



Brownsville Independent School District

Special Education Planning & Updates



April 30, 2026

Beatriz Hernández - Chief Academic Officer
Adriana Lippa - Director Special Services

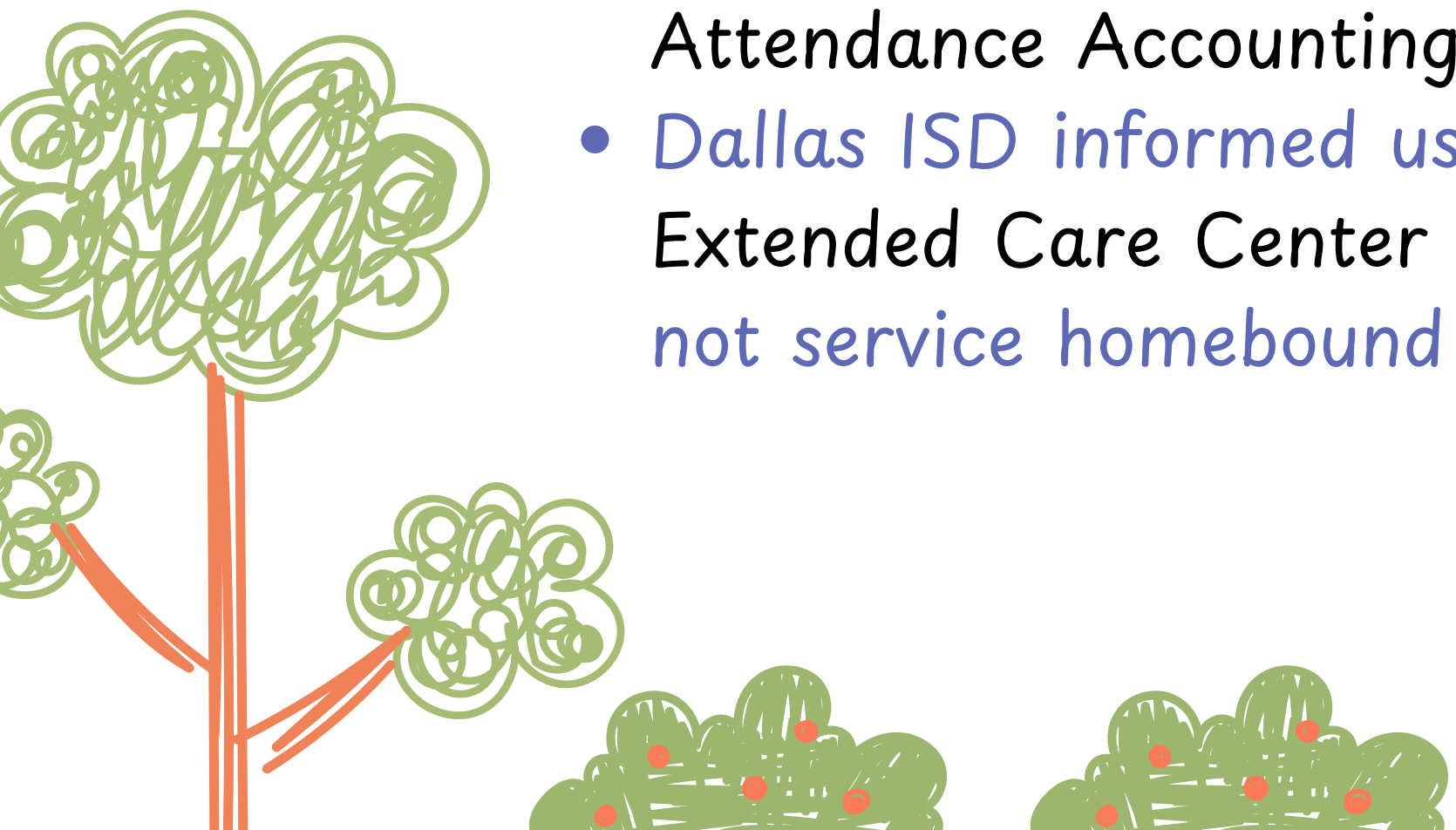




Follow-up on Little Haven

(Prescribed Pediatric Extended Care Center)

- Site visit completed
- Requested and received guidance from the Texas Education Agency (TEA)
- Little Haven, as per TEA, DOES NOT meet Homebound definition as outlined in the Student Attendance Accounting Handbook (SAAH)
- Dallas ISD informed us that the Prescribed Pediatric Extended Care Center (PPECs) in their district does not service homebound students





Texas Education Agency Guidance



Response from TEA:



Joe Herrera, CTSBS

Manager of Student Attendance Accounting Handbook (SAAH) and State Compensatory Education (SCE)

Financial Compliance Division

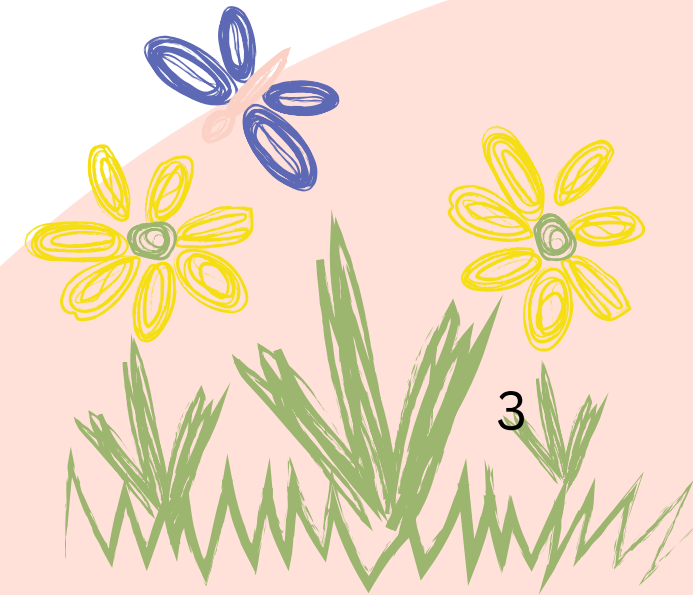
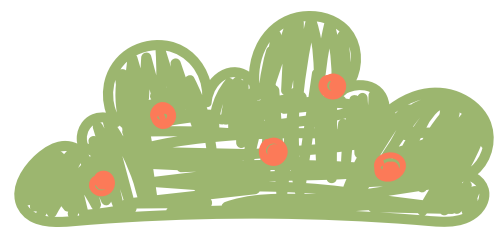
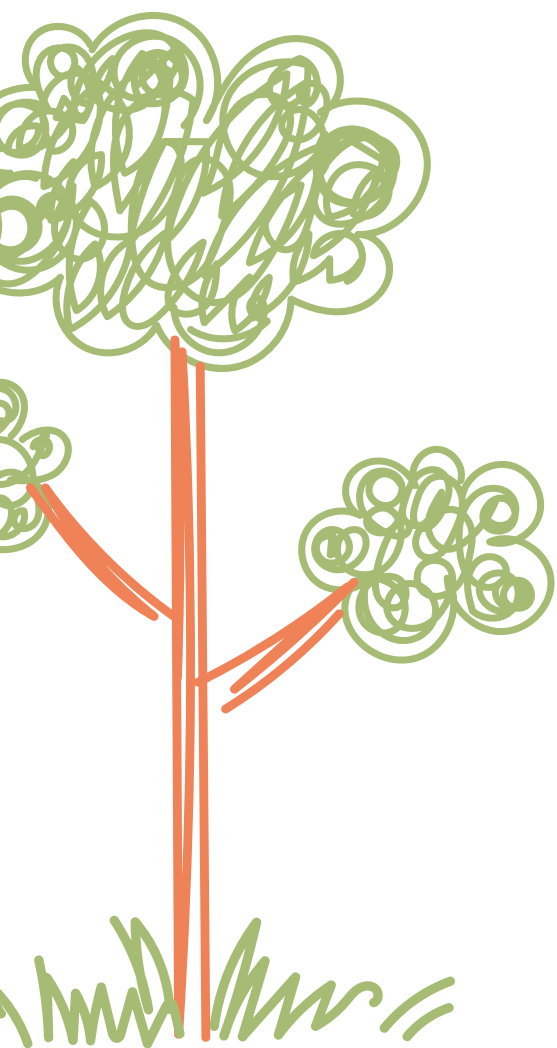
512-463-7708

