

STATE OF TEXAS

(Minutes conducted via electronic voting)

COUNTY OF CAMERON

BE IT REMEMBERED, that on the **2nd day of September, 2025**, the Board of Trustees of the Brownsville Independent School District met in a **Regular Board Meeting** at the Administration Building, 1900 Price Road, Brownsville, Texas, for the purpose of transacting any and all business that came before the Board and with the following to wit:

PRESENT:

Daniella Lopez Valdez	President
Frank Ortiz	Vice-President
Minerva Pena	Secretary
Carlos Elizondo	Member
Denise Garza	Member
Jessica Gonzalez	Member
Neida Ruth Grantland	Member

ABSENT:

ALSO PRESENT:

Dr. Jesus H. Chavez	Superintendent of Schools
Ben Castillo	Attorney for the Board

ALSO ABSENT:

None

WHEREUPON, a quorum being present and it appearing before the Board, it is hereby so found that notice of this **Regular Board Meeting** has been duly given in the manner and for the length of time as prescribed by law. The meeting was called to order and declared ready for the transaction of business with the following to wit:

- I. Meeting called to order by Daniella Lopez Valdez, Board President at 5:30 p.m.**
- II. Moment of Silence led by Dr. Jesus H. Chavez, Superintendent.**
- III. Pledge of Allegiance led by Neida Ruth Grantland, Board Member.**
- IV. Roll Call. Daniella Lopez Valdez, Board Member announced that all Trustees were present.**
- V. Recommend approving the agenda of the Regular Board Meeting of Tuesday, September 2, 2025, with any corrections/deletions.**

Dr. Jesus Chavez stated the following amendment:

Handout 1 added to official minutes (Personnel)

IX. A. General FunctionItem Item 2 Deleted from agenda and backup

Item 12 Item deleted from agenda and backup

C. Contracts/Agreements Item 7 Pages 1-11 (Presentation) will be deleted from agenda backup

XI. C. Personnel

Item 1 Page 2 will be replaced with Page 2a
 Page 7 will be replaced with Page 7a
 Page 8 will be replaced with Page 8a

Item 9 Page 2 will be replaced with Page 2a

Item 10 Pages 14, 15, 16 will be added to agenda backup

Item 13 Deleted from agenda and backup

Motion made by Jessica Gonzalez, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approving the agenda of the Regular Board Meeting of Tuesday, September 2, 2025, with the corrections/deletions, as stated by administration. (7-0-0)

VI. Superintendent's Report: * SB1566

A. Conference Presentations:

1. Honoring Lifelong Service: 50+ Years of Excellence in Education.

The Brownsville I.S.D. was proud to honor and recognize the remarkable dedication and lifelong commitment of educators who have served our students, schools, and community for 50 years or more. These distinguished individuals have made a lasting impact on generations of students, fostering both academic achievement and personal growth. Their legacy reflects the highest ideals of the education profession and serves as an inspiration to all.

Dr. Linda Gallegos, Chief Human Resource Officer introduced the following employees:

Mr. Hector Hernandez, 50 years of service, Mr. Hernandez. Mr. Hernandez' remarkable 50-year career with BISD began in 1975, as a teacher at Skinner Elementary, where his dedication and leadership quickly led to assistant principal roles at both Skinner Elementary and Faulk Middle School. In 1987, he became the first principal of Perkins Middle School, which rapidly grew to become one of the largest middle schools at that time. Throughout his career, Mr. Hernandez's leadership left a lasting impact across multiple campuses, including Vermillion Elementary, El Jardin Elementary, Lincoln Park School, Rivera Early College High School, Porter Early College High School, and the Brownsville Academic Center. At Porter High School, he proudly celebrated the Cowboys' second state soccer championship, a defining moment that brought our community together in great pride and excitement. Most recently, Mr. Hernandez celebrated a historic milestone at his Faulk Middle School. Students, they earned the first ever spot at a national level in Washington, D.C. following their victory at the state UIL history competition. His five decades service reflects his deep passion for education and his lifelong commitment to helping students succeed. Mr. Hernandez, thank you for your 50 years of service to BISD.

Ms. Maria E. Garza's 53 years of dedicated service. Remarkable 53-year career with BISD began at Cromack Elementary, where she discovered her lifelong passion for

education. She played a key role in opening Judge Reynaldo Garza Elementary, Morningside Elementary, and Dr. Americo Padres Elementary. In the early 1980s, Mrs. Garza helped launch a pilot program for four-year-olds, laying the foundation for BISD's early childhood education program. In 1992, she collaborated with local and state officials to secure and support for high school students who had completed their credits but not passed the TAAS state exam. Her efforts led to BISD's first ever summer graduation ceremony. A meaningful tradition that continues to this day because of you. Known for her unwavering dedication to students and colleagues, Mrs. Garza's legacy is one of love, service, and inspiration, uplifting generations of students and educators. She expresses a deep gratitude to the Board of Trustees, her colleagues, students, and families for the privilege of a career that has left a lasting impact. True to her dedication, Ms. Garza continues to be the first to arrive on campus on a daily basis. Thank you, Mrs. Garza, for 53 years of service to our district.

Ms. Yolanda Lopez 53 years of service. Next honoree, 53 years of dedicated service to BISD, Mrs. Yolanda Lopez. Mrs. Yolanda Lopez has been a devoted and inspiring presence in BISD for 53 years beginning her journey in 1972 at Faulk Middle School with Food and Nutritional Services. Over the years she served at Rosita del Castillo and Garza Elementary later taking on the role of FNS records clerk at Perkins Middle School in and Paredes Elementary, all while assisting with athletic events and ticket sales. Her commitment to the district is reflected in her exceptional attendance and her care for the students, staff, and community. Among her proudest moments, Mrs. Lopez has saved seven lives using the Heimlich maneuver, a testament to her quick action and dedication. Today, she continues to support the athletic department during football seasons and graduation, bringing the same energy and passion she has shown for over five decades. Always active, she plans to go and cheer on the Dallas Cowboys this Thanksgiving. With no plans to retire, Ms. Lopez remains a shining example of loyalty for BISD. And I do want to let you know, that one of the students of the life that you saved seven years ago is here today to honor you. Alejandro Omar Flores. He wanted you to know, Mrs. Lopez, he wanted you to know that he is here today because of you. Thank you for saving his life.

Juanita Renteria with 53 years of service to BISD. For 53 years, Ms. Juanita Renteria has been a beacon of dedication and passion within BISD. She began her career in 1967 as a paraprofessional, 1967, did you hear that? Wow, as a paraprofessional and library aide at Victoria Heights Elementary where she helped establish the first library club. In 1979 she transitioned into teaching role at Clearwater Elementary where she worked under four principals and embraced innovative teaching strategies that helped shape the school community. After a brief retirement, very brief, in 2005, her love for teaching brought her back to the classroom, eventually joining Keller Elementary in 2009, where she continues to inspire students daily. Over the years, Ms. Renteria has led Saturday and after school tutorials, sponsored UIL programs, chess, and book clubs, and even taught English to adult students, computers, and baking classes. She has supported countless enrichment activities from Science

Academy and Walk to the Future events, building lifelong memories for students and families. Her legacy is one of passion, innovation, and a belief that every child she teaches is her child. Thank you so much for 53 years of service to BISD.

2. Recognition of the outstanding achievement of the West Brownsville Girl's Little League Team, all students of BISD. (Board Agenda Request - Neida Ruth Grantland/Board Support Daniella Lopez Valdez)

In the 73-year history of the West Brownsville Little League, these girls are the first to win a state title. For 2025, they won the following: A District Title in Brownsville, A Regional Title in Alice, a Texas State Championship in Abilene, they were just one game away from qualifying for the Little League World Series in Kirkland, Washington.

3. Recognition – Every Day Matters Campaign and Optional Flexible School Day Program.

Administration extends our deepest appreciation to our principals for their steadfast leadership and support of the Every Day Matters Campaign. Their collective focus and dedication played a pivotal role in closing the achievement gap and increasing Average Daily Attendance (ADA) during the 2024 2025 school year. This accomplishment reflects not only the commitment of each principal but also the spirit of teamwork demonstrated across our campuses and district. By working together with staff, students, families, and the community, our principals have fostered, a culture of collaboration and accountability that ensures student success. Their leadership exemplifies the power of unity and shared purpose in achieving excellence for all. Administration proudly recognizes and commends our principals for their steadfast commitment to student achievement and for fostering a culture where every day truly matters. As a result of this hard work and focus, our district successfully recaptured valuable ADA funding-resources that will directly benefit our students, schools, and community.

Description	2023-2024	2024-2025	Average Daily Attendance
Program Implementation	Offered after school/Saturdays beginning November 2023	Offered after school/Saturdays beginning in October 2024	Increased 2%
Summer School Participants	3,200	5,250	
Recaptured Average Daily Attendance	1,000 students	2,000	
Summer School Recapture	<100 students	>240 students	
Projected Reimbursement	\$1,200,000	\$4,000,000 (projected)	Projected 3%-4% Increase in ADA

4. Open Public Hearing: 2025-2026 Proposed Tax Rate.
5. Presentation of 2025-2026 Proposed Tax Rate.

Ms. Mary Garza, Interim Chief Financial Officer stated, good evening, Madam Chair, Dr. Chavez, members of the board, and audience. Today we're going to go over the 2025 -2026 tax rate adoption. We're going to go through understanding the

tax rate, the tax rate history, and amortization schedule for our bonded debt. So understanding the tax rate. The public-school taxes involve two figures, which divide the school district budget into two buckets. The first bucket is the maintenance and operation budget, which is known as the M&O, which funds daily costs and reoccurring or consumable expenditures, such as teacher and staff salaries, supplies, food, gas, and utilities. The M&O tax rate is composed of two formulas. Tier 1, also known as the maximum compressed rate, the MCR. Tier 2, also known as the enrichment pennies, which we talk about the golden and copper pennies. Approximately 76.6 % of the district's adopted budget that was approved in June goes to payroll costs. The second bucket is the interest and sinking budget, also known as debt service, and that is used to repay debt for long-term capital improvements approved by voters through bond elections. The proceeds from a bond issue can be used for the construction and renovation of facilities, the acquisition of land, and the purchase of capital items such as equipment, technology, and transportation. The I&S funds cannot, by law, be used to pay for M&O expenses, which means that voter-approved bonds cannot be used to increase teacher salaries or pay rising costs for utilities and services. The General Operating Fund, which is the maintenance and operation, is to cover day-to-day operations and expenses. That is known as the M&O bucket. So, for school districts, that includes staff, salaries, utilities, supplies, repairs, and fuel. For the average citizen, this includes groceries, utilities, minor home repairs, routine services, car fuel. The Debt Service Fund is the interest and sinking that is used for principal and interim payments of debt issued. So the I&S bucket for school districts, this includes new construction, renovations, HVAC systems, re-roofing, technology. For the average citizen, this includes your mortgage, home renovations, major appliances, purchase of a land or a car. So your general fund, the bond funds cannot be used for salaries, utilities or other day-to-day operations or expenses. It can only be used to affect the interest in sinking part of the tax rate. So, the tax rate history for BISD. Over the last 10 years, with tax year 2016, fiscal year 2016 to 2017, our tax rate was \$1.1525. Coming forward to 2025, at the time that we were approving the budget, we went over the proposed tax rate. The maintenance operation will remain at .7869. And this maintenance and operation tax rate is set by Texas Education Agency for the district. The interest & sinking, since all we have is the last year of the debt service payment, is dropping from .24 cents to .04 pennies for a total of .83 cents. So 83.146. The amortization schedule for our voter-approved debt that we use the interest & sinking pennies for. This year's debt service is \$12 million. We have already paid the August payment, and we have the February payment, and then August of 2026. That is going to be the last payment. our debt. Thank you. That ends the presentation. Now, this is a public hearing, so if there's any members of the audience that want to make a comment. Ms. Minerva Pena, Board Member stated, yes, I have a question. The I&S interest & sinking funds cannot be moved over to the M&O, am I correct? Ms. M. Garza replied, the state changed after 2019 with House Bill 3, the state no longer approved for school district to move the pennies from the I&S side to the M&O. Ms. Pena stated, okay, because I remember we moved it in 2018. Ms. M. Garza stated, we moved it in 2015 with the tax ratification election where we moved the pennies from the I&S to the M&O. But starting in 2019... Ms. M. Pena interjected, they changed the law. Ms. M. Garza continued, the law changed, and TEA does no longer allow us to do that. Ms. Pena stated, so at this point in time, there's no way that they can do that because the law prevents

that from happening, am I correct? **Ms. M. Garza replied, the law does not permit for the I&S pennies to be shifted to the M & O.** Ms. Pena stated, so is that a yes? You cannot move it? **Ms. M. Garza replied, we cannot move the pennies from the I&S part of the tax rate to the M&O.** Ms. Pena stated, thank you so much. **Ms. M. Garza replied, yes ma 'am.** Ms. Daniella Lopez Valdez, Board President stated, Ms. Garza, thank you for showing the history of the tax rate. So ultimately, last year at 102, we were, I believe the last time we paid that rate was in 1992. And then this year, I think we're already at, well, this was probably early 90s of 83 cents, right? **Ms. Garza replied, yes, way back early, way before my time when we had a tax rate this low of 83 cents.** Ms. Lopez Valdez stated, thank you to the finance team for getting us to this point so that we could be able to adopt more debt and make sure that our kids could have good roofs and HVACs and potentially a Fine Arts Center. Thank you. This hearing is closed.

6. Close Public Hearing: 2025-2026 Proposed Tax Rate.
7. Presentation of the 2024 and 2025 Preliminary A-F Accountability Ratings.

Ms. Beatriz Hernandez, Chief Academic Officer stated good evening Madam Chair, Dr. Chavez, members of the Board. It's so great to open up today's board meeting with what we're all about. It's that representation of the one team, one dream. From acknowledging the passion, the love, and the dedication of our employees this afternoon to our students, making sure that in the academic field and out of it, they're making sure they're putting in the effort, as well as working together as an entity to make sure that those attendance percentages continue to grow. So, I stand before you to present to you the work and progress of Brownsville ISD and of the campuses. Before I begin my presentation, I would like to acknowledge all the hard work, sacrifice, love, and collaboration from parents, students, teachers, campus leadership, central office staff, different departments, and of course, our school Board. Because today in 2025, we stand in BISD with a strong 87%, which is a B Rating for Brownsville ISD. So, thank you, congratulations. And it doesn't come easy, despite we've talked about context regarding the accountability framework. We've also discussed funding, how this past school year we went through different budget committees and decisions had to be made, not necessarily only on accountability data, but on financial data. So despite all that, once again, thank you for all the hard work that's happening out there, as well as the legislative updates that we've discussed last school year, and even this school year, they continue to move forward, and sometimes, and mostly all the time, they impact curriculum, instruction, and of course, accountability. But despite all those updates, changes, and tweaks, Brownsville ISD, we're very proud to say continues to stand tall alongside our region and across the state. There are some notable things that stand out. Aside from having a strong B - rated school district, our closing the gaps domain went from an 86 % to an 88 % this year in 2025. Additionally, in 2024, we had 12 A rated campuses in BISD. In 2025, we have 19 A rated campuses. And this is no easy task, and the teachers can tell you out in the trenches, from making sure that attendance is kept up, keeping up with TEKS updates, curriculum changes, House bills, Senate bills, and accountability updates. I think the question that's in everybody's mind, but where's the A, right? And so we asked ourselves, when we met as a department, when we met with our principals, we were able to look at the data, analyze the data, and look at our strengths

and our areas of improvement. And we have a very solid plan that we know that we're going to move up those three points or above to get us into that A rating. I will begin by discussing with you how the calculation of the overall A through F results comes to be. 70 % of the district's grade comes from either student achievement or school progress. They choose one or the other. They choose the highest of one of those. Student achievement, it's all of our STAAR scores combined. When it comes to the high school, the framework is adjusted quite a bit because it incorporates their college career and military readiness points there. Under school progress, you can see we have two components. We have academic growth, which measures the growth of individual students, not the growth of one percentage score from one year to the next. It's the growth of individual student performance. And the second component under school progress is relative performance. This is a very similar to the student achievement piece, which was the first column, except that in this one, they take into account the economically disadvantaged percentage, this case by campus, and when we look at a district rating, the economically disadvantaged percentage of a school district. That's where 70 % of the score comes from. 30 % comes from Closing the Gaps. And Closing the Gaps evaluates how different student groups are performing as it relates to the all students. Under Closing the Gaps, there's four different components that are being evaluated. Elementaries and middle schools get evaluated under four indicators. One of them is academic achievement. The performance of students as it relates to the meets and master's performance targets. They get evaluated on academic growth. Are students growing from one year to the next as it relates to their score? Three, it's on English proficiency. All the students that belong to the bilingual program are evaluated with a TELPAS assessment, and that's the third indicator that they get evaluated on. And the first one for elementary and middle school is they once again get evaluated on their STAAR performance. For the high school, under closing the gaps, they have some indicators that are similar to elementary and middle school, but there's two of them that are different. So just like the elementary and middle school, they get evaluated on academic achievement, which is meets and masters. Additionally, within this component, the state also evaluates the number of SAT and ACT testers under this indicator. They also get evaluated in their TELPAS performance, the English Language Proficiency, so that's the TELPAS exam. The two indicators that are different are the graduation rate and the fourth one is our college and career and military readiness performance. In disclosing the gaps, not only does the state evaluate the performance, but also the growth of the specific groups of students. As you can see, these are the report cards for BISD for year 2024 in comparison to school year 2025. We can see that our school progress relative performance is higher than our student achievement. So that's where 70 % of our score came in for 2025. And in closing the gaps, it's 30%. And so that's directly tied into the formula for an overall rating of an 87%. As you can see, closing the gaps went from an 86 to an 88. However, the overall rating remained going back to the weight of this component, which is closing the gap, and it's 30%. At the same time here, I would like to really point out that in closing the gaps that 88%, it indicates that we continue as a school district to improve the performance of our students in these subpopulations, such as emergent bilinguals, special education students, homeless, military, economically disadvantaged, and the different ethnicity groups that we service. Our next slide reflects the overall campus rating results for 2024 and 25 comparison. And what we have here in this slide is what's happening

across the state in Texas campuses and in BISD. So on the left hand side, what that chart reflects is that 31% of the campuses across the state increased in their ratings from the prior year, meaning from 24 to 25 across the state, 31 campuses increased the ratings. In Brownsville ISD from 24 to 25, 56% of our campuses increased in ratings from the prior year. Not only that is noteworthy to share, but that 92% of our campuses are rated either an A or a B. Next, we're going to dive into district results for grades three to five, comparing the 2024 and our 2025 data, comparing them across our state and our region one performances. I'm going to start with grades three to five. These performance ratings include not only English assessments, also Spanish assessments. So, as we can see here in our meets, Approaches, Meets, and Masters at the elementary data indicates that we're either at par with the region or the state or surpassing region and state performance. The challenge as we were discussing and meeting is going to be of course to sustain and to make sure that we improve at the end of the day, when I open this presentation, our end goal is to be an A rated district. So yes, we're outperforming the region and the state in various areas. Noteworthy, science had been an area of focus. There's a lot of gains and a lot of improvement. Now that challenge comes sustain, and continuous improvement. Same thing with mathematics and reading language arts. The next slide reflects our middle school, our six through eight, I'm sorry, approaches meet and master's percentages. I do want to clarify, this does not include our middle school EOC score, our end of course scores. Those will be on the next slide. And those scores are of students that are in middle school that take the high school assessment. So, this is purely six through eight exams. So, what we can see here is that there has been an improvement in science. Although we're still behind the region and the state, there is an improvement. There is a move forward, which is what we want to see. Are we there yet? No, we're not. But the indicators, not only in approaches, in meets and in masters, the arrow is going up. So that tells us that the strategies, the plans that are in place at the campus level, at the district level are yielding results. Again, we continue to work on that and making sure that we close that gap. We have some other areas where, again, there might be either a point higher or below the region or the state, but for the most part, by the fact that we're taking away the end of course scores from these, we are fairly close to the region and the state. Our next slide includes the EOCs for high school and middle school. When we met to analyze our data, we identified that English 1 and English 2 continue to be an area of focus. However, we continue to perform like the state or above the region in these two areas. However, we know that we need to improve our English 1 and 2 scores. Our algebra is our pride and joy, as you can see here, meets and masters, we had significant gains in the algebra assessment. I also want to point out that more than 700 middle school students take the algebra test in middle school. So, what you see here in these numbers is also a reflection of that performance from the middle school students. We see it here, but at the same time when we go back to the middle school, it does take away those 700 and plus numbers from the algebra. History and biology historically have been subject areas where we're high performing. We're looking closely at making sure that we continue to improve on our meets and masters and continue to improve overall. Our next slide reflects the 2024 and 2025 TELPAS, our Texas English Proficiency Assessment System, which measures the English proficiency of our bilingual students. It's a separate assessment that takes place earlier in the spring semester. It's a month long assessment, and campuses plan it out. And again, we're

