

September 24, 2026



Special Services District Overview

Adriana Quiñones Lippha

Special Education Director

Dr. Alma Cardenas Rubio

Assistant Superintendent for Secondary Schools



Special Education Districtwide Support & Capacity Update



PURPOSE

Districtwide Review of Special Education Services, Staffing, Resources, Capacity Update, and Family Support



III.A

Self-Contained Units, Enrollment, and Staffing

9 board requests



III.B

Resources and Support for Staff Serving Students With Challenging Needs

6 board requests



III.C

Parent Communication and Support

5 board requests

Board Member Request(s)

III.A

Self-Contained Units, Enrollment, and Staffing



- III.A.1 List of all self-contained units by campus
- III.A.2 Current student enrollment in each unit
- III.A.3 Student-to-staff ratios
- III.A.4 Number of teachers and instructional aides assigned to each unit
- III.A.5 Current vacancies, substitutes, or units operating without full staffing
- III.A.6 Coverage available when teachers or paraprofessionals are absent
- III.A.7 Whether substitutes assigned to these classrooms receive appropriate training
- III.A.8 Current capacity and projected enrollment needs
- III.A.9 Hard-to-fill positions, turnover, recruitment, and retention efforts



Self Contained Units by Campus & Cluster - Elementary

31 campuses in 6 clusters

ECSE

Early Childhood Special Education

Life Skills

Lifeskills

BI

Behavior Intervention

SFL

Structured for Life

Hanna Cluster

5 campuses

Burns

ECSE

Life Skills

Egly

BI

Hudson

ECSE

Life Skills

SFL

Paredes

ECSE

BI

Perez

ECSE

Life Skills

Lopez Cluster

6 campuses

Aiken

ECSE

Life Skills

BI

Brite

ECSE

BI

Del Castillo-Morningside

ECSE

Life Skills

El Jardin

ECSE

Life Skills

Garza-Southmost

ECSE

Life Skills

Palm Grove

Life Skills

Pace Cluster

6 campuses

Benavides

ECSE

Life Skills

Garden Park

ECSE

Life Skills

Keller

ECSE

SFL

Martin

ECSE

Life Skills

Ortiz

ECSE

BI

Russell

ECSE

BI

Porter Cluster

5 campuses

Canales

ECSE

Life Skills

Cromack-Castaneda

ECSE

Life Skills

Putegnat

ECSE

Sharp

ECSE

Life Skills

Skinner

BI

Rivera Cluster

6 campuses

Breedon

ECSE

Life Skills

Champion

Life Skills

BI

Gallegos

ECSE

Life Skills

Gonzalez

Life Skills

Peña

ECSE

Vermillion

ECSE

BI

Veterans Cluster

3 campuses

Pullam

BI

SFL

Villa Nueva

ECSE

Yturria

ECSE



Self Contained Units by Campus & Cluster - Middle School & High School

10 middle school campuses and 8 high school campuses

Life Skills

BI

Behavior Intervention

SFL

Structured for Life

Middle Schools

Hanna	Oliveira	Life Skills	BI	
	Vela	Life Skills	BI	SFL
Lopez	Besteiro	Life Skills	BI	
	Lucio	Life Skills	BI	
Pace	Manzano	Life Skills	BI	SFL
	Stell	Life Skills	BI	
Porter	Faulk	Life Skills	BI	
Rivera	Garcia	Life Skills	BI	
	Perkins	Life Skills	BI	
Veterans	Stillman	Life Skills	BI	

High Schools

Hanna	Life Skills	BI	SFL
Porter	Life Skills	BI	SFL
Pace	Life Skills	BI	SFL
Rivera	Life Skills	BI	
Lopez	Life Skills	BI	SFL
Veterans	Life Skills	BI	SFL
BAC		BI	
Lincoln Park/TTT	Life Skills		



Elementary Early Childhood Special Education (ECSE) Units by Cluster/Campus(4:1)

Columns: Teachers/Units · Instructional Aides · One to One Aides · Additional Support (subs) · Total # Personnel · Students · Student/Teacher Ratio (as reported).

Cluster	Campus	Teacher / Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio*
Hanna	Burns	1	2		1	4	16	5.3
	Hudson	1	2			3	10	3.3
	Paredes	1	2		1	4	6	2
	Perez	2	5		1	8	17	2.4
	Total	5	11	0	3	19	49	3.1
Lopez	Aiken	1	2	1		4	10	3
	Brite	1	2			2	8	2.7
	Del Castillo-Morningside	1	2		1	4	9	3
	El Jardin	1	2			3	6	2
	Garza-Southmost	2	4		1	7	21	3.5
	Total	6	12	1	2	20	54	2.9
Pace	Benavides	1	3			4	9	2.3
	Garden Park	1	2			3	7	2.3
	Keller	2	4			6	22	3.7
	Martin	1	2			3	11	3.7
	Ortiz	1	2	1		4	11	3.3
	Russell	1	2			3	10	3.3
	Total	7	15	1	0	23	70	3.1

Cluster	Campus	Teacher / Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio*
Porter	Canales	1	2			3	7	2.3
	Cromack-Castañeda	1	3			4	11	2.8
	Putegnat	1	2			3	9	3
	Sharp	1	2			3	10	3.3
	Total	4	9	0	0	13	37	2.8
Rivera	Breeden	2	4		1	7	17	2.8
	Gallegos	1	2		1	4	14	4.7
	Peña	1	2			3	13	4.3
	Vermillion	1	3			4	13	3.3
	Total	5	11	0	2	18	57	3.6
Veterans	Villa Nueva	1	3			4	8	2
	Yturria	1	2			3	13	4.3
	Total	2	5	0	0	7	21	3
Total		29	63	2	7	100	288	3.1

ECSE Special ED Unit Ratio 4:1

Based on the 2026-2027 BISD Compensation Plan

*1: 1 Aides are not included in Student to Teacher Ratio



Elementary Life Skills Units by Cluster & Campus (4:1)

Columns: Teachers/Units · Instructional Aides · One to One Aides · Additional Support (subs) · Total # Personnel · Students · Student/Teacher Ratio (as reported).