joe.herrera@tea.texas.gov

tea.texas.gov/finance-and-grants/financial-compliance

Questions and Answers:

Q1. Is a Prescribed Pediatric Extended Care (PPECs) facility considered an allowable location for the provision of general education or special education homebound services? No. To qualify as a homebound setting, the student must be confined. PPECs are nonresidential, meaning the student isn't confined to the center because they get to return home each day. For a setting to meet the homebound requirement, confinement is a requirement.



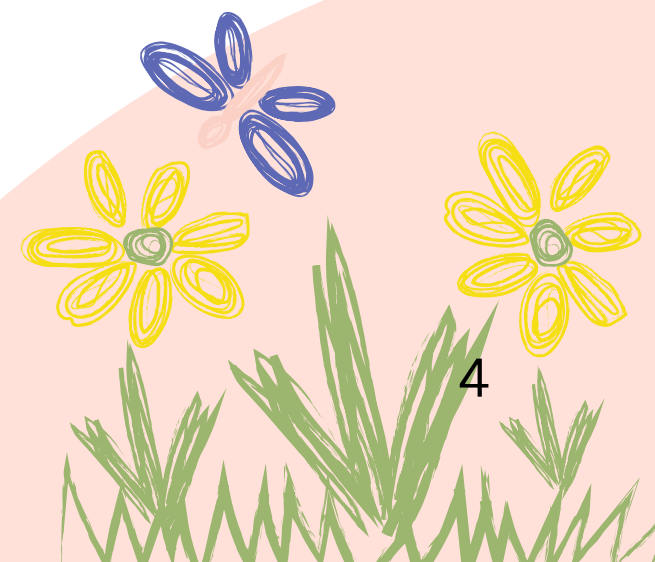
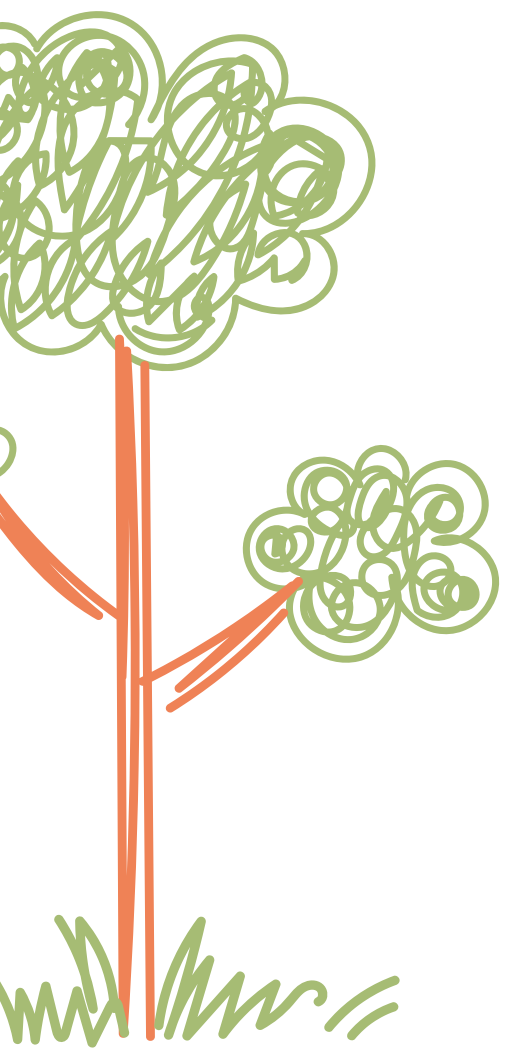


Texas Education Agency Guidance



Questions and Answers:

Q2. Can a district generate Average Daily Attendance (ADA) or special education funding for services provided at a PPECs facility? As a nonresidential facility, perhaps, under certain conditions, but not under homebound requirements. Under nonresidential requirements, the student still needs to be served by a teacher in person and the student would need to meet the 2-to-4 Hour Rule, meaning, to get full **Average Daily Attendance (ADA)**, the student would need to meet with a certified teacher for 4 or more hours each school day. Additionally, the district needs to have a written agreement with the center to allow this.





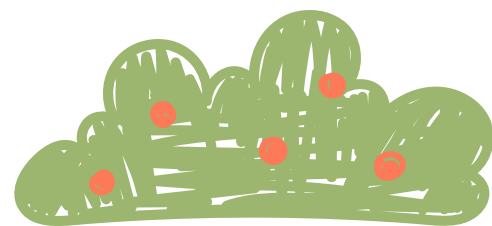
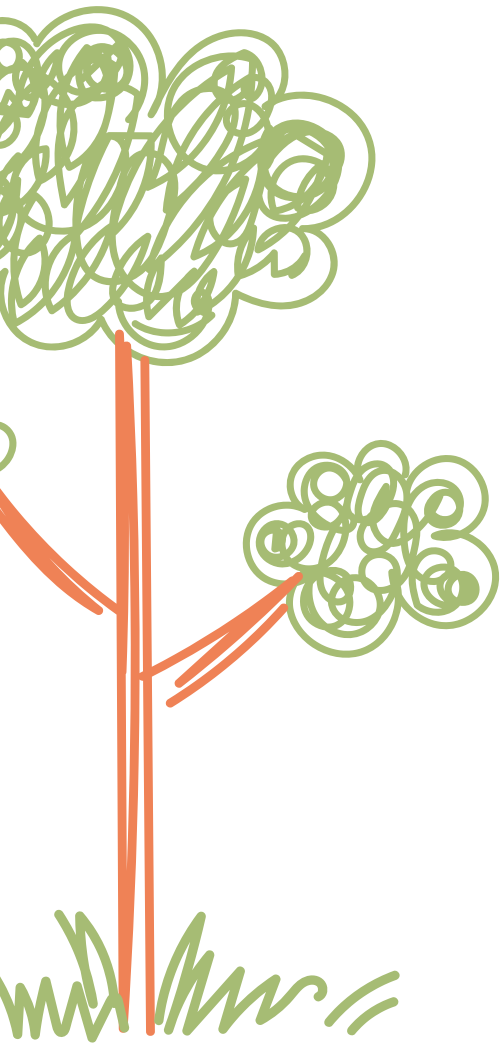
Texas Education Agency Guidance



Questions and Answers:

Q3. How should the instructional setting and attendance be coded for students receiving services in this type of medical setting? The requirements for how instructional setting might be coded in a nonresidential setting are in section 3.6.10 of **Student Attendance Accounting Handbook (SAAH)** on page 67.

