

# San Elizario Independent School District

## PART 4

### Department Reports



May 21, 2025



## CTE Program Report

San Elizario Independent School District  
School Year: 2024–2025

### 1. Program Highlights

This section provides an overview of the Counseling program's key accomplishments and milestones for the 2024–2025 academic year.

- Certifications Earned: *CTE Testing taking place the week of May 13 – 16*
  - Automotive (**Brakes**) =5
  - A/V Production (**Adobe Premier Pro**) = Pending
  - Biomedical Science (**PLTW - EOC**) = Pending
  - Business Management (**Administrative Assistant**) = Pending
  - Cosmetology (**Cosmetologist License**) = Pending
  - Culinary Arts (**ServSafe Manager**) = Pending
  - Engineering (**Fusion 360**) = Next year
  - Graphic Design (**Adobe Illustrator**) = 7
  - Health Science
    - **EMT** = Pending – 5
    - **PCT** = Pending
      - **CNA** = 7
      - **EKG** = 7
      - **Phlebotomy** = Pending May 13, 2025
  - Law Enforcement (**Non-Commissioned Officer**) = 23
- Internships:
  - Spectrum
    - 1 Student
  - Church's Chicken
    - 1 Student
  - Kings Pizza
    - 1 Student
  - Whataburger
    - 1 Student



- San Elizario ISD Security Department
    - 23 students will be rotating to receive on-the-job experience throughout 6 campuses
  - San Elizario ISD IT Department
    - 1 Student
  - San Elizario ISD Loya Primary
    - 1 Student (CNA)
  - San Elizario High School
    - 1 Student – Front Office
    - 2 Students – Attendance Office
    - 2 Students – Library
- Total students participating in an internship: 34 Students

Description of student internship opportunities, companies, and participation rates.

- Industry and Community Partnerships:
  - Project Vida - P.A.T.H. (Pre-Apprenticeships Training for Health)
    - 4-week program exploring traditional and non-traditional career pathways
    - Pays students \$2,000 upon completion
  - TOTAL Students selected: 10
- Workforce Solutions Borderplex – NextForce
  - Job Con “Trails to Success”
  - May 15, 2025
  - Open to all SEHS students and other small districts in the southwest region (Anthony, Canutillo, Clint, Fabens, Tornillo and Dell City)

List of business and industry partners and nature of the collaborations.

- SPED Collaboration:
  - Region 19 – Charting the Course, April 4, 2025, Reverse Interviews
  - Workforce Solutions Boderplex– Field Trips to



- El Paso Community College – Career and technical Field Trips, and TSIA testing
- Summary of CTE-SPED collaboration efforts, programs, and inclusion practices.
  - Intuit Food Truck Application
  - Support Transition Team
  - 2025-2026 Implement S.O.A.R. Academy

## 2. Areas for Improvement

This section outlines challenges and opportunities identified through reflection, evaluation, and stakeholder feedback.

- Opportunity for more involvement from stakeholders
- Opportunity to create a 4-year plan for Special Education, SOAR Academy
- Opportunity to move testing dates
- Opportunity to continue to support CTE teachers in the classroom by continuing to bring in Region 19
- Continue to review the data with campus administration

## 3. 2025–2026 Outlook for CTE

The following items are planned for implementation or expansion during the 2025–2026 school year:

- **New Programs or Pathways**
  - None
- **Expand Partnerships:**
  - Target more local industry
    - WestBank
    - Insurance companies
    - Tropicana Builders
    - Gas Company
    - Electric Company
    - Water Company
    - County of El Paso



- **Facilities/Equipment Enhancements:**

- Fix Culinary Arts walking cooler/freezer
- Create a career station for special education students to reinforce CTE instruction
- Replace wash bowls and chairs in cosmetology. Upgrade and modernize mirrors.
- Purchase arms, legs and hospital curtains for EMT & PCT
- Look into Paxton/Patterson for GEMS

- **Professional Development for Teachers:**

- Work-based Learning updates
- Special Education ARD Training
- More Shadowing with industry
- Attend conferences pertaining to their program
- Required TEA training that come up with changes they implement

- **Other Strategic Goals:**

- SEHS support provided to CTE. Discussions are happening regarding goal setting that can be supported by SEHS campus administration to improve instructional delivery and increase student certifications. Review data from benchmarks that will assist the CTE teachers to reach the expectation and goals set.
- An opportunity to incorporate CTE courses in special education. in the creation of an academy that will support our special education population in a manner that it has inclusion and still receive CTE program opportunities to certify and reach the capstone from work-based learning to a paid internship.
- Develop a summer school program for Students who need to just target an area in their certification and pass.
- Give parent and student tours of CTE from 9 am to 1 pm
  - 2-day process
  - June 4 & 5



- Give parent and student tours for Special Education
  - 2-day process
  - June 10 & 11