Cluster	Campus	Teacher /Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio*
Hanna	Burns	1	3		1	5	17	4.3
	Hudson	2	4		1	7	19	3.2
	Perez	2	4	1	1	8	31	5
	Total	5	11	1	3	20	67	4.1
Lopez	Aiken	1	2	1	1	5	13	4
	Del Castillo-Morningside	1	2		1	4	15	5
	El Jardin	1	2	1	2	6	15	4.7
	Garza-Southmost	2	4	2	1	9	28	4.3
	Palm Grove	1	2			3	3	1
	Total	6	12	4	5	27	74	3.9
Pace	Benavides	2	4	1		7	24	3.8
	Garden Park	2	5			7	19	2.7
	Martin	2	4	2		8	24	3.7
	Total	6	13	3	0	22	67	3.4

Cluster	Campus	Teacher/ Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio*
Porter	Canales	2	4	1		7	22	3.5
	Cromack-Castañeda	2	4			6	24	4
	Sharp	1	2		1	4	18	6
	Total	5	10	1	1	17	64	4.2
Rivera	Breeden	2	4		1	7	26	4.3
	Champion	2	4	1		7	16	2.5
	Gallegos	2	4		1	7	26	4.3
	Gonzalez	2	4	1	2	9	28	4.5
	Total	8	16	2	4	30	96	3.9
	Yturria	2	4	2		8	23	3.5
Veterans	Total	2	4	2	0	7	23	4.2
	Total	32	66	13	13	123	391	3.9

Unit with a Teacher Vacancy

Cell highlighted orange in the table indicates at capacity.



Elementary Behavior Intervention and Structure For Life Units by Cluster/Campus

Columns: Teachers/Units · Instructional Aides · One to One Aides · Additional Support (subs) · Total # Personnel · Students · Student/Teacher Ratio (as reported).

BI Units 4:1

Cluster	Campus	Teacher / Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio*
Hanna	Egly	2	3			5	21	4.2
	Paredes	2	4			6	24	4
	Total	4	7	0	0	11	45	4.1
Lopez	Aiken	1	2			3	14	4.7
	Brite	1	2			3	15	5
	Total	2	4	0	0	6	29	4.8
Pace	Ortiz	2	4	1		7	21	3.3
	Russell	1	2			3	13	4.3
	Total	3	6	1	0	10	34	3.7
Porter	Skinner	2	4			6	17	2.8
	Total	2	4	0	0	6	17	2.8
Rivera	Champion	1	3			4	10	2.5
	Vermillion	2	4			6	22	3.7
	Total	3	7	0	0	10	32	3.2
Veterans	Pullam	2	4			6	13	2.2
	Total	2	4	0	0	6	13	2.2
Total		16	32	1	0	49	170	3.5

SFL Units 4:1

Cluster	Campus	Teacher / Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio*
Hanna	Hudson	1	3			4	14	3.5
	Total	1	3	0	0	4	14	3.5
Lopez	No unit at this campus							
	Total	0	0	0	0	0	0	0
Pace	Keller	1	3			4	15	3.8
	Total	1	3	0	0	4	15	3.8
Porter	No unit at this campus							
	Total	0	0	0	0	0	0	0
Rivera	No unit at this campus							
	Total	0	0	0	0	0	0	0
Veterans	Pullam	1	3		1	5	14	3.5
	Total	1	3	0	1	5	14	3.5
Total		3	9	0	1	13	43	3.6

Elementary Special ED Behavior Intervention and SFL Unit Ratio is 4:1
Based on the 2026-2027 BISD Compensation Plan

*1: 1 Aides are not included in Student to Teacher Ratio



Middle School Life Skills, Behavior Intervention, and Structure For Life Units by Cluster

Columns: Teachers/Units · Instructional Aides · One to One Aides · Additional Support (subs) · Total # Personnel · Students · Student/Teacher Ratio (as reported).

Cluster	Campus	Life Skills Units 4:1							Behavior Intervention (BI) Units 6:1							Structure For Life (SFL) Units 4:1						
		Teacher /Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio	Teacher /Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio	Teacher /Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio
Hanna	Oliveira	1	2		1	4	10	3.3	1	2			3	20	6.7	No unit at this campus						
	Vela	1	2	1		4	13	4.0	1	2	1		4	10	3.0	1	2	1	1	5	7	2.0
	Totals	2	4	1	1	8	23	3.7	2	4	1	0	7	30	4.8	1	2	1	1	5	7	2.0
Lopez	Besteiro	1	2			3	8	2.7	1	2			3	13	4.3	No unit at this campus						
	Lucio	1	3			4	12	3.0	1	2			3	13	4.3	No unit at this campus						
	Totals	2	5	0	0	7	20	2.9	2	4	0	0	6	26	4.3	0	0	0	0	0	0	0
Pace	Manzano	2	4	2		8	20	3.0	1	2			3	16	5.3	1	2	1		4	14	4.3
	Stell	1	2	1		4	6	1.7	1	3			4	27	6.8	No unit at this campus						
	Totals	3	6	3	0	12	26	2.6	2	5	0	0	7	43	6.1	1	2	1	0	4	14	4.3
Porter	Faulk	2	3	2		7	24	4.4	1	2			3	15	5.0	No unit at this campus						
	Totals	2	3	2	0	7	24	4.4	1	2	0	0	3	15	5.0	0	0	0	0	0	0	0
Rivera	Garcia	2	4	3		9	15	2.0	2	3			5	24	4.8	No unit at this campus						
	Perkins	2	4	1		7	19	3.0	1	2		1	4	21	7.0	No unit at this campus						
	Totals	4	8	4	0	16	34	2.5	3	5	0	1	9	45	5.6	0	0	0	0	0	0	0
Veterans	Stillman	1	2	2		5	16	4.7	1	2			3	15	5.0	No unit at this campus						
	Totals	1	2	2	0	5	16	4.7	1	2	0	0	3	15	5.0	0	0	0	0	0	0	0
Middle School Totals		14	28	12	1	55	143	3.1	11	22	1	1	35	174	5.2	2	4	2	1	9	21	3.2



High School Life Skills, Behavior Intervention, and Structure For Life Units by Cluster

Columns: Teachers/Units · Instructional Aides · One to One Aides · Additional Support (subs) · Total # Personnel by Campus · Students · Student/Teacher Ratio (as reported).

