

We Are McKinney ISD!



United in Purpose, Forward with Focus





McKINNEY ISD

EVERY STUDENT, EVERY DAY!

McKinney ISD Special Populations Department



McKINNEY ISD SPECIAL POPULATIONS



Brynne Riley
Executive Director of Special Populations



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Special Population Coordinator



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Special Population Coordinator



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Special Populations Coordinator



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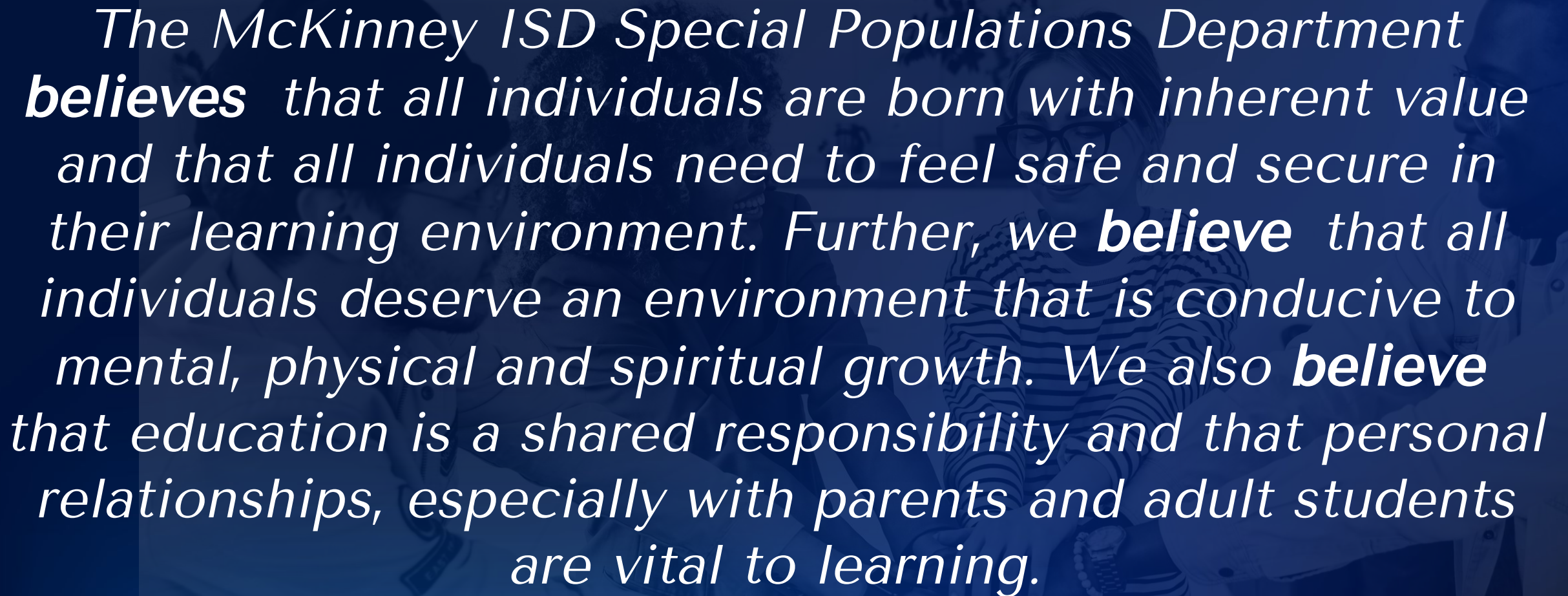


Laura Andrews
Special Populations Coordinator



Isabel Aragon
Special Populations Coordinator



A group of diverse people, including men and women of various ethnicities, are shown from the chest up, holding hands in a circle. They are all smiling and looking towards the center. The background is a solid blue color. The text is overlaid on this image in a white, serif font.

*The McKinney ISD Special Populations Department **believes** that all individuals are born with inherent value and that all individuals need to feel safe and secure in their learning environment. Further, we **believe** that all individuals deserve an environment that is conducive to mental, physical and spiritual growth. We also **believe** that education is a shared responsibility and that personal relationships, especially with parents and adult students are vital to learning.*

MCKINNEY ISD

SPECIAL POPULATIONS DEPARTMENT

Department Responsibilities

The Special Populations Department oversees and coordinates **Special Education and Section 504 services**. In addition, the department is committed to developing educational programs that are flexible, relevant, and tailored to meet the individual needs of students with disabilities.