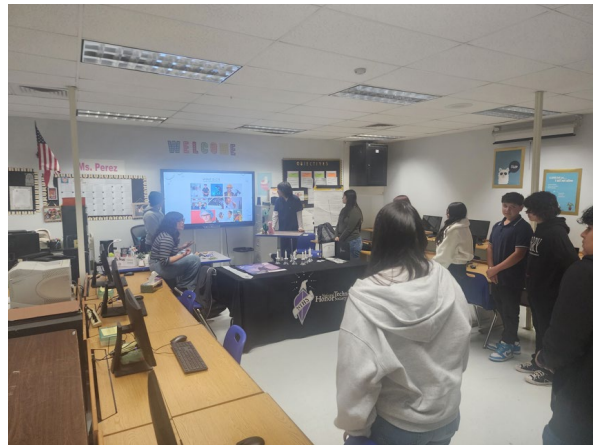
Classroom Pictures of CTE:



AUTOMOTIVE

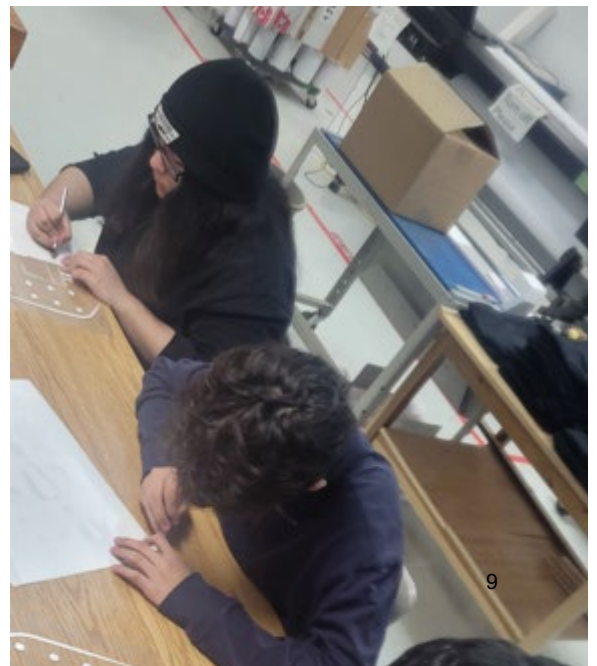


















## HEALTH SCIENCE





## Special Education Program Report

San Elizario Independent School District

School Year: 2024–2025

### 1. Program Highlights

- Enrollment and Service Data**

**Total Number of Students Served thru SEISD Special Education: 514**

Primary Disability	
Autism*	49
Developmental Delay	1
Deaf/Hard of Hearing	10
Emotional Disability*	19
Intellectual Disability	31
Non-Categorical Early Childhood	5
Other Health Impairment	39
Speech Impairment	133
Specific Learning Disability	227

\*Trend: Since 2021, there has been an increase in both evaluation requests & eligibility with AU & ED. (Only LSSP conducts these evals.)

- IEP Development and Compliance ARD Schedules and Compliance**

Diagnosticians	SEHS	GEMS	Alarcon	Borrego	Sambrano & Loya	LSSP
Number of Initial Evaluations Completed	1	3	4	4	49	23
Number of Annual ARDs	133	74	56	125	49	
Number of Review ARDs	39	44	25	28	15	
Number of MDRs	11	7	0	2	0	
Number of Transfer ARD	6	4	3	2	0	
Percentage of IEPs in Compliance	100%	100%	100%	100%	100%	100%





Speech Lang. Paths	SEHS GEMS Alarcon	Borrego	Sambrano*	Loya
Number of Initial Evaluations Completed	0	0	16	44
Number of Annual ARDs	9	15	80	28
Number of Review ARDs	1	8	18	2
Number of MDRs	0	0	0	0
Number of Transfer ARD	1	1	6	3
Percentage of IEPs in Compliance	100%	100%	100%	100%

\*Two SLPs at this Campus. One SLP for these 3 campuses (numbers combined).

- Professional Development for Staff Offered by SPED Department**

Date	Title	Audience
10/25/24	Behavior Blueprint Wkshop w/ BCBA	Admin, SPED Teachers & Paras
10/29/24	NVCI/CPI Refresher Training	Currently Certified CPI Employees
11/12/24	SPIRE Training	Elementary SPED Teachers
November	Behavior Interventionist Specialist Training	AU Specialist & Dyslexia Provider
12/4/24	NVCI/CPI Initial Training	Any SEISD Faculty or Staff Member
12/5/24	504 Overview	Campus Administrators
1/9/25	Service Line Entry PD (Frontline)	SPED Teachers & Para-educators
1/14/25	FBA/BIP/OMG	SPED Teachers & Para-educators
1/31/25	NVCI/CPI Initial Training	Any SEISD Faculty or Staff Member
February	Behavior Interventionist Specialist Training	Campus Assistant Principals
2/5/25	SPED Overview	Transportation
2/11/25	Service Line Entry (Follow Up)	SPED Teachers & Para-educators
2/14/25	NVCI/CPI Refresher Training	Currently Certified CPI Employees
4/1/25	Transition Training	SEISD SPED Teachers & Paras
5/5/25	NVCI/CPI Refresher Training	Currently Certified CPI Employees