- 3.6.10 Students Attending Nonresidential Treatment Facilities
 - If a student who is enrolled in your school district is absent from school because the student is attending a nonresidential treatment facility within your district or another district during the day, your district may choose to excuse the student's absences for the compulsory attendance purposes. However, the student must not be counted present for **Foundation School Program (FSP)** funding purposes unless your district chooses to follow the procedures described in the following two paragraphs.
 - If the facility is located in your district, your district may enter into a written agreement with the facility that provides for your district sending a certified teacher to the facility to instruct the student. The student may be considered present for **Foundation School Program (FSP)** purposes if the student is scheduled for and provided at least two hours of instruction (half-day eligibility) or at least four hours of instruction (full-day eligibility) each school day. Note that the student is not eligible for the **General Education Homebound (GEH)** program because the student is not confined to home or hospital bedside.
 - If the facility is located outside your district, your district may follow the procedure described in the preceding paragraph. Or, your district may enter into a written agreement with the district in which the facility is located for that district to provide instruction to any student who is enrolled in your district and attending the facility. (It would be the responsibility of the district providing instruction to enter into a written agreement with the facility.)
- **Note that a student who receives special education and related services in this circumstance may still be entitled to those services during the student's attendance at a nonresidential treatment facility. See code 4.7.20 Code 91, 92, 93, 94, 95, 96, 97, or 98 - Off Home Campus regarding off-home campus instructional arrangements.**





Texas Education Agency Guidance

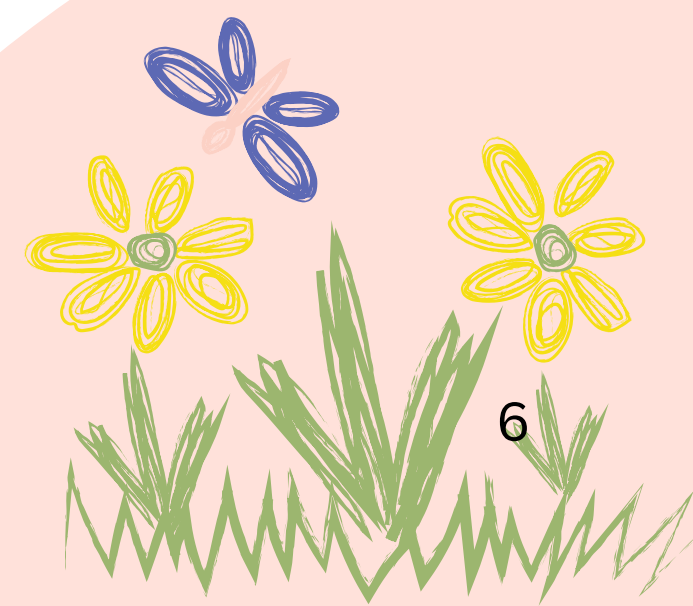
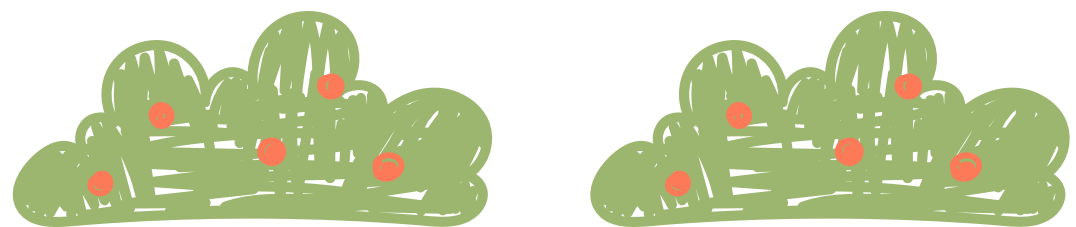
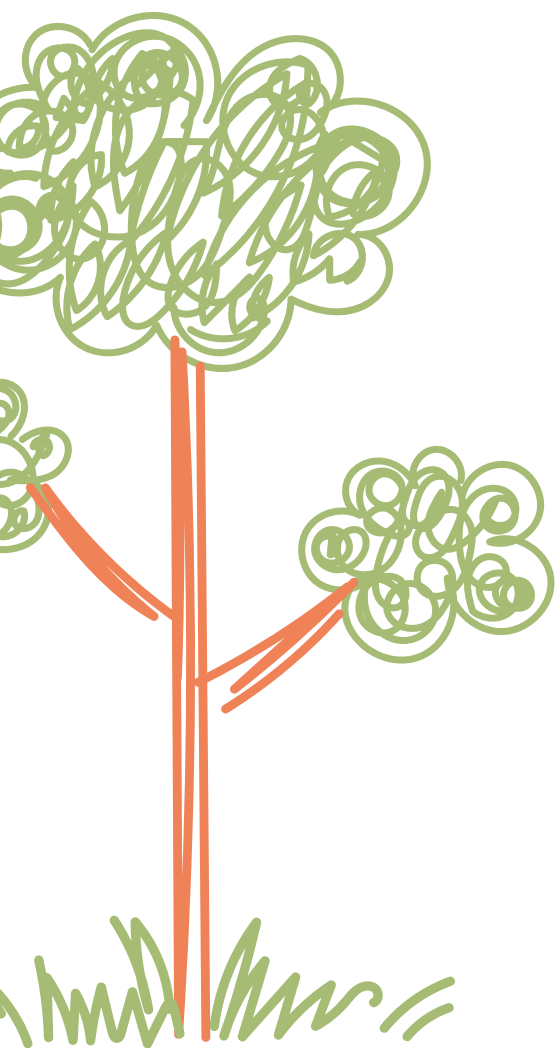


Questions and Answers:

Q4. What type of setting is considered a non-residential treatment facility, and would we need to include all non-residential treatment facilities within the district in the agreement? Non-residential facilities are short term outpatient facilities. Your students aren't spending the night. You could enter into agreement with all of the non-residential facilities in the district however, typically those agreements only exist when you have students in the facility that you are serving. If you have students in all of the facilities, then you would want an agreement with all of them.

- **Non-Residential Treatment facilities within and out of district's boundaries will need to be considered:**
 - 5 Non-Residential Pediatric Care Facilities
 - 18 Outpatient Health Clinics

Q5. Are there any specific conditions under which services at a Prescribed Pediatric Extended Care Center (PPEC) facility would be permissible under TEA guidance? Not as a homebound facility because students don't reside and therefore are not confined to the Prescribed Pediatric Extended Care Center (**PPEC**) but possibly if they meet nonresidential requirements outlined in the answer to question 2.





