

Special Populations Annual Board Report FY 2019-2020

*Every child deserves a **CHAMPION**,
an adult who will **NEVER GIVE UP** on them,
who understands the power of **CONNECTION**
and insists that they **BECOME**
the best they can possibly **BE**.*

---Rita F. Pierson

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“Every child you pass in the hall has a story that needs to be heard. Maybe you are the one meant to hear it.”

---Bethany Hill

Special Education Department Programs

Special Education

Vision

The Special Education Program strives to understand students as individual learners with special needs and learning styles. Through that understanding and sensitivity for special needs students, the faculty and staff work to guide the students toward academic success, self-advocacy, and independence. Special Education faculty and staff focus on teaching appropriate strategies based on the individual needs of the students served through the special education program.

Mission

BISD recognizes that every student has unique individual needs. We will provide a program that meets the academic, physical, social, behavioral, and emotional needs of every student so that each student has equal opportunities to succeed and become a contributing member of society. The following guiding principles will be utilized:

- Everyone is united in a common commitment to ensuring success for each child
- Children have access to general education curriculum with rigorous expectations and standards to create a better future for themselves and others
- There is a shared understanding among all staff, students, children and families of expectations, roles, and responsibilities
- Everyone works together to set and achieve the highest possible standards, both academic and behavioral, and to be accountable for data-driven results
- Special education processes are participant friendly, culturally responsive and collaborative with a focus on the strengths and needs of the student / child.
- Parents, students and children are heard and understood, and their input is valued
- All staff are valued, as professionals, for their knowledge, experience, and competence
- A comprehensive range of instructional and related services, supports and resources are provided to schools, staff, students, children and families to meet the assessed needs of students and children

Section 504

- A 504 plan is a blueprint for how the school will support a student with a disability and remove barriers to learning. The goal is to give the student equal access at school.
- 504 plans are formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way.
- 504 plans aren't part of special education. So, they're different from IEPs. 504 plans and IEPs are covered by different laws and work in different ways. But the end goal is the same: to help students thrive in school.

Dyslexia Program

- To intervene with students having difficulty reading, writing and/or spelling to help them learn strategies to compensate and become successful readers while becoming successful students in their classes
- To be proactive in the early identification of students who may need instructional intervention for dyslexia
- To provide alternative learning strategies by teachers trained in dyslexia methods to those students identified as having dyslexic tendencies

*"All students
can learn and
succeed,
But not on
the same day
or in the
same way."*

--William G. Spady

Special Education Program Overview

Brownwood ISD Student Count:

Student population count (03-06-2020): 3558 total students

Special Education count (05-28-2020): 412 total students

Special Education District Percentage (05-28-2020): 11.58 %

- High School = 98 students
- Middle School = 52 students
- Coggin Intermediate = 108 students
- East Elementary = 29 students
- Northwest Elementary = 81 students
- Woodland Heights = 44 students

Foster Care Students served through Special Education: 21 students

VAC/VOEX Students served through Special Education: 7 students

Homebound Students served through Special Education: 1 student

Speech only Students: 78 students

Parentally-Placed Private School Students Served: 3 Students

Primary Disabilities Served Overview:

Disability	Count
Orthopedic Impairment (01) (OI)	3
Other Health Impairment (02) (OHI)	55
Auditory Impairment (03) (AI)	4
Visual Impairment (04) (VI)	7
Deaf-Blind (05) (DB)	0
Intellectual Disability (06) (ID)	49

Disability	Count
Emotional Disturbance (07) (ED)	26
Specific Learning Disability (08) (SLD)	110
Speech Impairment (09) (SI)	86
Autism (10) (AU)	57
Traumatic Brain Injury (13) (TBI)	1
Noncategorical Early Childhood (14) (NCEC)	11

Section 504 Program Overview

Brownwood ISD Student Count:

Student population count (03-06-2020): 3558 total students

Section 504 total student count (05-28-2020): 332 total students

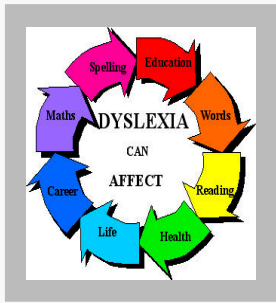
Section 504 District Percentage (05-28-2020): 9.33 %

- High School = 66 students
- Middle School = 51 students
- Coggin Intermediate = 102 students
- East Elementary = 41 students
- Northwest Elementary = 42 students
- Woodland Heights = 30 students

Office of Civil Rights (OCR) provides guidance on the operation and provision of Section 504 programs within school districts. OCR recommends that the Section 504 programs are managed similar to the management of special education programs. Therefore, the addition of a Section 504 Program coordinator will enhance the provision, consistency, and continuity of the BISD Section 504 program. This single decision will provide a monument of support to the students, parents, teachers, and campuses regarding the implementation of the Section 504 program.

"Fairness does not mean everyone gets the same. Fairness means everyone gets what they need."