Campus	Life Skills Units 4:1							Behavior Intervention (BI) Units 6:1							Structure For Life (SFL) Units 4:1						
	Teacher /Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio*	Teacher /Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio*	Teacher /Units	Instr. Aides	1:1 Aides	Subs	Total Staff	Students	Student to Teacher Ratio*
Hanna	3	7	2		12	27	2.5	3	5			8	51	6.4	1	2	1		4	10	3.0
Porter	2	4			6	13	2.2	3	5			8	38	4.8	1	2	1		4	7	2.0
Pace	3	4	2		9	31	4.1	3	4			7	45	6.4	1	2	1		4	6	1.7
Rivera	4	8	6		18	40	2.8	3	5			8	47	5.9							
Lopez	3	4	2		9	33	4.4	3	6	1		10	54	5.9	1	2			3	11	3.7
Veterans	2	4	5		11	29	4.0	2	4	3		10	39	6.0	1	2	1		4	11	3.3
BAC								2	2			4	10	2.5							
Lincoln Park/TTT	8	5	2		15	96	7.2														
High School Totals	25	36	19	0	80	269	4.1	19	31	4	0	55	284	5.6	5	10	4	0	19	45	2.7

Cell highlighted orange in the table indicates at capacity.

High School Life Skills and SFL Unit Ratio is 4:1, Behavior Intervention Unit 6:1
Based on the 2026-2027 BISD Compensation Plan

*1: 1 Aides are not included in Student to Teacher Ratio



Middle School Current Capacity and Enrollment Needs Resource, Inclusion, Dyslexia by Cluster & Campus

Cluster	Campus	Resource Inclusion Teachers	Dyslexia Teachers	# of Projected Dyslexia Students	Dyslexia Ratios	Instructional Aides	Additional Support (substitutes)	Total # Personnel	Current Enrollment (Student)	Folders per Teacher	Student/Teacher Ratios*
Hanna	Oliveira	7	1	20	20	1		9	139	17.4	7.0
	Vela	5	1	17	17	1		7	139	23.2	7.0
	Totals	12	2	37	37	2	0	16	278	19.9	13.9
Lopez	Besteiro	5	1	15	18	2		8	110	18.3	5.5
	Lucio	6	0.5	30	30	2		8.5	155	23.8	7.8
	Totals	11	1.5	45	48	4	0	16.5	265	21.2	13.3
Pace	Manzano	5	1	32	16	1		7	115	19.2	5.8
	Stell	8	1	20	20	1		10	170	18.9	8.5
	Totals	13	2	52	36	2	0	17	285	19.0	14.3
Porter	Faulk	7	1	19	10	1		9	173	21.6	8.7
	Totals	7	1	19	10	1	0	9	173	21.6	8.7
Rivera	Garcia	6	1	22	11	2		9	155	22.1	7.8
	Perkins	4	1	21	21	1		6	94	18.8	4.7
	Totals	10	2	43	32	3	0	15	249	20.8	12.5
Veterans	Stillman	5	1	16	16	1		7	156	26.0	7.8
	Totals	5	1	16	16	1	0	7	156	26.0	7.8
Totals		58	9.5	212	22.3	13	0	80.5	1406	20.8	70.3

Cell highlighted orange in the table indicate at capacity.

Special ED Middle School Resource/Inclusion Ratio 20:1
Based on the 2026-2027 BISD Compensation Plan



Middle School Current Capacity and Enrollment Needs Resource, Inclusion, Dyslexia by Cluster & Campus

Cluster	Campus	Dyslexia Teachers	# of Projected Dyslexia Students	Dyslexia Ratios	Resource/ Inclusion Teachers	Instructional Aides	Additional Support (substitutes)	Total # Personnel	Current Enrollment (Student)	Folders per Teacher	Student/Teacher Ratios*
Hanna	Oliveira	1	20	20	7	1		9	139	17.4	7.0
	Vela	1	17	17	5	1		7	139	23.2	7.0
	Totals	2	37	37	12	2	0	16	278	19.9	13.9
Lopez	Besteiro	1	15	18	5	2		8	110	18.3	5.5
	Lucio	0.5	30	30	6	2		8.5	155	23.8	7.8
	Totals	1.5	45	48	11	4	0	16.5	265	21.2	13.3
Pace	Manzano	1	32	16	5	1		7	115	19.2	5.8
	Stell	1	20	20	8	1		10	170	18.9	8.5
	Totals	2	52	36	13	2	0	17	285	19.0	14.3
Porter	Faulk	1	19	10	7	1		9	173	21.6	8.7
	Totals	1	19	10	7	1	0	9	173	21.6	8.7
Rivera	Garcia	1	22	11	6	2		9	155	22.1	7.8
	Perkins	1	21	21	4	1		6	94	18.8	4.7
	Totals	2	43	32	10	3	0	15	249	20.8	12.5
Veterans	Stillman	1	16	16	5	1		7	156	26.0	7.8
	Totals	1	16	16	5	1	0	7	156	26.0	7.8
Totals		9.5	212	22.3	58	13	0	80.5	1406	20.8	70.3

Cell highlighted orange in the table indicate at capacity.

Special ED Middle School Resource/Inclusion Ratio 20:1
Based on the 2026-2027 BISD Compensation Plan



High School Current Capacity and Enrollment Needs Dyslexia / Inclusion / Resource by Cluster & Campus

Campuses	Resource Inclusion Teacher	Dyslexia Teachers	# of projected Dyslexia Students	Student/Teacher Ratios	Instructional Aides	Additional Support (subs)	Total # Personnel	Current Enrollment	Folders per Teacher	Student/ Teacher Ratios
Hanna	10	0.5	2	2	1		11.5	233	22.2	11.7
Porter	8	0	0	3	1		9.0	235	29.4	11.8
Pace	8	1	3	3	1		10.0	235	26.1	11.8
Rivera	11	0.5	7	7	2		13.5	263	22.9	13.2
Lopez	10	0.5	5		2		12.5	220	21.0	11.0
Veterans	7	1	2	2	1		9.0	191	23.9	9.6
BAC	1	0.5			1		2.5	20	13.3	1.0
Lincoln Park/TTT										
Totals	55	4	19	4.75	9	0	68.0	1397	23.7	69.9

Cell highlighted orange in the table indicate at capacity.