Section 504 1973: Civil Rights Law: Entities receiving federal funds may not discriminate based on disability

Americans with Disabilities Act 1990 & Amendments: Civil Rights Laws: Expand protection against discrimination to all entities regardless of federal funding

IDEA 2004: Funding Statute: Allocates financial assistance to the states to help them provide special education and related services.

 Children receiving special education services through IDEA are dually protected under Section 504/ADA

 Students eligible under Section 504 may not be eligible under IDEA

- Approximately 2974 students are served by the MISD 504 program. This is approx 12% of student enrollment.
- Approximately 4646 students are served by the MISD Special Education program. This is approx 19% of student enrollment



Section 504: Providing Accommodations for Success

Section 504 of the Rehabilitation Act allows for reasonable accommodations and assistance as necessary for qualified students. To be protected under Section 504, a student must be determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities; or (2) have a record of such an impairment; or (3) be regarded as having such an impairment. For students who are determined to meet the criteria for Section 504 accommodations, the District will develop an individual accommodation plan (IAP) which will meet the educational needs of the student. [Notice of Parent and Student Rights Under Section 504: The Rehabilitation Act of 1973](#)

Understanding Special Education



When a child receives special education, it means that a public school provides custom services and instruction specific to the needs of that student. Special education is available because of a federal law called the Individuals with Disabilities Education Act (IDEA), which provides students with disabilities and their parents special legal rights to receive these individualized learning opportunities. [Overview of Special Education for Parents](#)

Child Find: At the Core of What We Do

One of the core responsibilities of the Special Populations Department is implementing **Child Find**, a federally mandated process under IDEA that ensures all children with disabilities within McKinney ISD's jurisdiction are identified, located, evaluated, and provided with appropriate special education services.

McKinney ISD actively works to identify students from **birth through age 21** who may have a disability and need special education support. This includes children enrolled in public schools, as well as those who are homeschooled, attend private schools, or reside in facilities such as group homes or nursing centers within the district.

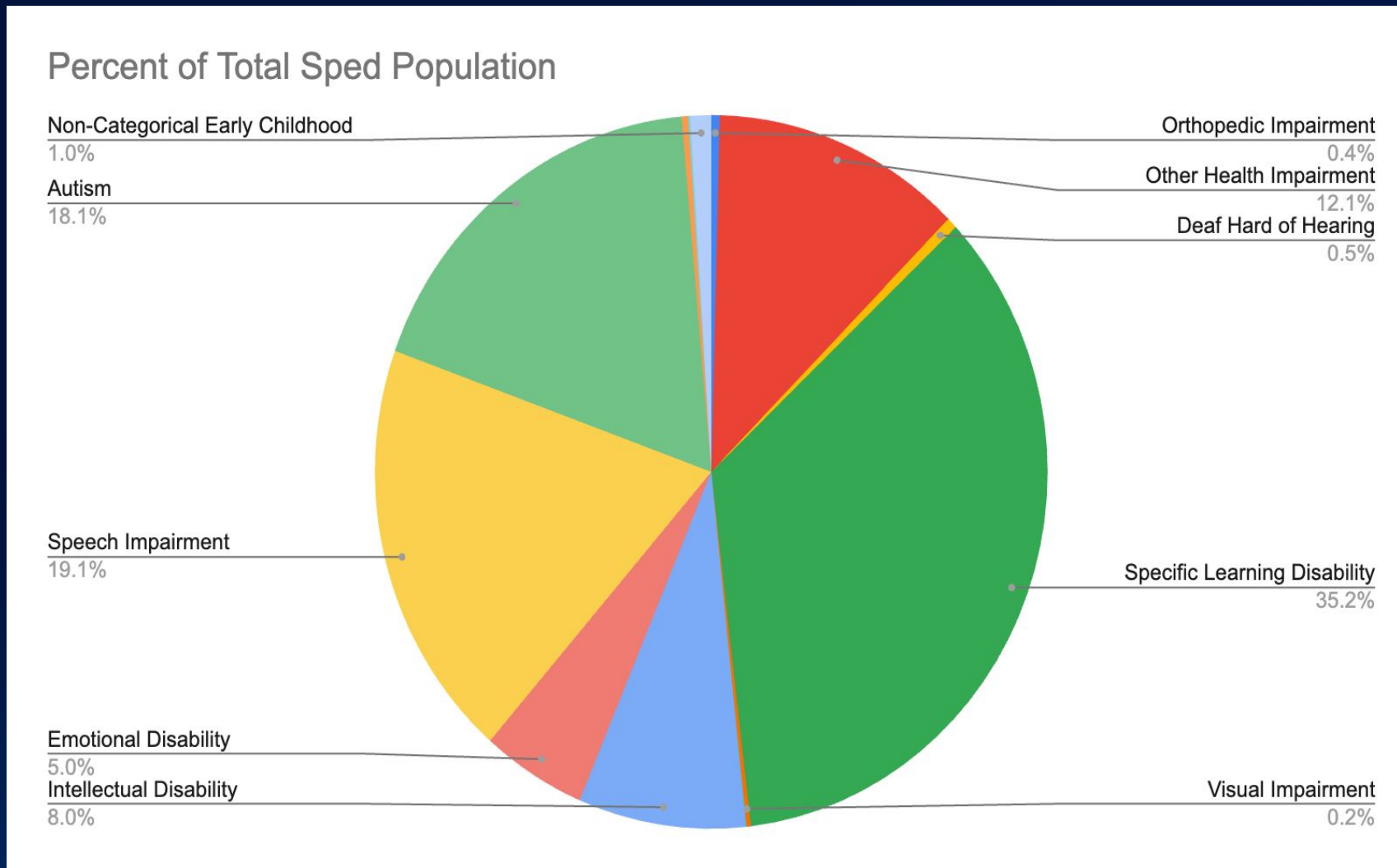
When a concern is raised—whether by a parent, teacher, or other professional—a **comprehensive evaluation** is conducted to determine if the child qualifies for services. Parental consent is required before any assessment, and all evaluations are provided **at no cost to families**.