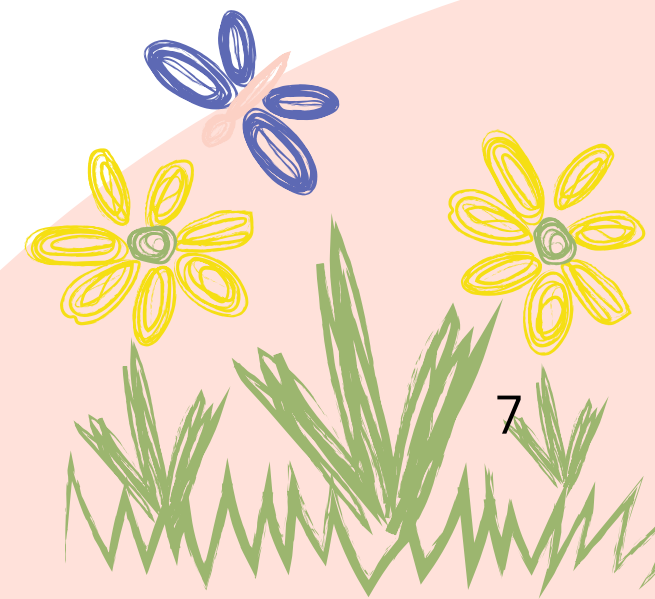
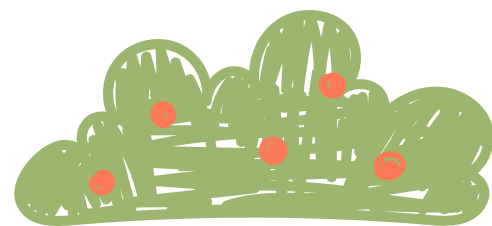
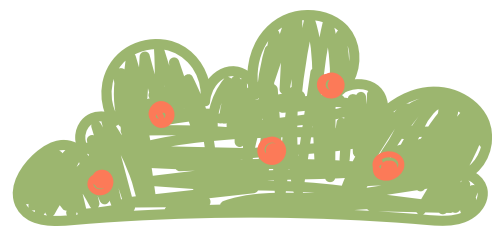
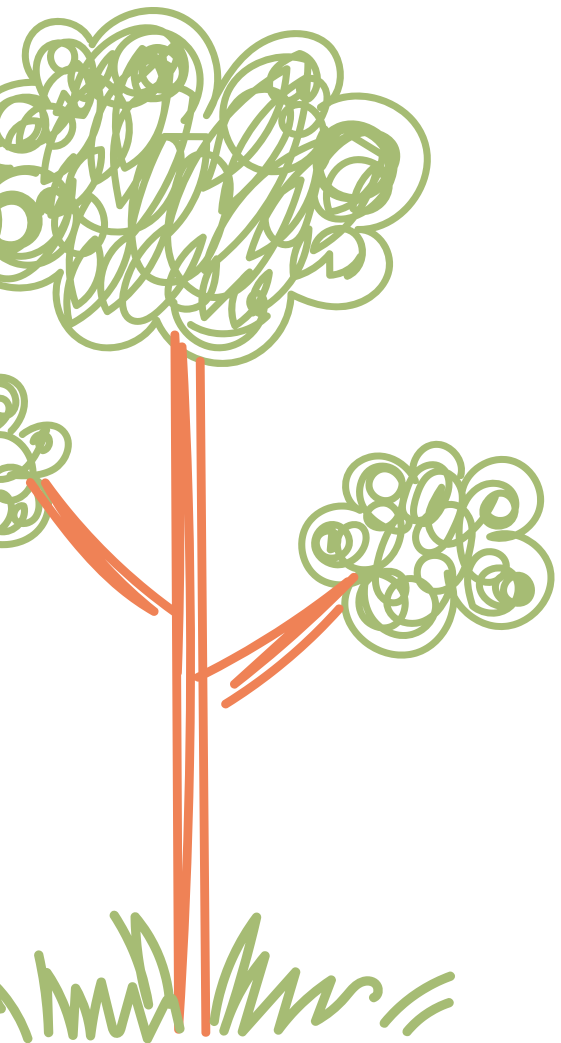
Texas Education Agency Guidance



Provisions for Prescribed Pediatric Extended Care Center Placement

Questions and Answers:

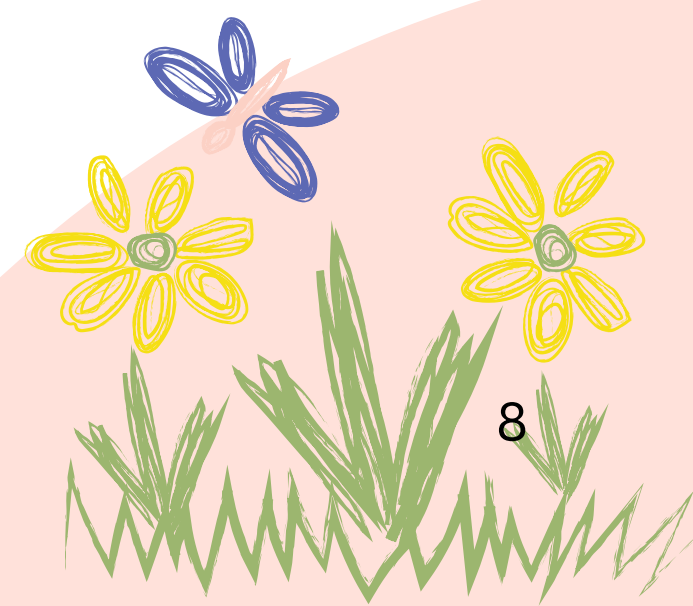
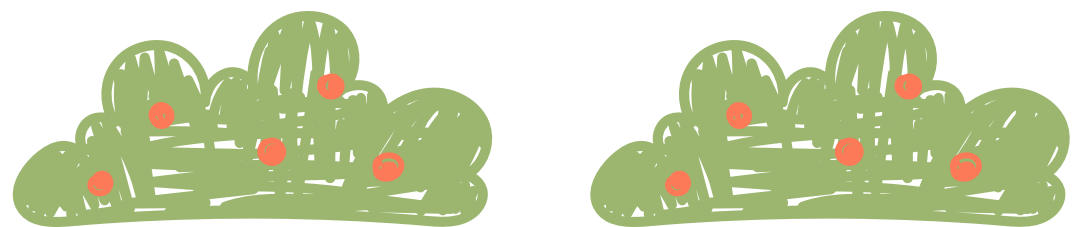
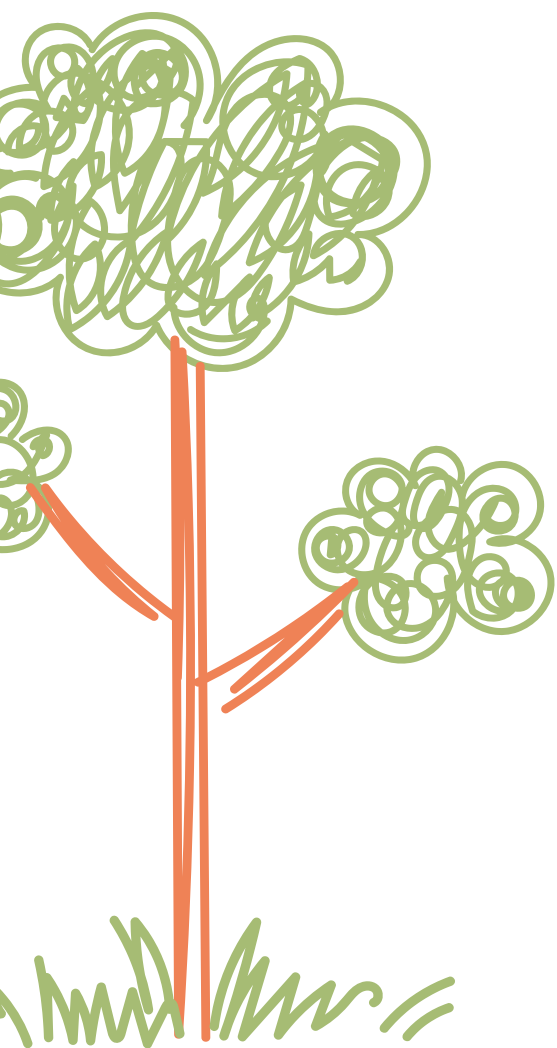
Q6. Does the district have the authority to propose a Prescribed Pediatric Extended Care Center (PPECs) facility as an instructional setting, or is placement in this type of facility solely driven by medical necessity and physician/parent decision? **No. Only a physician and the student's parents** can work together to recommend a Prescribed Pediatric Extended Care Center (PPEC) placement, and even if they do make that medical decision, again, funding would only be generated if the requirements in section 3.6.10 of the **Student Attendance Accounting Handbook (SAAH)** were met.