Special ED High School Resource/Inclusion Ratio 20:1
Based on the 2026-2027 BISD Compensation Plan



Current Vacancies

Campus Special Education Vacancies, 2026 – 2027 • Special Services Department



2

Teachers
(Certified Positions)



1

Classified Positions



3

Total Vacancies

Certified			
#	Position Type	Position	Location
1	Certified	Resource Teacher	Aiken
2	Certified	LifeSkills Teacher	Palm Grove

Classified			
#	Position Type	Position	Location
3	Classified	One to One Aide	Besteiro MS



SPECIAL SERVICES • CAMPUS COVERAGE

Teacher and Unit Aide Absences

Notify campus administration early

Employees notify the principal or administrator as far in advance as possible, explain the reason for the absence, and indicate when they expect to return. This gives the campus time to request a substitute or rearrange assignments.

01

If no substitute is available

The campus arranges coverage with available personnel. Teachers work together to support the unit.

02

When a unit aide is absent

The specialized unit team requests help from team members and campus administration. The school nurse may assist when available and as needed.

03

Additional substitutes

Some schools have additional substitutes on campus who can help cover an unexpected absence.

04

Extended absence

For FMLA leave or other extended absences, the campus may request additional Special Education assistance, as it has done in the past.



Substitute Training & Support

Required preparation and support for specialized units

BEFORE THE ASSIGNMENT

All substitutes complete the mandatory online Substitute Teacher Training Program.

They review the Substitute Teacher Handbook and sign its acknowledgement form.

WHEN A LONG-TERM SUBSTITUTE SERVES IN A UNIT

Teachers, the Behavior Specialist, the Assistive Technology Teacher and/or the Supervisor provide support and training.

HANDBOOK & TRAINING TOPICS

- Duties & responsibilities
- General instructions
- Professional ethics
- Classroom instructions
- Extra duties
- Student discipline
- Web-based support information

CAMPUS SUPPORT

Campus administration reaches out to Supervisors for support.



Hard-to-Fill Positions-Stipend Increases

Stipends aligned with the 2026-2027 BISD Compensation Plan

To address critical staffing needs, the district offers the following annual stipends for select related service positions:



\$6,250

annual stipend

Physical Therapist



\$7,000

annual stipend

**Physical Therapist (with
Doctorate)**



\$6,250

annual stipend

**Speech-Language
Pathologist**



Hard-to-Fill Positions

High turn over in all areas of special education.

Physical Therapist

Physical Therapist (with Doctorate)

Speech-Language Pathologist

Occupational Therapist



Recruitment and Retention Efforts

Collaboration efforts of Public Information Office, Human Resources and Special Services Department

Working together to attract and retain highly qualified special education professionals to support the unique needs of our students.



Job Fairs & Recruitment Events

- Collaborating to host and participate in local and regional job fairs.
- Recruiting qualified candidates for special education teaching and related service positions.



Targeted Advertising

- Promoting vacancies through our district website, social media, local media, universities, professional organizations, and education job boards.



University Partnerships

- Collaborating with colleges and universities to recruit future special education teachers and related service providers, including internships and clinical placements.



Grow Your Own Initiatives

- Supporting current staff through certification programs, mentoring, and alternative certification opportunities.

BISD IS HIRING!



BISD Job Fair · Wednesday, Sept. 23, 2026
1 PM – 4 PM · BISD Boardroom



BISD Ready to Lead · Wednesday, Sept. 2, 2026
4 PM – 6 PM · BISD Boardroom



BISD Job Fair · Monday July 27, 2026
1 PM – 4 PM · with WorkForce Solutions
Cameron County



Region One ESC Job Fair · Wednesday, June 2026
9 AM – 12 PM · Region One

Board Member Request(s)

III.B

Resources and Support for Staff Serving Students With Challenging Needs

- III.B.1 Behavioral support available to teachers and paraprofessionals
- III.B.2 Crisis prevention and intervention training
- III.B.3 Access to behavior specialists, School Psychologists, counselors, and related service providers
- III.B.4 Support for toileting, feeding, mobility, and other personal-care needs
- III.B.5 Process for requesting additional staffing or support when a student's needs increase
- III.B.6 Follow-up and staff support after significant behavioral incidents





Behavioral Support Available to Teachers and Paraprofessionals

Resources · Supports · Training · Stronger Futures

Resources



Visuals



Communication Boards



Social Emotional Learning (SEL)
Elementary

Supports



Behavior Specialists



Supervisors



Picture Exchange Communication Training



Crisis Prevention Intervention Training



Family Center Social Worker



Behavior Technician Training
ParaProfessionals



Assistive Technology Teacher



School Psychologists



Special Education Counselors



Behavior Specialist Support Dashboard



Fall 2026

CPI TRAINING SCHEDULE



DATE	LOCATION	TIME	MAX PARTICIPANTS	Section #
August 27, 2026	CAB 216	8AM-4PM	32	36911
August 27, 2026	CAB 220	8AM-4PM	35	36910
September 03, 2026	CAB 216	8AM-4PM	32	36912
September 03, 2026	Benavides Elementary Library	8AM-4PM	35	36913
September 17, 2026	CAB 107	8AM-4PM	35	36916
September 17, 2026	CAB 216	8AM-4PM	32	36915
September 24, 2026	CAB 107	8AM-4PM	35	36917
September 24, 2026	CAB 220	8AM-4PM	35	36918
October 08, 2026	Hudson Elementary Library	8AM-4PM	40	36920
October 22, 2026	CAB 216	8AM-4PM	32	36922
October 22, 2026	CAB 220	8AM-4PM	35	36921
October 29, 2026	CAB 216	8AM-4PM	32	36924
October 29, 2026	CAB 220	8AM-4PM	35	36923
November 05, 2026	Porter Small Gym	8AM-4PM	70	36927
November 19, 2026	CAB 220	8AM-4PM	35	36925
November 19, 2026	CAB 216	8AM-4PM	32	36926
December 3, 2026	CAB 220	8AM-4PM	35	36932
December 3, 2026	CAB 216	8AM-4PM	32	36931
December 10, 2026	CAB 220	8AM-4PM	35	36928
December 10, 2026	CAB 216	8AM-4PM	32	36930



Access to Behavior Specialists, School Psychologists, Counselors, Nurses and Related Service Providers



Behavior Specialists

Resources & Supports; Behavior Specialist Request form
Behavior Specialist Follow-Up Services



School Psychologist

Before, During, and After an Evaluation; Other
Campus Supports



Special Education Counselors

Services to Students, Families, and Staff; Process to
Request Assessment; ARD attendance



Nurses

All students have access to their campus nurse. Staff
in specialized units also collaborate with the nurse as
needed to support students with health plans.