very, very proud to share with you that the interim targets that you see at the bottom of your page, the target for elementary that the state provides is that They want 49% of our students to make sure that they're making progress in two out of the four areas. For middle school, the expectation is 44% and for high school is 34%. In BISD, 94% of our elementary schools met that target for EL proficiency. 70% of our middle schools and 100% of our high schools. In 2024, if we go back to the chart right above the table, at the district level, 49% of our bilingual students had met the performance requirement. In 2025, that number went up to 52% of our bilingual students meeting the required growth target. So as discussed earlier, all of our efforts continue to be, to excel in all areas that will lead us into an A. There's a lot of improvements and a lot of things to shine and spotlight. We selected a few that we have shared earlier in this presentation, and that goes to show that our district science scores have improved, not only at the elementary, the middle school, but the high school level, especially in the areas of meets and masters. Our accountability domain three, which again looks at students in specific groups improved from 86% in 24 to 88 % in 2025. Again, 12 campuses that were rated in 2024 as A, now we have 19 of our campuses rated as A in 2025. And 92% of our campuses are meeting their English language proficiency target, which we have 44 out of the 48 campuses meeting our TELPAS. Very noteworthy points here. With every analysis, you also identify areas where we need to continue working on and areas where we're going to need to continue supporting campuses, supporting departments, everybody working together. So as a district, we've identified our priority campuses and focus schools. We've got to ensure that we strengthen our tier one instruction, that we continue with our data review and accountability support visits and training. Staffing support. Due to our shifts in enrollment, staffing support is one of our priorities for some of our focus schools and building capacity at every level. One of the things that we identify as a key indicator for making sure that we're improving the overall accountability rating for our school district, just because the way the framework is working, is focusing on the CCMR, or College Career and Military Readiness. We've already met and planned. We have a comprehensive approach to meet those targets. We've made sure that we have adjusted our district systems that are impacting the overall rating. And of course, just to remind everyone that the state is continuing to adjust the CCMR accountability component. So, our action steps include district leadership and support staff will maintain ongoing support visits, coaching and monitoring to ensure progress, regular data analysis sessions, continue to build capacity at the district and campus level, focusing on early literacy, and instructional and leadership capacity building from external resources. So once again, very proud of the work that's happening out there at the campuses, very proud of the work and the support that we receive from the various department, from our curriculum specialists, principals, tough job out there, but thank you all. We will continue to need everyone's support as we continue to navigate not only the legislative updates, the funding because at the end of the day curriculum and instruction is at the heart of any and every district. Thank you so much. Ms. Daniella Lopez Valdez, Board President stated, thank you so much Ms. Hernandez. I know we have a few questions. Mr. Frank Ortiz, Board Member stated, first of all, I'd like to congratulate all the administrators and the teachers at the campus level. They're doing one heck of a job there every single day, and it's not getting any easier. I have no doubt that at the end of this year, that 87 is going to go up to 90 or above. And I can tell by the improvements that I've seen here and the way that our

campuses and our teachers and our administrators are working very, very hard there. Data driven instruction, yes, is very, very important. I heard you mention that you ought to look in the data to identify the specific skills and the specific areas that need to be identified. And of course, you've indicated that the priority campuses have already been identified and we're going to be working with those campuses. Have you started your campus visits already? **Ms. B. Hernandez replied, not yet, sir. The formal ones, there was a calendar that was sent out already to the campuses so that they could start making their plans.** Mr. Ortiz stated, I heard you say instead of campus visits, you were calling them support visits. **Ms. B. Hernandez replied yes.** Mr. Ortiz continued, and I'm hoping that that's what it is, support visits. The campuses know exactly what they need, the support that they need. So I want to just make sure that when we go to the campuses, that we ask them, how can we help you? I know the campuses are identifying the data. They're identifying the skills that they need to work on. And I just want to make sure that they're not being micromanaged or they're not being told this is what you need to do because they know what they need to do. They just need the support on how to implement and get that support, resources, materials, whatever it is, so that they can go ahead and reach those goals. You know, I just want to make sure that that happens, that we're not micromanaging campuses. We're not telling them what to do. And that we're going on to campuses with the attitude of how can we help you? Whatever you need, that's what we're here for. This is why we're support. I just want to make sure that that's happening because they're doing one heck of a job, you know, at the campus level. And those administrators are certainly leading their teams. And when you allow the team to buy in, and they're getting the support, they're going to do very, very well instead of being told what to do. Also, as far as the STAAR test, is there talk of eliminating the STAAR test in the very near future? **Ms. B. Hernandez replied, yes, there's talk.** Mr. Ortiz stated, and then they want to replace it with another assessment. **Ms. B. Hernandez stated, yes sir.** Mr. Ortiz continued, and here we go again, so that concerns me. I know we're saying, great, they're going to get rid of it. But then again, they come back and give us a new instrument. And we have to start all over again. So I just read that. And I just wanted to see if there was talk about that going on. **Ms. B. Hernandez stated, there's talk and just let me share with you that you are right. All the hard work that's happening out at the campuses, yes, we conduct support visits, and we will continue to make sure we support the campuses and everything that they need. Just to share, earlier we were looking at the updated accountability manual, the framework. It's over 280 pages just on how the evaluation comes about for campuses and for school districts. And in order for Teaching and learning continues, but there are certain indicators that get evaluated that campuses know I've got to make sure that I address and I have these specific components. So that's just to tell you 280 pages transferred into the information that goes to the student, the information that goes to the teacher, the information that goes to the principal, and the information in the reports itself. at the district level. Once again, just reiterating what you're saying, the hard work that's happening at the campus level.** Mr. Ortiz stated, well, once again, I'd just like to congratulate the campuses for the third time, you know, the administrators, the teachers on campus. I just want to make sure they're given the autonomy to do what they need to do. And I know that you're going to present a little later on in the agenda the specific campus scores and so forth. So we'll get to that a little later on. Thank you. Ms. Neida Ruth Grantland, stated thank you, Madam President. I do want to congratulate all the A schools. I want to congratulate all the non A schools because you've been working pretty hard too. And so I think that the track toward becoming A

again is going to be successful. However, I do encourage you all to consider more than a 1% gain as being statistically significant because we all know from our stat courses, all of you know, and we know, that 5% is considered statistically significant, and less than that may be a gain, but it's not enough to keep us in the game. And so I'd like for everyone, as you look at the TANGO data, I sat through that workshop. I think it's powerful. As you look through it, I would encourage you to get your Assessment Department to be the ones that go in to see about the Tango and support to the teachers on that. I would encourage you to fill whatever vacancy you have in that department because that's a key role. And I also want to encourage you to, and this goes HR, goes probably across the board, the autonomy that Mr. Ortiz mentioned goes with also selecting their staff. They need to be the ones that use their SBDM to interview and select their staff, because after all, they're the ones that are going to have to answer to the accountability. And if they're allowed to pick the staff according to what talent they look for, then I think that they can probably own it a little better. I also want to assure every person in this room who is at a campus that we are here to support primarily the classrooms. We do support everyone else here at the main office. I've been at both places. I've been seeing it from both sides. But I, again, agree with Mr. Ortiz that the support that comes to the campuses needs to be, how can we help you not here do this? Because that's browbeating, and that's not going to cut it. That's not going to get you a statistically significant gain. The closing the gap is a difficult thing to do. I have lived it. And the gap between the students who are socially, economically deprived or language not, it's not deficient because they'll catch up but they need to, you know, get the language going I think is a very difficult task and so we need to, I, my vision for our classroom teachers is that and I've told Dr. Chavez this before, they need to get out of here and go to conferences and see what's everybody else is doing and get ignited to come back into the classroom and do what they need to do and what they know how to do. So I would appreciate it if everyone in this room supports that vision. Thank you. Ms. Lopez Valdez stated, thank you so much, Ms. Hernandez. I think we have, I'm sorry, thank you, Ms. Grantland, yes Ms. Pena? Ms. Minerva Pena, Board Member stated, yes, I have a question. I noticed you said that staffing priority on focus schools. Define what you mean by focus schools. **Ms. B. Hernandez replied as we've come across shifts in enrollment, especially in some of our priority schools and focus schools, we notice, especially at the secondary level, that the staffing ratios might not necessarily be helping us with improving. So, when we say staffing support, meaning with supplemental funds, supporting the campuses that have low enrollment and a high student to teacher ratio due to the way that the formula is set. So just adding additional staff support for those campuses.** Ms. Pena stated, so are we correcting that so that this year we don't have like fifth grade class with 29 students, 30 students? Are we looking at that? And I've seen that because I'm a Care Partner. It's not low enrollment schools. So like Ms. Grantland said, we need to focus on the front line. All of us, well, not us, because we're doing this because we volunteer, but all of you are getting paid because the classroom exists. And without the classroom, and like Mr. Ortiz says, you're there to serve them, not to be served. It is not polite to go and tell them what to do, but ask them how can we help you. Because I can guarantee that everybody that's sitting up here, was a teacher one time, or a principal one time, and didn't like for administration to come and talk to them like they were the boss of them. So, when you climb up to that position, I always told, and I was taught this, never forget where you came from. So, don't treat them like you're their boss, because you didn't like it when you were treated like that. And sometimes we forget. And to me, it's very, very essential. Because without those teachers,

we wouldn't shine the way we do. And I'm very impressed with our teachers in this community. Because as hard as they have it, and the little they get to get what they need and to produce the scores and the students' IQ the way it has because they've developed it so well, I am totally impressed. So I want to please make sure that remember, because of them, you have your position. Because of them, we get the honor to sit up here as board members. Because of the teachers, we are the best country on this planet because of them. And I can't tell, until God calls me home, I'm going to preach on that because somebody worked hard to make us who we are today. Our objective is just to make sure that the teachers are making better people and smarter people because that's the objective. And one more thing I wanted to say, the STAAR test, I don't know, I'm sure you know this, but the STAAR test in four years, Pearson and another company was paid by the state \$388 million to have that test, \$388 million in four years. And you know who makes the test? The teachers, because they give it to them and come on in. So I pray to God that somebody wakes up, because I didn't have to take that when I was in school. A lot of people didn't have to take it, and look at how great they've done and look at how they succeeded. Let's not test them just to make money. Let's test them to make, we can develop them. So, I pray to God that one day somebody's going to wake up and said, stop this. Let's use the money a little smarter to get people to come in and encourage teachers to come and teach and not have them retire because they can't make it on that salary sometimes. And I think personally, those teachers in the United States of America should make more money than a doctor and a lawyer or even a judge because they made the doctors, the lawyers and the judges. So thank you so very much and keep up your good work. Just remember, you're there to serve and not to have them serve us because we did sign up to serve them. So thank you and continue your hard work. Ms. Lopez Valdez stated Ms. Garza. Ms. Denise Garza, Board Member stated, thank you, Ms. Lopez-Valdez. Ms. Hernandez, I know you mentioned you haven't begun walkthroughs but when are you all expected to start doing those walkthroughs with our campuses? **Ms. B. Hernandez replied, it's next week, ma'am.** Ms. Garza stated, next week, okay. **Ms. B. Hernandez stated next week, I believe it's on Tuesday.** Ms. D. Garza stated, thank you. **Dr. Jesus Chavez, Superintendent stated, and just to clarify, we have been visiting campuses. I know that I've made a number of them, so I just wanted to say that as well.** **Ms. B. Hernandez stated, yes, these are just the formal support visits to look at data and see where it is that they need. Yes, we've all been out there to the campuses, but going back just to clarify, yes, these are the formal more agenda type support visits.** Ms. Lopez Valdez stated, Ms. Hernandez, I just wanted to thank you and your team and all of the administrators, all of the classroom teachers on this huge improvement. Not only do we know that the STAAR test has changed not once but twice in the past five years and even though the goal post was moved in the middle of the game, you all still adjusted and we still did well. I know there's still room for improvement, and we still have a lot to do with our kids. But I appreciate you all showing that immeasurable improvement. And I know you pointed out science, because that was something that we as a Board all discussed. And I think it was five percentage points, which is a significant improvement; Ms. Grantland. Ms. Grantland stated, what you said right now reminded me of a question. How far in advance or are you in advance notified that changes are coming? And do you get to maybe have conferences or Zoom meetings or something to see what the changes might be? Do you know in advance or not? **Ms. Hernandez replied, sometimes we're advised, a couple of weeks before, I can tell you last school year, for our English Language Proficiency Component, which is under Domain 3. If I'm not mistaken, we were advised like**

three weeks before the actual, probably, assessment. That's when the state formally said, you're going to be rated in this particular manner. CCMR, which is at the high school level, but the efforts start at the eighth grade in the middle school, that, every year, not necessarily at the end of the year, but throughout the year, they'll push out. There're 10 indicators in CCMC, where a student can earn a point. One of those being through our IBC courses in CTE. We might be offering 100 courses, but for the state, for a student to earn a point, maybe only 20 of those courses now count, even if they complete the pathway. Your pathway does not contribute a point for that school. Schools are working very hard to make sure that we do what's right for kids. But at the same time, the accountability system, which is very different than the accountability system from even a couple of years ago, aside from the assessment. So to answer your question, some of the times it gets here three weeks before, sometimes at the end. I know the litigation that the districts went through with the state has helped a little in the sense that right now, we have an accountability framework to start off the year, but it does include a change and adjustment for high schools. Ms. Grantland stated the second question I have is, can you give me a general idea of what you all have been doing in the area of science that has been so successful? Because I suspect that there's some strategies there that could be applied to other subject areas that could work equally as well. Ms. B. Hernandez stated, I think I can begin, first of all, by saying that we do, this year, we had a brand-new curriculum. There was a lot of specific targeted professional learning sessions, not only from the actual book adoption company, but from our fabulous Curriculum Specialist for Science. Yay! And I would like to invite them up so that they can talk a little bit about what Ms. Lozano, Dr. Saenz, and Mr. Roman. Because they had significant gains, not only in the approaches, but in the meets and masters. The Curriculum Specialists alongside our special ed supervisors, our GT lead teachers, our bilingual people are out there supporting in the content areas. But our content area experts, want to come on in? We'll share just a bit of what's happening out there and what's being successful. Ms. Lorena Lozano, High School Science Specialist stated I think one of the biggest contributors to a successful science program is the hands on. So at the high school level, that's the push. And I continue to preach to them, you just got to do the hands on, the manipulatives, and I think it's working fabulous. And it's going down to the middle school and I think the elementary as well. I think we're missing one of our specialists here, but I think that's the key, the hands on, versus the remote lecturing and stuff of that nature. We do have a brand new adoption, which I think is working for us as well. But I don't know if anybody wants to contribute. Mr. Roman Gomez, Science Specialist stated, I think, in general, we made a concerted effort to make a focus on not just the instruction, like Lorena said about the hands on components, but trying to tie these things into what the kids are reading about, but actually experiencing. I think the connection is one of the things that we were missing, not because we didn't pay attention to it, but maybe we just didn't focus on that. So I think that connection that we're trying to drive home, along with, now that we know the game with the STAAR, the types of questions and stuff like that, we're practicing those, like with our checkpoints and stuff like that. We're encouraging teachers to develop more items like this so the kids know how to, strategize to answer these questions. Ms. Sonia Saenz, Specialist stated, good evening, also, I think that our maintenance meetings, I know in elementary helped us tremendously. We had a 20 point gain. Ms. Annette that's not here, Ms. Harmes my counterpart, and I worked

really hard with those teachers, so those maintenance meetings that we had every six weeks, they were able to really understand what was coming up, and because it was a new adoption, they had a lot of questions about how to use the book, so that helped them tremendously. Ms. Grantland stated, and let me ask you something else. Do you Curriculum Specialists deal with every subject matter or are you concentrated only on science and are there other people that do the other subjects? **Ms. S. Saenz replied, yes, ma'am, just science. We have specialists for every area.** Ms. Grantland stated, okay, whatever y'all are doing, we need to duplicate it. Mr. Frank Ortiz, Board Member stated, yeah, I'll say what Ms. Grantland said, but always ask your teachers what they need, okay, and then help them out. As far as the notification from TEA, you mentioned that sometimes we get formally notified two, three weeks before the actual assessment? **Ms. B. Hernandez replied, yes, sir.** Mr. Ortiz continued, does the state provide us with any draft copies from the very beginning indicating that these might be the changes? **Ms. B. Hernandez replied, they do give us, it could either stay the way it is or they could give us some options. At the end of the day, you plan your course based on what's already established, looking into what might possibly be, but once you're getting near the assessment, principals are very strategic as to making sure they're targeting the specific evaluation methods.** Mr. Ortiz stated, but we are provided with some draft copies prior to the testing. **Ms. Hernandez replied, correct.** Mr. Ortiz stated, Thank you. Ms. Daniella Lopez Valdez, Board President stated, and I'll go ahead and answer this. For example, today it was supposed to be the STAAR bill, which is HB 8, was supposed to be, SB 8, was supposed to be on the House floor today. It was brought last week for a special session, to the House and then it went back to the Senate. The Senate stripped the amendments and then it went back to, it was supposed to be back there today. So all of your advocacy, if you would like to look it up, you should look it up now and email your legislators today because I'm sure it's going to be back on the floor tomorrow. Just a brief update on what it includes is instead of the STAAR they're talking about the elimination of the STAAR but in reality, it's three more tests. And so if you have thoughts please look into it you can find it all you have to go is house.texas.gov, I believe and you can find the bill there read it if you have opinions please email your legislators and back to this this A through F rating, I think, you know, to know that 70 % of our school's success is determined by one test. I want to thank you all for really showing this impact because I know that it's far beyond this one test and it's the work that you do every day that make an impact on our students' lives. And it's what we see when the West Brownsville League comes up here and it's what we see when we recognize the students for all of their achievements and it's because you all believe in them. So thank you again for these big improvements. We appreciate you all. Thank you. Ms. Pena stated, Ms. Daniela. Ms. Lopez Stated, Ms. Pena. Ms. Pena stated, and like Ms. Grantland said, whatever the Science Curriculum Specialists are doing, they need to pass it on to every curriculum specialist. And one of the things that was that the main thing that they're doing is hands on. Hands on is active participation. when you're really out there and getting them to participate in what you're trying to teach them. Let's make sure that everyone out there is doing that. Instead of going out and saying, we'll do this, this, and this, and there's a paper, see you later. They're like, okay, how am I supposed to do this? So, I want to please ask that you work really hard, that everything we do with our teachers and our students especially is hands on. That's active participation. And believe it or not, it used to be like that when I was in school and when some of you here are in school because some of you are close to my age. And it used to be real nice because we didn't have all these, please forgive me, vendors knocking at the door waiting

to sell us stuff so they can make money. And if the kid learned or not, well, that wasn't their problem. They were just there to sell the product. So we need to focus and focus on what's going to help the children, not what's going to make us shine because we have this program. If the kids aren't passing that program, then we fail them completely. So thank you, Science Specialists. I know you guys well and you are so great in this hands on. Please get it to every Curriculum Specialist and get that to happen in every classroom and we will get better than we are now because we are going on the right path. So thank you so very much.

8. Brownsville Independent School District Financial Report for the period ended August 31, 2025.

Ms. Mary Garza, Interim Chief Financial Officer stated, our Financial Report for the period ending August 31, 2025. For our general fund, which is funds 101 through 199, our total revenues are \$2 .9 million and our expenditures are \$32 million. We are into the second month of our fiscal year and the state will start sending us money starting in September. Our federal funds, fund 206 to 499, revenues is 4,895. Our expenditures are \$6.2 million. Federal funds work on a reimbursement basis. We have already started submitting our claims to TEA in order to get our funds. Our debt service, we've generated taxes of \$264,000. Our August payment was 4.3. We should be getting the rest of the funds throughout the year. And then our last fund, which our self-insurance fund, we have generated premiums and contributions from the employee and the employer of \$4.9 million. We have expenditures of 7.5 for a temporary shortfall of \$2.5 million. This concludes the Financial Report. Are there any questions? Mr. Frank Ortiz, Board Member stated, Ms. Garza, a couple of months ago, I remember that I asked you if, you could tell us how much interest we've gained on the \$16 million on the sale of Cummings and at that time you told me that you wouldn't be able to tell until September. So, would you happen to know now or? **Ms. M. Garza replied, in the next quarterly report that we will be sending, bringing to the Board, it will have the accumulated interest from the investments that matured. There was a maturity in, I believe at the end, towards the middle or the end of July, and then there's some more coming up on the \$16 million, but it will be reflected then.** Mr. Ortiz stated, okay, so you'll bring it up at the next meeting. **Ms. M. Garza replied, in the investment report, yes.** Mr. Ortiz stated, just to follow up, on the interest that we're getting on this, on these \$16 million, we are reinvesting it into the 16, is that correct? **Ms. M. Garza replied, yes.** Mr. Ortiz stated, okay, thank you. Ms. Neida Ruth Grantland, Board Member stated, I have a question, when you say a temporary shortfall, how temporary is temporary? **Ms. M. Garza replied, it's for the current month.** Ms. Grantland stated, okay and how is it reconciled after that? **Ms. M. Garza replied, as every month comes in as far as revenues and expenditures, the deficit or positive balance would be reflected because it's a cumulative total over the as the months progress. Now, when it comes to the insurance fund, we have been doing some changes. We increase the employer contribution. Because of the fact that now we are under the new requirements where we have to post the agenda three business days, the report had to be generated a week earlier. So, it doesn't reflect the August employer contributions and we're missing like two weeks of claims. So, the deficit should start not being as high. Now, come January, which is the beginning of the plan year, the premiums that the employees are going to be paying for their coverages will go up a**

small amount. Dr. Cantu has a presentation on that. So we're hoping that as the year progresses that the deficits will not be as large.

VII. PUBLIC COMMENT:

Mr. Ben Castillo, Board Attorney stated, if I may just a friendly reminder to the speakers, advocating for or against a measure on the ballot is prohibited using school district resources. So please be cautious of that.