Financial Considerations and Implications if District Enters in Agreement with all Non-Residential Facilities:

- **Written Agreement Required**
- **Prescribed Pediatric Extended Care Center (PPECC) placement** - can only be prescribed by physician and agreed upon by parent
- **Financial Implications to the District:**
 - Additional Certified Special Education and Regular Education Teachers - Full Time Equivalent (FTE) will be needed to provide daily educational services in order to receive **Average Daily Attendance (ADA)**
 - 2 hours - per day - per student for ½ day ADA
 - 4 hours - per day - per student for full day ADA
 - **All Non-Residential Treatment facilities within and out of district's boundaries will need to be considered:**
 - 5 Non-Residential Pediatric Care Facilities
 - 18 Outpatient Health Clinics





Response from Dallas ISD

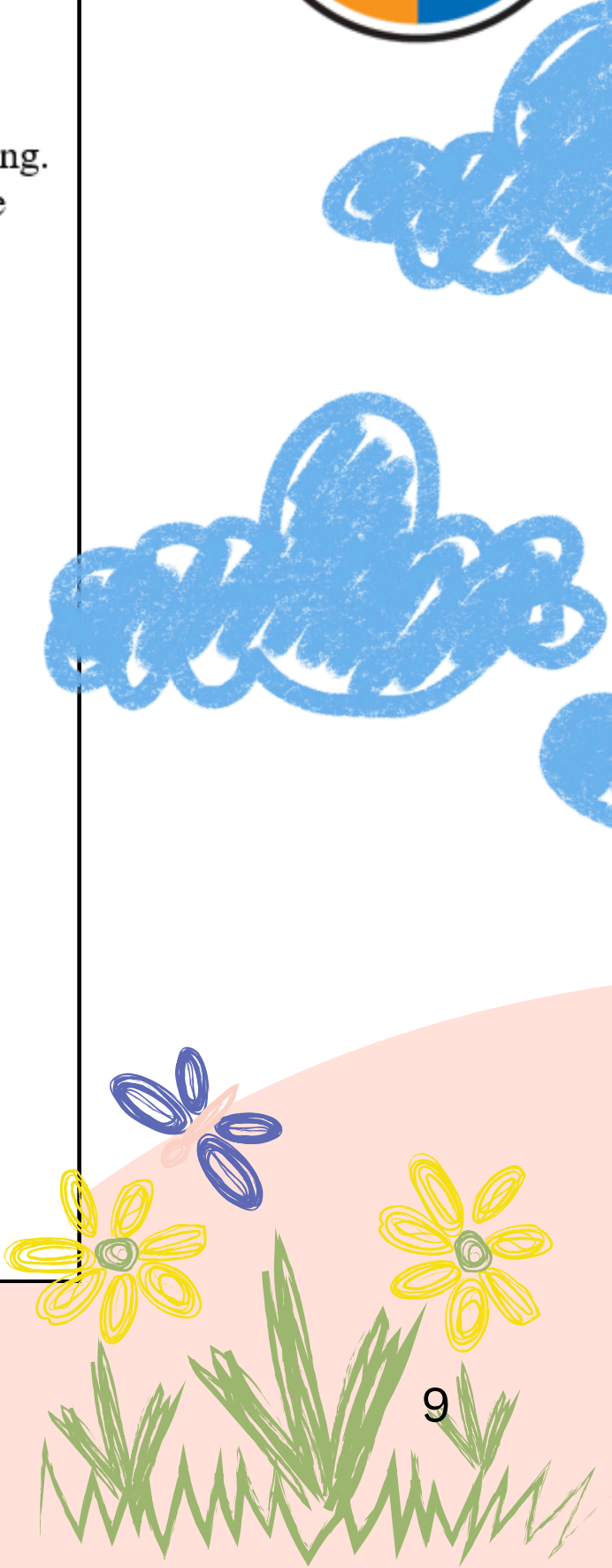
Thank you for your inquiry and for the opportunity to clarify.

Dallas ISD does not provide homebound instructional services within a Prescribed Pediatric Extended Care Center (PPEC) setting. Students who qualify for homebound services in our district remain enrolled at their designated campus and receive face-to-face instruction in their home environment, in accordance with established eligibility criteria and service delivery guidelines.

At this time, our service model is structured to ensure compliance with state requirements while maintaining continuity of instruction through the student's home campus.

Thank you again for reaching out.