Child Find Resources

- [Child Find Brochure \(English\)](#)
- [Child Find Brochure \(Spanish\)](#)

McKinney ISD: Students Supported Through Special Education



Disability Name	Total
Orthopedic Impairment	22
Other Health Impairment	554
Deaf Hard of Hearing	27
Specific Learning Disability	1649
Visual Impairment	11
Deaf Blind	2
Intellectual Disability	372
Emotional Disability	222
Speech Impairment	863
Autism	841
Developmental Delay	14
Traumatic Brain Injury	7
Non-Categorical Early Childhood	59

The following graph shows the number of students by primary eligibility category based upon active IEPs as of 04/01/2026.

Special Education Programs in MISD

Special Education Settings are designed to support students who demonstrate significant delays in one or more areas of development. These settings are led by certified special education teachers to provide individualized instruction tailored to each student's needs. Placement in these settings are determined by the student's ARD committee.

Instructional Programs EE-12+:

- **Resource:** Targeted academic support outside the general classroom.
- **Developmental Social Skills (DSSC):** Structured class supporting emotional/behavioral needs and positive behavior.
- **Functional Academics (FAC):** Life skills and academics for students with cognitive impairments; peer inclusion encouraged.
- **Active Learning (ALC):** Customized setting for significant disabilities; focus on communication and independence.
- **Structured Teach (STC):** Structured teaching for students with autism; supports communication and behavior.
- **Early Childhood Special Education (ECSE):** Programming for children ages 3 to 5 that supports social/emotional development, communication, literacy skills, and appropriate behaviors.
- **Transition 18+:** If a student has achieved graduation requirements and has not had their 22nd birthday, they could be eligible for continuing special education, vocational, and transition services through McKinney ISD.



Resource, Dyslexia, & Inclusion Support

Inclusion in the general education setting with age-appropriate peers is encouraged whenever appropriate. **Resource & dyslexia classes** provide specialized, intensive instruction for students with disabilities in a setting outside the general education classroom. While students receive the majority of their education in a general education environment, Resource sessions offer individualized support tailored to specific **IEP goals** and aligned with grade-level TEKS.

Key features of the program include:

- **Targeted Support:** Focuses on remediating skill deficits in **Reading, Language Arts, and Mathematics** rather than replacing core curriculum.
- **Individualized Instruction:** Designed to meet the unique learning requirements defined in each student's IEP.
- **Accessibility:** Inclusion, Resource & Dyslexia programs are available at all **MISD campuses**



Department Metrics

MISD has 124 Resource/Inclusion Teachers

MISD has 42 Dyslexia Specialist

MISD had 2854 Students receiving resource/dyslexia/inclusion support services

Developmental Social Skills Classroom

The **Developmental Social Skills Class (DSSC)** is a centralized instructional arrangement designed to support students' emotional, behavioral, and academic needs. By providing a highly structured and predictable environment, the program utilizes an **individualized level system** to reinforce positive behaviors and facilitate a successful transition back to resource or general education settings.