Celia Saiz-Broussard VI. A. 9. Good evening President Lopez Valdez, Dr. Chavez, and members of the Board. My name is Celia Saiz. I'm speaking as president of BEST AFT Union Local 3877 and a pre-K teacher at Skinner Elementary. I will be speaking on agenda items VI. A7 and VIII.A10. First, I would like all of you all to know that our focus this year is respect and dignity for all workers. BEST would like to congratulate BISD campuses on their outstanding success on the 2024 STAAR tests. BISD is again the leader in Region I for student success. As we just heard, BISD has 19 campuses that scored A's and 25 that scored B's. We beat the pants off of IDEA who had three campuses with A's and two with C's. And remember, we don't have applications to screen out students, we educate everyone. BISD teachers and staff work very hard with their students to achieve success for we want them all to be the best students they can be. In that same thought, BESS would like to see the 47 best administrators in the district be serving as campus principals. In a recent conversation with a BISD Board member, we were asked what makes a good administrator. Our response was academic success, a growing enrollment, staff wanting to transfer to that campus compared to staff trying to transfer away from that campus, and the number of grievances filed against the campus leadership. We see principals greeting students and parents outside, visible in the hallway, and we listen as teachers speak glowingly or critically of their administration. We know of some administrators who have had a closed door policy and seldom meet with staff and others who engage and seek feedback from their staff. We ask you, what do you think an effective administrator looks like? BEST also wants to remind board members of the legal policy Texas Education Code 11.164 DLB legal on excessive paperwork. BEST AFT has in place with the district agreements that limit excessive paperwork requirements such as data cards, data walls, and data lists when all of this information is at everyone's fingertips on TANGO and Eduphoria already. We have members calling from all levels, elementary, middle, and high school on the following, ELAR, data trackers, HS data digs, and weekly reports for all students. Stop burning your teachers and staff with excessive paperwork, and let them focus on teaching. If an administrator wants this repetitive, redundant, and excessive work, they know where they can look it up. BEST AFT hopes that everyone had a wonderful Labor Day weekend. Please remember that labor is workers, and we hope you treat all workers and we hope you treat all workers with dignity and respect. The BEST union wishes you all a best of evenings. Thank you.

Beatriz Maldonado IX. A. 8. Good evening, Dr. Chavez, Madam President, Lopez Valdez, members of the Board, and those watching us at home. My name is Beatriz Maldonado, Vice President of BEST AFT, Local 3877, and a Social Studies teacher at Hanna High School. I'm speaking on agenda item IX. A10, the approval of new policies both legal and local. BEST AFT is disappointed that the Board policy committee has yet to recommend revisions on DK regulation. As we celebrated Labor Day yesterday, our goal as a labor and education union is to have all workers respected with dignity and respect. A defined work day would be one way to treat employees with dignity and respect. DK regulation currently reads as elementary and

middle school. Teachers, teacher aides, nurses, librarians, school counselors will be on duty a minimum of seven and one half hours per day, include 30 minute duty free lunch. and should be available periodically to attend staff meetings a maximum of two and one half hours per week. Staff development and parent conferences are not to be considered as part of the time allotted for staff meetings. This additional time will be scheduled by the appropriate principal or program director. This is a minimum time, but no defined end time. As it currently reads, you can work as 24 hours a day. For high school teacher, teacher aides, nurses, librarians, and school counselors will be on duty a minimum of seven and three fourths hour per day, includes 30 minute duty free uninterrupted lunch and should be available periodically to attend staff meetings a maximum of two and one fourth hours per week. Staff development and parent conferences are not to be considered as part of the time allocated for staff meetings. This additional time will be scheduled by the appropriate principal or program director. Again, there is no defined work day, and again, we could be expected to work 24 hours a day. In comparison, campus administrators' duty hours, they normally are on duty at least 30 minutes before school starts and 30 minutes after school is over. They have a defined workday. BEST asks, why does admin have a defined workday but your certified staff doesn't? Where is the respect and dignity to your staff? Still in DK regulation, BEST does not understand why we don't have a uniform start and end time for all elementary schools, a uniform start time for all middle schools, and a uniform start and end time for all high schools. DK regulation reads, due to the staggered starting times and differences in the length of school days at different campuses and in the district's desire to have flexible work hours, it is difficult to have a standard work day or work week. That may have been true when we had online almost 50,000 students, that is no longer true today. Please amend DK regulation to have a defined work day for your staff and a uniform start and end time for your campuses. Your staff deserves to be treated with respect and dignity and your children and parents should know that all elementary schools will have the same start and end time as well as middle schools and high schools. Have a best evening and thank you.

Orlando Lopez VI. A. 9. Good evening, I'm so excited to have this pleasure and the honor of having the opportunity to speak before you all. Good evening, Chairwoman Valdez. Dr. Chavez, members of the board, my name is Orlando Lopez and I am a member of BEST AFT 3877 representing our certified non-classroom staff. I am also a special education teacher for the regional school for the deaf. I am speaking on items VI. A. 8 and IX. A. 8. I have been a teacher for 30 years and of those years I have been privileged to be a deaf education teacher for 20 something years. As an itinerant teacher for the Regional School for the Deaf, my duties include serving students with auditory impairments from high school level all the way down to mothers with babies in their homes. Currently, there is a question whether I qualify for a \$5,000 raise that the state has passed into law. The same is true for all special education dyslexia BI and resource inclusion teachers who teach fewer than four classes. We understand that the administration is awaiting a response from TEA, not providing the raise is a slap in the face of all special education and dyslexia teachers, separate but not equal. Special education has always been the red headed, left-handed stepchild of public education, unwanted, ignored, and overlooked. Integrating special education students into the first public schools and then general education classrooms was a consistent battle since 1973 when special education first came in. We had to fight administrators and fellow teachers to get our students into their campuses and classrooms. When BISD began inclusion, the least restrictive environment for a special education student, teachers were willing to let our students in but did not want special education teachers in their classrooms. We have worked hard to overcome that. The district has about 25% special education student population and it's growing. It is challenging to find special

education teachers, not just in the district or state, but nationwide. If the raise is not given to the state or by the district, it will only show that we are still not equals. Separate, but not equal. We are all teachers. We are special education teachers. Please don't turn your back on us and repeat the sins of the past. Provide respect and dignity to all. Please provide us with the raise that we rightfully deserve. We wish you all the best of evenings, and remember to always be your best.

John Shergold A12. Good evening ladies and gentlemen, Madam President and members of the Board, Superintendent and all the distinguished guests and union members as well. I wanted to just, I was sitting in the back, I think I heard something that we're somehow limited from talking about the bond election. Is that what I heard? *Mr. Ben Castillo, Board Attorney replied, advocating, sir.* Mr. Shergold continued, advocating, okay. Okay, well I'm just going to come here and I have a young child that's going to be attending BISD here in the fall and she's special ed and she's on the autism spectrum and I have a special place in my heart for the special ed teachers and the gentleman who just spoke previously. One of the, I live in the BISD community. I'm in the district, in the school district zone. I think it's very important that all resources, and every possible aspect that can be brought in favor of the kids, is done so and as a member of the community and as a long term member of this area for the last 30 years I plan to do everything I can to make sure that all the kids have every advantage and are able to have the resources and be able to have those advantages like my child and all the other special kids and also the entire students population at the school district that someone has so much invested in. I noticed that there is some consternation about spending money on programs and infrastructures and those types of things, but you can't put a price on the kids. And I'm going to go out and I'm going to keep advocating, not advocating, advocating for my child, for my child. And I'm going to advocate for her because that's advocating for other kids that have autism or have other special education needs. And I'm proud to come up here and tell the Board this because BSD is about doing and helping and educating all children and I think that all resources should be brought to bear and I don't believe in what's going on in Austin by cutting funds to public school districts by putting the districts in this type of situation is unfair and I am sad about that, but I'm going to work hard and a lot of other people are going to do so to make sure that what's done for the kids is in their best interest. And I thank all the educators that spent 50 years of their life. I opened the door for him. I said, that's about all I can do tonight. But you opened up a lot of doors for all the kids in 50 years. And with that being said, I just want to come up here and show the humble side of John Shergold. You see me up here advocating, but I'm real fierce when it comes to advocating for my children. Thank you and God bless everybody. God bless.

Tess Cortinas IX. A. 11. Good evening members of the board. Thank you for this opportunity to speak tonight. My name is Tess Cortinas and I'm a BEST AFT officer for the classified and I am a special ed para at Pena Elementary. I want to raise concerns regarding the proposal changes for the 2026 insurance medical plan voted on by the Employee Benefits Committee, EBC. While we understand the complexity in managing a self-funding health plan, it's important to recognize how these decisions directly impact the people who serve the district every day. When the district switched from Blue Cross Blue Shield to UnitedHealthcare, many employees began experiencing disruptions in their care. Some were forced to change doctors because their providers were no longer covered. Others are finding the essential services, including medications, lab work, and eventually critical treatments for cancer, diabetes, and heart conditions are being denied or only partially covered. These are not minor inconveniences.

They are affecting people's health, livelihood, and mental health. This impact is especially severe to the classified employees. The paraprofessionals, bus drivers, custodians, food service, office staff, and many others who are essential to keeping the schools running. These employees are often left out of conversations when major benefit discussions are made, despite being among the most vulnerable of these consequences. Let me put this in perspective. Starting pay for many classified is \$15 an hour. The EBC is now proposing to raise the employee contribution rate from \$15 to \$17.25, a 15 percent increase in insurance costs, while classified employees only received a 2 percent raise this year. That means that many will be taking home less money in 2026 than they do today, simply to keep their health insurance. And this is just the plan for employees only. It is significantly higher for employees and their families. We are asking you to, as elected representatives of the community, to advocate for fair and equitable solutions that do not place the financial burdens on those who can least afford it. These employees are not looking for special treatment. They are looking, simply asking for you not to leave them left behind. Please ensure that the voices of all the employees, especially classified, are heard and considered as the healthcare decisions move forward. Maybe having a classified employee subcommittee or roundtable for classified would be something you'd want to hear our concerns. Thank you for taking your time and listening to my concerns and have a great evening.

Esmeralda Garcia Barajas A3.

Frank Ortiz stepped out at 7:41 p.m.

Good evening. President Daniela Lopez Valdez, esteemed Board, and Dr. Chavez. My name is Esmeralda Garcia Barajas, a resource teacher at Cromack-Castaneda and Board member of BEST AFT Local 3877. It's September 2, 2025, and the gymnasiums at Peña and Cromack Castaneda still do not have air conditioning. To put this in perspective, we've been advocating for a functioning gym AC system since my child was in kinder. He is now in sixth grade, and yet we're still waiting. I will continue to advocate, not just for my child, but for all of our children. I want to thank Dr. Chavez for allowing the use of the Cromack Cafeteria, which has air conditioning and is being utilized by one of our coaches. But we still have another coach who must continue working with students in a hot gym. That is simply not acceptable. Unfortunately, BISD has failed the students at our school. For years we have waited patiently for new air conditioning system to be installed in our gymnasiums. Despite repeated inquiries, we have yet to receive a clear or satisfactory explanation about what happened to those funds. Why three years after approval, some of our BISD students are still enduring PE class in the sweltering heat.

Frank Ortiz returned 7:43 p.m.

This lack of transparency makes community members like myself question where our tax dollars are going, why our children have to wait so long for what they rightfully deserve. I've personally reached out to multiple Board Members and Dr. Chavez, but the responses have been vague and disappointing. At this point, we're left to rely on hearsay. And this is what we've heard. The contractor reportedly used subpar materials in earlier gym projects, which led to newly installed AC systems that did not function properly. Now the gym project has supposedly been halted while an engineer or architect is brought to go back to square one. But again, this is hearsay, because we have never received a direct official answer. These gym projects were approved since COVID and still no AC and still no answers. And yes, every day matters. If we want to compete with charter schools and encourage consistent student attendance, we must offer high quality facilities and learning environments. That starts with doing the very best with the funds

we already have today, not years down the line. Perception is reality and right now, the perception is that our students at Cromack-Castaneda and Peña are not a priority. Please, let's do better for our students and move on this long-awaited project. Thank you for listening to our best talk.

Patrick Hammes VI. A. 9, IX. A. 10 and IX. A. 11. Good evening, Board President Lopez Valdez, Dr. Chavez, members of the board. My name is Patrick Hammes, and tonight I am speaking to you as the president of the Rio Grande Central Labor Council, comprised of 12 unions growing every month, over 4,000 workers from La Joya to Brownsville. As a labor union, we represent workers. It doesn't matter whether it's police and security, electricians or educators, plumbers or pipefitters, heat and insulators, state employees, food service or firemen. There are 60 plus unions that make up the AFL-CIO nationwide, 14 million members nationwide, 250,000 in Texas. As you heard BEST AFT leaders speak tonight, our focus is on respect and dignity in the workplace for all workers, and I'm speaking to the agenda items that Madam President just mentioned. So, part of dignity and respect is fair pay. We have heard tonight across the board on the kudos and the congratulations to the hard work that your teachers put in and on the success that has been shown throughout the district. Your special education teachers, whether they're resource inclusion, BI inclusion, dyslexia inclusion, or just an inclusion teacher are not teachers of record, but they do provide instruction. And the fact that we have not gotten an answer from administration that they were looking into it on whether these teachers who are qualified that meet the criteria of teaching five years or more or three or four years, they're going to get the \$5,000 raise or the \$2,500 raise is, you know, basically you're speaking, you know, you got to put your mouth where your money is, where your money, where your mouth is. You need to pay your teachers. You have success. You're talking about it. Last year we were tied for eighth in pay. We'll find out later this year where we rank now. But pay your teachers. The state gave you the money, they also provided money for special services and for security. Pay your teachers. As President Maldonado told you, we are starting to get lots of calls again on redundant, repetitive, and excessive paperwork. To hear that there was an ELAR data tracker was alarming. They hear that there was a data digs. We're still trying to investigate that at the high schools. You hear that there was a weekly report card being asked by teachers to send out on their students when they do progress reports every three weeks, required by law, and every six weeks, as required by law. They should not have to do that. Your teachers need to focus on teaching, on teaching, not on doing excessive, repetitive, redundant paperwork, when all that information is at your fingertips with Eduphoria and TANGO. We also have the concern on the walkthrough. We again are getting reports of walkthroughs being the first three minutes, the last three minutes. Ms. Lopez Valdez interjected, closing thoughts, Mr. Hammes. Mr. Hammes continued, all right. We'll continue at the next time. Thank you so much. In solidarity, we will speak to you later.

Adina Alergria. Good evening President Lopez Valdez, members of the Board, Dr. Chavez, those in the room, and those joining the Brownsville ISD YouTube channel. My name is Adina Alegria, Executive Director of Texas Valley Educators Association, affiliated with Brownsville Unions Coalition. To dedicate half a century and more to the Brownsville Independent School District is not simply a milestone, it's a legacy. To those who have given 50 years or more of unwavering service, you are the living history of our schools. You've witnessed generations of students grow, evolve, and rise. You've weathered change, embraced progress, and remained a steady force of wisdom, compassion, and resilience. Your commitment is not just measured in years, but in lives touched, lessons taught, and communities strengthened. You are the

mentors who shape minds, the advocates who stood for equity, and the caretakers of our shared future. Your work has laid the foundation for what BISD is today and what it will become tomorrow. On behalf of a grateful district and community, thank you. Your service is not only appreciated, it is revered. Seeing the proposed tax rate come up for discussion, it reminded me of a little bit about the Boston Tea Party. And for those who don't remember, it was a defiant stand against taxation without representation. Colonists weren't opposed to contributing to shared system, they were opposed to being taxed by a government that ignored their voice. In contrast, today's debate in Brownsville ISD reflects a different kind of tension. All community members are represented and they do want better schools, safer buildings, and modern facilities, but they're reluctant to support the tax increase needed to fund them. It's not a question of being unheard, it's a question of balancing necessities with responsibility. And just as the Tea Party brought to light the needs of the people, this moment in Brownsville presents an opportunity to define what kind of future the community is willing to invest in. The Mon isn't about blind taxation, it's about choosing to build something better together. And that long term progress won't just benefit the children who walk through our doors each day, it will uplift the educators, staff, and support teams who dedicate their lives to serving them. Representation has been earned, now the question is whether we'll use it to rise above short term discomfort and commit to lasting, meaningful change. While we recognize many schools have achieved success, Besteiro holds a special place in our hearts. On behalf of former Besteiro employee, Coach Alegria, we extend our heartfelt congratulations to the students, faculty, and staff principal, Teresa Nunez, and Area Assistant, Rose Longoria. May I have a couple of minutes to finish my thoughts? Ms. Daniella Lopez Valdez, Board President stated, well, I didn't allow for Mr. Hammes to finish his thought, but please bring them to the next meeting. Ms. Alegria continued, okay, thank you. Really quick lastly we were told that today all teachers in special education will reserve their teacher retention allotment and TVEA would like to extend a big thank you to Dr. Gallegos and Dr. Chavez, and all who took the time to field our questions. Ms. Lopez Valdez interjected, thank you. Ms. Alegria continued, I need each of you to know that our emails were going crazy, our phones were going crazy, it wasn't just us, I know both other associations, so thank you, Dr. Gallegos. *Mr. Ben Castillo, Board Attorney interjected, thank you ma'am appreciate it very much.*

Lazaro Cardenas IX. A. 5. Okay, good evening, Madam President Lopez Valdez, Superintendent Dr. Chavez, and members of the board, along with the public audience. My name is Lázaró Cárdenas, and I am the Vice President of AOBÉ, the largest and longest serving union in BISD. First off, AOBÉ would like to thank all our administrators and teachers for a great job on the Everyday Matter campaign. So, thank you. Congratulations. Thank you to our Board members, to all our Board members for speaking up for teachers. You know, we heard that earlier today. Thank you for speaking up for us. But I just want to also reiterate that every teacher deserves a duty free lunch, uninterrupted conference, and elimination of the redundant paperwork. So that's something that I think all the unions here would be in agreement with. Special education is a challenging career. These positions are hard to fill, hard to recruit for. Special education may be left out of the retention allotment of \$5,000. TRA section 45.158 defines a classroom teacher for allotment purposes and as an employee with work in academic instruction or technology for no less than four hours each day. This is for teachers of record according to the State Board of Education teaching certification. Dyslexia teachers are now classified as teachers, taking on additional responsibilities such as resource classes, conducting dyslexia labs, and providing inclusionary support, often across multiple campuses. These dedicated educators have invested their own time and money to become certified in special

education, facilitating a smooth transition from Section 504 services. These educators also have completed three years of extra training to become certified academic language practitioners. Their service to our students is valuable and commendable. Today, I urge the Board to consider the importance of these providers and consider them qualified to receive the allotment. Thank you and have a wonderful evening.

The Board may deliberate or take action regarding the following agenda items.

Board policy BE (Local) and Robert's Rules limits debate to two opportunities. A Trustee may debate a motion for three minutes on the first speaking opportunity and two minutes on the second opportunity.

VIII. Recommend approving the Consent Agenda. The Board has agreed to discuss the following items. All of the items below that are not called out will be approved by consent.

Motion was made by Daniella Lopez Valdez, seconded by Jessica Gonzalez, for approval of the General Function Items as reflected on the Consent Agenda.

The following vote was recorded

Yea: Ms. Lopez, Ms. Garza, Mr. Ortiz, Ms. Gonzalez, Ms. Grantland
Nay: Mr. Elizondo, Ms. Pena
Abstain:

Motion Carried: 5-2-0

Ms. Minerva Pena, Board Member stated, please note that I voted no because there are some items that I want to ask questions, but with the rule that the Board made where I can only circle two, it ties my hands. So for that sense, there are items on the consent agenda that I don't believe should be on there because they need discussion. Thank you.

IX. A. General Function	1, 3, 4, 6, 10, 13, 14, 15
B. Payments	1
C. Contracts/Agreements	2, 3, 4, 5, 6, 7, 8
D. Bids/Proposals/Purchases	

Ms. Daniella Lopez Valdez, Board President stated, Legal counsel, could you please monitor our progress as we go through the consent agenda in terms of Robert's Rules of Order in our time? *Mr. Ben Castillo, Board Attorney replied, yes, ma'am.* Ms. Lopez Valdez stated, and just for reference, I believe the Board has had how long, eight days with the agenda in order to ask questions. Thank you, we can move on. Ms. Pena stated, and please note that the questions I like to ask the public ask me and I don't believe in answering them. I believe in Superintendent and the Board and the live audience give them the answer. So please forgive me. I don't like to go behind closed doors and ask questions. I like to ask in public, because the public's the one who put me here.

(All presentations limited to five (5) minutes)

IX. Consent Agenda:

A. Recommend approval of the following General Function Item(s):

1. Recommend approval of Resolution #017/25-26 for the adoption of the 2025-2026 Proposed Tax Rate. Recommend adopting a tax rate of no more than \$0.83146 per \$100.00 valuation with a Maintenance and Operations tax rate of \$0.78690 and a Debt Service tax rate of \$0.04456. The 2024-2025 total tax rate was \$1.028664. **(Consent Agenda)**
2. Recommended approval to reconsider the consultant services agreement with Liberty Source / Harris Education Solutions for the 2025–2026 school year to support the District for a total cost of \$102,500.00. The hands-on campus training will save valuable planning time, strengthen student support, and is allowable under Title II, Part A professional development, as it supports evidence-based activities designed to improve teacher effectiveness and student academic achievement. * **(Agenda Item Deleted)**

Amendment: IX. A. 2 will be deleted from agenda and backup

3. Recommend approval to reschedule the Regular Board Meetings as follows: change the meeting from November 4, 2025, to November 5, 2025; December 2, 2025, to December 16, 2025; and the meeting from January 6, 2026, to January 13, 2026. These adjustments are necessary due to Election day and scheduled holidays. **(Consent Agenda)**
4. Recommend approval of the Annual Review Statement of Investment Policy and Strategies in accordance with the Public Funds Investment Act, Texas Government Code, Section 2256.005(e). **(Consent Agenda)**
5. Recommend approval to submit proposed BISD TIA designations for the 2024-2025 data capture year and pay the TIA reimbursable designation fee, not to exceed the amount of \$500,500.00, to the Texas Education Agency.