## Parent Engagement

Date	Title	Presenter
11/6/24	Emergence Health Network	Mr. Oscar Lozano (AM & PM Session)
1/9/25	Definition of AU	Children's Disabilities Information Coalition (CDIC) and Paso del Norte (PDN)
1/15/25	Tx. Workforce Commission	Tara Burton (Pre ETS)
1/16/25	SPED & Supplements	CDIC & PDN
1/21/25	Tx. Workforce Commission	Tara Burton (Opp Now)
1/23/25	Social Services/EPP	Adriana Casado
1/29/25	Sensory Processing	CDIC & PDN
1/30/25	Tx. Workforce Commission	Tara Burton
2/6/25	Applied Behavior Analysis	Amber Arkel, ABA, BCBA
2/12/25	Biomedical Interventions	Dr. Ruben Roncallo, Pediatrics
2/18/25	P/T Conference SEHS	Ofelia Torres
2/20/25	Communication Strategies	Hector Adame, Pediatric Speech
2/20/25	P/T Conference GEMS	Ofelia Torres
2/28/25	Transition (Adult)	CDIC & PDN

## 2. Collaboration with Departments

- **Coordination with General Education Teachers**

The director, School Psychologist, and secondary Diagnosticians have participated in PLCs with both SPED and Gen Ed teachers present. Secondary PLCs have focused on post-secondary transition.

Director, Clerks, and Elementary Diagnosticians have collaborated with SPED & Gen Ed teachers in reviewing accommodations, personal care services, and documenting on Frontline and with testing.

- **Support with Related Services**

The following services are provided as agreed during ARD (both related and instructional):

- Speech Therapy (5 in-district SLPs)
- Dyslexia (in-district SPED Teacher/Dyslexia Provider)
- Special Education Counseling (in-district SPED Counselor)
- Occupational Therapy (Contracted OT)
- Physical Therapy (3<sup>rd</sup> party Contracted PT & PTA)
- Itinerant Services for the Visually Impaired (In-district SPED Teacher)
- Itinerant Services for the Deaf and Hard of Hearing (Contracted DHH Teacher)

\*Extenuating needs will be addressed by the ARDC, as appropriate.



### 3. Department Highlights for 2024-2025

- \* Updates and Revisions to 16 Operating Procedures in the Legal Framework
- \* Established a cohesive Post-Secondary Transition Team and implemented sustainable practices e.g. goals starting at the primary level, inclusion of employability skills in the PLAAPF, job coach attending PLCs with SPED teachers for clarification on interest survey results.
- \* Alignment
  - Assessment Personnel met quarterly and created clear and actionable steps to align within the department in preparation for 2026- 2027 Cyclical Monitoring. This included documentation on Success Ed and attachment of supplemental docs, calendars aligned across the campuses, REEDs, Transition pages, etc.
  - District-wide online documentation of services through Frontline (all para-educators, administrators, and SPED teachers were trained and guided through systemic/gradual use of the platform).
  - Compliance with both federal and state timelines regarding SHARS entries (shifting to the 7-day timeframe as expected by TEA).

### 4. Corrective Action Plan (s) Information

- A. TEA Strategic Support Plan (RDA)
  - \* Plan Submitted December 19, 2024
  - \* Fall Evidence Submitted February 25, 2025
  - \* Spring Evidence Submitted May 9, 2025
- B. TEA Corrective Action Plan SPPI 11B
  - \* Evidence of Individual Correction Submitted December 20, 2024
  - \* Evidence of Operating Procedures Submitted December 20, 2024
  - \* Evidence of Training Submitted January 25, 2025
  - \* Evidence of Self-Monitoring Submitted March 7, 2025
  - \* Evidence of Systemic Compliance *due May 30, 2025*
- C. SEISD Post Secondary Transition
  - \* Completion of PLC/PD at Secondary Campuses 9/13/24
  - \* SCTN Collaboration Completed (Region 19) 10/01/24
  - \* Post-Secondary Transition Team Created and Quarterly Meetings Scheduled 11/01/24
  - \* Graduation ARDs pending for May 14 & 21, 2025



## 6. 2025–2026 Outlook

### Planned goals and initiatives for the next academic year:

- **Expansion of Services or Programs**

The post-secondary Transition Team will continue collaborating with the CTE Coordinator. Employability Skills will be emphasized at the high school level, and job coaching will start by the third week of school.

Classroom visits and PLC participation will be intentional and supportive of teachers beginning promptly in the Fall 2025, with support personnel, e.g., the Director, LSSP, AU Specialist, and SPED Counselor.

- **Enhanced Professional Development**

- BCBA will be brought in to consult again – increasing to full day sessions in the fall – registration will continue to be open for all teachers, para-educators, and administrators.
- NVC/CPI renewal for SPED Counselor, so both Lead Nurse & SPED counselor are certified with the 3<sup>rd</sup> edition with AU supplement to train faculty and staff members.
- Behavior Intervention Specialists – have one more rep from each campus to be trained as a certified behavior intervention specialist (Compassionate Behavior Solutions). This year, five assistant principals participated in the training.

- **Technology and Support Tools**

\* SPED Teachers and para-educators will continue documenting service lines through Frontline.