Core components of the DSSC include:

- **Positive Interventions:** Focused strategies and social skills training designed to reduce behavioral challenges.
- **Structured Environment:** A consistent framework that prioritizes emotional regulation alongside academic progress.
- **Goal-Oriented Transitions:** Targeted support aimed at increasing appropriate school behaviors and long-term academic achievement.

Department Metrics

MISD has 13 DSSC classrooms: 6 Elementary, 4 Middle, 3 High
MISD has 48 students served in DSSC



Functional Academics Classroom

The **Functional Academics Class (FAC)** is a centralized instructional arrangement serving students with mild to moderate cognitive impairments. This program provides a student-centered, functional environment that prioritizes core academic skills, with the addition of **vocational training** at the secondary level.

Key elements of the FAC program include:

- **Individualized Programming:** Every student receives a custom education plan based on their specific academic, cognitive, and social abilities.
- **Instructional Settings:** Support is delivered through both individual and small-group instruction to maximize learning outcomes.
- **Inclusive Opportunities:** Students are encouraged to participate in academic and non-academic activities alongside their non-disabled peers.

Department Metrics

MISD has ****38 FAC classrooms: 16 Elementary, 10 Middle, 12 High**

MISD has **268 students served in FAC**

****2026-2027: addition of 2 FAC classrooms**



Active Learning Classroom

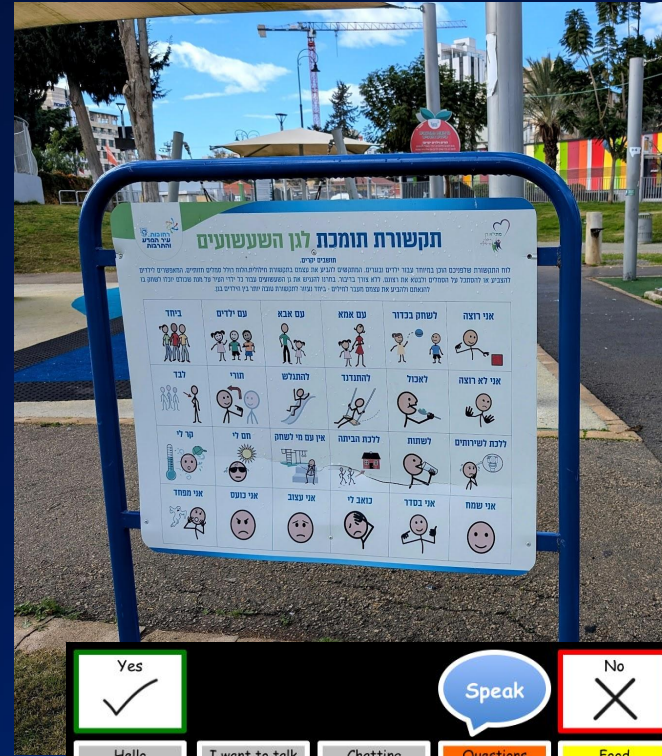
The **Active Learning Classroom (ALC)** is a centralized, self-contained instructional arrangement dedicated to fostering student independence and active community participation. These environments are specifically engineered to accommodate diverse physical and cognitive needs through specialized design and adaptive technology.

Key program features include:

- **Multimodal Communication:** Support for a wide range of expressive methods, including verbalization, picture symbols, sign language, gesturing, and voice-output devices.
- **Specialized Environment:** Classrooms are custom-configured to remove barriers and enhance student accessibility.
- **Independence-Focused:** A curriculum designed to empower students with the functional skills necessary for daily living.

Department Metrics

MISD has 6 ALC classrooms: 4 Elementary, 1 Middle, 2 High
MISD has 25 students served in ALC



Structured Teaching Classroom

The **Structured Teaching Class (STC)** is a centralized instructional arrangement designed for students who exhibit characteristics typically associated with **Autism**. The program emphasizes a high degree of environmental structure and the systematic application of research-based interventions to enhance learning, communication, and behavioral self-regulation.

Key components of the STC program include:

- **Evidence-Based Interventions:** Utilization of proven strategies to support academic growth and social communication.
- **Inclusive Engagement:** Opportunities for students to participate in academic and non-academic activities alongside their non-disabled peers.

Department Metrics

MISD has ****54 STC classrooms: 31 Elementary, 13 Middle, 10 High**

MISD serves **338 students in STC**

****2026-2027: 4 new elementary STC classrooms**



Early Childhood Special Education

McKinney ISD's **Early Childhood Special Education (ECSE)** provides individualized programming for children ages 3 to 5, focusing on positive social-emotional development, early literacy, and functional communication. Delivered by specially trained staff, ECSE offers a full continuum of instructional settings designed to improve behavioral outcomes and prepare students for future academic success.