---Rick Riordan, The Red Pyramid



Dyslexia Program Overview

Brownwood ISD Student Count:

Student population count (03-06-2020): 3558 total students

Dyslexia total student count (05-28-2020): 227 total students

Dyslexia District Percentage (05-28-2020): 6.38 %

- High School = 20 students
- Middle School = 19 students
- Coggin Intermediate = 63 students
- East Elementary = 43 students
- Northwest Elementary = 48 students
- Woodland Heights = 34 students

Standard Protocol Dyslexia Instruction For the student who has not benefited from the research-based core reading instruction, the components of instruction will include additional focused intervention as appropriate for the reading needs of the student with dyslexia. Standard protocol dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. A standard protocol dyslexia instructional program must be explicit, systematic, and intentional in its approach. This instruction is designed for all students with dyslexia and will often take place in a small group setting. Standard protocol dyslexia instruction must be—

- evidence-based and effective for students with dyslexia;
- taught by an appropriately trained instructor; and
- implemented with fidelity.

Some of the Research-Based Instructional Programs implemented in the BISD Dyslexia Program include (not an inclusive list):

- Take Flight
- Reading By Design
- Language Live

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

---Albert Einstein

BISD Special Populations Staff

Licensed Specialist in School Psychology

- Patty Garcia (bilingual)
- Jenny Waldrop (part-time)

Licensed Professional Counselor

- Jimmy Ward

Speech & Language Pathologist

- Kendra Grueben
- DuAnn Jones
- Kimara Wilson
- Jennifer Garcia (part-time)

Speech & Language Pathologist Assistant

- Amber McMillian

Special Education Service Providers

- Kathy Campbell (PT)
- Malinda Padgett (OT)
- Stephanie Kimbrough (AI)
- Melissa Hoyer (VI)
- Shena Amarante (Interpreter)
- Stephanie Adamez (Administrative Assist.)

Educational Diagnosticians

- Natasha Gill
- Laura Huckaby
- Janet Nash
- Amanda Sowell

ARD Facilitators

- LeAnn Harris

Dyslexia Therapists

- Staci Cadena
- Brec Espinoza
- Kisha Hope
- Jennifer Mares
- Lauren Mays



Teachers & Support Staff

Campus Overview

High School:

4 special education teachers
9 special education paraprofessionals
2 Life Academic/18+ Program SE Teachers

Middle School:

2 special education teachers
7 special education paraprofessionals
1 Life Academic SE Teacher

Coggin Intermediate:

4 Special Education Teachers
6 Special Education Paraprofessionals
1 Life Academic SE Teacher
1 Response to Intervention Teacher

East Elementary:

1 Special Education Teacher
1 Special Education Paraprofessional
1 Response to Intervention Teacher

Northwest Elementary:

1 Special Education Teacher
4 Special Education Paraprofessionals
1 Life Academic SE Teacher
1 ECSE SE Teacher
1 Response to Intervention Teacher

Woodland Heights Elementary:

1 Special Education Teacher
8 Special Education Paraprofessionals
2 Life Academic SE Teachers
1 Response to Intervention Teacher

Continuity of Programs

- General Education
- Response to Intervention Program
- Section 504 Program
- General Education w/accommodations/modifications
- General Education w/Inclusion Support
- Special Education Instruction through Resource
- Life Academics Program
- Early Childhood Special Education Program

District Total of Special Education Teachers = 13

District Total of Response to Intervention Teachers = 4

District Total of Life Academic Teachers = 7

District Total of Early Childhood Special Education Teachers = 1

District total of Special Education Paraprofessionals = 35

Points of Interest in 2020

SUCCESS

**“SUCCESS is
not an activity,
but a
PROCESS!”**

---Unknown

- Joined the BISD Lions Team in January 2020
- Recruited and hired a Licensed Specialist in School Psychology (LSSP)
 - Patty Garcia was hired in the Spring of 2020 part-time and will join BISD full-time for the 2020-2021 school year.
 - Mrs. Garcia is a bilingual LSSP with high levels of knowledge and skills.
 - Mrs. Garcia is also a Crisis Prevention Institute (CPI) Trainer and a Registered Applied Behavior Analyst
- BISD ARD Facilitator, LeAnn Harris, was awarded the Small & Rural Schools Scholarship Program for obtaining her Educational Diagnostician degree. Mrs. Harris received the scholarship for full tuition for attendance at her chosen university/college in pursuit of her Educational Diagnostician degree and certification. Mrs. Harris began her coursework in April of 2020 and should complete her degree program within 2 years. Mrs. Harris is currently the BISD ARD Facilitator for Coggin Elementary.
- BISD was awarded two competitive grants, submitted in January and February 2020 from the Texas Education Agency providing additional funding for supporting the BISD evaluation staff. BISD was awarded a grant in the amount of \$40,000.00 and a grant in the amount of \$25,000.00. This grant money will be utilized during the 2020-2021 school year to assist with the facilitation and completion of evaluations in BISD.
- Recruited and hired a Speech & Language Pathologist, who if fully credentialed, to provide speech and language therapy to the students of BISD served through the special education program. Mrs. Jones will join the special populations staff for the 2020-2021 school year.
- Established a relationship with Abilene Christian University (ACU) allowing BISD as a site for the students seeking a Licensed Specialist in School Psychology degree to complete their practicum requirements under the supervision of a district LSSP. The LSSP Practicum student(s) will assist the district’s LSSP in conducting various services for students served through the special education program.
- Reorganized and established clear procedures for the Proportionate Shares services and our relationships with the private schools within the BISD boundaries. In April 2020, the private schools participated in a meaningful consultation meeting to discuss how the district and the private schools will work collaboratively utilizing the proportionate shares as identified by the IDEA.