Ms. Daniella Lopez Valdez, Board President stated, Motion to approve. Ms. Jessica Gonzalez, Board Member stated, Second. Ms. Lopez Valdez stated, open for discussion, Ms. Grantland. Ms. Neida Ruth Grantland, Board Member stated, thank you, Madam President. I basically just have a comment. I want to thank Human Resources for the training that I got regarding all of this. I'm very excited about how it's set up and what your team is doing. I think you all are excellent. And it was very clear to me that this is a very worthy thing to do. Obviously, the state is helping us along with that. I do want to caution all, because what I'm hearing is that the designation of master teacher sometimes doesn't make sense. If you look at things like scores or other indicators, they don't seem to correlate. I think you all know what I'm talking about. I could be a little clearer than that, but I'm trying to be a little bit discreet about this. I think that when you go out there, when you see the evaluations that come in on each teacher, when you designate the master teacher designation, I think you need to make sure you cover all your bases so that there's not one person that can say that there's a master teacher designated as such, and the rest of the criterion doesn't quite live up to that. Thank you. Mr. Frank Ortiz, Board Member stated, yes, what I hear, and it is a concern, I hear that some of our schools that are rated A schools have very few master teachers designated as TIA. And then I hear it on the other hand, some schools that are rated B or C have a lot of teachers designated as TIA teachers, and that doesn't make sense to me, you know, and that concerns me because I hear that quite a

bit. Ms. Minerva Pena, Board Member stated, sir, I know that I hear my colleagues and I agree with what they're saying, so from what I'm hearing, please forgive me, I don't mean to sound rude with this, but it's kind of like the power of the pen of the person who's doing it. And please forgive me, but a lot of times I was raised to look at your goodness, your qualities, the fact that I don't think very much of you has nothing to do with how you shine. So, I will grade you in what you're worth because you've earned it and not because maybe there's something about you I don't like. And I have a very big concern because I see the variations like Mr. Ortiz said, an A school has few and over here this B school has a lot more and even a C school has it, which means that it's all boiling down to the power of the pen and the person that's controlling that pen. And that really, that's very disheartening because if the teacher is good and the students are excelling and they're coming up with great results, we need to base it on that. And I think there needs to be some kind of guidance where it has to be something in black and white and not a matter of opinion. Because the way I'm seeing it right now, and please forgive me and correct me and maybe show me, it's not being done in that manner. So, I don't know what we can do to correct it and to fix it, but let's make sure that it's being applied fairly across the Board. And like I said, the fact that some people we rub each other the wrong way does not take away the good we have to offer to our students in our community. Thank you. Ms. Denise Garza, Board Member stated, Mr. Camarillo, kind of just going back to what my colleagues have stated, I think this past year we did see where some teachers came knocking at your door asking for a reevaluation. And as you did do a reevaluation, their points did go up. Just to make sure that, yes, that power of the pen does make a big difference. And so maybe next Board meeting, you can probably maybe share with the Board maybe what the criterias are, how these teachers are evaluated, because I know this year you all did go out there and do a lot of reevaluation. So it was just a bit concerning. And I know it's not on your end. It's coming from the campus end. But if you could just share with us how the process is. Do you all guys overlook, you know, as we've mentioned, results, you know, score results, all of that. So, but thank you again for everything you do. Ms. Grantland stated I do agree, thank you for everything you do because I know you're working really hard. One of the things that is out of your control is the campus evaluators. Although, as a campus evaluator myself many years ago, I know that we went through Rader reliability training where we had two people doing the same evaluation, and then we would compare the scores and see that we were kind of in the same ballpark because this evaluation, as subjective in nature as it is, needs to be objective. And so, there's a thing called the halo effect. And if you have a teacher who volunteers for everything, and is very involved with the you know PTA or whatever organization or the chess team or whatever and you see that well that has to factor in but it doesn't have to factor in to the point that it gives them a higher rating if their classroom management is bad or if the student scores aren't coming in correctly. I mean, a principal needs to make sure that that doesn't come into play. And as a principal myself, I know that battle. In my head, I always had to be very objective when I walked into the classroom. And I sometimes had to say some hard things, but those teachers grew. And so, that was the important thing. And so, I think that maybe at the principal level, you might want to do some refreshers with them because they've all been through it. They've all been through the training, you know, but just some refresher points and if you see, I don't know how often you see the evaluations that come to you all from the campus, but if you see some kind of discrepancy, it's incumbent upon you all to bring it up. Ms. Jessica Gonzalez, Board Member stated, thank you, I would just like to ask, take advantage here and ask for a report. If you guys could give us maybe a list of all the campuses, they scored,

and I know we have that already, but a list of campuses, what they scored, and how many master teachers they have. I am also interested to know how many re-evaluations were done per campus and how many changes were done because of those re-evaluations. And I wrote it down, Pat, sorry. Thank you. Ms. Lopez Valdez stated, and I wanted to also thank you, because I know this is a big job. I know that in the state, we are, I think, the top district in the entire state that has the most amount of teachers who qualify for this. So, thank you for managing this. I know there's a lot of room for improvement as my colleagues have stated. I know we've had, you know, different principals and how they evaluate. And I know that it can, it really does affect the family when they believe they're a master's and then suddenly there, you know, not. And so, any clarification on that I think is very important and I believe what Ms. Gonzalez asked for would be helpful. But thank you again for your work, appreciate it. **Mr. Emiliano Camarillo Teacher Incentive Allotment Coordinator stated, Madam President, may I address the board?** Ms. Lopez Valdez replied, absolutely. **Mr. Camarillo continued, Madam President, Dr. Chavez, good evening members of the Board, thank you so much for your comments. Your feedback is always appreciated and very much taken to heart. So I would like to thank you for bringing up the point that our designations should tie to our STAAR scores. A lot of our teachers believe that STAAR scores have no should have no variance or basis in the TIA process. Please know that I invite everyone here and I invite you all board members we have our first renewal meeting September 8th this Monday at cab from 4:30 to 6 from 4:30 to 7:30. We are going to begin discussing the BISD TIA designation process. And if the Board is wanting to go in that direction where we put a component of the STAAR scores in there, that is definitely a way to go. Many, many, many school districts across the state of Texas use the STAAR scores as basis for their designations. I will tell you that some teachers don't like this because it puts an added pressure or an added criteria on to the STAAR score teachers or teachers who teach those exams versus for example a band director or a coach who doesn't have a STAAR score. This is why the stakeholders back in 2020 decided not to include STAAR scores or EOC scores in the TIA process because it would make it made it more in their eyes equitable and fair to not include it because not every teacher has a score. Now, we can definitely review that and we can add that in for this next five-year cycle. And I would really appreciate it if Board members would show up there at those meetings so that you can tell the teachers this is what we would like to see. Because I can tell them as well, and of course we have the YouTube video that we can show them as well, but I want them to know that it's not coming from me. That's not my idea. However, many school districts do use the STAAR scores as part of their TIA designation. And I do have a question for Madam Chair. Would you like a workshop on the TIA designation process, or you just want me to do a presentation at the board meeting in October? What would you prefer?** Ms. Lopez Valdez replied, I think a presentation might be great, or maybe, you know what, a workshop might lend it to more time spent. So let's go ahead and do a workshop. **Mr. Camarillo stated, okay, I and I do, I really relish that opportunity. Most board members don't ask for a workshop on TIA and so thank you for that opportunity. I would like to address the power of the pen. We are in fact doing that tomorrow morning. We're going out to six schools and we're bringing in Region One. Thanks to you all, you all allowed us to do that. We're bringing in Region One to do some T TESS calibrated walks. We've identified six schools where we do have a little issues with the process and so we are going to start there and work our way around the**

district. I would also like to address the second appraisal. Yes, the second appraisal did result in a different change of scores and they went higher but because we did the following. We went over the feedback that we got initially from the administrators the first time around. We used that feedback to coach the teacher. When we did the second appraisal, the teacher took the feedback from the first appraiser, which was the campus administrator, improved their teaching practices, and that's what led to a higher score. I really want to make the point, a higher score did not happen because the campus administrator was implementing the T-TESS process incorrectly. The higher score happened because the appraiser gave effective feedback in that first process so the teacher was able to improve that second time around and that's why the score went up. So again, I want to go on the record and say all of the second appraisal that happened, where the scores went up, was not because the T-TESS was implemented incorrectly. It was done correctly, and because of the correct feedback that we got from the campus appraiser, that teacher was able to adjust their teaching practices, which resulted in a higher score. Ms. Lopez Valdez stated, thank you very much, Mr. Camarillo. Ms. Neida Ruth Grantland, Board Member stated, that brings a point up. We've been talking about the curriculum specialists going in to say, how can I support you in your classroom? T-TESS, I'm sure the teachers have received training in it, but when you put the training for T-TESS together with teaching strategies that the curriculum specialists bring to the classroom or ideas or when you give a teacher the liberty to do some innovative things, then that happens. So, I appreciate your point about the fact that they had the feedback. Obviously, it wasn't feedback enough before the fact. And so, I think that's a factor we need to look at. The other thing is the idea of scores. I've often, held back on the idea of scores being an indicator in someone's effectiveness, because I didn't think that the pressure that it put on the teacher was necessarily good. There would be some teachers that would respond to that pressure by learning more, doing more, finding new ways to do things, and there are some teachers that, sadly enough, would respond to the pressure by incorporating inappropriate strategies during the test. And I'm not saying that that's always, but there is a possibility of that. It's human nature. So I have been ambivalent about that, but with the stakes being so high at this point, I think we need to put it in proper perspective. I think that that's one indicator, and I think that it needs to balance out with everything else in the appraisal so that it makes sense, because if you got very high scores, but it's lacking, you know, the appraisal is lacking, and maybe connecting with the students or pulling in responses from students that are reluctant I mean there's a whole lot more that happens in an appraisal and so I think when we frame it. *Mr. Ben Castillo, Board Attorney interjected, that's time Madame Board President.* Ms. Grantland continued, for the teachers it needs to be done in a proper way, thank you. Ms. Lopez Valdez stated, Mr. Ortiz. Mr. Frank Ortiz, Board Member stated, Mr. Camarillo as far as the T-TESS appraisal process you have a pre-observation you have the observation and then you have your post observation, obviously when the teacher got feedback was at the post-observation conference, but this is why we should be able to use the pre-observation conference to talk about the lesson prior to delivery of instruction. This way, strategies, resources, materials, differentiation can be talked about between the appraiser and the teacher so that when the teacher goes out and implements instruction, the teacher will be careful. It will be you know, able to do the things that were talked about during the pre-observation conference instead of waiting until the end and talking about what could have been done better to get you a better score. That should be discussed at the pre-observation conference. **Mr. Camarillo stated, very well said, yes, sir.** Ms. Minerva Pena, Board

Member stated question? Ms. Lopez Valdez stated, Ms. Pena. Ms. Pena continued, the meeting, you said you're going to have it on Monday. **Mr. Camarillo replied, Monday, yes, ma'am.** Ms. Pena stated, and if I'm not mistaken, we have a workshop on Monday. So here's my thing, I know, I thought, yeah, you said you could do a workshop for us. Am I correct? **Mr. Camarillo stated, absolutely.** Ms. Pena stated, whatever you're going to talk about or discuss in the Monday meeting, would you make sure that we get it discussed in our workshop meeting? Because I'd love to go to your meeting, but I don't want to have to be there for a little while and then rush out of there early to make it over here by 5.30. So is there a possibility that whatever you suggest there? **Mr. Camarillo stated, yes, and just so you know, thank you, Trustee Pena. Just so you know, there is a renewal website where I have all of our presentations that I'm going to be presenting along with a recording. So it's all the PowerPoints that I'm going to use with the stakeholders and a recording of me presenting it in a recording fashion so that whoever doesn't attend the meeting can still get the information from the one source.** Ms. Pena stated, so the answer is yes, you can bring it in. **Mr. Camarillo stated, for sure, and again, thank you for the opportunity for that workshop. I think that's fantastic.** Ms. Pena stated, we'd love to be there, but we have a pre-scheduled training for the Board members. **Mr. Camarillo stated, yes, thank you.**

Motion made by Daniella Lopez Valdez, seconded by Jessica Gonzalez, and unanimously carried to recommend approval to submit proposed BISD TIA designations for the 2024-2025 data capture year and pay the TIA reimbursable designation fee, not to exceed the amount of \$500,500.00, to the Texas Education Agency. (7-0-0)

6. Recommend approval to pay for the BISD TIA Consortium fee of \$6,500.00 to Region One Education Service Center of Edinburg, Texas. Categorical Fund: 167 – Teacher Incentive Allotment \$6,500.00. **(Consent Agenda)**
7. Recommend approval of the Practice Plan for Brownsville ISD to provide beneficial implementation for the athletics department and create a smoother process for organizations to borrow the District's facilities for athletic events. At no cost to the District.

Ms. Daniella Lopez Valdez, Board President stated Motion to approve. Ms. Neida Ruth Grantland, Board Member stated second. Ms. Denise Garza, Board Member stated thank you Ms. Lopez Valdez. I just have a few questions because I believe this is the first time I actually see this come to the Board yet I know previously our facilities have been rented out in the past and so I just want to know what is the difference only because I want to make sure that our students are not taken away from time for practice because someone else is paying for the facility. So I want to make sure that our students will always come first before these outside, I guess, agencies come in and use our facilities. I didn't see you, sorry coach. **Dr. Jesus Chavez, Superintendent stated yeah, we have the coach here, but let me say that we're always placing our students first, and they would always come first. But go ahead, coach.** Gilbert Leal, Athletics Director stated, good evening. **So, practice Plan is basically an online platform that helps us organize our facilities and puts the power in site-based. So, as you were saying, so the way this operates is the district's been using for a long time what we call the Brownsville Facilities Use Form, a paper form that usually gets circulated by hand from one campus to one**

department and all the way to central office. So, what we've been noticing at the campus level is that we do have a lot of organizations that want to be able to utilize our facilities when they're not in use. So, the way this form works is actually being able to take this paper process and put it into an electronic form that starts at the campus level. So, if the facilities will basically be placed on an online platform, and if any outside third-party non-profit organizations want to be able to utilize our facilities, the process starts at the campus level. So the available facilities at each campus, let's say for example, Veterans High School, the available facilities that are available there, the process starts electronically where an outside organization would look up Veterans High School, it would look up the facility use that it wants to use, the facility that it wants to use, it'll find it on a calendar, and the proposal will be made from the outside to the campus first. The first approval pattern will happen at which campus athletic coordinator. The athletic coordinator will look at his calendar, he'll look at the schedules, he'll look at all the sports that are going on and see if that facility is available first. Then the first approval happens with the AC. The next one would be with the campus principal. Secondly, and so that process will happen if both the AC and the principal at that site base is approved for that facility, then it comes to the Athletic department and then we go ahead and solidify the contract. If at whatever reason before that contract date gets initiated that we have an event that we have with our students in our groups, then we could always just cancel the reservation and of course that we take ownership of whatever facilities that we're going to use on a first case basis. Ms. Garza stated, thank you and I just have a follow -up and I see on the comparisons from the other districts that surround us they have a fee for a non-profit and a fee for a for-profit. Are we going to be utilizing that same amount. **Mr. Leal replied, that is going to be so traditionally the last eight years our facilities are only are for you for use for nonprofit organizations so if our Board wants to go in that direction we can but traditionally on our checklist we only allow nonprofit organizations to be able to utilize our facilities for renting.** Ms. Garza stated and the reason I bring this up is because there is a Karate school here in Brownsville that pays BISD taxes right has three boys that were products of BISD and this karate school has tried hosting a karate tournament here but there's always a lot of red tape so this individual has to take his karate tournament to Los Fresnos and so he's been having his tournaments in Los Fresnos for about 20 years already yet he is a BISD taxpayer and his children are BISD products. So I just want to make sure that we also don't close doors like that because this can also open you know other families maybe to come and see and check out what BISD is all about. **Mr. Leal replied, yes ma 'am.** Ms. Lopez Valdez stated, thank you, we have a first and a second. Ms. Minerva Pena, Board Member stated, question, yes, and on this, when we get the paperwork and stuff, they're going to turn it in, like, what, two weeks before they actually start using it? **Mr. Leal replied, yes, that's all our same checklist protocols as far as for insurance, proof of insurance, proof of non-profit organizations. All that gets checklist first before they can even begin the process of locking down the request. for our facilities. And then we go through the approval process. A credit card is swiped, and it's locked down. And as soon as that event happens, we get a notification that the event actually happened. In the past also, we need to have BISD personnel also there overseeing the property, as well as the proper custodial use or security administrator site. And as soon as we get that event checked off, then the payment will go to the general fund. Thank you.** Ms. Pena stated, and my concern is we're going to go ahead and actually call the insurance company to verify that that is a valid policy.

Mr. Leal replied, it's part of the process, yes, ma 'am. Ms. Pena stated, sometimes, please forgive me, they'll buy it for about 30 days and then, oopsie, they don't pay it anymore. They're already in. And because things are expensive, we just got to make sure we stay on top of that because we've seen that happen. **Mr. Leal replied, yes, ma 'am.** Ms. Pena stated, and it's not because they don't want to, it's just they can't afford it. But if it's a requirement of us, then they have to have it in case anything happens while they're on our property or we're completely liable. **Mr. Leal stated, yes, ma 'am.** Ms. Pena stated, and Dr. Chavez, can you look into that, what Ms. Garza says of kind of an agreement with that, where we do have profit organizations who have tournaments that involve all our students and I was wondering if maybe they could be part of being able to rent it out to have a tournament, like she said, to introduce children to our schools, to our facilities and to what we have to offer. That would be a great advertising to the district and at the same time accommodating the people and the parents of the students who live in Brownsville and don't have to travel to other cities to compete. And I would think that if we can look into something like that, that would be something that is beneficial to our community. Not that we want to charge them more or less, but we want to benefit our community and our students. **Dr. Chavez stated, yes, ma 'am, we'll be happy to take a look at that and then provide you, the board, some information.** Ms. Neida Ruth Grantland stated, I just have a quick question, historically, what has been the reason that we have not allowed nonprofits to rent our facilities? **Mr. Leal replied, to my information, it was administrative.** *Mr. Ben Castillo, Board Attorney interjected, yes, I could answer that question. It's in our board policy. So if the board is interested in changing that, we could amend that policy.* Ms. Pena stated, yes, and that's what we have to do, thank you. There's a lot of things we can do. Ms. Lopez Valdez stated, we have a first and a second. Ms. Pena stated, a question for attorney. We voted yes because it's in our policy, que no. So does that mean that this is going to go, even though it's in the policy, que no? *Mr. Castillo replied, well, you voted yes on the program, but they're still going to have to follow the policies as written. And once it's amended, if the board so chooses to amend it, then we could have the administration revise it.* Ms. Pena stated, but it needs to be amended in order to be able to do this, am I right? *Mr. Castillo stated, for non-profit, for profit.* Ms. Pena stated, for non-profit. I'm talking about the for-profit only. *Mr. Castillo stated, yes.* Ms. Pena stated, so for the non-profit, that's not in the policy, just the for-profit? *Mr. Castillo replied, yes, ma 'am.* Ms. Pena stated, okay thank you for the clarification. Ms. D. Garza stated, and Ms. Lopez -Valdez, I'd like to maybe bring that back, the for profit to see how we can also help out, you know, other community members in the future. So maybe we can bring that back and have Dr. Chavez look into it as well. And if we need to amend our board policy, let's amend it. Ms. Lopez Valdez stated, thank you.