Related Service Providers

Occupational Therapy (OT) & Physical Therapy (PT)



Access to Behavior Specialists, School Psychologists, Counselors, Nurses and Related Service Providers

Purpose of the request form-To help us provide effective, individualized behavior support, please provide brief, objective information about the student's current needs. This information will help guide appropriate next steps and support recommendations.



Behavior Specialists

Resources & Supports; Behavior Specialist Request form
Behavior Specialist Follow-Up Services

Ruben Almanza - (956) 698-2077
Clara Magallanes - (956) 547-6671
Deborah Mancillas - (956) 698-2238
Melinda Ottolino - (956) 698-1203
Teresa Solitaire- (956) 698-1208
Charles West - (956) 698-1193

Behavior Specialist Request

To help us provide effective, individualized behavior support, please provide brief, objective information about the student's current needs. This information will help guide appropriate next steps and support recommendations.

Hi, Norma. When you submit this form, the owner will see your name and email address.

*** Required**

Teacher & School Information

Campus/School *

Enter your answer

Grade Level *

Enter your answer

Classroom/Program *

- ☐ General Education/Mainstream
- ☐ Resource/Inclusion
- ☐ Lifeskills Unit
- ☐ Structure For Life Unit
- ☒ ECSE Unit
- ☐ Behavior Intervention Unit
- ☐ Triple T
- ☐ 18 Plus
- ☐ Deaf and Hard of Hearing

Every Student Matters



Follow-Up and Staff Support After Significant Behavioral Incidents

Behavior Specialist Follow-Up Services · Support · Strategies · Success



Immediate Support

- Same-day teacher check-in
- Classroom stabilization
- Student re-entry support
- Crisis response consultation



Debrief & Analysis

- Staff debrief
- Incident review
- Antecedent Behavior Consequence (ABC) data review
- Behavior pattern analysis



Teacher Coaching

- In-class modeling
- De-escalation coaching
- Classroom management support
- Reinforcement strategy development
- Replacement behavior instruction



Behavior Plan Support

- Review existing Behavior Intervention Plan (BIP)
- BIP implementation coaching
- BIP revision
- Functional Behavior Assessment (FBA) consultation
- FBA support
- Data collection support



Professional Development

- FBA training
- BIP training
- Crisis Prevention Institute (CPI) training
- De-escalation
- Behavior data collection
- Classroom behavior supports
- Replacement behavior strategies



Ongoing Monitoring

- 48-hour follow-up
- 1-week follow-up
- Classroom observation
- Team consultation/staffing

Positive Behavior = Increased Learning = Greater Success



Access to Behavior Specialists, School Psychologists, Counselors, Nurses and Related Service Providers

School Psychologist Evaluation Process

Before an Evaluation

Assist in determining whether a psychological evaluation is warranted.

- Consult with parents and staff regarding concerns related to a potential psychological evaluation.
- Review, Academic, behavioral, attendance, and relevant medical records.
- Review campus General Education, Response to Intervention (RTI), and 504 interventions and supports.
- Review outside psychological reports if an education need for evaluation has been identified.
- With parent consent, conduct observations to help determine the need for a psychological evaluation.

During an Evaluation

Conduct psychological evaluations (Autism/Emotional Disturbed).

- Continue reviewing educational/developmental history and concerns.
- Conduct observations and interviews.
- Administer psychological, behavioral, social-emotional, developmental, and autism (AU) assessments.
- Administer and interpret parent/teacher rating scales.
- Collaborate with campuses and Special Services staff on Full Individualized Evaluation (FIE) recommendations.
- Assist with disability eligibility determinations.
- Identify student strengths and educational needs.
- Develop Individualized Education Plan (IEP) recommendations and suggested behavioral supports.

After an Evaluation

Present evaluation results at Annual Review and Dismissal (ARD) meetings.

- Explain eligibility and educational needs.
- Consult on IEP goals, accommodations, and services.
- Recommend behavioral and social-emotional interventions.
- Support implementation of recommendations.
- Monitor student concerns.

Other Campus Supports

Serve as a resource for special education evaluation and eligibility questions.

- Provide consultation to campus staff, parents, and administrators.
- Support problem-solving for academic, behavioral, and social-emotional concerns.
- Share strategies and resources.
- Collaborate with intervention teams (Response to Intervention (RTI)/504).
- Assist with crisis response, as needed.
- Support a positive and supportive school environment.
- Provide professional development on mental health, behavior, and student supports, as needed.

School Psychologists formerly known as Licensed Specialist in School Psychology (LSSP).

Erika Ortiz- (956) 698-3124
Roxanne Serna Calderon-
(956) 698-1204
Cynthia Villarreal- (956) 698-2471
Lisa Lucio- (956) 698-1168

Vanessa Castillo- (956) 698-2219
 Ivan Garza- (956) 698-2350
 Laura Lieck- (956) 698-2889
 Jessica Proa- (956) 698-1471
 Olivia Rangel- (956) 698-2081



Access to Behavior Specialists, School Psychologists, Counselors, Nurses and Related Service Providers

Special Education Counselors — Services to Students

Special Education Counselors provide a broad scope of services to support students with disabilities.



Support students with disabilities by bridging academic, emotional and behavioral needs.



Identify student's strengths and weaknesses in the areas of learning problems, interpersonal difficulties, inappropriate behavior, unhappiness/depression, and physical symptoms/fears and develop unique goals and objectives based on individual students' needs and/or disability.



Provide individual and group counseling sessions that address socio-emotional challenges, self-regulation, coping skills, substance abuse education, discuss behavioral challenges, etc.



Provide support to students when in crisis.



Help students with transition planning and goal setting for post-secondary life (Free Application for Federal Student Aide (FAFSA), military enlistment, job training, etc.).



Participate in and support District events such as Buddy Fun Meet, Special Olympics Bowling, and Special Olympics Field Day.



