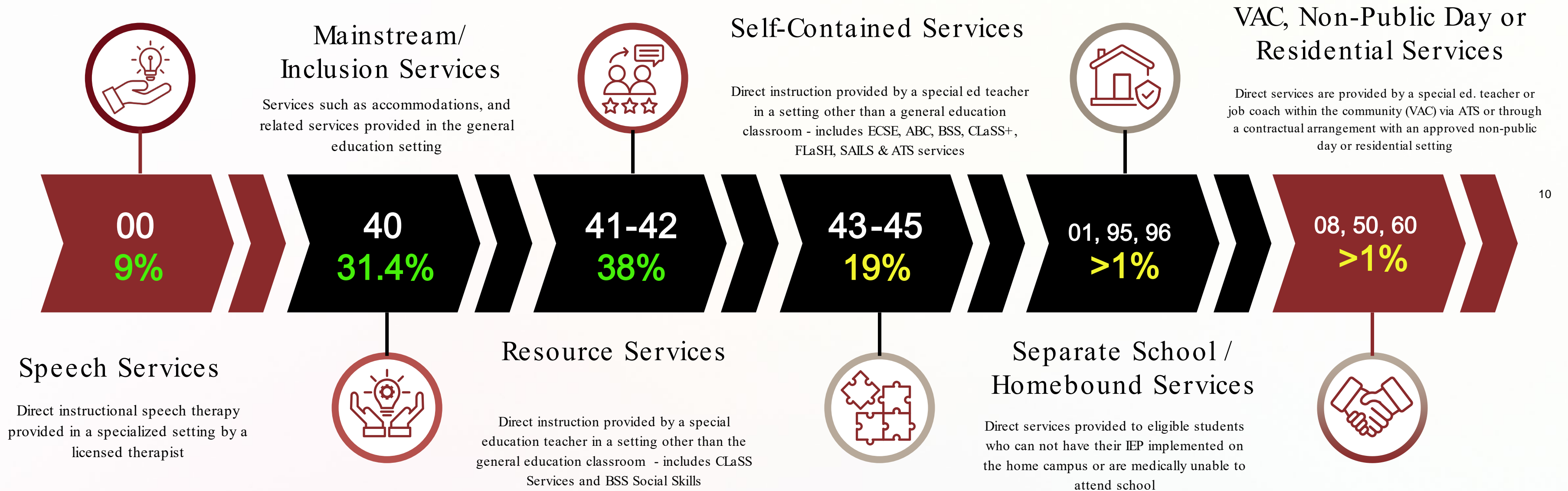


Special Education At-a-Glance

Special Education At-A-Glance

	Total Students	Total w/ SE Services	% Special Ed.
2025-2026	78,075	12,694	16.26%
2024-2025	79,633	12,395	15.56%
2023-2024	80,206	11,273	14.06%

Fort Bend ISD Special Education Continuum of Services*



*Some services are located on a specific campus within the district or off the home campus.
*Required services are determined by an IEP committee and based on a review of relevant data on an individual basis.

Fort Bend ISD Special Education Service Descriptions - Specialized Programs

ABC Services

Designed for students with disabilities who demonstrate a combination of significant cognitive, communication and behavioral needs related to the impact of their disability.

ATS Services (18+)

Adult Transition Services are intended for students who have met graduation requirements but require supports through an IEP to address needs related to their post-secondary goals (Independent living, employability, etc.)

BSS Services

Behavior Support Services are provided for students who require direct and explicit instruction in social and/or behavior and coping skills. Students often demonstrate sustained dysregulation needing support or intervention.

SAILS / FLaSH Services

Services focus on instruction in personal care, communication, functional academics, pre-vocational/vocational skills and social skills. FLaSH provides services for significantly impacted students.

CLaSS/ CLaSS+ Services

CLaSS provides social and/or behavioral support and coaching for students who are at or near grade-level and need instruction in socially expected behaviors. CLaSS Plus services include emotional/behavioral services for students with more significant needs.