Motion made by Daniella Lopez Valdez, seconded by Neida Ruth Grantland, and unanimously carried to recommend approval of the Practice Plan for Brownsville ISD to provide beneficial implementation for the athletics department and create a smoother process for organizations to borrow the District's facilities for athletic events. At no cost to the District. (7-0-0)

8. Recommend approval to contract with Dr. ET & Company to deliver Social Emotional Learning services for the 2025-2026 school year at the cost of \$70,400.00 for District Campuses. *

Ms. Jessica Gonzalez, Board Member stated Motion to approve. Ms. Denise Garza, Board Member stated, Second. Ms. Minerva Pena, Board Member stated, can I ask real quick before we start? Ms. Daniella Lopez Valdez, Board President stated, Ms. Grantland. Ms. Pena continued, E.T., what is that stand for? Ms. Lopez Valdez stated, Ms. Grantland, I apologize. Ms. Grantland stated, yes, I would like to know what exactly social-emotional learning services they're going to be giving and who are they going to give them to? **Ms. Beatriz Hernandez, Chief Academic Officer stated, yes, so the, there were going to be presentations to our students for social-emotional awareness. Ms. Edith Trevino, which is Dr. E.T., that's the, the name for purposes of the business, but it stands for Edith Trevino. And so this is a continuation. We, in our previous meeting, we had brought in the one session for Rivera High School on emotional well-being and supporting our students. So this would be presentations, rally type format for our students. The way that it's been organized and set up is we're having the presenters come in and do grade levels, for example, at the elementary, instead of bringing pre K through 5th at one time to be more aligned to the intent of the presentation, we're breaking up the groups by levels. And so the individuals would be there the entire day conducting these presentations with our students and this is for the rest of the campuses which is 49. Ms. Grantland stated, and so what part of emotional and social conditions or situations specifically do they cover? Ms. Hernandez replied, I know they adapted by level because that was one of the requests that we had made and their consultant presentation and proposals is depending on the level. For example, they're going to be going to our high schools, they're going to be going to our middle schools, and they're going to be going to our elementaries, and dividing up that presentation for the intended audience. The overarching, it's emotional well-being, but tailored to the age group that they will be presenting these things to. Motivation, I know a lot of the discussions that we had had was on building relationships, friendships. Ms. Grantland stated, does this require parental permission? Ms. Hernandez replied, it's more of a motivational presentation. We're not doing an assessment per se of asking the students their state of being at that point. Ms. Grantland stated, right, I didn't mean that they were going to be assessed. I just I understand it's a format like a pep rally or something of those sorts of that sort. But social emotional they may be covering things like feeling suicidal or things like that. And where do the parents factor into this. Ms. Hernandez stated, I know that suicidal was not one of the components. But again, it's more of that motivational social emotional presentation. Dr. Jesus Chavez, Superintendent stated, let me say this, I'm always wanting to be sure, that yes we're following parents and what they'd like for us to do. So, if there are parents let's say that have a concern with this, we'd be happy again to not include the student and so I want to go ahead and say that. Ms. Grantland stated, but that seems like it would be after the fact. And so, I think that if you're going to engage in something like this, it might be wise to make sure that you see the entire syllabus of what they're going to be doing per age group and that you would also include a parental permission there just to be sure that we have honored their role in what their children are learning in that respect. Ms. Hernandez replied, we can add that certainly. We have the program framework, for example, elementary K through 5th the five components, kindness, respect, responsibility, empathy, and perseverance. So, the presenter will be conducting an assembly designed to support the social emotional growth of the elementary students through engaging and playful learning. They will explore some of the components**

through storytelling, music, and movement -based activities, large group games, guided breathing exercises, and simple peer interactions to help reinforce the positive behavior. But we can definitely include, once the Board approves this, a parent consent form. Ms. Grantland stated, do you have the middle school and high school framework there? **Ms. Hernandez stated, yes, the high school, the focus is on integrity, making choices, self-discipline, collaboration, resilience, compassion. Navigating friendships and peer influence, same type of format, whole group, but dividing it up by grade levels. At the high school level, the focus is going to be talking to the students about leadership, accountability, adaptability, advocacy, and grit, making sure that the focus is preparation for college and post-secondary education and ethical leadership. And that's it, same format presentation.** Ms. Grantland stated, I appreciate the clarification because it puts a whole different light on what this agenda item was sounding like. I do think that we need to get parental permission for it just because it's outside of the realm of curriculum and it'll just keep us all on a good note, thank you. Ms. Minerva Pena, Board Member stated, question and I'm looking at everything that they're going to do and no offense to them but why are the district looking at paying \$70,000 for things that our counselors can do and sessions our counselors can do to our students. Because everything that is listed in here that they're going to do, every single one of you can do that. You can go out and motivate the students and talk to them about their feeling and their kindness and take care and what they're feeling and their emotions, find someone, you know, somebody loves you. All of this can be done by our counselors and maybe even pay them a stipend for it. But instead, we're going out and paying Dr. Chavez \$70,000 for somebody to come in and do something that can be done 100 % by our own employees for our students where the employees, believe it or not, the students are going to pay more attention to our local employees, to the teachers, to the counselors, then they are going to pay to a stranger standing there giving that and I study it the way everything that I see here that they're going to do and say is very basic and it has to be because it's something that they can't get in personal because it's going to be done in a public audience. But I don't see the district having the need to spend money on this where it can be done by our own employees and we all have, everybody who's been a teacher or has worked with students for over 20, 30 years has the ability to make these communications and these suggestions and these observations on students to help them move forward. So I have a concern with spending that much money for something that's so basic that they're going to do. **Ms. B. Hernandez stated, if I may add.** Ms. Lopez Valdez stated, Ms. Hernandez did you want to reply on that. **Ms. Hernandez stated, oh yes, so, you're absolutely right, our counselors work very, very hard with our students. These are supplemental supports that through specific categorical funding that was provided through us with special programs and federal programs. They reached out. These are funds specific to support mental health, student social emotional well-being. After the funds from federal government were unfrozen. We were reached out by Mr. De Leon and that these monies were available for these types of supports. We understand that our counselors or administrators or teachers work day in and out to counsel our students, to make sure that, you know, we reinforce positive behavior. So this is a supplement to what the great things that are already happening out there. Monies, categorical monies, you know, intended for this type of support.** Ms. Pena stated, in other words, you're saying this funding can only be used in this manner? **Ms. B. Hernandez stated, in this area.** Ms. Pena continued, and it cannot be moved or used in any other place, otherwise we'll end up losing the money. Is that what this is about? **Ms. Hernandez**

replied, yes. Ms. Pena stated, like we're sure that we got the money to do this for the students and it's the only thing you can do with them. If you choose not to, that's okay, you don't have to, but then the funds will not be allocated to be able to do that. Because it's not going to cost the district money. It's funds that are allocated specifically by the federal government to do this. It's not coming from our funding, from our local funds or anything.

Ms. B. Hernandez stated, that is correct. Ms. Pena stated, thank you for the clarification. Ms. Grantland stated, actually, I don't think it's a whole lot of money for what you're describing. What I do think is that our counselors at the high school level are very involved in college entrance stuff and probably even supporting the master schedule things, probably in middle school as well. Elementary school counseling is totally a different thing. I, in my school, I never gave my counselors any other duties other than being there for the families, being there for the students, and targeting anything that was about to go south with any student. And so, but they knew that I expected that work to be done. I think it's a good concept, and one of the things that these, a company like this one probably does, I'm not familiar with them, but they probably have skills to present things in a very upbeat manner with up-to-date music and things like that that probably would be more appealing to students than just another person on the campus. Not to say that the counselors couldn't do it, but it's just kind of an added attraction. And right now, with what kids are attracted to, we have to really tap dance pretty fast.

Mr. Frank Ortiz, Board Member stated, Ms. Hernandez, in addition to these presenters, motivational speakers that are coming in, are our teachers do they still have that extra period to where they are teaching SEL also to our students?

Ms. Hernandez replied, yes, that continues, sir, as part of the curriculum for SEL continues. Mr. Ortiz stated, okay, and I ask this question again. I know I asked it last year. Are teachers well-versed and well-trained on how to deliver these specific objectives?

Ms. Hernandez replied, training for both the elementary and the secondary curriculum happens every year and throughout the year. It is a software-based learning, so it does include some components that the teachers can get to throughout the school year. Mr. Ortiz stated, they are also trained, if a student to have an outcry during one of these sessions, what they are to do, what protocol they're to follow?

Ms. Hernandez stated, there are procedures that they must follow that it's shared from the campus principal over to any staff member, whether it's a teacher or any support staff at the campus. Mr. Ortiz stated, have you had any feedback from any of the teachers with concerns in delivering this instruction?

Ms. Hernandez stated, the SEL curriculum? Mr. Ortiz replied, yes.

Ms. Hernandez stated, do we have Ms. Sarita Garza here? Okay. So, right now with me, I don't have any data to substantiate anything that, but I know that in previous DEIC meetings, the topic had come up on specific training, especially for teachers, not directly in the classroom, but that at one point throughout the day, they support the students like the special education teachers. That did come up.

Mr. Ortiz stated, could you give us that information maybe on a Friday letter, on a weekly letter, Dr. Chavez.

Ms. Hernandez replied, absolutely, yes sir. Ms. Jessica Gonzalez, Board Member stated, thank you, I've said this before. I've sat through Dr. E .T.'s presentations. I absolutely love them. I'm so glad that she's, I've done it through the parent meetings, but I'm glad she's now going to do it through the students. I also like, and again, because I have witnessed this myself, that, and all these guys is on page six, seven, and eight of our backup. It includes activities and materials. This lady brings so many manipulatives to engage the audience, per say, our students. Now, her presentations are just amazing. I don't know if she has YouTube or something, but I'm sure there's videos of her out there. But I'm just so glad that she's going to talk to our students

now. She's a local Valley girl. She's from Weslaco. So she also talks about the struggles of growing up and how you can be somebody amazing. I do like how, again, page six, seven, and eight explains the differences between elementary, middle school, and high school. So, thank you guys for bringing this to us, it's an amazing person. Ms. Lopez Valdez stated, thank you all very much. I also continue to support social and emotional health. I think this is very important for the entire student and the well-being and the progress of the student. Ms. Pena stated, thank you so much for the explanation on the funding.

Motion made by Jessica Gonzalez, seconded by Denise Garza, and unanimously carried to recommend approval to contract with Dr. ET & Company to deliver Social Emotional Learning services for the 2025-2026 school year at the cost of \$70,400.00 for District Campuses. * (7-0-0)

9. Recommended approval to contract consultant services with Region One to support District-wide initiatives and practices that include priority campus support for elementary educational staff based on District needs and funding in the amount of \$264,000.00. *

Ms. Daniella Lopez Valdez, Board Member stated, Motion to approve. Ms. Jessica Gonzalez, Board Member stated Second. Mr. Frank Ortiz, Board Member stated, yes, seems like this item has been before the Board already and it was not approved. This time it's coming around for \$264,000, to where the last time it was \$351,000. And I take it for granted that it's a little lower because the compliance platform was taken out. I can support the compliance platform, but I still think it's very, very pricey here. So, Ms. Hernandez, if this came to the Board already, why is it coming again? **Ms. Beatriz Hernandez, Chief Academic Officer stated, no, sir, this item has not come to the Board, not the Region One.** Mr. Ortiz stated, I beg your pardon, sir? **Dr. Jesus Chavez, Superintendent stated, it is a different item, it's not the same item.** Mr. Ortiz stated, how is it different, sir? Just on the money price? **Ms. Hernandez stated, no this item has it's the one that you're talking about I'm assuming it's and I could be wrong it's item the following one the one on Ellevation.** Mr. Ortiz stated is that the compliance one. **Ms. Hernandez stated, because you're mentioning compliance.** Mr. Ortiz stated yes. **Ms. Hernandez stated C1 sir.** Mr. Ortiz stated, yes which is the compliance part, is that correct. **Ms. Hernandez stated yes.** Mr. Ortiz stated I know it's separate but it wasn't separate the first time it came around to us. **Ms. Hernandez stated, no.** Mr. Ortiz stated, last meeting, 351,000. **Ms. Hernandez stated, correct, that elevation, sir, item C1, it wasn't anything related to Region One. It was one complete platform with a compliance and instructional component to it. So, in item C1, it only includes the compliance. This item is a different request that we're bringing to the Board regarding using Region One services for instructional leadership and teaching coaching.** Mr. Ortiz stated, I still think it's very pricey and I know that we, you know, we contract Region One for a lot of different things. I think what we need to do in the future is maybe negotiate with Region One. There's so much, so many contracts that we give them and then something like this comes with a pretty heavy price. I have a concern with that. Ms. Neida Ruth Grantland stated, I noticed that it says that it includes the priority campuses, and I know Region One well because I've worked with them before and things like that and I know what they bring is quality. I don't really, I can't put the price tag in reference to anything to be honest with you. But I do know that if we're going to expect more than a 1 % increase on scores I think

we need to put our money where it needs to count and I know that Region One Follows up. I know that the teachers receive Region One training pretty well, and I know that if you call them and you say, hey, I need you to come and this is going on, I know that they'll be responsive. And so, I don't necessarily have a problem with the \$264,000, although it is pricey. And I would encourage you in the future to negotiate with them. They may have set amounts, I don't know. I don't know how they operate on that. But I do think that if this delivers the way it's supposed to, we're going to see significant improvements in those priority districts and that's what we're expecting. **Ms. B. Hernandez stated, yes, ma 'am.** Ms. Jessica Gonzalez, stated, yes, I was seeing the 264 as well, but to my understanding, according to the backup, this is for 11 campuses? **Ms. Hernandez replied, yes.** Ms. Gonzalez stated, and then I just want to go back to the presentation Legal is going to kill me to go into another agenda item. But when we were talking about the preliminary A-F Accountability Rating, on that presentation, you specifically put that you're also building from external services. So, this would be considered an external service, correct? **Ms. B. Hernandez replied, yes, ma 'am.** Ms. Gonzalez stated, thank you. Ms. Lopez Valdez stated, thank you, we have a first and a second; Ms. Pena. Ms. M. Pena stated, yes, and I do have a concern because it is a little bit pricey and it's coming from Region One and I know that it's coaching, the coaching aims to align teachers with the district goals and research basic strategies, promote consistency in instruction, foster a culture of collaboration and reflection. Ultimately, its primary goal is to enhance teacher effectiveness, closing their gaps, improving student achievement through sustained professional growth. And I'm going to say it again. There's a lot of money for something that they're already doing. And here's my concern, Dr. Chavez. We can never, never, never tell any student or anything that comes before us for the students for funds that we don't have any money. We can't. None of us are giving this kind of money away. Please forgive me. And this is just my personal thing because I've been working with kids all my life. I've been working with education all my life. My sisters, my brothers, they're teachers, to me 264 to teach them that which is something basic that we have our administrators, our AAs and everybody up here to do that for the teachers and now we're going to pay this almost a quarter, over a quarter of a million dollars, I have a concern with that because look at what the basic things that they're going to teach. And if we have the money that we can spare it, go for it, because this is from local 197 funds. My concern is that it's a lot of money and I can't support, so I can't say, well, I think it's a lot of money, but okay, no, no, no, I can't do that because we're tightening our budget and in different areas having to raise the money for the insurance for the employees because we're, you know, short on funds. And then we have these kind things come up, I can't support something like this because it's too basic. It's stuff that you as a superintendent, our administrators go out and teach our teachers. This is something very, very, very basic. So this is a lot of money for something that's very, very basic and it just, I'm uncomfortable with the price. Sorry, thank you. Ms. Lopez Valdez stated, we have a first and a second; Mr. Elizondo. Mr. Carlos Elizondo, Board Member stated, yes, just to appease my thoughts, it's how many specialists are you hiring with 264,000? **Ms. B. Hernandez replied, I would say, yeah, how many Specialists with 264?** Mr. Elizondo stated, I'll answer your question, it's two, it's on here, ma 'am, yea two. So, we have two specialists for \$264,000. And they're going to do five days for 11 campuses, is that correct? **Ms. B. Hernandez stated, fifty-five, yeah, it's 55 for RLA, 55 for math, and then 55 days for the science. I know last school year, when we presented to the Budget Committee, one of our, presentations regarding when the principals met was a support for priority campuses. And so, once again, going back,**

you heard part of the presentation regarding accountability, changes in our TEKS, changes in our curriculum, changes in the accountability system. That's a side and this is just a piece of component of this whole framework. But it only says 11 campuses because the focus and the intent with that money is to support those priority campuses. Mr. Elizondo stated, I agree. We don't have two specialists in our school district that we can pay \$264,000 to go around? Ms. B. Hernandez replied, we do have the specialists or two. However, we do have a large number of teachers and of schools where when we organized with Region One and looking at the data, it gets very tailored to the teacher, to the grade level, to the campus. Mr. Elizondo stated, but we don't have two specialists that can work 55 days on 11 campuses and pay them an extra 264,000? Ms. B. Hernandez replied, we do have the specialists and they have their schools that they're going to be supporting and their classrooms that they're going to be supporting. This is the additional. Mr. Elizondo, interjected, I agree, can we pay them the 264,000 so they can do the work instead of going out and hiring other people? Ms. B. Hernandez stated, the funding from here, I wouldn't know. That would be Ms. Garza from Finance. Dr. Jesus H. Chavez, Superintendent stated, let me see if I can respond to that. If we're talking about, you know, can we use this money to pay somebody that, you know, we can hire and we can have in school? The answer to that is yes. Mr. Elizondo stated, well, that's what I'm saying, why would you not want to give \$264,000? Dr. Chavez continued, but let me finish here. Mr. Elizondo interjected (inaudible). Dr. Chavez continued, with regards to what our other folks are doing, our other folks are already busy. They're doing some other things, attending to other attentions that they've got to take care of. And so that's the reason again, you know, part of the reason we're bringing this forward to say we can contract with our education service in providing these services. And so again, that's the proposal that we're bringing forward. Mr. Elizondo stated, I know what the proposal is sir. I'm not, you know, not knowing what you're putting here. What I'm saying is and the answer would have been a yes or no and that was it, is do we not have two specialists that we can pay \$264,000 that work for our school district that will do this job? Dr. Chavez stated, so my answer to that as far as people that we have right now, the answer is no from the standpoint of we've already gotten doing some of the things. They already have some other assignments. Mr. Elizondo stated, that's not my question. Dr. Chavez continued, they're working, well, that's why I'm answering your question. I know you're not appreciating my answer but that's my response. Mr. Elizondo stated, well, I know that but the answer would be yes but you're having them do other things is what you're saying, right? Dr. Chavez stated, I would rather not respond to that, from the aspect I have already given you an answer. Mr. Elizondo stated, I know that but what I am trying to say. Dr. Chavez interjected, well no no but what you are trying to do again is put some specific wording in me and I am not wanting to do that. Mr. Elizondo stated no I am just, you are giving me an answer and my question was do we not have two specialists that can work five days per campus, for 11 campuses and pay them \$264,000? Ms. Lopez Valdez stated, Ms. Garza. Mr. Elizondo stated and the answer would be yes. Ms. Denise Garza, Board member stated, well, the thing is it's six because it's two for RLA. Mr. Elizondo interjected, okay, six. Ms. Garza continued, two for math and two for science. And so it's a total of six specialists. And if we do the math, it comes out to 44,000, which is less than hiring a new specialist because the specialist is going to be at a higher rate. Ms. Minerva Pena, Board Member stated, is it 44,000 per person? Ms. Garza stated, well, if you do the 264 divided by 6, that's 44,000. That is less than even what our teachers get

paid. Mr. Elizondo stated, do we not have retired people that are doing the job getting paid \$100 a day anyway? I've got my answer, thank you. Ms. Lopez Valdez stated, Ms. Grantland. Ms. Neida Ruth Grantland, Board Member stated, well, the thing here is that we have our specialists. They're working at the district level on other issues. We have these schools of concern that take a little bit more effort to bring them up to where we want them to in the accountability rating. Also, I'm not sure that a retired person would be versed enough to do this kind of training. You would have to spend time training them to be able to go in and do that. And that's not what this is all about. I do believe that the 55 days on science may be redundant for the teachers. If our specialists are doing as good a job as they're doing for science, which we saw as evidenced by the data, then maybe that could be taken out. And, you know, unless at these campuses of concerns their science scores were like down, but it appears that the science is pretty strong in this district, so can we mitigate the price by dropping the science piece? **Ms. B. Hernandez stated, the reason why we continued with the science, one is we are moving in the right direction, but we are coming from a dip that the district took. So, as we presented earlier, one of the challenges is going to be to sustain and continuing improving. So, going back to reinforcing and strengthening what we already have, just so that we continue that pattern and the trajectory moving in the upward direction.** Ms. Grantland stated, so these campuses that are identified are campuses that really need the help. **Ms. B. Hernandez stated, that is correct, ma'am.** Ms. Jessica Gonzalez, Board Member stated, thank you, just wanted to reiterate a little bit what Ms. Neida Ruth was saying. I do remember, I want to say it was a couple of years ago that our goal was to lift our science scores. So, I'm actually glad to see where we are now, but let me tell you, we weren't there a few years back. So, you know, and I know I've specifically been, the same attention that we put to math and reading is the same attention we need to put to social studies and science. So, yeah, I just wanted to point that out that a couple of years ago we weren't where we are right now. Thank you. Ms. M. Pena stated, question, and I see what everyone is saying here, but the fact that we are going to pay this much money for them to come in for five days and then go away, I would like to make sure that we look at these campuses and see the results and how much of it came from what they got here and how much of it was done by the teachers themselves. Because one thing that I dislike one hundred percent is that we constantly take away the credit from the teachers, and we give it to the vendors, and we give it to the assistants. I don't know if any of you have ever been in a classroom where we've dealt with kids, and in fact, like I said, I was going to be a teacher until I did my student teaching, I found out that God said I can't be doing that. It's a lot. It's a lot. And my hat's off to them. So, for me to see \$264,000 to turn around, I want to make sure that we follow this with, I want to follow with a magnifying glass and see what the results were to paying. Because if it's that much money, how much money are they making per, they're going to send how many, you said six. So you divide the 264 by 6 employees. How much? You said 44,000 each, and for how many days? Is it the 55 days? Ms. D. Garza stated 55 days. Ms. Pena stated per, right? Ms. D. Garza stated per subject. Ms. Pena stated, five days per. Ms. D. Garza stated, it's 55 days for RLA, 55 days for math, and 55 days for science. Ms. Pena stated, so we're going to, but we're going to get a total of 6 people coming to do that. And we're saying because they need the extra help. And you brought up a very good point, Dr. Chavez, when you said, because I have all these other people doing other stuff that we need help with this. Well, then guess what? Wouldn't we be better off hiring another employee because we're short that we don't have the employees able to do that job that they need to do because they're overwhelmed with work? And

instead of constantly cutting, cutting, cutting, cutting employees, we can hire an employee a lot with less than \$264,000 a year. So you said it right there when you said, well, they're busy and they don't have the time to be doing this, so we have to help them. then you hit the nail right on the head. Then let's stop cutting personnel and let them continue helping our students and not go down the line and hire vendors to do the job that they were already doing but we decided not to pay them the \$80,000 a year. Let's go pay this guy \$350,000 a year. So can you please be very conscientious of that and make sure that we get the results of what difference this made and what was the outcome of them getting serving the schools without them taking credit for what the teachers are already doing because our schools are already flourishing. So please look into that. Ms. Lopez Valdez stated Grantland. Ms. Grantland stated, you know the saying, you can lead a horse to water but you can't make him drink? When these consultants come in, they can bring the content, they can bring the training, but it's the teachers that make it come to life. And so, I do believe the teachers get the credit in the final analysis. And so, I have no problem with that. Ms. Jessica Gonzalez, Board Member stated, I will pass after all, I want to be nice. Ms. Lopez Valdez stated, thank you, we have a first and a second.