Respectfully,
Karen Lacy
Hospital Homebound Manager
972.581.4383 phone





Projections for 2026-2027



Projected Special Education Enrollment: 7,096

- Staffing Ratios & Compensation Adjustments have been submitted to Chief Financial Officer and Human Resources for review





Elementary Enrollment/Projections for 2026-2027



Campuses	ECSE Units						LIFE SKILLS Units						BI Units						SFL Units						Dyslexia/Inclusion/Resource						Other Classified									
	Teachers/Units	Instructional Aides	One to One Aides	Additional Support (substitutes)	Total # Personnel	2026-2027 Starting Enrollment Projections Student/Teacher Ratios	Teachers/Units	Instructional Aides	One to One Aides	Additional Support (substitutes)	Total # Personnel	2026-2027 Starting Enrollment Projection Student/Teacher Ratios	Teachers/Units	Instructional Aides	One to One Aides	Additional Support (substitutes)	Total # Personnel	2026-2027 Starting Enrollment Projections Student/Teacher Ratios	Teachers/Units	Instructional Aides	One to One Aides	Additional Support (substitutes)	Total # Personnel	2026-2027 Starting Enrollment Projections Student/Teacher Ratio	Dyslexia/Dysgraphia Teachers	Resource/Inclusion Teachers	Instructional Aides	Additional Support (substitutes)	Total # Personnel	2026-2027 Starting Enrollment Projections Student/Teacher Ratios	One to One Aides General Ed Setting	Deaf Aides	Certified Interpreter	Communication Aide	Total # of Personnel by Campus					
AIKEN	1	2	1		4	8	2.7	1	2	1		4	20	6.7	1	2		3	13	4.3					0.5	3	1		4.5	47	13.4	1			1					
BENAVIDES	1	2			3	12	4.0	2	4	1		7	29	4.8											1	5	1		7	80	13.3	1			1					
BREEDEN	2	4			6	14	2.3	2	4			6	29	4.8											1.5	3	1		5.5	43	9.6	1			1					
BRITE															1	2		3	13	4.3					1.5	4	1		6.5	57	10.4	1			1					
BURNS	1	2			3	13	4.3	1	3			4	15	3.8											1	3	1		5	75	18.8		2		2					
CANALES	1	2			3	7	2.3	2	4	2		8	23	3.8											0.5	3	1		4.5	43	12.3				0					
CROMACK-CASTANEDA	1	3			4	5	1.3	2	4			6	23	3.8											0.5	4	1		5.5	64	14.2				0					
CHAMPION								1	2	1		4	17	5.7	1	3		4	15	3.8					1.5	3	1		5.5	93	20.7				0					
DEL CASTILLO-MORNINGSIDE	1	2			3	8	2.7	1	2			3	18	6.0											1	2	1		4	41	13.7	1			1					
EGLY															2	3		5	21	4.2					1.5	3	1		5.5	61	13.6			1	2	3				
EL JARDIN								1	2	1		4	13	4.3											0.5	2	1		3.5	13	5.2				0					
GALLEGOS	1	2			3	14	4.7	2	4			6	28	4.7											1	3	1		5	44	11.0				0					
GARDEN PARK	1	2	1		4	13	4.3	1	3			4	20	5.0											1	3	1		5	45	11.3				0					
GARZA-SOUTHMOST	2	4			6	20	3.3	2	4	3		9	31	5.2											1	5	1		7	78	13.0				0					
GONZALEZ								2	4	1		7	27	4.5											0.5	3	1		4.5	39	11.1				0					
HUDSON	1	2			3	17	5.7	1	2			3	22	7.3										1	3			4	13	3.25	1.5	3	1	5.5	77	17.1			0	
KELLER	1	2			3	22	7.3								1	3		4	11	2.75					2	3	1		6	75	15.0				0					
MARTIN	1	2			3	13	4.3	2	3	3		8	23	4.6											0.5	2	1		3.5	40	16.0				0					
ORTIZ	1	2	1		4	12	4.0								2	4	1	7	22	3.7					2	2	1		5	70	17.5				0					
PALM GROVE																									1	1	1		3	35	17.5				0					
PAREDES															2	4		6	21	3.5					2	4	1		7	88	14.7	1			1					
PENA	1	2			3	11	3.7								1	3		5	42	10.5					1	3	1		5	42	10.5				0					
PEREZ	1	2			3	20	6.7	2	5	1		8	25	3.6											1	3	1		5	58	14.5				0					
PULLAM															1	3		4	16	4.0				1	3		1	5	14	3.5	3	3	1	7	98	16.3			0	
PUTEGNAT	1	2			3	10	3.3																		0.5	2	1		3.5	54	21.6				0					
RUSSELL	1	2			3	8	2.7								1	2		3	14	4.7					0.5	2	1		3.5	58	23.2				0					
SHARP	1	2			3	5	1.7	1	2			3	22	7.3											1	1	1		3	42	21.0				0					
SKINNER															2	4		6	18	3.0					0.5	2	1		3.5	45	18.0				0					
VERMILLION	1	3			4	9	2.3								2	4		6	15	2.5					1	3	1		5	47	11.8	1			1					
VILLA NUEVA	1	2			3	15	5.0																		0.5	2	1		3.5	38	15.2				0					
YTURRIA	1	2			3	11	3.7	2	4	2		8	25	4.2											1	2	1		4	67	22.3				0					
Total	24	50	3	0	77	267	3.6	28	58	16	0	102	410	4.8	15	31	1	0	47	168	3.7	3	9	0	1	13	38	3.17	33.5	87	31	0	152	1757	14.6	7	2	1	2	12



Middle School Enrollment/Projections for 2026-2027

Campuses	LIFE SKILLS Units							BI Units							SFL Units							Dyslexia/Inclusion/Resource					Other Classified							
	Teachers/Units	Instructional Aides	One to One Aides	Additional Support (substitutes)	Total # Personnel by Campus	2026-2027 Starting Enrollment Projections	Student/Teacher Ratios	Teachers/Units	Instructional Aides	One to One Aides	Additional Support (substitutes)	Total # Personnel	2026-2027 Starting Enrollment Projections	Student/Teacher Ratios	Teachers/Units	Instructional Aides	One to One Aides	Additional Support (substitutes)	Total # Personnel	2026-2027 Starting Enrollment Projections	Student/Teacher Ratios	Dyslexia Teachers	Resource/Inclusion Teachers/Units	Instructional Aides	Additional Support (substitutes)	Total # Personnel	2026-2027 Starting Enrollment Projections	Student/Teacher Ratios	One to One Aides General Ed Setting	Deaf Aides	Certified Interpreter	Communication Aide	Total # of Personnel by Campus	
Besteiro	1	2			3	9	3.0	1	2			3	14	4.7									0.5	7	2		9.5	144	19.2	2				2
Faulk	1	3	2		6	21	5.3	2	2			4	19	4.8									1.5	8	1		10.5	185	19.5					0
Garcia	2	4	3		9	18	3.0	2	3			5	16	3.2									2	7	1		10	147	16.3					0
Lucio	1	3			4	11	2.8	1	2			3	14	4.7									0.5	7	2		9.5	115	15.3	1				1
Manzano	2	4	3		9	18	3.0	1	2			3	14	4.7	1	2	1		4	10	3.3	2	5	1		8	128	18.3					0	
Oliveira	1	2			3	12	4.0	1	2			3	12	4.0									1	7	1		9	130	16.3				1	1
Perkins	2	4	1		7	19	3.2	1	2			3	11	3.7									1	4	1		6	104	20.8					0
Stell	1	2	2		5	10	3.3	1	3			4	18	4.5									1	8	1		10	109	12.1					0
Stillman	1	2	2		5	16	5.3	1	2			3	8	2.7									1	5	1		7	150	25.0					0
Vela	1	2	1		4	9	3.0	1	2	1		4	13	4.3	1	2	1	1	5	9	3.0	1	5	1		7	138	23.0					0	
Totals:	13	28	14	0	55	143	3.5	12	22	1	0	35	139	4.1	2	4	2	1	9	19	3.2	11.5	63	12	0	86.5	1350	18.1	3	0	0	1	4	