ECSE Services

Early Childhood Special Education services are for students who are three - five years old and require an IEP support development in pre-academics and other ready to learn school competencies.

*Some services are located on a specific campus within the district or off the home campus.

*Required services are determined by an IEP committee and based on a review of relevant data on an individual basis.



Performance Indicators & Student Outcomes

TEA State Performance Plan

TEA collects annual data from every school district on Special Education program performance, including required reporting on State Performance Plan Indicators (SPPs) used for federal and state accountability and compliance monitoring

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Areas of strength:

- SPP 7 - Early childhood outcomes for students with special education (COSF)
- SPP 13 & SPP 14 - Transition/18+ planning and support
- Increase in SPP 11 & 12 from 88% to 96.6% - state expectation is 100%

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Areas of opportunity:

- Continued refinement of internal systems around initial evaluations and IEP meetings. (SPP 11 & 12)
- Monthly connection with TEA monitoring and support to track and check-in on goals in this area.

TEA Cyclical Review

TEA conducts cyclical monitoring of every ISD once every six years to ensure compliance with federal (IDEA) and state requirements and to address issues impacting services and outcomes for students with disabilities.

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Areas of Strength:

- Stakeholder Feedback around processes & procedures.
- Department readiness related to oversight and support for campus special education staff.

District insight - Growing collaboration between special education and general education - leveling “silo” work.

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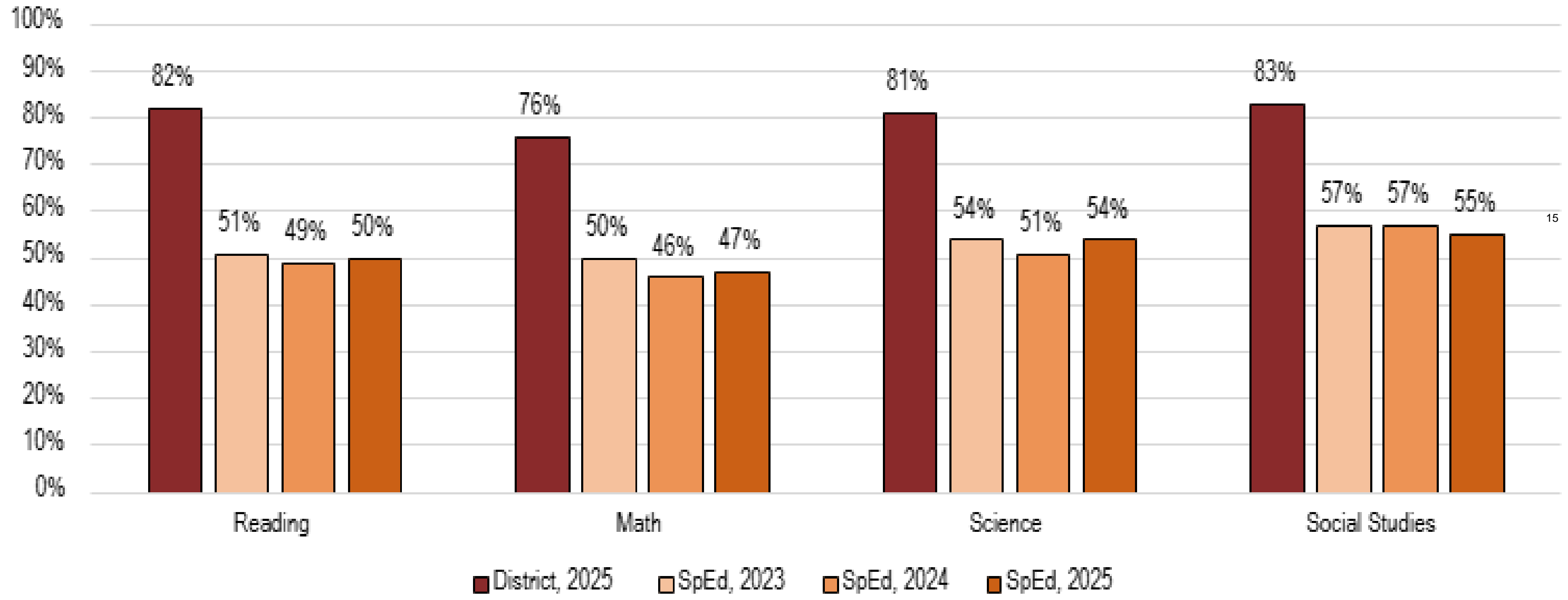
Areas of Opportunity:

Level set as a department based on TEA Feedback in the areas of:

- IEP Implementation, Development & Content
- Evaluations
- Transition & State Assessment
- Properly Constituted ARDs

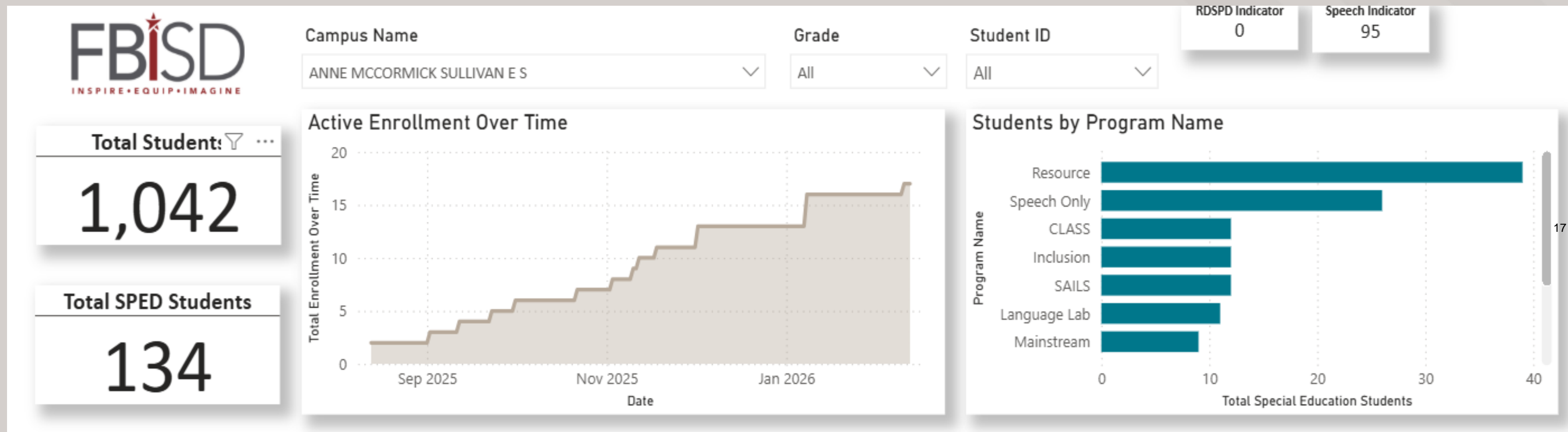
Monthly support with TEA Compliance for coaching and check-ins toward identified goals