\*Updated protocols for WJV (Woodcock-Johnson 5); diagnosticians will begin implementing them through online portals using iPads, gradually moving to paperless evaluations.





## Library Program Report

San Elizario Independent School District

School Year: 2024–2025

### 1. Program Highlights

This section summarizes the key accomplishments and initiatives of the library program during the 2024–2025 academic year.

- **Number of Staff and Locations**  
The San Elizario Independent School District has four elementary campuses, each with a designated library staff member. Loya Primary, Borrego Elementary, and Alarcon Elementary each have a full-time library staff member assigned to their libraries. Sambrano Elementary is the only campus without a full-time library staff member. To support Sambrano, the district elementary school librarian is on campus one full day per week and half days on the remaining three days. In addition, the certified librarian provides weekly support to the library staff at the other three campuses for approximately four hours.
- **Collection Development:**  
According to the Destiny Titlewave report, the current library title counts are as follows:  
Alarcon – 14,072 titles (No new books were purchased this year.)  
Borrego – 15,875 titles (\$1,800 of books were purchased this year.)  
Loya – 14,957 titles (\$1,800 books were purchased this year.)  
Sambrano – 15,991 titles (Books purchased this year were for the book of the month and not the library collection.)  
-Please note that these figures will decrease once the report is updated to reflect lost or damaged books that have been discarded.
- **Circulation Data:**  
As of May 7, 2025, the total number of checkouts for the 2024–2025 school year is as follows:  
Alarcon: 6,600  
Borrego: 6,998  
Loya: 5,502  
Sambrano: 8,308  
Most Popular Materials by School



Alarcon: Frequently circulated items include fiction (easy readers and chapter books such as Harry Potter, Wings of Fire, and Diary of a Wimpy Kid), graphic novels (Dog Man, Amulet, The Bad Guys, and works by Raina Telgemeier), and non-fiction titles focused on sports, sports cars, and animals.

Borrego: Popular materials include easy and chapter fiction similar to Alarcon's collection, along with high interest in non-fiction topics such as sports, games, biology, and animals.

Loya: The most commonly checked out materials are easy fiction picture books and board books.

Sambrano: Top-circulating titles include easy fiction picture books (Pete the Cat, Pinkalicious, Piggy & Gerald, Fly Guy) and non-fiction books about animals.

- **Instructional Support & Literacy Events:**  
During the fall semester, all four elementary campuses hosted Scholastic Book Fairs to support fundraising efforts for reading incentive programs. Loya Primary additionally conducted a second book fair during the spring semester.

To further promote reading achievement, Alarcon, Borrego, and Sambrano implemented Accelerated Reader (AR) challenges, recognizing students who met their AR goals each nine-week grading period.

- **Technology Integration:**  
Among the four elementary campuses, Alarcon Elementary holds the largest e-book collection, with 189 titles acquired in 2019. Borrego has a single e-book in its collection, while Loya and Sambrano have 20 and 11 e-books, respectively. No new e-books were purchased during the current school year across any of the campuses.

All four campuses provide access to the Destiny database for efficient book lookup. Additionally, Alarcon, Borrego, and Sambrano utilize the TexQuest Resource Navigator, a comprehensive digital platform offering a wide array of authoritative online resources to support research and learning. This platform includes materials from reputable providers such as Britannica, EBSCO, Gale, and ProQuest, ensuring students have access to high-quality content across various subjects and grade levels.

Furthermore, the campuses employ Epic!, and/or PebbleGo, to enhance students' access to digital books. Epic! is a subscription-based reading platform offering a vast collection of e-books and educational videos for children aged 12 and under. PebbleGo, on the other hand, provides interactive eBooks and



nonfiction articles designed specifically for early learners, fostering engagement and supporting curriculum standards.

- **Community & Student Engagement:**  
Parents across all four elementary campuses are invited to visit the school library before or after school hours to establish library accounts, enabling them to borrow books for home reading. Loya and Sambrano campuses have demonstrated higher parental involvement, with approximately 30 parents visiting the libraries each week.

On August 29, 2024, all three certified librarians hosted a community reading night at Garcia-Enriquez Middle School for students and families across SEISD. The event featured interactive STEM activities aligned with a story reading, encouraging engagement and hands-on learning. Attendees also enjoyed prizes and refreshments throughout the evening.

Additionally, the elementary librarian organized a reading night at Borrego Elementary on September 25, 2025. This event focused on educating parents about the importance of reading practice at home and provided an overview of the state reading assessment. Students and parents participated in a collaborative reading activity, and both books and treats were distributed to attendees.

Previously, Alarcon, Borrego, and Sambrano campuses offered after-school book clubs to further engage students in reading activities. However, these programs have been suspended due to recent scheduling adjustments and, in some cases, budgetary constraints.

## 2. Collaboration with Departments

This section outlines efforts to support other departments and programs.

- **SPED, Bilingual, and GT Support (as applicable and add others as appropriate.)**  
The libraries are committed to providing equitable access to all students, including those in special education programs. Special education classes are scheduled to visit the library and receive the same lessons as other classes, with appropriate modifications to meet their needs. Library staff collaborate closely with special education teachers to ensure that students receive lessons



reinforcing classroom learning while fostering an engaging and enjoyable experience.