Motion made by Daniella Lopez Valdez, seconded by Jessica Gonzalez, to recommend approval to contract consultant services with Region One to support District-wide initiatives and practices that include priority campus support for elementary educational staff based on District needs and funding in the amount of \$264,000.00. *

The following vote was recorded

Yea: Ms. Lopez, Ms. Garza, Ms. Gonzalez, Ms. Grantland
Nay: Mr. Elizondo, Mr. Ortiz, Ms. Pena
Abstain:

Motion Carried: 4-3-0

Ms. Pena stated, I'm not comfortable with the price so I can't support this, I'm sorry. Now when we tell our students and our teachers we don't have any money. Ms. D. Garza stated, yes, as this agenda item got approved and they're going to be with us from September to May, I would like to have the data at the end of these when we get the STAAR results on how much it helped us that way we know whether to continue the service or not come next school year. **Ms. Beatriz Hernandez replied, yes ma 'am.**

10. Recommend approval to adopt (Second Reading) TASB Update 124 Local Policies; TASB Update 125 Local Policies; CQ Local; DEC Local; and EIA Local. A Policy Committee Meeting was held on August 21, 2025. **(Consent Agenda)**
11. Recommend approval of the proposed changes, discussed and recommended by the Employee Benefits Committee, to the Medical Health Plan and Pharmaceutical Benefits for the 2026 calendar year. The proposed changes are necessary to ensure the long-term sustainability of the District's self-funded health plan, while continuing to provide comprehensive and competitive benefits to employees. Adjustments address projected shortfalls, align with industry best practices, and maintain a balance between fiscal responsibility and employee well-being.

Mr. Carlos Elizondo, Board Member stated I'd like to make a motion to table this item. Ms. Minerva Pena, Board Member stated second. Ms. Neida Ruth Grantland, Board Member stated I'll second. Ms. Daniella Lopez Valdez, Board Member stated, we have a first and a second to table. Are we allowed to legal counsel, could you please advise us? *Mr. Ben Castillo, Board Attorney stated, I would take that vote, because it's a motion to table, as opposed to debating it.* Ms. Lopez Valdez stated, we got a first and a second. **Ms. Patricia Perez, Executive Assistant stated, please vote.**

Motion made by Carlos Elizondo, seconded by Minerva Pena, and unanimously carried to recommend approval to table agenda item IX. A. 11.

Ms. Denise Garza, Board Member stated, Dr. Chavez, if we table this, does this do any changes to our employees and their health coverages? **Dr. Jesus Chavez, Superintendent stated, let me say that if it gets tabled, I'm going to probably call a Special Meeting. o I'll say that up front. And so, let me, could you talk about the implication of us waiting I mean, we need to move forward here with regards to what our plans are, with regards to providing insurance to our employees, you know, at the next appropriate time, so, Dr. Cantu. Dr. Nellie Cantu, Chief Operations Officer stated, thank you, Dr. Chavez. Yes, there's a timeline that we're looking at, it's a great question, Ms. Garza. One of the things that we're looking at...** Mr. Carlos Elizondo, Board Member interjected, hey, real quick, just real quick, I just want to ask, is this still part of the agenda or it's been already voted on? *Mr. Ben Castillo, Board Attorney stated, it's already been voted on, so if you could just answer the question with respect to the implications and not necessarily the merits.* Mr. Elizondo stated, thank you. **Dr. Cantu continued, yes, the implications would be that we need to start enrollment for the next school year, the pre-enrollment for the insurance, and that starts next month. So, the timeline, we would run into a situation where the timeline, we would have to have a Special meeting, as Dr. Chavez mentioned, so that we can implement and give enough time for enrollment purposes that begins next month.** Mr. Elizondo stated, and if it's not till January when this takes place correct? **Dr. Cantu stated, correct but there are some regulations regarding times that we have to submit.** Mr. Elizondo stated, I agree, but it doesn't start until January am I correct? **Dr. Cantu stated, it's in effect in January yes correct.** Ms. Daniella Lopez Valdez, Board President stated, legal counsel if now we understand the different implications is there a way that we can motion to bring back the item? *Mr. Castillo stated, you could, but I would just let Dr. Chavez request a special meeting because it seems like...* Ms. Lopez Valdez interjected, okay, I think that we need a presentation. So, Dr. Chavez, if we could have that. I think the point of today was to actually have the presentation presented to us. Thank you.

12. Recommend approval to proceed with the procurement and acquisition process for the Sams Stadium press box renovations, network upgrades, and facility enhancements, with an estimated project cost of \$600,000.00 - \$750,000.00 to be funded from local funds.

Amendment: Item deleted from agenda and backup

13. Recommend approval to contract Region One to support initiatives and practices that include elementary educational staff based on District needs and funding. ***(Consent Agenda)**

14. Recommend approval to hire Region One Education Service Center to serve as the Vetted Improvement Provider for the LASO Instructional Leadership Grant services for District and campus leadership at Brite Elementary, Canales Elementary, and Del Castillo-Morningside Elementary through September 30, 2026, based on the needs of the District and grant requirements. * **(Consent Agenda)**
15. Recommend approval to authorize FNS to engage a qualified subject matter expert consultant to conduct a warehouse efficiency study that will streamline operations, reduce costs, and improve service, in accordance with TDA non-duplicative cost guidelines in the amount not to exceed \$37,000.00. **(Consent Agenda)**

B. Recommend approval of the following Payment(s):

1. Recommend approval of payments for construction services and/or engineering services throughout the District in the total amount of \$290,476.40. **(Consent Agenda)**

C. Recommend approval of the following Contract(s)/Agreement(s):

1. Recommend approval to reconsider the Subscription Agreement between Ellevation Education and Brownsville Independent School District for Compliance platform in the amount of \$156,444.75 for the 2025-2026 school year to alleviate the use of much paperwork and time for the LPAC members, administrators, and classroom teachers. The use of this system will also ensure TEA and Federal compliance, safekeeping of student demographic information, auditable documents, and performance data, and streamline the Initial, Mid-Year, and End-of-Year LPAC process *

Ms. Daniella Lopez Valdez, Board President stated, Motion to approve. Ms. Denise Garza, Board Member stated Second. Ms. Lopez Valdez stated Ms. Pena, this is yours. Ms. Minerva Pena, Board Member stated, yes, again, like I'm looking at what we need to do and the pricing 156,000. and to alleviate paperwork, what exactly are they talking about with this? **Ms. Beatriz Hernandez, Chief Academic Officer stated, Ms. Pena, I'm going to go ahead and call Mr. Olvera, very similar to categorical funding that we had explained earlier with social emotional, this is coming directly from Bilingual funds categorized for specifics. Mr. Carlos Olvera, Bilingual Director stated, good evening, Ms. Lopez Valdez, Dr. Chavez, Board Members. So, in saying this alleviates documentation is that the platform itself works with the 13,000 emerging bilingual students that are active and then the 2 ,000 other students who have exited the program. So now you're talking about 15,000 students. where we have their demographics, their documents, their assessment data, their LPAC information, any designated support for assessment. It connects to TestHound which is an assessment software. So, all of that has to be worked with through the LPAC committees. So, it is a lot of documentation that's maintained. Think of it this way, this platform is the e-school for emergent bilinguals. So, it contains everything that's been in there for 11 years. It contains thousands and thousands of scanned documents to make sure that we don't lose that documentation that would otherwise have to be in binders at the campuses.** Ms. M. Pena stated, and how long will this documentation be available to the district? **Mr. Olvera replied, it's been available for 11 years.** Ms. Pena stated, so in other words, will it continue on just one day? you know, it's overloaded so they get rid of

the old stuff. Like what's the length of time that they can save this information that we gather on our students? **Mr. Olvera replied, there is no actual cutoff unless it's not renewed. It's like e-school. Our e-school data is there until we stop paying for e-school.** Ms. Pena stated, okay, and how long have we been using this particular program? **Mr. Olvera replied, this one, this is, this would be our 11th year.** Ms. Pena stated, has the price gone up like or is it something that, I mean, I know everything goes up. You can't go buy, you know, fajitas for barbecue, just forget it. **Mr. Olvera replied, the price throughout the 11 years has gone up. What I can tell you is that they did work with us in a 10 % rebate. But if you look at the price as a whole for 10 years, it's been about 1.2 million. So you're talking about 120,000, 130,000 per year, which is, you know, on average.** Ms. M. Pena stated, so then you would say that this is a good price for this? **Mr. Olvera stated, definitely for the quantity of students that are using it, 15,000 students now, 45 % of our population, not just the active bilingual students, but the ones who exited, which are about 2,000. So those have to be monitored by state regulations. They have to be monitored for two years after they exit. So not only are we talking about the actives, also the inactive.** Ms. M. Pena stated, but tell me why. Who, what is the objective of that, that they have to monitor them two years? **Mr. Olvera replied, it's state law.** Ms. Pena stated, okay, so then we have to talk, because to me it's like, because they don't do it for the people from China who don't speak English. I mean, what kind of bilingual services do they get? **Mr. Olvera replied, well, we're talking now, that's a different question because now we're asking about services for English as a second language students, students who don't know Spanish, your Mandarin, your Russian, Italian, we have 14 languages in this district.** Ms. Pena interjected, isn't this what English is a second language part of this or no? **Mr. Olvera stated, it is part of it for those specific students that do not speak Spanish. The bilingual program, that is a component that is used for the Spanish speaking students.** Ms. Pena stated, but you said after they exit the program then the state continues to monitor them. **Mr. Olvera stated, we are required by the state to monitor these exited students for two years and then we are required by the federal government to monitor them for two extra years. Our accountability for bilingual children is not just state as mentioned in the A through F, it's also at the federal level.** Ms. Pena stated, so then somebody that's coming in, let's say from Japan, speaks Japanese, they're in this program and they'll get monitored also in two years. **Mr. Olvera replied, yes, ma 'am.** Ms. Pena continued, and how is that? And that's what... What concerns me, how do you monitor and how good they are doing? Who's the one that does the checking? Is it our own school district or is it other? **Mr. Olvera replied, well, that is a team effort situation for monitoring of students. We are required by state law to monitor our EBs as per their academic progress and their language progress. So, how is it monitored? The LPAC committees gather at the beginning of the year, in the middle of the year and at the end of the year to ensure and review their data. Not only that, teachers on a six -week basis are monitoring the students through this digital platform instead of doing it on paper, instead of having to write grades and write discipline or write attendance, they do it on the platform which facilitates the task. When you have a teacher that might have an average of 80 students in a high school, it does build up Paperwork wise but because we do it on elevation it alleviates that time.** Ms. Pena stated, so it makes it easier for them. **Mr.**

Olvera replied, yes, it does. Ms. Pena stated, okay, well, thank you, you answer my questions. Ms. Lopez Valdez stated Mr. Grantland. Ms. Neida Ruth Grantland, Board Member stated, yes, I wanted to Mr. Olvera I wanted to thank you for bringing this piece back by itself because as a principle and I'm sure Mr. Ortiz would agree with me, we know that LPAC process and I'm sure it's gotten even more complex than it was back then. And I know it took a lot of time and we did it manually. And so I don't want to burden the teachers with more paperwork. That's one thing that my goal is to get rid of some of the paperwork. Anything the state or federal requires, we have to. But anything else is negotiable. So thank you for bringing it back. **Mr. Olvera stated, thank you.** Ms. Grantland stated, and don't bring them back together again. Mr. Carlos Elizondo, Board Member stated, may I? Ms. Lopez Valdez stated, Mr. Elizondo? Mr. Elizondo continued, I'm just glad that you were able to ask for a discount, that's it. **Mr. Olvera stated, the company has worked with us for 10 years now the 11th year and they have evolved as a platform, but through our collaboration, so when we discuss negotiations, they were very good to come in to the table.** Mr. Elizondo stated, well, thank you for that. **Mr. Olvera stated, thank you.**

Motion made by Daniella Lopez Valdez, seconded by Denise Garza, and unanimously carried to recommend approval to reconsider the Subscription Agreement between Ellevation Education and Brownsville Independent School District for Compliance platform in the amount of \$156,444.75 for the 2025-2026 school year to alleviate the use of much paperwork and time for the LPAC members, administrators, and classroom teachers. The use of this system will also ensure TEA and Federal compliance, safekeeping of student demographic information, auditable documents, and performance data, and streamline the Initial, Mid-Year, and End-of-Year LPAC process *

2. Recommend approval of the Sunrise Mall License Agreement between BISD and Sunrise Mall to provide students the opportunity of performing at Sunrise Mall for the amount of \$17.00 yearly. Categorical Funds: 199 for \$17.00. **(Consent Agenda)**
3. Recommend approval to enter into an agreement with Workforce Solutions Cameron for the implementation and provision of a Workforce Readiness Outreach Specialists Program. At no cost to the District. * **(Consent Agenda)**
4. Recommend approval to enter into a MOU between BISD CTE Department and CVS Health for the 2025-2026 school year. CVS Health will provide a Pharmacy Technician practicum training site to support the goal of equipping our students with the necessary skills to earn a nationally recognized industry certification, at no cost to the District. * **(Consent Agenda)**
5. Recommend approval to enter into a Memorandum of Understanding between the Brownsville Independent School District and Early Childhood Intervention (ECI) Program under the coordination of Region One ESC to provide services for qualifying infants, toddlers, and their families for the 2025-2026 school year. At no cost to the District. * **(Consent Agenda)**

6. Recommend approval to enter into a Memorandum of Understanding between Brownsville Independent School District and BCFS Health and Human Services from year to year. No cost to the District. * **(Consent Agenda)**
7. Recommend approval to renew the Memorandum of Understanding between Brownsville ISD and United Migrant Opportunity Services Migrant and Seasonal Head Start (UMOS) from August 2025 through May 2028. The purpose of this preschool program is to provide services to children from 6 weeks to 5 years of age and their families. At no cost to the District. * **(Consent Agenda)**

Amendment: Item 7 Pages 1-11 (Presentation) will be deleted from agenda backup

8. Recommend approval of the Memorandum of Understanding between BISD and the Oliver Foundation to support the One District, One Community, One Seed vegetable gardening initiative. Participating schools are Breeden, Brite, Burns, Canales, Champion, Garza at Southmost, Gonzalez, Hudson, Keller, Ortiz, Paredes, Pullam, Putegnatt, Russell, Sharp, Vermillion, Villa Nueva, and Yturria Elementary Schools. The term of this MOU shall be made effective August 11, 2025 through May 28, 2026 and includes a grant award of up to \$5,000.00 to be used for the purchase of supplies to implement and maintain school vegetable gardens. * **(Consent Agenda)**

D. Recommend approval of the following Bid(s)/Proposal(s)/Purchase(s):

1. Recommend approval of CSP #26-004 Cybersecurity Services District-Wide (Cybersecurity Pilot Program) to Insight Public Sector, of 2701 E. Insight Way, Chandler AZ 85286 (Three Year Contract).

Ms. Jessica Gonzalez, Board Member stated Motion to approve. Ms. Daniella Lopez Valdez, Board President stated Second. Ms. Lopez Valdez stated Ms. Pena, this is your item. Ms. Minerva Pena, Board Member stated, yes, let me get to it on the screen, sorry. Yes, this is the total amount for this. What would that be, the total charge or cost? **Mr. Todd Nichols, Director for Technology replied good evening. So yes, we went out for bid, and with our bid we came back with a response of \$1,195,618. Through the FCC and USAC, through the E-Rate Program, we will be paying 15%, which is \$179,342.** Ms. Pena stated, and for how long is this, Mr. Nichols? **Mr. Nichols replied, that's for three years.** Ms. Pena stated, so the total price for three years is how much again? **Mr. Nichols replied, \$179,342.** Ms. Pena stated, well, you did a heck of a job to working that out, didn't you? **Mr. Nichols replied, well, 15% is pretty good, yes.** Ms. Pena stated, yeah, and I want to commend you greatly on that. And that's what the question I want to do. After three years, will you get the opportunity to try again? **Mr. Nichols replied, I really think that the FCC and USAC will be continuing because of security. That is the biggest thing now in technology is security. So, I think they will be continuing, that's yes.** Ms. Pena stated, thank you, I'm glad because nowadays you're connecting the whole world. And unfortunately, that's crazy because look at what's happening with kids connecting to the other side of the world and the things that they're doing. So, I'm very glad because now your information is I know your name, your date of birth, Social Security, and when you went to the hospital. Just ask me, I'll tell you. Because now it's so easy to get because they went into foreign countries to do this and then they pulled out of the foreign countries but they didn't pull the information with them because they already have

it saved. So thank you and I appreciate that. I just wanted to make sure that we do a good job. And thank you for all you do because you take really good care of us.

Motion made by Jessica Gonzalez, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approval of CSP #26-004 Cybersecurity Services District-Wide (Cybersecurity Pilot Program) to Insight Public Sector, of 2701 E. Insight Way, Chandler AZ 85286 (Three Year Contract). (7-0-0)

X. Board Member Request(s)

A. Conference Presentation(s):

1. Discussion and presentation on the BISD A-F Overall Ratings and Overall Scores Comparison Report: 2024-2025. (Board Agenda Request Frank Ortiz/Board Support Carlos Elizondo)

Handout #2 – Beatriz Hernandez, Chief Academic Officer - Added to official minutes

Ms. Daniella Lopez Valdez, Board President stated, Mr. Ortiz? Mr. Frank Ortiz, Board Member stated, yes, I believe that Ms. Hernandez is going to make a presentation on this. I think it's an extension from the presentation she did earlier. **Ms. Beatriz Hernandez, Chief Academic Officer stated, yes, good evening again. So, what we have for you this evening is a breakdown by campus performance and where does our district stand as it relates to our accountability ratings and the breakdown of our data for 2024 and 2025. Before, and Dr. Rentfro shared with you two of those reports that we're going to show you on screen, but before I begin, once again, let me reiterate how proud we are of the work and the improvement that's happening at the campuses. 94% of our elementary campuses are rated either an A or B. 94%. 29 of our 31 elementary schools are rated either A or B. 80% of our middle schools are rated either A or B. We do have some need at the middle school level. We do have one of our campuses with a D rating. That is something that we've discussed, we've planned for, and that we will make sure that we get out of that rating. At the high school level, we have 100% of our high schools either with an A or B rating. On your packet you will find the individual campus ratings, and this is what we were discussing. A lot of growth between 2024 onto 2025. This school year after much litigation, the accountability manual has been provided to the school districts. And although we were given options and choices, the anxiety and the uncertainty that it builds upon some of our teachers and some of our campus administrators by not having that formal manual on how you're going to get evaluated, it brings that additional stress. But now we finish off the 24-25 school year, litigation for 24 and 25 is over, accountability ratings were published, and now we have our accountability manual for 25 -26. Ms. Lopez Valdez stated Mr. Ortiz, yes, can you also show the graph of where BISD stands as compared to the schools or the districts within Region One? Ms. B. Hernandez replied, yes, absolutely. And so the next chart here, it has all the Region One districts. And what we've done here is they are in order based on the overall scale score, the overall grade. So, as you can see, the Brownsville ISD with an overall score of an 87, we rank in the top six scores in the region. As you can see, we do have United with 40,000 students and Brownsville ISD also the second highest there with**