Students with Special Education Services STAAR 3-8 and EOC Approaches



District & Campus Collaboration

Campus Special Education Overview



Campus Special Compliance Dashboard



Location Selector

DONALD LEONETTI E S

YTD Compliance Rate

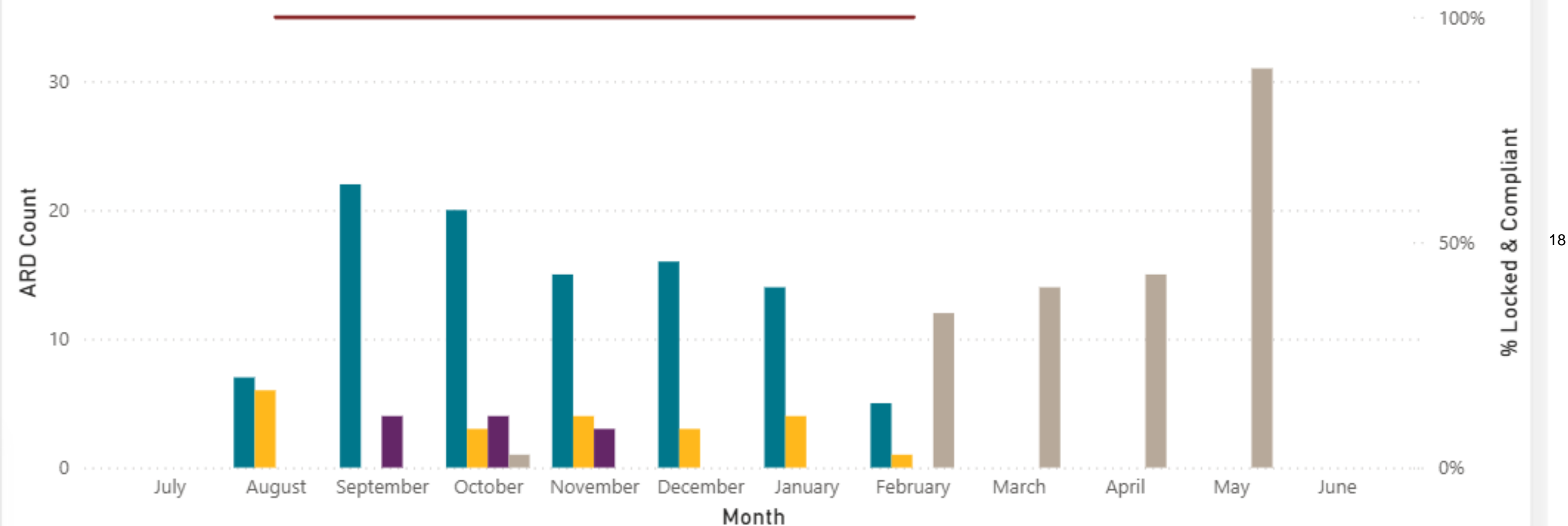


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Locked & Non-Compliant Count

ARD Volume by Month with % Compliance Rates

● Annual ARD ● Initial ARD ● Transfer ARD ● In-Progress ● % Locked & Compliant



Student ARD Information

District/Department Collaboration

Quarterly Principal Focus Groups

Elementary, Middle School, High School focus groups to solicit feedback and input into support needs, “glows & grows” etc.



Common areas of need have prompted guidance and support in:

- Discipline processes for students with disabilities

- Master schedule support on-site for campus master schedule planning teams.

- STAAR Alt. 2 alignment

- Initial ARD and routine compliance meetings with department staff and campus leadership. Enhancing the PAC in the IEP process for all.

- Training & support for staff

District/Department Collaboration

Campus Compliance Huddles

“I’ve never had so much collaboration with SE as a principal. I love it!”
Secondary principal

Since October 2025 we have held 100+ campus compliance huddles including principals, assistant principals, department heads, ARDF/CCC, evaluation team members facilitated by department compliance teams.

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- Review of IEP/ARD areas of need and timelines according to local and federal compliance standards
- Campus support related to best practices for scheduling and holding meetings
- Central focus on enhancing the PAC in the IEP process for all.

