

Behavior Intervention Class/Unit

Board of Trustees • Data-Driven Staffing Consideration

September 30, 2026

Documented Need

Behavioral needs interfere with instruction and require repeated adult intervention.

Proposed Structure

A dedicated teacher-led setting for coordinated behavioral and academic support.

Board Consideration

Approve staffing and associated personnel allocation within the presented estimates.

Purpose: align staffing with documented student needs, intervention history, and the level of behavioral support currently required.

What the Current Data Show

Student 1 — FBA/BIP data

- Behavior occurs multiple times daily across the school day.
- Episodes increased from about 10–15 minutes initially to as long as approximately 1.5 hours.
- Common antecedents include academic demands, difficult tasks, correction/redirection, and work-related directions.
- Escalation may include yelling/screaming, leaving the assigned area, climbing, throwing/removing materials, and aggression.
- Improved participation is reported in small-group or one-to-one settings with individualized adult support.

Student 2 — Section 504 behavioral data

- Does not consistently maintain a full school day without becoming upset.
- Difficulty is reported with transitions, academic engagement, and completion of academic work.
- Current BIP targets unsafe behavior and refusal/difficulty following adult directions.
- Supports include predictable routines, one-step directions, First-Then language, task chunking, visual supports, reinforcement, calming space, and replacement communication.
- Staff are directed to prioritize safety and reduce stimulation when escalation occurs.
- Currently in the middle of an initial evaluation for special education under Other Health Impairment (OHI); a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) have been requested if warranted.

Current Support Is Intensive, Individualized, and Staff-Dependent

Instructional supports

- Small-group and one-to-one adult support
- Task modification, shortened/chunked assignments, and scaffolding
- Visual supports, choices, one-step directions, and First-Then language
- Frequent prompting, redirection, and processing time

Behavior & regulation

- Structured and timed breaks
- Coping and self-regulation strategies
- Functional communication for help, a break, or space
- Immediate specific praise and positive reinforcement
- Predictable routines and advance transition notice

Monitoring & return

- Document behavior onset and incident duration
- Track return-to-instruction time
- Monitor coping strategy and functional communication use
- Support return to a shortened, chunked, or scaffolded academic task

Safety & staff response

- Reduce stimulation and verbal interaction during escalation
- Obtain additional staff support when needed
- Prioritize safety during aggression or other unsafe behavior
- Coordinate implementation across multiple staff roles

The documented interventions require consistent implementation, ongoing data collection, individualized adult support, and coordinated staff response throughout the school day. A dedicated teacher would provide staffing specifically assigned to sustain this level of behavioral and instructional support.

Why a Dedicated Teacher-Led Setting Is Being Considered

Current staffing reality

- The level of behavioral response currently requires support from multiple staff members.
- Staff providing this support also have other assigned responsibilities that must continue.
- The district does not currently have dedicated staffing to sustain this level of behavioral and instructional support.

Current response

- When needs escalate, available campus and district personnel have assisted as necessary to maintain safety and support instruction.
- The response has required broad staff involvement rather than personnel assigned specifically to a behavior-focused instructional setting.
- This approach can pull staff away from their primary responsibilities.

What dedicated staffing would provide

- A consistent instructional environment with staff specifically assigned to behavioral and academic support.
- More consistent implementation and systematic measurement of interventions.
- Reduced reliance on pulling multiple staff from other assigned responsibilities during escalation.
- A structured setting for academic instruction, behavioral skill development, and continued data collection.

Regional context: Fabens ISD and San Elizario ISD do not have a Behavior Intervention Class available for the district's kindergarten and first-grade students through a Memorandum of Understanding (MOU).

Individual student placement would continue to be determined through the applicable student process.

Estimated Personnel Cost

Staffing option	Annual estimate	3-year estimate
Teacher — approximately 3 years experience	\$68,462	\$205,386
Teacher — approximately 5–8 years experience	\$73,767	\$221,301
Instructional Aide	\$33,743	\$101,229
Teacher + Aide — 3-year teacher	\$102,205	\$306,615
Teacher + Aide — 5–8 year teacher	\$107,510	\$322,530

Purpose: Provide the Board with the estimated personnel costs associated with establishing the Behavior Intervention Class/Unit.

Board Consideration and Requested Action

What approval would provide

- A dedicated teacher assigned to the Behavior Intervention Class/Unit.
- A defined staffing structure for consistent behavioral and academic support.
- Capacity to implement, monitor, and document interventions in a structured setting.
- Clearer data on behavioral frequency/duration, return to instruction, academic engagement, and intervention outcomes.
- A foundation for evaluating program effectiveness through documented student data.

Requested action

- Consider approval of a teacher position to establish a Behavior Intervention Class/Unit.
- Consider approval of an instructional aide position if supported by final program and student needs.
- Approve the associated personnel allocation within the financial estimates presented.
- Student placement and services will continue to be determined individually through the appropriate student process and documented student needs.