The library offers instruction in both English and Spanish for dual language classes. Library staff work to align library lessons with classroom objectives, reinforcing the content taught in class and supporting students' biliteracy development. This approach ensures that all students can access resources and instruction that support their language development and academic success.

- **Curricular Alignment:**  
Library staff members strive to develop and deliver lessons aligned with the district's pacing guides. At the beginning of each school year, all library staff receive a copy of the pacing guides and are expected to review them thoroughly. During library staff meetings on student early release days, time is dedicated to collaboratively planning lessons that support these guides. The certified elementary school librarian facilitates these planning sessions. While time constraints occasionally prevent the completion of complete lesson plans during the meetings, staff members leave with a clear understanding of the objectives that need to be addressed. Additionally, library staff often consult with teachers to ensure they are aligned with upcoming reading objectives, maintaining consistency with the district's instructional goals.

### **3. Areas for Improvement**

This section identifies opportunities for growth and development based on stakeholder feedback and/or self-assessment.

The primary area for improvement in the elementary libraries is ensuring they remain consistently accessible to students and parents. Parents have expressed concern that the library is often closed during scheduled hours. Whether students cannot return or check out books, or parents wish to visit during designated parent access times, the library's unavailability has caused frustration. One of the main reasons for these closures is that library staff members are frequently reassigned to cover classroom vacancies or help with other activities, limiting their ability to keep the library open as scheduled.





#### 4. 2025–2026 Outlook

Plans and priorities for the upcoming academic year include:

- **New Programs or Services:**  
Library staff members recognize the value of incorporating more engaging and dynamic instructional methods into their lessons. They are actively working toward integrating hands-on activities that align with required learning objectives. This includes implementing group work, using manipulatives such as LEGOs and building blocks, and expanding STEM-focused activities. However, successfully enhancing these instructional strategies will require acquiring additional materials and resources not currently available.
- Library staff members are also interested in introducing engaging contests to promote reading and library involvement, such as:  
“Guess the Number” – Estimating the number of items in a jar  
“Read-a-thon” – Tracking accumulated reading minutes  
“Design a Book Cover” – Challenging students to create original book cover designs
- **Facility Enhancements:**  
All four SEISD libraries have identified a need for facility enhancements to create safer, more engaging, and functional learning environments. The following upgrades are part of our wish list:

Alarcon Elementary: Install new bookshelves for chapter books, enclose the reading nook area to address safety concerns related to the stairs, and add a designated technology area.

Borrego Elementary: Remove the stadium-style seating, which poses a safety risk, apply a fresh coat of paint, and establish a technology area.

Loya Elementary: Replace the existing carpet with tile flooring and repaint the library space.

Sambrano Elementary: Purchase supplies to enhance wall décor and acquire a mobile whiteboard to support flexible instruction.



- Professional Development Goals:  
Library staff members work with students daily and are expected to deliver high-quality lessons that reinforce classroom learning. However, they are often not given opportunities to develop their instructional skills, improve classroom management techniques, or gain insight into current teaching practices. Ongoing professional development is essential to support their growth. It promotes job satisfaction, enhances the retention of skilled personnel, and equips staff to meet new challenges with innovative approaches. Training focused on:
  - Reading strategies
  - TEKS standards
  - Writing instruction
  - Classroom managementwould be especially valuable in strengthening their effectiveness.



## School Nurse Program Report

San Elizario Independent School District

School Year: 2024–2025

### 1. Program Highlights

This section outlines major activities, data, and services delivered by school nurses throughout the year.

- **Nursing Staff and Locations**

Loya Primary - Aida Russell, LVN; Ashley Garcia, PCT (Student Nurse's Aide ½ day until May 30, 2025)

Sambrano - Lorenzo Alonso, LVN; Monica Alonso, MA (Nurse's Aide)

Alarcon – Jose Casas Leal, LVN

Borrego – Sandra Mercado, LVN; Sylvia Rey-Duran, MA (Nurse's Aide)

GEMS – Aileen Serna Cardona, LVN; Daisy Lucero, MA (Nurse's Aide)

SEHS – Elizabeth Luna Lopez, LVN; Debra Salas, CNA (Nurse's Aide)

- **Health Screenings Conducted**

- All Campuses**

- Functional screening completed if requested by Diagnosticians, Speech Therapists or Teachers.
- SPED students are screened via functional if unable to complete a hearing or vision screening.
- All students who receive screenings also have dental checks, if needed, referrals are sent out and a phone call to parents.
- All new to the district students in all grades will be screened.