36,118 students. At the same time, I do want to point out that as research, historically, students from impoverished backgrounds tend to show not as well performance in state or national assessments. So when you look at the demographic information under the second column for economically disadvantaged students, we're at an 89% ECODIS based on our 36,118 students, maybe in comparison to a United ISD with 40,000 students and 75% economically disadvantaged. Once again, we identify our areas of improvement. We know that with this accountability framework, our high schools CCMR component carry much of that weight. And so, we've been working to solidify and make sure that we make the gains that are needed in order for that CCMR, and as much as it counts, alongside with our STAAR scores, make sure that gets us to that A. Mr. Ortiz stated, Ms. Hernandez, as a follow up, you said you've already identified the 11 priority schools, is that correct? Ms. Hernandez stated, the previous item was for the 11 elementary priority schools. Mr. Ortiz stated, which schools are those? Ms. Hernandez replied, these are schools that are within your Bs. Mr. Ortiz stated, can you name those schools? Ms. Hernandez replied, yes, we can have Ms. Dr. Rubio and Ms. Emerson. Dr. Alma Cardenas Rubio, Assistant Superintendent replied, so keep in mind that the, so the schools that we have as priority is Canales, Putegnat, Del Castillo, Morningside, El Jardin, Gallegos, Garza at Southmost, Cromack-Castaneda, Skinner, Vermillion, Villanueva, and Egly Elementary. Mr. Ortiz stated, okay, and what is the plan to support these schools? Dr. Rubio stated, the plan to support them is first what you've just approved today, which is that Region One supplemental training. Our goal is to spend a lot of time with the campuses in the teaching and learning practices. A lot of the best practices that we saw, if you notice on the priority schools, we have some A's on there because they went through a lot to get from a C to an A. And what we learned is that we can't forget that progress they made. We need to make sure, for example, if you look at El Jardin, they went from a C to an A. But in order to sustain that, we need to continue the same support, the same best practices. And so that's number one. Two is we're also looking at the staffing. Ms. Hernandez has embarked us to give her a list of what are those specific things that these eleven schools need to grow. And Dr. Chavez, I mean, Dr. Chavez also wants us to look at the low 80s, the 81s and the 82s. So we only had two Cs at the elementary level. But in order to sustain this high 92%, we need to focus on the ones that made that jump, make sure we stay there. We need to focus on that low end Bs. And we need to make sure that the two Cs that we got which is a 79 in both Canales and at Villanueva, is that we stay focused on the training. We want to make sure that our specialists, we have specialists at the elementary level, but remember we have 31 schools. And one of the things that we got feedbacks from our elementary schools that got A's, high A's, is they also want to continue to be visited. They also want to continue to be looking at the performance in special education. They also want to be able to get that same training. So, the Region One training that you just supported right now are going to focus on this 11, and we're going to be very focused on the areas. One of the things that you all said earlier was about focusing on that instruction. So we're very targeted. It's not only just the campus, but it's the teacher. Which teacher needs that support to improve that growth? So you might be going to one campus for third grade on this specific campus, but on another one it might be

fourth and fifth. And so we are meeting with Ms. Hernandez and making sure that all the 31 campuses get that support to sustain what they've done. And these 11 had to go through a lot to get to where they're at today. And so we're going to be targeting the Region One, the specialists to continue with the A's and B's, and then the curriculum specialists with the curriculum alignment that we're supporting them in the focus of planning and the focus of distributing different strategies. If you look at what we've been able to do district-wide is that growth. We want to continue growing. We tell everyone else, no matter what we do, we're going to grow. And so, what we learned this past year is that those high A's, it's very hard to stay there. Even though they got a 94 and a 95, it is very hard to stay there. So, we want to give that support to them. So, you're going to see an alignment between the 11 schools, very focused with Region One and part of our Specialist. You're going to see the A's still get that one support because that's what we didn't do this past year. We kind of used our Specialist and we kind of just went for the priority schools. And we saw the need to All 31, all 31 elementary schools, so you're gone see that. And we're working with Ms. Hernandez, the C&I Department, Dr. Chavez, making sure that we do the lower ends. Our Specialists, right now we have a dashboard where every visit is documented, not only for Specialists for C&I, but for Special Ed, Bilingual. So we have a dashboard where we're very focused in targeting the specific schools that need to continue this growth and this support. Mr. Ortiz stated, okay, so once you look at the data, as you said, you're going to go in as support. In other words, this is where we're at, this is what the data says, this is the teachers that were identified. We're going to go in with the attitude of how can we support you. Is that correct? Dr. Rubio replied, that's correct. The beautiful thing about our principals is that they're very receptive. They give us feedback. They ask for support. And so a lot of times, teachers are also very receptive. They're very like, can you come and show me how to get there? Because our goal is really Meets and Masters. That's our goals on grade level. So a lot of these top performing teachers and even teachers that are growing slowly, they're very good about saying, can you show me how this school did this or that is being done? And data, these checkpoints that we're doing, they all get to see these checkpoints. So there's not one teacher that comes and says, well, I don't want the support, or I don't want the help, or one principal that says, I don't want the visitations, or I don't want Region One coming in. On the contrary, as you can tell today's Board agenda item, you had two schools who specifically requested on their own to add an additional support to everything that we're doing. So, when we meet with C&I, and we meet with Ms. Hernandez, we meet as Specialists, I meet with Ms. Emerson, Emerson meets with the Curriculum Specialist, and we are very strategic of how we're going to do this support to sustain what you're seeing right now. Mr. Ortiz stated, okay, but it is support. I do want to say that the one school that really stood out was El Jardin. They went from a C to an A. I saw their scores from 74 to 90. And I know Ms. Grantland was saying that 5% would be significant. I think this is very, very significant. Now, let me ask you all. We have all these schools that are very successful schools, you know, they were rated A and so forth. Do we ever tap into these schools for their expertise to share with the other schools or do we ever bring any of their teachers maybe to the priority schools to kind of demonstrate for them or show them how they present and deliver instruction in

some of these areas that they may have issues in? **Dr. Rubio** replied, yes, we do. **Ms. B. Hernandez** interjected, yes, we do, sir, and that happens at every level, at the elementary level, at the middle school level, and at the high school level. So, for example, **Dr. Ibarra** makes sure that the success in this content area with these two particular teachers is shared with the other school that might still be growing in that area. I know as principals, they also get an opportunity to visit one another. What are those activities? What are those strategies? What are those initiatives that you're injecting into your grade level meetings or the classroom? So it's an ongoing collaboration between campuses being led by their specific principal supervisor. **Mr. Ortiz** stated, and this is why I say we have experts within our district that are in the classroom and you know this is why I always come back, instead of bringing consultants in, let's use our experts that we have, our own teachers to come in, as you mentioned a little while ago, to visit other campuses, you know, they're very successful, they're rated A, so share what y'all are doing and use them, you know, that's a powerful tool as well. **Ms. Hernandez** replied, very powerful, but at the end of the day, like it's with anything, time is always, you know, that necessity, so as much as we have collaboration and going, there's always a need for that supplemental support in the form of external. So just putting it out there so you know that work is happening, there's systems in place to monitor the support that's happening, whether it's through a campus visit to show support, or if it's a GT Lead Teacher or Curriculum Specialist in the form of a calendar, to show, you know, what this is a support in collaboration with the campuses and the teachers as to, you know, building that coherence but utilizing their feedback to see from what angle we're coming from, whether it be reinforcing the new science curriculum through a grade level meeting or through a maintenance meeting after school, through data analysis session from an Assessment Coordinator. But at the end of the day, many times our limitation is the time tied to the number of staff. And people are doing the roles and their responsibilities tagged again to a timeline, but I know it's an investment on your end to approve it, but it's an investment for students our teachers in making sure that that the trajectory keeps going upward. It's all I can say. We see it as investing, yes, the time, the effort, but also funding. It is needed to inject it into what we're doing. **Mr. Ortiz** stated, yeah, and it works vice versa as well. You have a teacher at a priority campus that needs some professional development. You can send that teacher to an A-rated school, or even within the campus. I mean, you've got some very, very strong teachers within the campus. You can send them to do observations. And that's how we develop them as well, and give them that assistance and that support that you're talking about. There's a lot of things that we as educators and as principals can do. We can send teachers down to those campuses, or vice versa. teachers from the priority school to another campus, or even within the campus. Have those teachers go and visit these teachers that are doing a heck of a job. I know all our teachers try, but there's always that support that we can provide them, but that support needs to come from them. You tell me what you need PD, or maybe some assistance, and me, as a Principal, I try to get you that assistance, or come in to you, provide them the assistance, but not going in there and saying, Okay, this is what you got to do. **Ms. Hernandez** replied, and we will continue with those systems of support. **Mr. Ortiz** stated, thank you. **Ms. Lopez Valdez** stated **Ms. Gonzalez**. **Ms. Jessica Gonzalez**, Board Member stated, thank you. Like a couple of

(inaudible). Yes, we were talking about how ones that were an A, there's a couple of schools that I think we need to name, Hudson, Pena, Pullum, BECHS, no, well, what I'm trying to say is they were at an A and they didn't stay stagnant, they went higher. So kudos specifically to them, but yes, shout out to El Jardin, but having said El Jardin, that went from a 74 to a 90, how in the world did we fail Perkins from an 80 to a 69? And I say fail because we failed those students. We failed the staff. We failed the families. And I don't really want to hear excuses of how we got, how that happened. What I'd like to know is how we're going to get out of it. Ms. Minerva Pena, Board Member stated, if I can piggyback on you with her real quick. So that's, I was just going to ask that because we're moving principles around. Please forgive me. Ms. Lopez Valdez interjected, Ms. Pena, I actually have a line here. I have Ms. Garza and then I have Ms. Grantland. Ms. Pena stated, I'll hold my thought, I apologize. Ms. Lopez Valdez stated thank you, Ms. Garza. Ms. Denise Garza, Board Member stated, yes and thank you, Ms. Lopez Valdez, and kind of piggybacking off of Ms. Gonzalez, yes, a lot of our schools, they went up and we do see in the in the elementaries I see one, two, three, four, five, six that went down. But then I see some of our schools that have stayed stagnant. What are we doing with those schools that are staying stagnant and in those schools that went down but were not part of that priority list? **Ms. Hernandez stated, so, what we're doing is in that calendar that Dr. Rubio was describing to you and we have a similar one at the middle school and at the high school level. So, one of the initiatives that we're having this year is the support, aside from, yes, going to the school, the data is being dissected in a way that the support might be going to this school specifically to this grade level, to this specific teacher. There are some ratings here that either a specific subject area, maybe the school is pretty strong, and I'll just make up an example in the math area and the science, but the reading scores, at the end of the day, it goes all in one bucket. So it could be one specific subject area that is underperforming that is pulling back the overall accountability for that campus.** Ms. Garza stated, okay, yeah, because I'm seeing here like majority of our high schools went down except for two, but well, no, all the high schools went down, but two are still in the A's. And then when it goes to our middle schools, we have several on here that dropped. So I just want to make sure that we do give those campuses the support because like Ms. Gonzalez said, we failed Perkins and the problem was just moved. Ms. Lopez Valdez stated, Ms. Grantland. Ms. Neida Ruth Grantland, Board Member stated, yes, I really like the idea of best practices. And I used to implement it a lot as a principal but I found one thing that we need to be very careful when we say to someone, this is a very high performing classroom, you need to go see it. It's kind of like in a veiled way saying you're deficient. That's not the case. That's not what we want to do. We have to be very careful how we handle that because no teacher is deficient. Maybe they haven't been exposed enough, and it's our fault, you know? And so I do believe that best practices is very powerful. I used to do it all the time, but I found out when I'd have my six weeks benchmark discussion with my teachers by grade levels, I would have to kind of at first pull it out of them because I'd say, hey, you did really well on this one, tell us how you taught it. And at first, they didn't want to say anything. And I think teachers sometimes are reluctant to share. But after a while when they saw that it wasn't punitive and that it was growth oriented and it was a sincere attempt to get all of our kids to do well, then they started sharing very freely. And our scores went up 24 percentiles

in one year. Overall, that was back in the days. The other thing I would like to share with you is that Perkins is in a very unique situation. And I think that it probably was as unique as it is now last year. And I think that regardless of whatever is going to happen in the future, because the enrollment's low or whatever, we need to give them as much support as we can because one teacher per subject, per grade level does not make for good instruction or good collaboration. And that worries me a lot for that school. So I'm asking you publicly to please give them extra support. Thank you. **Ms. B. Hernandez stated, yes, ma'am.** Ms. Lopez Valdez stated Ms. Pena. Ms. Pena stated, yes, and I agree with what Ms. Grantland said, Jessica and everyone. My biggest concern here is I've always been under the philosophy, it's not broken, don't fix it. And last year, I know that we fixed things that were not broken. And then when the scores came back and they were bad, we're like, well, we don't know what happened. Yeah, we know what happened. And I hate to hear this. I really do. They've been there too long. It's time for them to move. They are flourishing. Our kids are excelling. And you're saying, well, they've been there too long. It's time to move them. A lot of parents, they pick up their children, out of this district, go to a private school. They don't even want to go to charter school because they take the best principal. And I have a problem with that because that's a choice of administration. And I love when people say, oh, it's my choice. And I just think in my head, yeah, is it your choice to destroy the world? And dang, you're doing a good job of destroying it. My problem is that we cannot, it's not so much, don't get so stuck doing things right you forget to do the right thing. Don't get so stuck us being, I'm in charge, I tell you what to do. No, no, no, no, no. Because when we get the results of the test, it should bounce back to administration. Because administration is the one that made the moves. Administration is the one that did what they did. And here are your results. Now what are you going to do? Say I'm sorry, it's not going to change the grade. Say I'm sorry, it's not going to help our students. We need to focus, sir, on the ones that need help and like Ms. Grantland said and say it in a manner that let's see what we can do to help us do better. And you say to help us. It's not you, us because nobody here is better than anybody else. I can guarantee you that 100%. My concern is, sir, I see that we keep moving people that are doing well and take them to other campuses and then the campus they were moved from loses a few grades, goes down a little bit and then some of them, some of them have even left us. Some of them have even retired. So you know what, okay, it's time to leave. Please focus on how well they're doing and keep them doing well and see how you can fix those that aren't doing well without disrupting the ones that are flourishing to try to make something work better. And I don't know how you can do that, how you can fix that, but please understand that this is going around a lot in the United States of America and I've never seen it like this. Oh, they've been there to go too long, get them out. They've been doing good forever. It doesn't matter, they've been there too long. So they're focusing on the length of time and not the quality of work. And we need to focus on the quality of work that the teachers and the principals are doing. And please, sir, help them, like Ms. Grantland said, you have a school that has one teacher per subject. We can't be cutting and cutting and cutting on our most vulnerable students. Middle school, for goodness sakes, is everything you do, it's going to be the legacy you leave behind when it's time for you to retire. And I want it to be a good legacy by doing what's right and doing good by your students, your parents, your community, and the people that love you the most, so thank you. Ms. Lopez Valdez stated, thank you for

requesting this presentation, Mr. Ortiz. Thank you all for presenting this information to us. It's very helpful. This is our bread and butter. This is why we're here. And I appreciate you all taking the time and really clarifying and connecting where our scores are, where we're help get asking for resources and making that a connection so that we can see measurable progress. Thank you. Yes, Ms. Garland. Ms. Grantland (inaudible) Ms. Lopez Valdez stated, thank you. Ms. Pena stated, and thank you for your outstanding work with Ronnie, you do a very good job.

B. Action Item(s)

1. Discussion and possible action to approve the renegotiated one-year contract for Board Counsel with O'Hanlon Demerath & Castillo (Board Agenda Request Daniella Lopez Valdez/Board Support Denise Garza)

Ms. Daniella Lopez Valdez, Board President stated motion to approve. Carlos Elizondo, Board Member stated, I'd like to make a motion to table it. Ms. Lopez Valdez stated, I motion to approve. Ms. Denise Garza, Board Member stated, second. Ms. Minerva Pena, Board Member stated, what are we voting on? Question. Ms. Lopez Valdez stated, yes, Ms. Pena. Ms. Pena continued okay, I think very highly of Mr. Ben and Mr. Eric. And I would love for them to come and work for BISD completely as the representative without having to work for the company they work for. I'm going to be very candid about that, because I'm very uncomfortable sometimes with people that will do things that you know you're doing wrong, and you're going to get to it, but that's okay. I'm here to defend you. I have seen that Ben and Mr. Eric aren't that kind of people. But Ben, let me ask you this, you are not working independently, right? You work for the company, a company? *Mr. Ben Castillo, Board Attorney replied, yes, Trustee, I work for O 'Hanlon Demerath and Castillo.* Ms. Pena stated, okay, because you do 1,000%, the best thing I've ever seen. *Mr. Castillo stated, thank you, I appreciate it.* Ms. Pena continued, it's the other people that really bother my soul. *Mr. Castillo stated, I understand, and that's why I've been here. And I plan to be here if approved, primarily.* Ms. Pena stated, well, you know, that's what they said, when Eric was here, he was awesome. And then I don't want it to come along in the future that something happens where you get something better, and then we go under the... *Mr. Castillo stated, nothing better than Brownsville ISD.* Ms. Pena stated, but I'm talking about something better for your job. Mr. Carlos Elizondo, Board Member stated, Weslaco is going to hear you say that, Weslaco going to hear you say that. Ms. Pena stated, yes, and no, you're outstanding. I'm just saying if something happens in the future, you get better, you get moved, we're out of luck. Mr. Elizondo stated, exactly, just real quick, I have a question, where is Mr. Flores? How come he hasn't been here? *Mr. Castillo replied, Mr. Flores is at a Republican event right now.* Mr. Elizondo stated, no, but he hasn't been here, normally he's, I mean, this majority Board requested him to be here every meeting. *Mr. Castillo replied, yes, so, I got a call from the Board President asking if shareholders could be present and we do what Brownsville ISD asks, so we make time to do that. But on top of that, Mr. Flores is busy and whenever he's available and if the Board so chooses, he could be here as well.* Mr. Elizondo stated, and just real quick, none of the Board Members reached out to him, told him that they don't want him here anymore. *Mr. Castillo replied, not that I'm aware of, sir. I only spoke to the Board President about it.* Mr. Elizondo stated, Ms. President, are you aware of that? Ms. Lopez Valdez stated, no, we are here to make sure that our community is listened to and heard and we want to make sure that our legal counsel represents our Board, which is one of our only hires that we make as a Board. And

I'm really appreciative to the firm for saving us a lot of money and providing a lot of information to Special Education in the large size of our District being a firm that specializes in education law with not just one lawyer, but many. So, if we have, for example, something that is specifically special education, we have an expert in the field that's able to give us the knowledge. If we need an expert in another source or if one is busy, we have somebody else who can pick up the call. So that's why I'm currently asking for the renewal? Mr. Elizondo stated, no, that's not what I asked. Did you not have a conversation with Mr. Flores and tell him that you didn't want him present anymore because he was a Republican? Ms. Lopez Valdez replied, no, sir, I did not. Mr. Elizondo stated, are you sure about that? Ms. Lopez Valdez replied, I am absolutely sure. Mr. Elizondo stated, okay. Mr. Frank Ortiz, Board Member stated, I have a question. Ms. Pena stated, and if I may, my concern is, like I said, I'm very comfortable with Ben and I really wish he would be independent so you could come and work for BISD as an attorney for the Board because you do an excellent job, 100%. What I'm not comfortable with and what I've seen in the past is what the organization that you work for, and I respect that you have to respect because you work for them. But if anything, if I'm not comfortable with it, understand it's nothing personal. You are outstanding. It's just the uncomfortableness that they decide to change and move that sometimes really bothers me, thank you. Ms. Lopez Valdez stated, Ms. Gonzalez? Ms. Jessica Gonzalez, Board Member stated, yes, well, first and foremost, I'm really thankful for the firm for all the money that they have saved us. In these past years, I know staff uses them a lot I know some of the concerns of the Board was maybe with a previous attorney who's no longer with the firm, but also, I know Ben and yes, I'm very thankful for you to Ben. But if anything, Shirley can come Leslie can come Eden can come, any person from the firm can come, correct? Eric, I'm sorry. Yes, Eric, Ben. *Mr. Castillo stated, sorry, yes, depending on availability and stuff, I make my schedule free for y'all because, again, nobody is better than Brownsville.* Ms. Gonzalez stated, because you're awesome, that's why. *Mr. Castillo stated and so.* Mr. Elizondo stated, that's two of them, just real quick, Mr. Castillo, was Mr. Flores ever requested by this Board President not to show up to these meetings? And I just want to make sure that, you understand why I'm asking the question? *Mr. Castillo replied, yes, sir, I understand. The only conversation that I have had is with respect to the status of the attorney that comes to the firm, whether it's a shareholder or versus partner. And so, I'm a named shareholder and so I decided to go ahead and volunteer again because Brownsville ISD.* Mr. Elizondo stated, again my question was, was Mr. Flores ever asked by this Board President not to show up again? Ms. Lopez Valdez interjected, I would also just like to confirm when the vote was actually taken and it was to put the item was requested to put... Mr. Elizondo interjected, my question still stands. Ms. Lopez Valdez interjected, no, I'm going to explain myself because I don't... Mr. Elizondo interjected, there was a meeting held in San Antonio of my understanding with you and Mr. Flores. Ms. Lopez Valdez stated, there was absolutely no meeting... Mr. Elizondo interjected, yes there was. Ms. Lopez Valdez continued, held in San Antonio. I will go back into my... Mr. Elizondo interjected, just so you know, and he was asked not to show up anymore. Ms. Lopez Valdez interjected, that's actually completely. Mr. Elizondo interjected, obviously he has not been showing up and that was my biggest concern. Ms. Lopez Valdez stated, Mr. Elizondo, I know your goal of the district is to distract and deflect and to not talk about things that are very important, like curriculum. Mr. Elizondo stated, it's to bring up the truth. Ms. Lopez Valdez continued, and it is, that is absolutely not the truth. I have counted you lying several times and I don't appreciate that respect. I give you the respect by letting you speak and now I'm going to

go ahead and defend my decision right now. This is our goal in what we do, is provide legal counsel, and what this firm has done is provide us legal counsel, saved us many, a lot of money. And I will also point out that I was never the one to not renew the contract. When we wanted to put it up on the agenda again, it was when we were going to appoint a new Board Member and because I had spoke to other Board Members who were previously requesting for the main contact to be Mr. Eric Flores, decided that they were no longer going to support that item. So I decided for the sake of consensus and trying to be, bring on a seventh Board Member, because that was very important in terms of our TEA, whether they would take over or not, I was willing to compromise. And so, when that had happened, we had already voted to not renew their contract. So, in all of this time, I don't believe anywhere that any employee of the actual legal counsel would have announced that he was going to run, for a certain position. And that is not why we are here. That is not why we are supposed, we are here to employ council for us as a Board and for the district. So, my decision stands and I will continue. We have a first or second, you can vote it up or down, it's up to you. Ms. Pena stated, why did you bring up that he's running for an office? What does that have to do with anything? Ms. Lopez Valdez replied, because Mr. Elizondo has complete, has brought it up several times. Ms. Pena stated, oh, I didn't realize that. Mr. Frank Ortiz, Board Member stated question. Ms. Lopez Valdez stated, yes, he said it several times, Mr. Ortiz. Mr. Ortiz stated, yes. Ms. Pena interjected, no, he never did so I can't believe and I want to go back and get me a copy of that tape because I never heard him say that and for them two to say yes, it really scares me because I didn't I missed it, so. Ms. Lopez stated, Mr. Ortiz. Mr. Ortiz stated, oh, yes once again legal, thank you for your service, but I was looking at the renegotiated one-year contract and I know that we're going to be paying a \$20,000 flat fee per month. Any Special Ed due process hearings that we have, that's about \$250 an hour. And in trainings and workshops will be negotiated, I feel uncomfortable with that because there's no price that. It could range from whatever to whatever. So, I feel that maybe we should go out and see what other agencies have to offer, you know, and if you come up still offering the best choice, then why not? But I think at this point in time, looking at this, I think I would rather go out to, you know, to see what else anybody else has to offer. Ms. Lopez Valdez Stated, I believe we have a first and a second. **Ms. Patricia Perez, Executive Assistant stated, please vote.**

Discussion and possible action to approve the renegotiated one-year contract for board council with O 'Hanlon, Demerath, and Castillo. (Board agenda request, Daniela Lopez Valdez/Board Support, Denise Garza).