Special Education Counselors — Families and School Staff



Services Provided to Families

- Provide parents with consultation on Individualized Education Plan (IEP) goals, behavioral strategies, and home-school collaboration.
- Help parents understand and locate community resources.
- Provide families with support during crisis situations.
- Provide trainings at the Family Center as requested.
- Communication with parents when there is a student concerns.



Services Provided to School Staff/Campus

- Consult with teachers on classroom accommodations, behavioral interventions, differentiation strategies, behavior intervention plans, point sheets, etc.
- Collaborate with academic counselors to proactively address the needs of students receiving support through counseling as a related service.
- Provide professional development to school staff on trauma-informed practices, de-escalation, disability awareness, etc.
- Collaborate with school staff during ARD meetings and/or staffing.
- Collect data and monitor students' progress for counseling and behavioral goals, upkeep counseling notes, logs, and students' progress reports, as well as maintain the counselor time tracker.



Special Ed Counselors — Process to Request Assessment

1 Initial Request

The ARD committee formally requests a counseling evaluation through the creation of a Notice of Consent to Evaluate which is emailed to the special education counselor by the campus diagnostician once parent's signature has been obtained.

2 Intake & Review

The special education counselor reviews existing IEP, evaluation data, grades, attendance, and gathers observational data.

3 Formal Evaluation

The special education counselor interviews teachers, parents, and the student. Formal data is obtained via school and home ratings scales and functional behavioral assessments.

4 Present Results

Present evaluation results, frequency of services, duration, setting, and counseling goals and objectives in the ARD meeting.

Briana Hayes - (956) 698-0140
Anabelle Torres - (956) 698-1185
Ysela Morales - (956) 698-1192
Eugenio Ortiz- (956) 698-1197
Marie Teresa Garza- (956) 698-0297



Process to Request Counselor Attendance at ARD or Staffing

Special Education counselors attend ARDs or staffing after being notified by campus' diagnosticians, teachers, and/or administrators via email. (e.g. Annual Review and Dismissal (ARD), Present Counseling Evaluations, Special ARD, etc.).



Support for Toileting, Feeding, Mobility and Other Personal Care Needs

Supporting Skills for Success — toileting, feeding, mobility, and more

Our OT and PT services help students develop the skills they need to fully participate in school, including daily living skills such as toileting, feeding, mobility, and more.



Occupational Therapy (OT)

Building Independence in educational setting · OT supports students with:



Toileting and personal-care skills (e.g., managing clothing, hygiene routines)



Feeding skills (e.g., self-feeding, utensil use, sensory strategies)



Fine motor skills (e.g., dressing, opening containers, writing)



Sensory and behavioral strategies to support participation in daily routines



Recommendations for adaptive equipment and classroom supports

OT helps students gain independence in everyday activities at school.



Physical Therapy (PT)

Supporting Movement for Greater Access · PT supports students with:



Mobility and movement (e.g., walking, transfers, balance)



Positioning and postural support during toileting, feeding, and classroom activities



Strength, balance, and motor skills to increase safety and participation



Recommendations for adaptive equipment (e.g., wheelchairs, walkers, positioning systems)



Training and guidance for school staff on safe movement, transfers, and positioning

PT helps students move safely and confidently through their school day.



Support for Toileting, Feeding, Mobility and Other Personal Care Needs

How to Request OT or PT Services



Our OT and PT teams work together with teachers, nurses, paraprofessionals, and families to ensure students' needs are addressed through their Individualized Education Plan (IEP).

1



Submit a Referral

Teacher, parent, or campus staff requests an evaluation.



2



Evaluation

OT or PT conducts a comprehensive evaluation.



3



Individualized Education Plan Meeting

Results are discussed, and services are determined through the Individualized Education Plan process.



4



Services & Support

If eligible, OT or PT services are provided and strategies are implemented in school.

Occupational Therapist - (956) 698-0252

Angie Garza

Monica Garcia

Michelle John

Michelle John

Crystal Salazar

James John

Physical Therapist - (956) 698-0813

Dr. Lisa Lopez

Physical Therapist Assistant

Patty O'Grady



Process for Requesting Additional Staffing or Special Education Support When a Student's Needs Increase

1

Communicate Need

The campus administration communicates the need for additional support to the assigned Special Education Supervisor.

Who can request?

- Campus Administration (e.g., Principal, Assistant Principal)

2

Complete Request Form

The Special Education Supervisor completes the Request for Additional Special Education Assistance form based on the specific campus needs.

Information includes:

- Campus name
- Description of need
- Type of support requested
- Rationale and student information
- Supervisor recommendations

3

Review and Approval

The form is submitted to the Special Education Director for review and approval.

Considerations:

- Campus-specific needs
- Student data and documentation
- Supervisor recommendations

4

Provide Support

Once approved, additional support is provided to the campus based on the identified needs.

Support may include:

- Substitute
- Instructional support
- Behavior support
- Specialized training
- Resource materials

5

Monitor and Follow Up

The Special Education Supervisor will follow up with the campus to ensure the support is effectively meeting student and campus needs.

Our focus:

- Continuous improvement
- Student progress
- Ongoing communication
- Successful outcomes

Board Member Request(s)

III.C

Parent Communication and Support

III.C.1

How parents are notified when staffing or service concerns may impact their child

III.C.2

Process for parents to request additional assistance or support

III.C.3

Resources available to families of students receiving special education services

III.C.4

Opportunities for parent feedback and involvement

III.C.5

How parent concerns are tracked and followed through to resolution





How Parents are Notified When Staffing or Service Concerns May Impact Their Child

Special Services in-take form captures information and allows department to follow up on parent questions and concerns.