High School Enrollment/Projections for 2026-2027

Campuses	LIFE SKILLS Units							BI Units							SFL Units							Dyslexia/Inclusion/Resource							Other Classified									
	Teachers/Units	Instructional Aides	One to One Aides	Additional Support (substitutes)	Total # Personnel by Campus	2026-2027 Starting Enrollment Projections	Student/Teacher Ratios	Teachers/Units	Instructional Aides	One to One Aides	Additional Support (substitutes)	Total # Personnel by Campus	2026-2027 Starting Enrollment Projections	Student/Teacher Ratios	Teachers/Units	Instructional Aides	One to One Aides	Additional Support (substitutes)	Total # Personnel by Campus	2026-2027 Starting Enrollment Projections	Student/Teacher Ratios	Dyslexia Teachers	Resource/Inclusion Teachers	Instructional Aides	Additional Support (substitutes)	Total # Personnel	2026-2027 Starting Enrollment Projections	Student/Teacher Ratios	One to One Aides General Ed Setting	Deaf Aides	Certified Interpreters	Communication Aide	Total # Personnel by Campus					
Hanna	3	7	2		12	21	2.1	3	5			8	55	6.9												0.5	10	1		11.5	282	26.9	1			1	2.0	
Porter	2	4			6	15	2.5	3	6			9	25	2.8	1	2	1		4	8	2.7	1	7	1		9.0	191	23.9					0.0					
Pace	3	4	2		9	38	5.4	3	4			7	51	7.3	1	2	1		4	5	1.7	1	8	1		10.0	211	23.4					0.0					
Rivera	4	8	6		18	54	4.5	3	5			8	45	5.6												0.5	11	2		13.5	260	22.6	2				2.0	
Lopez	3	5	2		10	35	4.4	3	5	1		9	61	7.6	1	2			3	8	2.7	0	10	2		12.0	251	25.1					0.0					
Veterans	2	4	5		11	25	4.2	2	4	3		9	35	5.8	1	2	1		4	8	2.7	1	7	1		9.0	171	21.4	1				1.0					
BAC								2	2			4	18	4.5												0.5	1	1		2.5	19	12.7					0.0	
Lincoln Park/TTT	7	14	1		22	106	5.0																															
Totals	24	46	18	0	88	294	4.2	19	31	4	0	54	290	5.8	4	8	3	0	15	29	2.4	4.5	54	9	0	67.5	1385	23.7	4	0	0	1	5					



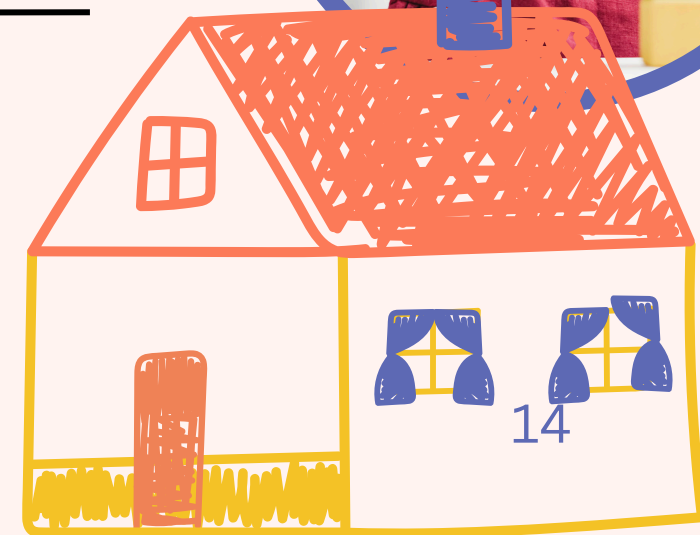
Planning for 2026-2027



Campus	Related Services (delivery of equip.)	Compliance/ State Performance Plan Indicators	Family Center	Department (890)
Professional Development	Assistive Technology Equipment	Child Outcome Summary Forms	Monthly Meetings	District Professional Development
Student Projections	Occupational Therapy	Prepare for the 2027-2028 TEA Cyclical Review	Dyslexia Conference 2026-2027	Department Professional Development
Staffing Projections	Physical Therapy	Secondary Transition	Transition Fair 2026-2027	Staffing Projections
Unit Needs	Visually Impaired Adaptive PE	Post-School Outcomes	Autism Conference 2026-2027	Job Fair April 24, 2026
Vacancies	Deaf & Hard of Hearing	Child Find	ECSE Parent Training 2026-2027	Vacancies

District Department Checklist

- Coordinate and provide professional development for staff
- Ensure assistive technology equipment is delivered and ready for use
- Maintain compliance by completing Child Outcomes Summary Forms (COSF)
- Schedule and conduct monthly family center meetings
- Prepare and deliver occupational therapy equipment
- Prepare and deliver physical therapy equipment
- Prepare and deliver equipment for visually impaired students
- Prepare and deliver equipment for deaf or hard of hearing students
- Prepare and deliver equipment for deaf or hard of hearing students
- Project staffing projections and address vacancies
- Work on Child Find compliance
- Address State Performance Indicators
- Prepare for the 2027-2028 TEA Cyclical Review

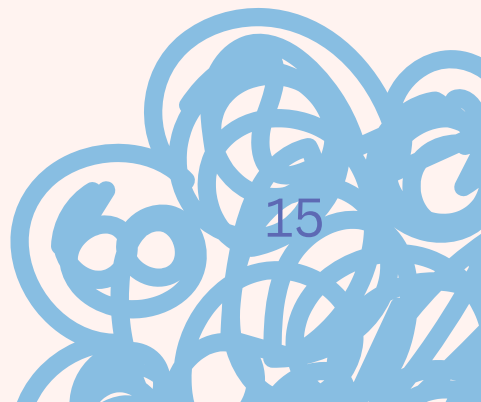
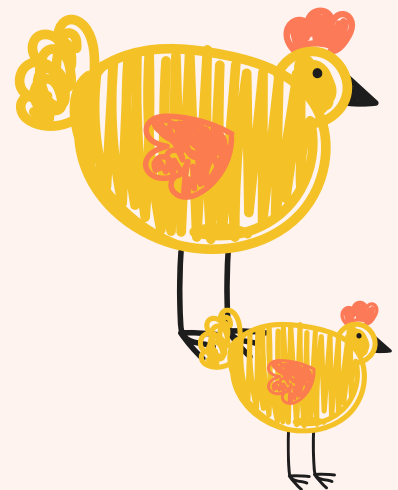
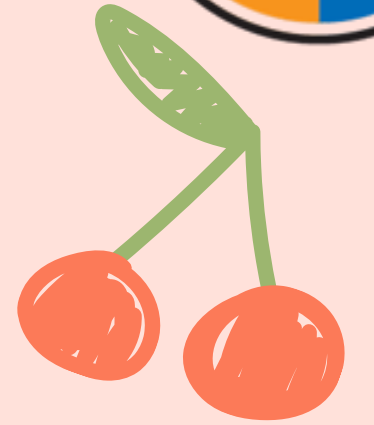