- Loya –**

- Hearing/Vision reports attached
- PK4 Hearing/Vision 112
- ECI and PK3 and SPED students are screened via functional throughout the school year done before evaluation and before an ARD if needed.
- Functional screenings 30



**Sambrano –**

- Hearing/Vision/AN screenings report attached.
- KG Hearing and Vision 177
- 1<sup>st</sup> grade Hearing and Vision 199
- 2<sup>nd</sup> grade Hearing and Vision 10
- All new Kg, 1<sup>st</sup> and 2<sup>nd</sup> grade students are screened
- Functional tests 19

**Borrego –**

- Hearing/Vision/AN/SCOLIOSIS screenings report attached.
- 3<sup>rd</sup> grade students are screened for H/V/AN 139
- 5<sup>th</sup> grade students are screened for H/V/AN 127
- 5<sup>th</sup> grade girls are screened for scoliosis.
- 4<sup>th</sup> grade H/V/AN 8
- 6<sup>th</sup> grade H/V/AN 1
- 5<sup>TH</sup> Girls Scoliosis 62
- All new students to the district in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students are screened.

**Alarcon –**

- Hearing/Vision/AN/SCOLIOSIS screenings report attached.
- 3<sup>rd</sup> grade students are screened for H/V/AN 67
- 5<sup>th</sup> grade students are screened for H/V/AN 145
- 5<sup>th</sup> grade girls scoliosis 48
- All new students to the district in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students are screened.

**GEMS –**

- Hearing/Vision/AN/SCOLIOSIS screenings report attached.
- 7<sup>th</sup> grade H/V/AN 226
- 7<sup>th</sup> grade Scoliosis (only female students)
- 8<sup>th</sup> grade Scoliosis (only male students)
- Total Scoliosis 224

**SEHS-**

- Hearing/Vision for all new to the district students are screened.
- AN/Scoliosis if noted are referred to parents however we do not screen at this age.
- 9<sup>th</sup> grade Vision 23 Hearing 23
- 10<sup>th</sup> grade Vision 4 Hearing 4
- 11<sup>th</sup> grade Vision 6 Hearing 6
- 12<sup>th</sup> grade Vision 2 Hearing 2





- **Student Visits & Services Provided**

Report attached for each campus

- All nurses follow up with medical referrals, ensure health requirements such as immunizations are up to date and input immunizations into the EHR documenting system.
- Assist families in need with Physician appointments, immunization information, medication needs, and emergencies.
- Assistance finding affordable care and referring parents/guardians to programs that assist with low income families.
- Work with Social worker to identify student needs and to assist with home visits.
- Work with Counselors for students with mental health needs.
- Campus Nurses with Nurse's Aides assist in covering campuses when there is a campus without a Nurse.
- Nurses assist with field trips, SPED swimming, Special Olympics and morning duties assigned by admin.
- Nurses monitor students who are on a medication regimen for signs and symptoms of toxicity, and or side effects and report to parent/guardian and the student's HCP (Healthcare Professional).
- LVNs attend ARDs and 504s for students with medical conditions. If they are not able to r/t having one nurse on duty the District Lead Nurse will attend.
- Nurses support Awareness initiatives for Breast Cancer, Heart health, Autism awareness, and mental health by disseminating information through emails, nurse bulletins, and encouraging staff to participate in awareness activities such as wearing pink/blue, provide knowledge quizzes to staff regarding these topics.
- All Nurses are strong advocates for the health needs of the students.
- All Nurses provide nursing interventions for a variety of health concerns such as:
  - Headaches
  - Stomach aches
  - Menstrual management (Alarcon, Borrego, GEMS and SEHS)
  - Medication administration
  - Diabetes care



- Asthma care
- Cuts, and scrapes (first aid)
- Sprains and strains (refer for medical treatment if needed, phone call to parent)
- Pain management when medication is not available
- Hydration
- Anxiety or panic attacks,
- Behavioral assessments for possible substance abuse (Alarcon, Borrego, GEMS and SEHS)
- Incident/accident evaluation and report for students and staff.

### **Loya/Sambrano**

- Illness assessment, first aid and episodes of incontinence.
- Provides emotional support to students and employees
- Assist SPED teachers and paras with diapering when there is a substitute.
- Assist all teachers when a student is having behaviors such as aggression, anxiety, or crying fits.
- Available for parent teacher conferences to discuss any healthcare needs or address any questions or concerns.
- Educate parents on lice and nit removal.

### **Alarcon/Borrego**

- Illness assessment and first aid.
- Provides emotional support to students and employees
- Assist all teachers when a student is having behaviors such as aggression, anxiety, or crying fits.
- Available for parent teacher conferences to discuss any healthcare needs or address any questions or concerns.
- Educate parents on lice and nit removal.

### **GEMS/SEHS**

- Manage chronic illness with students.