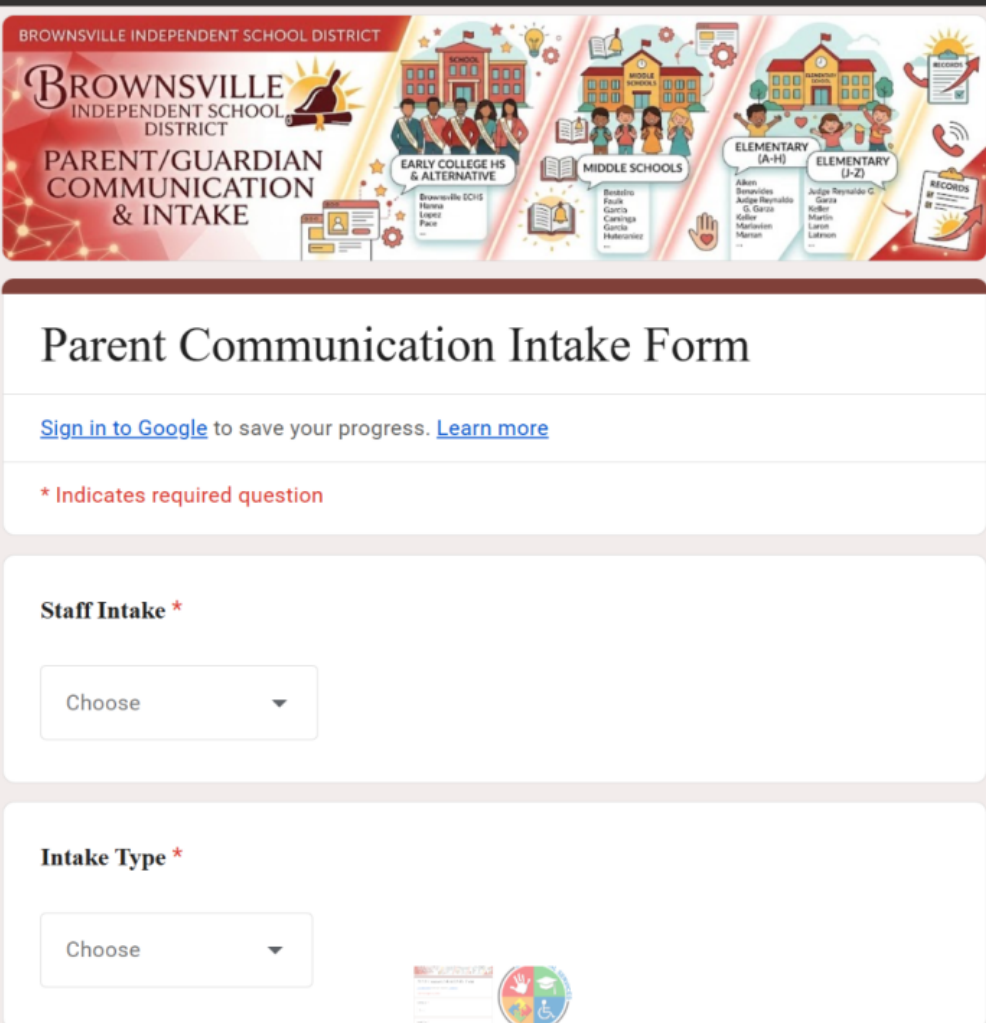
- Campus Notification through phone calls
- Staffing
- ARD





Process for Parents to Request Additional Assistance or Support

The Parent Communication Intake Form helps the Special Services Department capture important information, answer parent questions, and ensure the appropriate support and follow-up.



The screenshot shows the "Parent Communication Intake Form" for the Brownsville Independent School District. The header includes the district logo and a colorful banner with icons for "EARLY COLLEGE HS & ALTERNATIVE", "MIDDLE SCHOOLS", "ELEMENTARY (A-H)", and "ELEMENTARY (J-Z)". Below the banner, the form title "Parent Communication Intake Form" is displayed. A link "Sign in to Google to save your progress. Learn more" is provided. A red asterisk indicates required questions. The "Staff Intake" section has a dropdown menu labeled "Choose". The "Intake Type" section also has a dropdown menu labeled "Choose". At the bottom right, there are icons for a document, a hand, and a person.

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
PARENT/GUARDIAN COMMUNICATION & INTAKE

EARLY COLLEGE HS & ALTERNATIVE
Brownsville SCHS
Harris
Lopez
Pace

MIDDLE SCHOOLS
Bastardo
Paule
Garcia
Carranza
Garcia
Hutcheson

ELEMENTARY (A-H)
Alken
Domencillas
Audrey Hernandez
G. Garcia
Keller
Marshall
Larson
Luttrell

ELEMENTARY (J-Z)
Audrey Reynolds G.
Garcia
Keller
Marshall
Larson
Luttrell

Parent Communication Intake Form

[Sign in to Google](#) to save your progress. [Learn more](#)

* Indicates required question

Staff Intake *

Choose

Intake Type *

Choose

* required



Resources Available to Families of Students Receiving Special Education Services



Parent Education & Workshops

Parent meetings, conferences, and practical information to help families support students at home and school.



Daily Living & Toileting Support

Family resources such as Toilet Training Tips for Parents and guidance related to student independence.



Special Services Events

Opportunities for families throughout the year to learn, connect, and access Special Services information.



Student Enrichment & Activities

Special Olympics opportunities, including bowling and track events, that promote participation and connection.



Transition & Specialized Information

Transition Fair and specialized conferences provide families with information and connections for next steps.



Resources Available to Families of Students Receiving Special Education Services

Toilet Training Tips For Parents



FREE TOILET TRAINING SEAT GIVEAWAY!

September 22, 2026
9:30 AM - 10:30 AM

Historic Alonso Building
510 E St. Charles St.
Brownsville, TX 78520

Presenter:
BISD Special Services
Occupational Therapists

PM Zoom Meeting Session
4:30 PM - 5:30 PM
Meeting ID: 865 2878 2489
Passcode: FamCenter

For more information, call (956) 548-8400.

Special Services Department

Brownsville Independent School District

2026-2027 SAVE THE DATE

SPECIAL SERVICES EVENTS

OCT 15, 2026
BUDDY FUN MEET

OCT 16, 2026
DYSLEXIA CONFERENCE

NOV 12, 2026
MIDDLE SCHOOL SPECIAL OLYMPICS BOWLING

NOV 13, 2026
HIGH SCHOOL SPECIAL OLYMPICS BOWLING

FEB 9, 2027
TRANSITION FAIR

MAR 10, 2027
MIDDLE SCHOOL SPECIAL OLYMPICS TRACK MEET

MAR 11, 2027
HIGH SCHOOL SPECIAL OLYMPICS TRACK MEET

APRIL 16, 2027
AUTISM CONFERENCE

ONGOING MONTHLY PARENT MEETINGS
Special Education Topics
Dates TBD

SPECIAL OLYMPICS SUMMER GAMES 2027
Dates TBD

QUESTIONS? CONTACT US:
SPECIAL SERVICES DEPARTMENT
(956) 548-8400

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

PECS

Training for Parents

Learn how the Picture Exchange Communication System (PECS) can help support your child's communication at home and in the community.