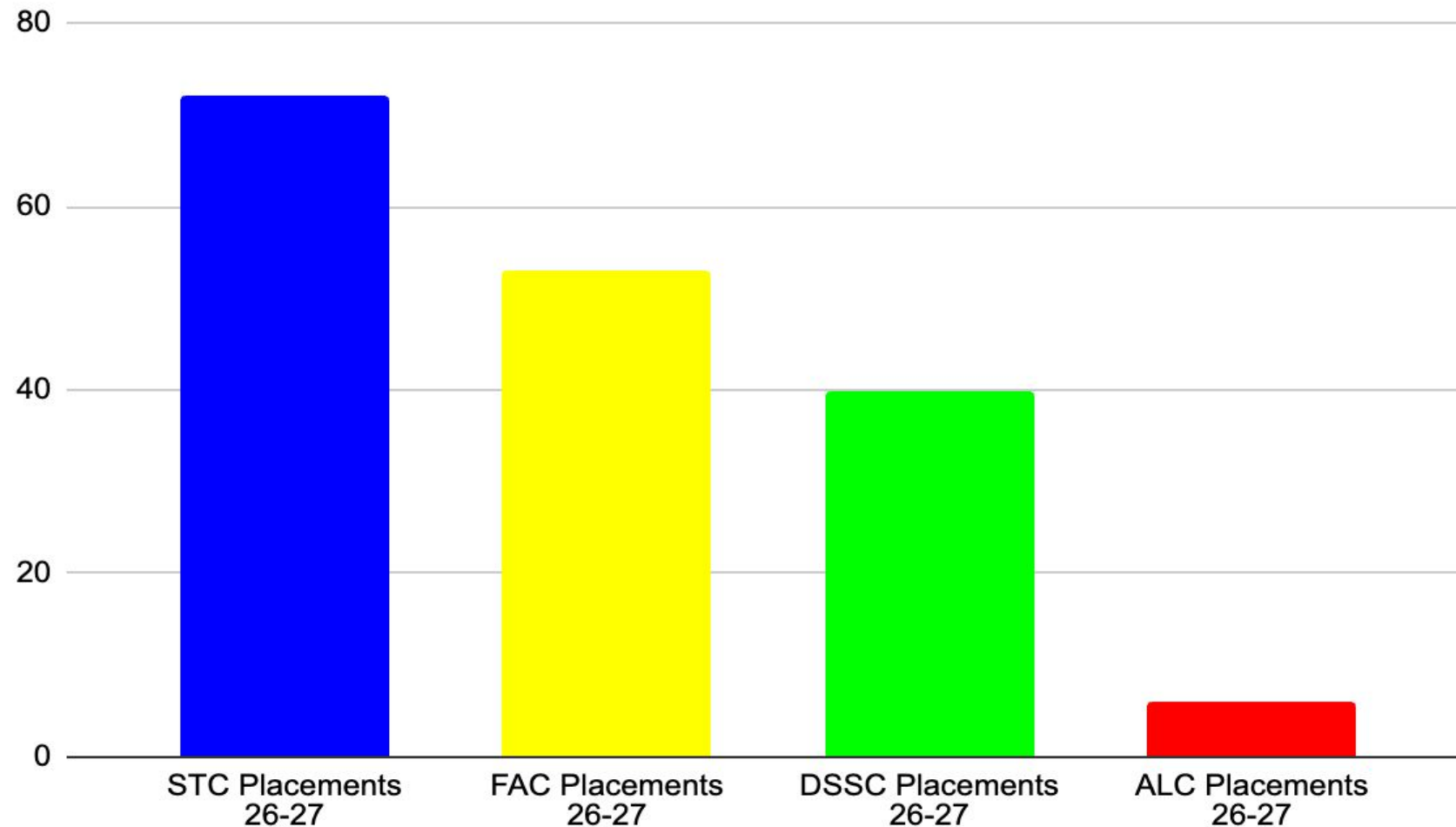
Department Metrics

MISD has 14 ECSE Teachers

MISD serves 186 students in the ECSE setting



STC, FAC, DSSC & ALC Placements for 26-27



STC Placements 26-27	72
FAC Placements 26-27	53
DSSC Placements 26-27	40
ALC Placements 26-27	6

Every Student.
Every Day. Every
Opportunity.

MISD Special Populations remain
committed to meeting the needs of all
learners

We will continue to strengthen student
outcomes and inclusive opportunities

Thank you for your continued support of
our students, staff, and families

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