- **Chronic Condition Management**

- Report attached for each campus
- Students with Diabetes are supported with their DMMP to include Diabetes emergency plan, chronic illness management, medication administration and educating the student and parent/guardian by supporting the students' needs in all campuses.
- Students with Seizures, Cardiac, Allergies, and any other chronic illness is supported with an Emergency care plan for students from their HCP.
- The nurse follows up and assists parents in obtaining and completing the necessary documentation for procedures, medication administration, and other nursing care treatments as required by the healthcare provider.
- Nurse includes parents/guardians and students to be a part of planning for their chronic condition.
- Nurses collaborate with students that have chronic medical conditions to help them develop responsibility and independence from elementary to middle school, middle school to high school and high school to college/adulthood
- Students with other medical conditions including seizure, asthma, cardiac, allergies, neurogenic, etc... receive care in accordance with physician's orders, individualized care plans and emergency response protocols.
- RN is the only nurse who can write an IHP (Individual Health Plan) or NCP (Nurse Care Plan) for all students who have an IEP or 504 plan for the campus Nurses to follow.
- Nurses work with CNS for students with food allergies or special diet needs. Nurses call parents for required documentation and collaborate with the CNS to support condition management through education and consistency.
- Nurses work diligently to collect all necessary medical forms for each student with any type of ailment to ensure proper compliance from the student's HCP. Nurses send forms to parents and as a last measure a phone call to address the needs of the students and the required documentation.
- Nurses remain committed to addressing any student emergencies promptly as needed even if no current documentation is submitted.



- **Health Education & Awareness**

- All Campus Nurses**

- The students are the main priority for all campus Nurses however if an employee needs assistance the Nurses are quick to assess and treat as needed. If unable, the Nurses will advise to seek medical evaluation with their HCP or nearest emergency room. All LVNs educate employees as well as students.
    - Provide annual training with staff that are on the Medical Emergency Response Team (MERT) and First Aid Procedures.
    - All Nurses work with Administration to choose the team members for MERT and UDCA (Unlicensed Diabetic Care Assistants)
    - All Nurses work diligently in training the staff on seizure, diabetes, cardiac and anaphylaxis signs and symptoms and first aid.
    - All campuses are equipped with rescue medication (epipens) for anaphylaxis.
    - All campuses are equipped with Naloxone, a rescue medication for opioid overdose.
    - All campuses have emergency equipment such as AED machines, Stop the bleed kits and first aid bags for every classroom and office.

- Loya**

- The nurse brought TX Dental to present and teach dental hygiene to the students. Currently, the Loya Nurse is alone and unable to have monthly presentations to the students. However, she teaches and educates the students every time they visit the Nurse's Office on hand hygiene, cough etiquette, toileting, and infection control. The Nurse collaborates with the P.E. for student teaching. The Nurse also educates staff when they go in for any assessment, such as blood pressure checks, medication administration, when they have questions about medications, or any other health questions they may have, as well as infection control.

- Sambrano**

- Nurse presents to students during P.E. class on hand hygiene, cover your cough, hygiene, and tooth brushing (toothbrush kits given to students that Kool Smiles Dental has provided). The Nurse works with the health department to bring hygiene classes to reinforce his teachings. The nurse educates staff on infection control and any other medical concerns an employee may have.

**Alarcon**

- The nurse brings Mr. Mario from the Health Department annually to present on hygiene and male students' puberty classes. The District Lead Nurse or the Borrego Nurses assist with the female puberty class. Currently, the Nurse is alone and unable to have monthly teaching sessions. He teaches the students daily about hand hygiene and dental hygiene. He educates staff on medications, blood pressure, any health questions they may have, and infection control whenever the need arises.

**Borrego**

- Nurse conducts monthly health education presentations on hand hygiene, dental hygiene, infection control, and puberty classes. She also utilizes Mr. Mario from the health department to conduct puberty classes for the male student population. The nurse also assists with employee health and educates the employees.

**GEMS**

- The students have eight different classes, which makes health instructional time more diverse and specialized. A medical topic requiring face-to-face instructions is typically integrated into P.E. class time. Other necessary health information for students and staff is communicated during the fifth period class, also known as the "Golden Hour," which serves as a lesson period with assigned activities to assess understanding of health education. For staff, this often includes administering a quiz.
- The nurse generally focuses on hand hygiene, covering coughs and sneezes, infection prevention, and personal hygiene, especially in middle school.
- Personal hygiene instruction is provided through face-to-face interactions during health screenings and classroom lessons.
- Additional health education throughout the year is tailored to the specific needs of the campus.
- Nurses are now going to be phasing in CPR and Stop the Bleed for the HB 4375 Texas School Safety Center-required cardiopulmonary resuscitation and Stop the Bleed training for students in grades 7th—12th.





## **SEHS**

- Education during the high school age group is on an as-needed basis, r/t students having eight classes.
- Nurses train all 12th-grade students in CPR and Stop the Bleed for HB 4375. The nurses will begin phasing out CPR and stop the Bleeding training for 12th-grade students, and GEMS nurses will conduct all the training.
- The nurses will train all new students in the district in CPR and Stop the Bleed.
- Nurses educate and remind students the importance of hand hygiene, personal hygiene and dental hygiene as the need arises.
- Nurses educate students and staff on infection control measures.