WHAT IS PECS?
PECS is a proven approach that uses pictures to help individuals communicate effectively.

WHY IT MATTERS
Supports communication, builds confidence, and encourages independence.

WHO SHOULD ATTEND?
Parents and caregivers of students who may benefit from visual communication supports.

DATE:
OCTOBER 2, 2026

TIME:
8:30 AM - 11:30 AM

LOCATION:
BROWNSVILLE HISTORIC MUSEUM
641 E. Madison St.
Brownsville, TX 78520

Together, we can help our children communicate, connect, and thrive!

SPECIAL SERVICES DEPARTMENT
Empowering Students. Supporting Families.

For more information, please contact your child's Special Services team or call (956) 548-8400.

Mind Over Dyslexia

Brownsville Independent School District Special Services
SUPPORT • UNDERSTANDING • OPPORTUNITY • BRIGHTER TOMORROWS

DATE
Friday, October 16, 2026

TIME
8:00-12:00 PM

LOCATION
Central Administrative Building (CAB) Cafeteria
708 Palm Blvd.

REGISTRATION
8:00-8:30 AM

Breakfast
will be provided

Door prizes
will be raffled!

Brownsville Independent School District

Every Mind Matters. Every Learner Belongs.

Resources Available to Families of Students Receiving Special Education Services



2026-2027 Virtual Sign Language Class Schedule

Classes are offered on the listed Wednesdays · Join us virtually and build stronger connections with your child!



Instructors

Kaitlyn Morales

Introductory Level
5:00 – 6:00 pm

Sergio Saldana

Intermediate Level
6:00 – 7:00 pm

For more information, please call 548-8400



Fall Schedule



September 16, 2026



September 23, 2026



September 30, 2026



October 7, 2026



October 28, 2026



November 4, 2026



November 11, 2026



November 18, 2026



Spring Schedule



January 13, 2027



January 20, 2027



January 27, 2027



February 3, 2027



February 10, 2027



February 17, 2027



March 3, 2027



March 10, 2027



April 7, 2027



Resources Available to Families of Students Receiving Special Education Services

2026–2027 RDSPD Virtual Homework Assistance



English Language Arts

READ • WRITE • GROW



Instructor

Regional School District Personnel



Day/Time

Tuesday • 6:30 – 7:15 PM



Location

Google Classroom



Fall Schedule

September 21 – 25, 2026

September 28 – October 2, 2026

October 5 – 9, 2026

October 19 – 23, 2026

October 26 – 30, 2026

November 2 – 6, 2026

November 9 – 13, 2026

November 16 – 20, 2026

November 30 – December 4, 2026

December 7 – 11, 2026

December 14 – 18, 2026



Math

SOLVE • PRACTICE • ACHIEVE



Instructor

Regional School District Personnel



Day/Time

Thursday • 6:30 – 7:15 PM



Location

Google Classroom



Spring Schedule

January 11 – 15, 2027

January 18 – 22, 2027

January 25 – 29, 2027

February 1 – 5, 2027

February 8 – 12, 2027

February 15 – 19, 2027

March 1 – 5, 2027

March 8 – 12, 2027

March 29 – April 2, 2027

April 5 – 9, 2027

April 12 – 16, 2027

April 19 – 23, 2027

April 26 – 30, 2027

May 3 – 7, 2027

May 10 – 14, 2027



Opportunities for Parent Feedback and Involvement

The Evaluation Form is used to gather valuable feedback from parents, caregivers, and participants after each training session. The parents input helps us continue to provide high-quality, meaningful sessions for our families.

1 Parent review the evaluation form during or after the session.

2 Parent rate each question from 5 Strongly Agree to 1 Strongly Disagree.

3 Parents are able to share additional comments in the evaluation.

4 Parents Return the completed form at the end of the session.

SPECIAL SERVICES FAMILY CENTER EVALUATION FORM

The Evaluation Form is used to gather valuable feedback from parents, caregivers, and participants after each training session. Your input helps us continue to provide high-quality, meaningful sessions for our families.

1 Review the evaluation form during or after the session.

2 Check one box for each question using the rating scale.

3 Share any additional comments in the space provided.

4 Return the completed form at the end of the session.

Your Feedback Helps Us Grow!

**Brownsville Independent School District
Special Services Family Center
Evaluation Form
2026 2027**

Title/El Título: _____ Toilet Training Tips for Parents Date/Fecha: 9/22/2026
Presenter/Presentador: _____ Special Services Occupational Therapy Department

Please check one/Por favor marque una:
Parent/Padre _____ Other/Otro _____ (specify/especifique) _____

Strongly Agree/Muy de Acuerdo = 5 Agree/de Acuerdo = 4 Neutral = 3
Disagree/No estar de Acuerdo = 2 Strongly Disagree/Muy en Desacuerdo = 1

1. The training was relevant to me. El entrenamiento fue relevante para mí.	5	4	3	2	1
2. The training met my expectations. El entrenamiento cumplió con mis expectativas.	5	4	3	2	1
3. The training met my learning objectives. Cumplió el entrenamiento con mis objetivos de aprendizaje.	5	4	3	2	1
4. The training provided useful information to help my child. El entrenamiento proporcionó información útil para ayudar a mi hijo.	5	4	3	2	1

General Comments/Comentarios Generales

Please return this Evaluation Form at the end of the session
Favor de entregar esta Evaluación al final de la sesión

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.
BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el desempeño de servicios, programas o actividades.



How Parent Concerns are Tracked and Followed Through to Resolution

The Special Education Supervisor will follow up with the campus to ensure the support is effectively meeting student and campus needs.

- Parent Intake
- Campus Notification through phone calls
- Staffing
- ARD





Thank You

Together We Make a Difference! · Students Today, Brighter Futures Tomorrow.

Special Services

956-548-8400

Brownsville Independent School District · Special Services Department

Human Resources

956-548-8051