Planning for 2026-2027

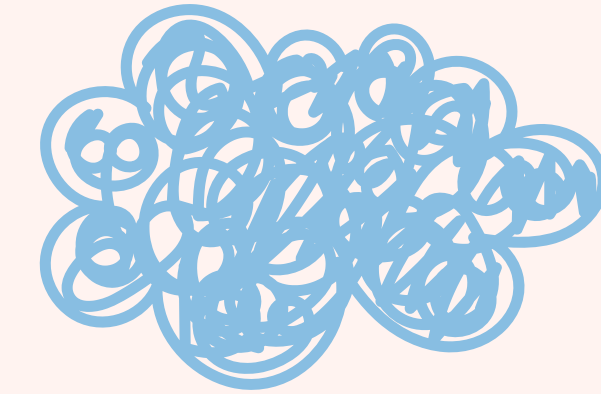
Managing Specialized Units

- Adhere to the Student-Teacher Ratios
- Recommend Opening New Units to Reduce Student-Teacher Ratios
- Ongoing Enrollment Monitoring
- Reallocate Excess Staff as needed to fill vacant positions
- Conduct classroom walkthroughs
- Continue Providing Campus Support by Special Education Department
- Job Fairs (April 24, 2026 & July 31, 2025)





Projected Vacancies for 2026-2027



Campus Certified Personnel – 2

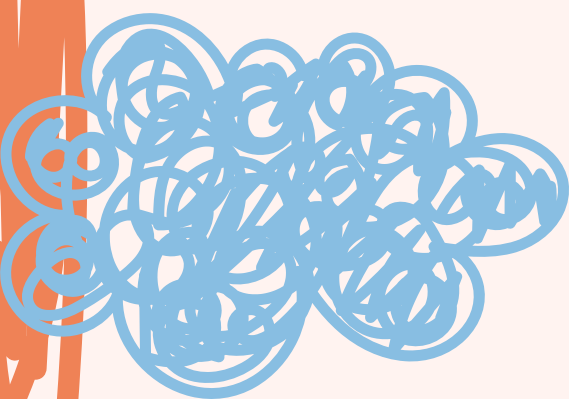
- 1 – Life Skills Teacher
- 1 – Dyslexia Teacher

Department Certified Personnel – 12

- 1 – Physical Therapist
- 1 – Behavioral Intervention Specialist
- 1 – Assistive Technology Teacher
- 4 – Educational Diagnosticians
- 2 – Occupational Therapists
- 3 – Speech Language Pathologists

Campus Classified Personnel – 3

- 1 – Special Education One to One Aide
- 1 – Special Education Communication Assistant
- 1 – Special Education Certified Interpreter



Program Highlights

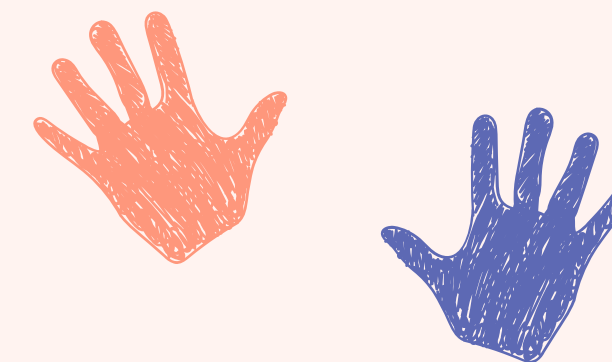


Autism Grant - \$2 Million

- BCBA Certification Program for Behavior Specialists
(Board Certified Behavior Analyst)
- PECS Training & Materials
(Picture Exchange Communication System)
- BT Training for Unit Instructional Aides
(Behavior Technicians)

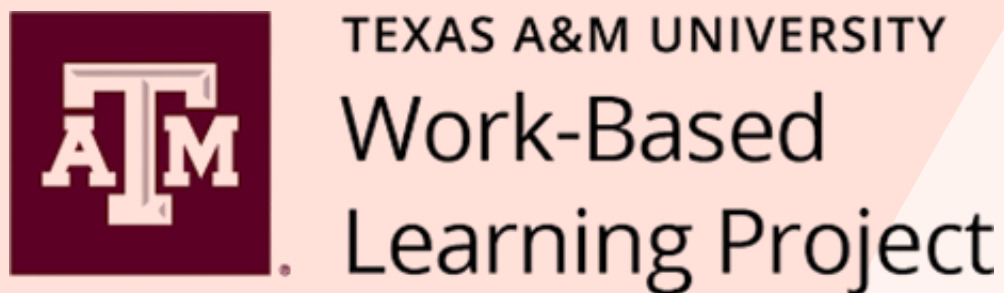


LOVE • HOPE • ACCEPT
AUTISM
Awareness



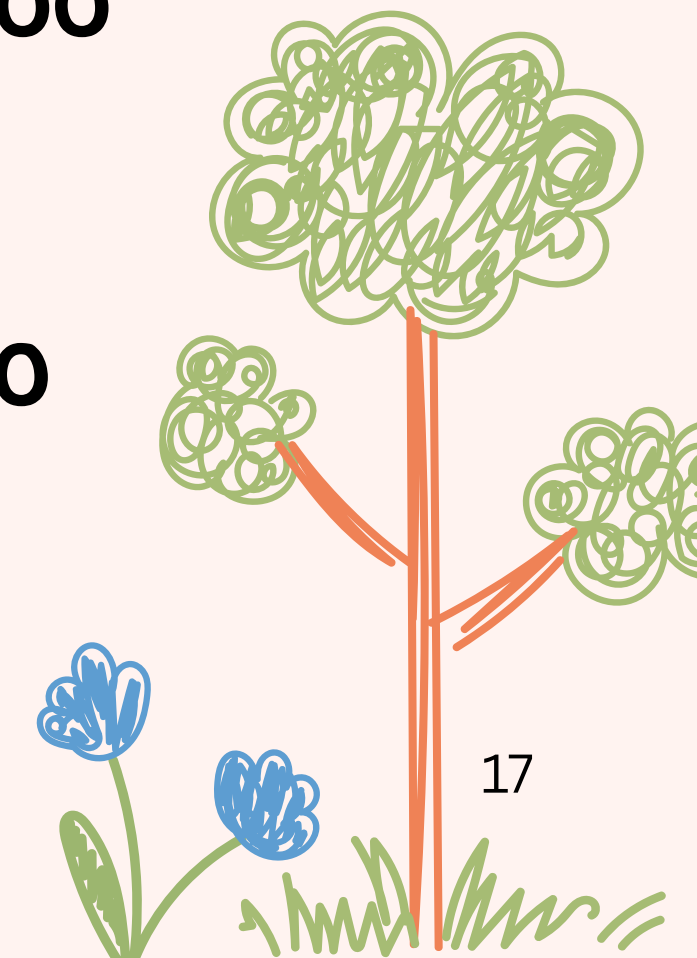
Early Childhood Special Education Grant - \$60,000

- Pyramid Model Implementation



Texas A&M Work Force Solutions Grant - \$10,000

- Training to Transition Program Business Opportunities





Thank You