The following vote was recorded

Yea: Ms. Lopez Valdez, Ms. Garza, Ms. Gonzalez
Nay: Mr. Elizondo, Mr. Ortiz, Ms. Pena, Ms. Grantland
Abstain:

Motion Failed: 3-4-0

Ms. Pena stated, please understand, Mr. Ben, that I'm very comfortable with you and I want to see you come and be, unless that company would say only Ben is going to be the attorney showing up for that, I would be okay with it. But right now, the way it's written, I'm not comfortable with it. But you are outstanding. *Mr. Castillo stated, thank you, appreciate it.*

Ms. Perez stated, motion fails, three yes, four no. Ms. Lopez Valdez stated, Ms. Garza. Ms. Denise Garza, Board Member stated, yes, so where does this put us? I understand we'll be going out for RFQ, but that takes time. So where does this put us, without legal counsel? Mr. Elizondo (inaudible). Ms. Pena stated, no he would continue. Ms. Lopez Valdez stated, I would like to go month to month and continue. Ms. Pena stated, that's what we're doing, month to month. Ms. Lopez Valdez stated, thank you, Mr. Castillo, and to your firm for all of your help and guidance during this.

2. Discussion, consideration and possible action regarding BISD Chess Tournaments; games, awards and tournament procedures. (Board Agenda Request Minerva Pena/Board Support Carlos Elizondo)

Ms. Minerva Pena, Board Member stated, okay, so my question, sir, is, we discussed this before, am I correct? **Dr. Jesus Chavez, Superintendent stated, yes ma'am.** Ms. Pena continued, and for the sake of those that didn't realize, Brownsville is the chess capital of Texas. We were voted by the people in Austin and the governor at the time, and we are the chess capital of Texas. And this program is outstanding because it has made children grow and realize that, hey, I'm smart. I can do this. I have seen children who wanted to go talk to God in person, so they could fix them because they were dumb. And they asked, how are you going to do it? Well, I was going to commit suicide when I was five so I could go talk to God. And I would tell God to fix me and send me back. Thank God, God sent an angel and told that little boy, no, if you go, you can't come back to your same mom and dad. He's going to send you to somebody else. So, the little boy told his friends, so I had to find another way to do it, and I got into chess. And look at me, the gentleman, 3.97 GPA in the university.

Carlos Elizondo stepped out 9:43 p.m.

Top-notch, and they asked him, who told you not to do that? And he says to the kids, I don't know who told me. I can't remember. And the little kid said to him, that was God said, and then Jesus said, nah, don't come over here, because you're not going to make it back to your home. My question is, this program is trying to be changed. by groups of the valley. I know we had this discussion. When they want to change the price, they want to change the divisions. They just want to change what Brownsville is doing. And it bothers me because we are number one. When we have chess tournaments, Ms. Rentfro, she can turn around and say, we have 600, 700, 800 kids show up to our tournaments. When other people up the valley have the tournaments, they don't have that size. And I'll tell you this that you guys don't realize, but we used to go to the state tournament. And we would take 1,000 students to the state tournament from Brownsville ISD. And I'll never forget, I was very involved with that program. And when we would have the state tournament in McAllen, nobody from up the state would come. It would be like maybe 40 kids. And I finally asked the director of chess in charge of it in the state, how come they don't come over here? Oh, they don't like your area. Excuse me? No, they're not comfortable there. Wait a minute. We take 1,000 kids to years. That's when it was changed that the person that's going to advance to nationals gets qualified at a regional, not at a state. Because we were going up there, and they were refusing to come down here because they didn't think we were worthy of their presence. So my question is, can we make sure that we continue doing what we do as a team? chess tournaments and have the same amount of awards and the same amount of games and how, you have people here who are running the program, am I correct, ma'am, can she come up to the podium so I can ask her, sir? **Dr. Chavez**

stated, yes, ma'am, she can answer from there, but she's welcome to come up to the podium. Yeah, come on up. Ms. Pena stated, yeah, but you need the microphone or it won't come out on the TV. Yes, and my question is, the people that are running the tournaments, you know who they are, the gentlemen that run it? And they, believe it or not, they were all product of BISD employees and teachers, were they not? **Dr. Roni Rentfro, Director Assessment/Research & Evaluation GT stated, many of them.** Ms. Pena stated, and they're very good and they're continuing to run it. And what do you think about BISD making the choices of how many awards and initiative vision and all divisions being made by you and the lady behind you? She also helps with the program. And I would like to thank you for all you do. And how comfortable do you feel with taking their advice and their suggestions on how to keep this program at the top the way it is? **Dr. Rentfro replied, I will say that at our meeting with all of our Chess sponsors, we did bring up at the request of the regional, Region 8 group, a possible change to how we were looking at the levels so that our students would have more structured bands of competition. We brought that proposal presentation to our sponsors. After the meeting we did send out a survey and the majority of them have requested we go ahead and remain with the same levels. One of the things that we do have to remember though is that means a lot of our students compete against students who don't have necessarily as high a rating, when we keep those levels so their competition may not challenge them as much as what the proposal was. But based on the feedback from our sponsors, our coaches, we are saying that this year we will remain the same levels, the same number of trophies and medals as what we had for last year.**

Carlos Elizondo returned at 9:46 p.m.

The only changes to our chess handbook at this time are to align the advancement and support to the Board decision that was placed on April the 1st about the students advancing. That is the only changes we at this time have to the handbook for 25-26. Ms. Pena stated, okay, remind me of that change. **Dr. Rentfro stated, so it's the top three out of five teams will be advancing and the top eight individuals at the regional and state competition and the girls will now also be advancing to nationals.** Ms. Pena stated, and correct me if I'm wrong, but wasn't it before the top ten students would advance? Not the top eight. When did it change from 10 to eight? **Dr. Rentfro replied, two years ago? Two or three years ago. It's been some time.** Ms. Pena stated, can you tell me why? **Dr. Rentfro replied, generally it has to do with the district over the last several years has been looking at the amount of funding and trying to make sure that we are able to sustain the program economically for our system.** Ms. Pena stated, okay, and sir, and that's what I would like to see that we continue what we did in the past which is advance the top 10 students and not knock those two down because I know how important that is because when you go to national, some children will never get that opportunity to leave the city of Brownsville and go compete because they're top 10 players. And I've seen that happen. When, I'll tell you this, sir, when my boys were in the chess team and they made it to nationals, my boys were the first and second on the top 10, number one and number two, one was freshman one was senior. You know what I was asked by the sponsor that year? She said, I need a big favor from you. I said, what? Can you give me your children's airline tickets and can you pay your own airline tickets? And I said to her, why are you asking me that? She says, because you're going to say yes, right? Like, oh my God. Okay. Here's a tip. My thing is this. In a hotel room, same amount of kids, it doesn't matter if you put one or more, too. The food, everybody eats, but the airline tickets, they couldn't afford it. But those children came up and went to school and became these

supervisors that are earning a lot of money, and this impressed them because they would have never been able to get out of this city to go to where they went to. So, what are the odds, or how hard would it be, sir, to make it the top 10 like we had before and not the top 8. And I know you said, and I'm glad you said it, because of funding. The only reason was because of funding. **Dr. Rentfro stated, yes, ma 'am, but currently what you, the Board approved on April the 1st was the top three out of the five teams and the top eight individuals. That's actually the wording of the motion.** Ms. Pena stated, this is why I can make a motion in the future because we've got plenty of time. It doesn't happen until after January where they go compete nationally. So, I'm sorry. I'm sorry. For kids, I fight for. Adults, I fight with. You don't go with me, I don't fight. For kids, I fight for. I'll stand in front. So, can we do something? Sorry. Ms. Daniella Lopez Valdez, Board President interjected, Ms. Grantland, question. Ms. Pena stated, yeah, I'm sorry, just let me finish with this. thank you. You both of you do a wonderful, excellent job, we couldn't have better people doing this job. Thank you very much, ma 'am, both of you. And sir, could you please consider the those two, please? **Dr. Jesus Chavez, Superintendent stated, we'll be happy to take a look at that.** Ms. Pena stated, I so appreciate you for that. Dr. Neida Ruth Grantland, Board Member stated, it's not a question, it's a comment. I was at Russell Elementary two years after Rachel Ayala, who is now retired, had started this. chess team, and they had won the state championship. Well, when I got to Russell and I saw what was going on with chess, it was phenomenal, so I supported it 100%, as much as I could with how we got the parent group was very active and we took all the kids up to state and we'd walk in in our black t-shirts and they would go, oh, there's Russell. And so, it's close to my heart. The last year I worked in this district, I was in charge of state and federal, the State Comp program and I oversaw the chess program for the entire district. And we made a lot of gains there with other schools and so whatever can be done to support the chess program, I'm all in favor of. I saw children that were very shy emerge into these little warriors. I saw kindergarten kids beating the pants off of seniors. It was phenomenal. And these kids, I tracked their scores, and their test scores were very high as a result of the strategic thinking they had to do. So thank you for supporting it, thank you for the work you both do. Keep it up, and yeah, consider that, please. Ms. Pena stated, yes, and Ms. Daniela, if I may finish with this? Ms. Lopez Valdez stated, yes, Ms. Pena. Ms. Pena continued, yes, and my boys, my son was in junior high, dyslexic, and he learned his best from his chess teachers. Co-champions with New York, co-champions, went to another tournament. He beat the heck out of a little boy whose father was paying \$300 an hour to a master chess teacher. So what did they do? They came up to my son and accused him of cheating. And he says, I don't cheat. So my son was asked by the master chess coach, can I play you right now? And they looked at me and said, yeah, go ahead. He sat to play my son, the master. And when my son was in the game, 15 moves later, he goes, who taught you how to play? We teach each other back home because we don't have the money to pay chess masters like you. So it's always easier to learn from my students. And they go, but who taught you the game? Oh, my dad. But he doesn't play me no more because I keep beating him and he doesn't like it. So this program has done so much and we've earned national titles and that is outstanding. Thank you, Ms. Irma de Leon. Thank you, Ms. Rentfro, for all you do because these kids have made it because of you and all that you've done. And please, Dr. Chavez, please consider this program. It has advanced so many children, you'd be surprised how great this is. So thank you. Thank you, ma 'am.

No Action Taken

3. Discussion, consideration, and possible action to request RFQ for Board Attorney. (Board Agenda Request Carlos Elizondo/Board Support Neida Ruth Grantland)

Mr. Carlos Elizondo, Board Member stated, Motion to approve. Ms. Neida Ruth Grantland, Board Member stated Second. Ms. Daniella Lopez Valdez, Board Member stated, we have a first and a second. Ms. Jessica Gonzalez, Board Member stated, question. Ms. Lopez Valdez stated, Ms. Gonzalez. Ms. Gonzalez continued, just really quick, just to confirm on the process, they go out for RFQs, they bring a recommendation, are we going to do it like we did last time that they bring the top to us? Ms. Lopez Valdez stated, I think it would be great if we did the process where we actually have a rubric and we have qualifications that are shown and we are able to interview. So, I think that a fair RFQ process would be helpful and I would love for the Purchasing Department to help us on that and whoever else could also help us. Ms. Gonzalez stated, just want to confirm, thank you. Ms. Lopez Valdez stated, yes, Ms. Grantland. Ms. Grantland stated, I support that process. I think it's a very good vetting process and I think that it will bring people out that we can consider. Nothing against O'Hanlon because I've been very pleased with what I've seen and if they want to put in their bid that would be fine, but I do think that I would like to vet the people as a Board. Mr. Elizondo stated, I have to agree, it has to be a Board process, not administrative. Ms. Lopez Valdez stated, I think it's always great because we have wonderful examples, we have, we set the criteria, we make sure that qualified firms make it, and we are able to ask questions. So, it's the most transparent process. So I think we could look at our notes and come up with it from there. Ms. Minerva Pena, Board Member stated, question. Ms. Lopez Valdez stated, yes, Ms. Pena. Ms. Pena continued, I know you said to bring them, last time when we interviewed, we interviewed like a lot of them. So we'll do the same thing. We won't have another group say, oh, just the first three or the first four. We'll interview those that have the qualifications, that meet the qualifications, that can come before us and we can do the interview. Ms. Lopez Valdez stated, yes, because I believe sometimes people don't always submit the application, the request, and so they'll have to meet the criteria before they do the interview. Mr. Elizondo stated, I think everybody should be allowed. And the criteria needs to be addressed by this Board, not administratively. Ms. Lopez Valdez stated, happy to set the criteria and make sure we set a high bar. Mr. Elizondo stated, thank you. Ms. Lopez Valdez stated, thank you. we got a first and a second.

Motion was made by Carlos Elizondo, seconded by Neida Ruth Grantland and unanimously carried to recommend the issuance of an RFQ for Board Attorney Services. (7-0-0)

Ms. Pena stated, Ms. Daniela, real quick. Ms. Lopez Valdez stated, yes, Ms. Pena. Ms. Pena continued, before Ms. De Leon and Ms. Renfro leave, I forgot, if you all ever need any money for awards, I'm here to tell you, you call me, I have people in line for donations. Don't, I don't want to hear that we didn't give awards because we didn't have enough money. Understand, I'm committing to you now in public that I will get you the awards you need because for children, there's nothing I won't do. So please know that. The communities already reached out to me and said, we're ready to help you with those kids any way you want. And for children, I always so bring it, take it to the children. So thank you. Please keep that in consideration. We can always help you with awards. So thank you.

XI. **CLOSED MEETING:** as pursuant to the Texas Government Code Sections: 551.071, 551.072, 551.074, 551.082, and 551.084. **9:56 p.m.**

XII. **BOARD RECONVENES - Board action on agenda items discussed in Executive Session. 12:27 a.m.**

A. **LEVEL III GRIEVANCE(S):**

1. Discussion and consideration regarding Level III Grievance No.003/25-26 on B.E.G.

Mr. Ben Castillo, Board Attorney stated, yes, Madam Board President, Members of the Board and Dr. Chavez, it is the advice of Board Council is that the Board takes no action on this item. (No Action Taken)

B. **INTRUDER DETECTION AUDIT:**

1. Submission of a Good Cause Exception request. This action reflects the district's commitment to continuous improvement in campus safety while acknowledging the current limitations that necessitate this request.

Ms. Daniella Lopez Valdez, Board President stated, I motion to approve as discussed in executive session that no campus will be left without an armed guard or security. Ms. Neida Ruth Grantland, Board Member stated, I Second. Ms. Denise Garza, Board Member stated, I second it. Ms. Grantland continued, but I believe we wanted the word guarantee in there also. I amend my motion to say that as discussed in closed session with the guarantee that no campus will be left without an armed guard or security. Ms. Jessica Gonzalez, Board Member stated, Second. **Ms. Patricia Perez. Executive Assistant Stated, please vote.** Mr. Carlos Elizondo, Board Member stated, and just to reaffirm, that's every campus, correct? Every campus in the school district? **Dr. Jesus Chavez, Superintendent stated, yes, sir.** Mr. Elizondo stated, okay, thank you. Ms. Minerva Pena, Board Member stated, even including like the main office and CAB, that's every building. not just campus, but every like CAB, your main office, and all those areas, right? **Dr. Chavez stated, yes, ma 'am.** Mr. Elizondo stated, thank you.

Amended Motion made by Daniella Lopez Valdez, seconded by Neida Ruth Grantland, and unanimously carried to recommend approval, as discussed in Executive Session, with the guarantee that no campus will be left without an armed guard or security. (7-0-0)

C. **PERSONNEL MATTER(S):**

Motion made by Daniella Lopez Valdez, seconded by Jessica Gonzalez, and unanimously carried to recommend approval grouping agenda items 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, and 15. (7-0-0)

1. Presentation, acceptance and approval of Retirements. (3) **(G7-0-0)**
XI. C. Item 1 Page 2 will be replaced with Page 2a
Page 7 will be replaced with Page 7a
Page 8 will be replaced with Page 8a

Alicia Garza, Abelardo Sanchez, Jose Valdez

2. Presentation, acceptance and approval of Resignations. (9) **(G7-0-0)**
Elora Ballejos, Ruben Colorado, Ignacio Cruz, Dinorah A. De La Cerda, Claudia Garcia, Joana Garza, Noemi Gonzalez, Adriana E. Leal, Benito Saenz, Jr.
3. Personnel Update with Superintendent (Dr. Jesus H. Chavez)
4. Chapter 21 contractual personnel for the 2025-2026 school year(s)- Specialist, Bilingual/ ESL. Subject to receipt of all outstanding documentation. **(Elsa L. Villarreal, Bilingual Education) (G7-0-0)**
5. Chapter 21 contractual personnel for the 2025-2026 school year(s)- Assistant Choir Director. Subject to receipt of all outstanding documentation. (2) **(Lydia Castillo – Rivera ECHS and Olha Medvid – Porter ECHS) (G7-0-0)**
6. Chapter 21 contractual personnel for the 2025-2026 school year(s)- Assistant Principal. Subject to receipt of all outstanding documentation. (2) **(Carlos A. Moreno, Perkins MS and Oscar H. Rivera, Oliveira MS)(G7-0-0)**
7. Chapter 21 contractual personnel for the 2025-2026 school year(s)- Nurse. Subject to receipt of all outstanding documentation. **(Estefani Fuentes – Aiken Elementary School) (G7-0-0) (G7-0-0)**
8. Chapter 21 contractual personnel for the 2025-2026 school year(s) - Visual Arts Advisor. Subject to receipt of all outstanding documentation. **(Roxana Cantu – Fine Arts) (G7-0-0)**
9. Non-Chapter 21 contractual personnel for the 2025-2026 school year(s)- Assistant Director, FNS. Subject to receipt of all outstanding documentation. **(Emiliana Guerra – Food & Nutrition Service) (G7-0-0)**

Amendment: Item 9 Page 2 will be replaced with Page 2a

10. Non-Chapter 21 contractual personnel for the 2025-2026 school year(s) - Chief of Police & Security Services. Subject to receipt of all outstanding documentation.

Amendment: Item 10 Pages 14, 15 and 16 will be added to agenda backup

Dr. Jesus Chavez, Superintendent stated, we are recommending Ms. Ana B. Gaucin, as our new Police Chief.

Motion made by Daniella Lopez Valdez, seconded by Denise Garza, and unanimously carried to recommend approval of Non-Chapter 21 contractual personnel for the 2025-2026 school year, Chief of Police & Security Services to Ms. Anna B. Gaucin. (7-0-0)

11. Qualified administrators as Texas Teacher Evaluation Support System (T-TESS) Appraisers for the 2025-2026 Fiscal School Year. **(G7-0-0)**

12. Compensation for professional employee (B.M.) on interim assignment to be commensurate with the Middle School Principal salary. **(G7-0-0)**
13. Compensation for professional employee (H.Z.) on interim assignment to be commensurate with the Middle School Assistant Principal salary. **(G7-0-0)**

Amendment: Item 13 pages 1 - 7 will be deleted from agenda and backup

14. Campus Professional Employee (G.R.) for a change in salary for the 2025-2026 Fiscal School Year. **(G7-0-0)**
15. Campus Professional Employee (M.R.) for change in days and salary for the 2025-2026 Fiscal School Year. **(G7-0-0)**

D. ATTORNEY CONSULTATION

1. Staff Attorney

- a. Discussion and consideration regarding Cause No. 2023-DCL-00955-I; Gary Danielson vs. Brownsville Independent School District. **No Action Taken**
- b. Discussion and consideration regarding Cause No. 2019-CL-06158-E; Jasmin Leal vs. Brownsville Independent School District. **No Action Taken**

2. Board Attorney:

- a. Legal Update with Board Counsel. **No Action Taken**

E. INTERNAL AUDITOR CONSULTATION

1. Consultation with Director of Internal Audit. **No Action Taken**

F. BOARD SELF-EVALUATION.

1. Board Self-Evaluation. **No Action Taken**

XIII. Announcement(s):

Dr. Jesus Chavez, Superintendent stated, September 8th is Patriot Day Ceremony at 9:00 a.m. at BISD Administrative Building. Team Building at 5:30 p.m. in the Boardroom with the Board. September 13, Walk for the Future at 8:00 a.m. September 17th, Know Your Community Fair, 9 a.m. Brownsville Event Center. September 18th, Coffee with the Superintendent, 9 a.m. at CAB Cafeteria. September 19th, end of the first six weeks. September 20th, Chess Tournament, 8 a.m. Hudson Elementary, and I look forward to being there.

XIV. Adjournment.

Motion was made by Jessica Gonzalez, seconded by Carlos Elizondo, and unanimously carried to recommend approval to adjourn the Regular Board Meeting at 12:27 a.m. (7-0-0)

➤ There being no further business appearing before the Board, the meeting was adjourned.

(HANDOUTS ADDED TO OFFICIAL MINUTES)

(AUDIO/VIDEO TAPES OF THE OPEN MEETING AND THE WRITTEN CERTIFIED AGENDA
OF THE CLOSED MEETING ARE ON FILE)

Approved by: _____
Daniella Lopez Valdez, President of the Board
Date

Attested by: _____
Minerva Pena, Secretary of the Board
Date

Notes: Font style designation

- Board of Trustees
- Administration**
- Board Attorney*
- Staff Attorney***
- Speaker/Presenter

(Minutes presented at Rescheduled Regular Board Meeting
held on December 16, 2025)