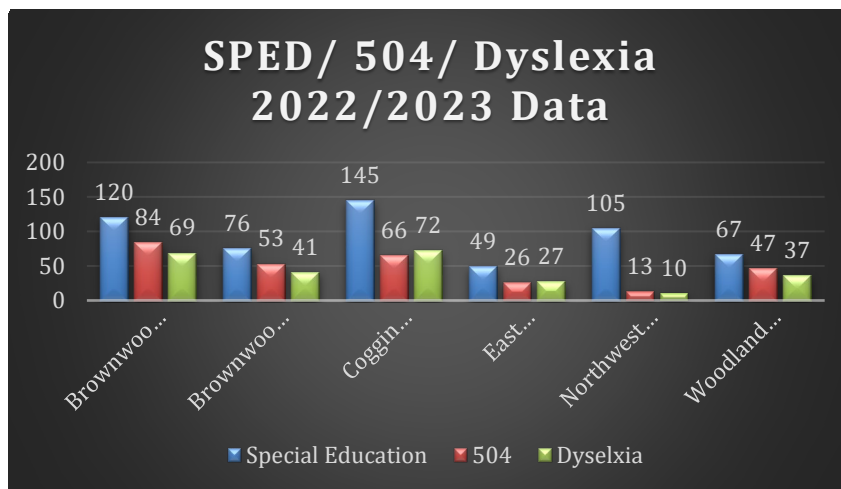


May 8, 2023 Board Report
 Special Populations Program Overview
Special Education Student Count for Brownwood ISD
BISD Student Enrollment - 3418
Special Education -562 (16%)
504 - 289 (8%)
Dyslexia - 256 (8%)

| Student Count | Special Education | 504 | Dyslexia |
|---------------------------------|-------------------|------------|------------|
| Brownwood High School | 120 | 84 | 69 |
| Brownwood Middle School | 76 | 53 | 41 |
| Coggin Intermediate | 145 | 66 | 72 |
| East Elementary | 49 | 26 | 27 |
| Northwest Elementary | 105 | 13 | 10 |
| Woodland Heights Elementary | 67 | 47 | 37 |
| Total Number of Students | 562 | 289 | 256 |
| Percentages | 16% | 8% | 8% |

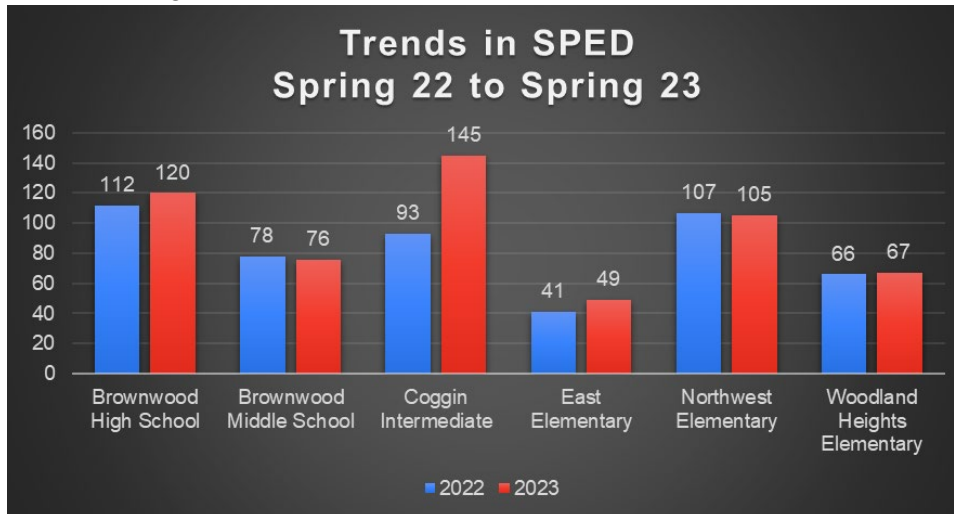


The **Life Academics** program is for students who receive instruction on an alternate curriculum and qualify for special education services as a student with a significant cognitive impairment, or any Impairment for which a small number of personnel with highly specialized skills and knowledge are needed in order for children with that impairment to receive early intervention services or a free appropriate public education.

BISD Currently has 74 students receiving services In the Life Academics program.

Early Childhood Special Education (ECSE) is a state and federally mandated program for young children with disabilities ages 3-5. Eligible children with disabilities, ages 3-5, are entitled to receive a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) Part B, Section 619 in the least restrictive environment (LRE) in accordance with their individual needs. Children who meet eligibility criteria may receive Early Childhood Special Education services in a variety of settings such as a pre-kindergarten classroom, in the home, or in community settings such as Head Start and pre-school. **BISD Currently has 31 students receiving services in the ECSE program.**

May 8, 2023 Board Report
Special Populations Program Overview



This graph shows the number of students for each campus receiving special education services in the 2021/2022 to the 2022/2023 School year.

SPED Instructional Facilitator - This position is responsible for campus support focusing on instructional design for students with disabilities, as well as supporting special education staff with compliance with IEP paperwork and scheduling for students. Kyra Mills is currently scheduled at every elementary school at least once a week and has met consistently with BISD special educators and is working on designing our framework for specially designed instruction for our students. Additional duties this year have included:

- Completion of a comprehensive needs assessment for students in ECSE and LA classrooms
- Collaboration with all special education teachers in BISD to ensure students' IEP and instructional needs are met
- Met with general education teachers at the beginning of year to answer questions related to students' IEPs
- Mentored new SPED teachers
- Collaboration for ADSY to ensure special education students' needs are met
- Served as ARD Facilitator for multiple campuses
- Member of the newly developed SPED leadership team
- Facilitated monthly professional development opportunities for elementary special education teachers
- Met monthly with Region 15 liaisons in planning for results driven accountability and reflection on practices
- Developed the mentor program for special education teachers for the 23/24 school year
- Developed the paraprofessional handbook for special education
- Provided instructional support for both general education and special education teachers across BISD

Lead Dyslexia Therapist/ Diagnostician - This position is devoted to the support and design of dyslexia programming for students across BISD, as well as support Diagnosticians district-wide in evaluating and identifying students who have characteristics of dyslexia. Brec Espinoza not only has worked to identify strengths and areas for growth for our dyslexia programs this past year, but for the 23/24 school year, we are making plans to work with our special education teachers on specially designed instruction for our students identified with dyslexia characteristics. Additional duties this year have included:

- Facilitated the dyslexia screening process
- Provided instructional guidance to the dyslexia therapists to ensure consistency with delivery of the dyslexia intervention program across the district
- Service as diagnostician/ ARD facilitator for 6th grade at Coggin Elementary
- Member of the Child Find planning committee
- Member of the newly developed SPED leadership team
- Contributed to the special education handbook and Vector compliance training in the area of dyslexia
- Facilitated monthly collaborative team meetings with the dyslexia team
- Observed dyslexia therapists and modeled instructional strategies in the classroom