- Hired an additional Dyslexia therapist to join the special populations dyslexia program to allow the provision of targeted reading interventions to students identified with a dyslexia disability. For the 2020-2021 school year, Mrs. Jennifer Mares will join the dyslexia team and provide services to our students.
- Hired a Section 504 Coordinator to assist with the management and completion of the required annual Section 504 plans for the students served through the Section 504 program. Currently, the assistant principals are responsible for conducting, managing, and completing the Section 504 meetings in addition to their assistant principal roles. This Section 504 Coordinator will provide an increase in the continuity, completion, coordination, and monitoring of the students served through the Section 504 program, while relieving that additional duty from the campus assistant principals.
- Developed a weighted staffing protocol for assisting BISD with ensuring consistency with the provision of services/personnel coincide with the needs of the students served through the special education program. Data was gathered directly from the special education teachers coupled with the data gathered from the students admission, review, and dismissal committee decisions, to assist with the determination that the allocation of staff follows the direct needs of the students.
- Implemented several resources for special education teachers to have access to, especially during the COVID-19 pandemic, assisting them with the development of lessons, accommodating lessons, modifying lessons, and assist with the instruction provided. (TeachTown Basics; Lesson Planet; Tools to Grow; News 2 You; Unique Learning Curriculum; SLP Solutions; Boom Cards).
- Special Populations staff were trained and began providing direct related services using a secure HIPPA and FERPA compliant tele-therapy platform. The district's OT, PT, SLPs, VI, AI, and counselor began providing related services through the tele-therapy platform to several students during the COVID-19 pandemic in order to continue the provision of the special education services.
- Conducted CPI Initial/Refresher trainings for campuses crisis teams
- Special Olympics team participated in Regional Contest – Lubbock
- All Special Populations Staff have participated and completed the TBRI and Trauma-Informed Classroom training. TBRI® is an attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children. TBRI® uses Empowering Principles to address physical needs, Connecting Principles for attachment needs, and Correcting Principles to disarm fear-based behaviors.

“Always believe in yourself, and always stretch yourself beyond your limits. Your life is worth a lot more than you think because you are capable of accomplishing more than you know. You have more potential than you think, but you will never know your full potential unless you keep challenging yourself and pushing beyond your own self-imposed limits.”

---Roy T. Bennett

Next Year's Program Focus (2020-2021)

- Provide a professional development strand in the following areas: writing compliant IEPs along with meaningful FBAs, BIPs, FIEs, and Section 504 plans with a focus on learning strategies, especially in the area of reading acquisition for our students served through BISD special population programs.
- Develop an effective and timely communication system to all special populations staff, regarding procedures, compliance and professional development.
- Outline the BISD Community-Based Instruction Program Goals – focusing on independent living skills and vocational skills, while emphasizing on communication and social skills in and outside the community. Vocational skills, adaptive living skills, and community-based job skills will be emphasized throughout the curriculum.
- Improve districtwide awareness of and access to career pathways that support job skills development and career readiness for BISD students served through special population programs by supporting and creating an expansion of integrated education and training opportunities, and increasing the participation in Career and Technical Education classes utilizing career path education and sequencing.
- Ensure that students with disabilities are provided access to the general education curriculum and extra -curricular activities in the general education setting to the maximum extent possible with a focus on reading interventions and/or remediation processes.
- Ensure compliance with state and federal regulations regarding students' annual IEP/Section 504 reviews, re-evaluation procedures, and periodic program updates.
- Using state and federal guidelines to maintain timely procedures for the identification processes for students suspected of having disabilities.
- Promote collaborative practices across educational settings between general education staff, special educators and related service providers.
- Support and facilitate parent involvement/participation in the special education and section 504 processes utilizing a variety of methods.
- Collaborate with local, state, private, and community agencies to establish, implement and maintain local interagency planning of programs for students with disabilities.

- Increase the awareness, accessibility, and implementation of various instructional techniques for providing related services, instructional services, and/or remediation/intervention through the use of tele-therapy platforms that are HIPPA and FERPA compliant.
- Provide parent and/or teacher awareness opportunities to a variety of topics using several resources and/or methods.