Student Impact



Falcons Special Olympics Athletes

Volleyball
Basketball
Bowling
Track Field
Soccer
Softball

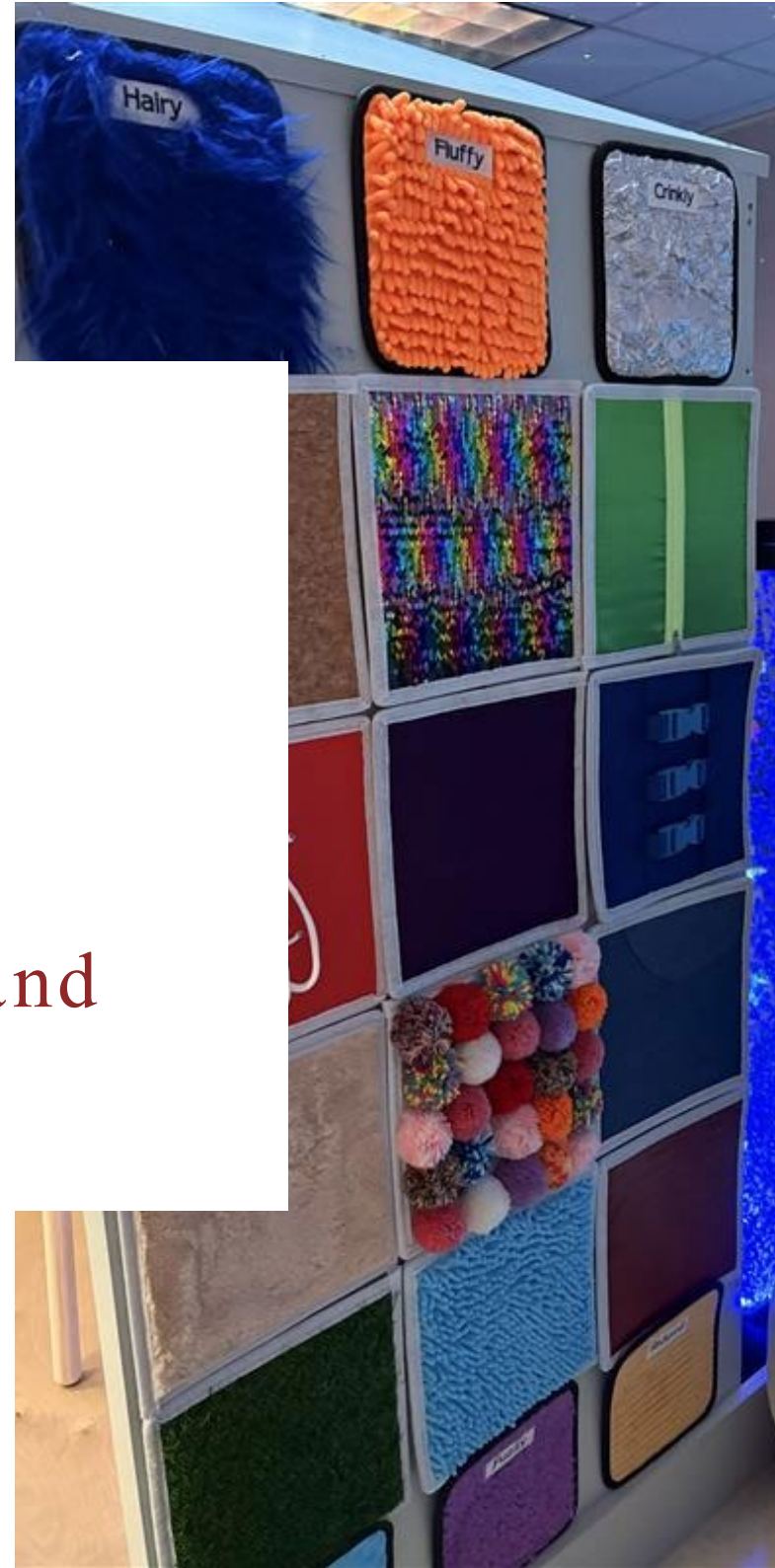
Partner PE Leads to Partner Theater



Sartartia MS & Sugar Land MS

Sensory Spaces

Supporting Regulation and
Sensory Input/Output



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Thank You