### **• Communicable Disease Response**

- All campus nurses mitigate the spread of infectious and communicable diseases.
- Most Nurses offices have an isolation room. The Nurses who do not have an isolation room advocate for the need.
- During Covid-19 Nurses were trained to perform rapid test on students, staff and isolate those who tested positive.
- During the current measles outbreak, the nurses use critical nursing assessments to identify possible infections and refer to HCP or the Health department for testing and follow up with parents.
- Nurses worked on having all students up to date on measles vaccines.
- Preventative measures have been and continue to be taught to the students and staff, such as up dated measles immunization and encourage good hand hygiene practices and cover your cough to help mitigate the spread.
- Referrals have been given to families on locations for measles testing and immunization locations. As well as any updated information from the health department. All information is sent out to the parents and staff through email, smores and class dojo.
- Nurses communicated with parents of students who have an exemption from receiving immunizations on signs and symptoms of measles. Explained the precautionary measures if there is an outbreak in the campus. Also, nurse continue to maintain an open communication with parents.
- Nurses instructed parents on signs and symptoms of measles to mitigate the spread.
- District Lead Nurse reports any communicable diseases to the health department.



- District Lead Nurse works with the El Paso Health Department on any communicable diseases.

## 2. Collaboration with Departments

This section describes coordination with staff and families.

- **SPED and 504 Participation**

[e.g., Health plans for medically fragile students, support in ARDs and 504 meetings.]

- RN creates IEP/NCP for ARDs, 504s, and nurses delegates
- LVNs attend campus ARDs, and 504s. When the LVN is not available, the District Lead Nurse will attend.
- Nurses assist with diapering and toileting when there are no available SPED teachers or paras.
- Nurses assist with SPED students who are having behaviors such as aggression, crying fits, and anxiety
- Nurses assist teachers with communicating any health needs to parents/guardians.
- District Lead Nurse coordinated and completed skills training of SPED staff on Personal Care Services for students to bill for services.
- District Lead Nurse assists and collaborates with the SPED Director on the medical needs of the students.
- Campus LVNs and District Lead Nurse assist with screenings and functional testing for SPED students.
- Campus LVNs and District Lead Nurse attend ARDs for students with medical needs.
- Campus LVNs and District Lead Nurse advocate for students with medical needs and any necessary medical personnel and equipment so that the student may remain in school.
- Campus LVN and District Lead Nurse refer students to Diagnosticians or Speech Therapists.
- Campus LVN and District Lead Nurse refer students to the administration for 504 accommodations.

- **Counselor and Social Worker Coordination**

### **All Campus Nurses**

- Nurses refer students to counselors for mental health visits and/or behavioral assessments.



- SEHS Nurses assist students with mental health (anxiety, panic attacks, and those who are emotional) who refuse to go to the counselors. The nurses assist with calming techniques and collaborate with the counselors to care for the students.
- SEHS collaborates with counselors with CPR/STB, to ensure all graduating seniors have met the mandatory requirements.
- All campus Nurses collaborate and assist the social worker with student needs, such as:
  - House visits to evaluate living conditions and assist the family
  - Medical care assistance
  - Clothes/shoes
  - Hygiene products
  - Uniforms
  - CPS special reports or reporting
  - Medical documentation when the Nurse has exhausted all attempts at receiving medical documentation.
- Nurses identify students who need counseling services and refer the students to the counselors.
- Nurses identify student needs and refer the students to the Social Worker.
- Nurses assist the social worker in identifying the students' needs.
- **Parent Communication and Engagement**
  - **All campus nurses**
    - Nurses work with parents to ensure that all medical forms are completed and signed by the parent and HCP.
    - Nurses are available to parents during parent-teacher conferences and open house to discuss the needs of students.
    - Nurses work with parents to keep the students updated on immunizations.
    - Nurses are a resource to assist parents with any information they need to understand why their child needs the medication.
    - Nurses assist parents/guardians with financial programs to assist with the family's financial needs.
    - Nurses and the District Lead Nurse work together with parents/guardians with the students' IEP/504 plans.
    - Nurses remind parents to bring in medication when two weeks of medication are left.
    - Nurses and parents/guardians work together to support the student's medical needs.
    - Nurses in Loya and Sambrano work with parents to potty train the students.
    - Nurses work with parents/guardians to ensure proper lice/nit removal.



- Nurses communicate with parents primarily through phone calls, when students visit the Nurse's Office.
- Parent instruction is provided through additional classes through the parent liaison, during the day or after hours, and as needed based on previous arrangements that have been made.
- District Lead Nurse is available to assist in any trainings that are given to parents/guardians.

### 3. Department Highlights for 2024-2025

Nurses are dedicated to serving their community, school, students, and staff. A highlight of the year for Sambrano is working with the Project Vida Campus Clinic. Now that the hub is open to all students, Nurses on the other campuses have utilized this service to help parents/guardians seek medical attention for their children when they are not able to do so elsewhere.

GEMS Nurses are part of the Sunshine Committee, which is dedicated to enhancing staff morale by organizing mental health and wellness activities. They assist the Spanish teacher in planning and preparing for the Spelling Bee Contest. Additionally, they support teachers with UIL events and the yearbook to ensure their school's needs are met. They are also a part of the Spring Fling Committee, which provides students with meaningful opportunities to create lasting memories during their middle school years. All of these efforts are carried out voluntarily to give back to our school community, staff, and students. Nurse Aileen Serna Cardona, LVN, and Nurse's Aide Daisy Lucero, MA

The district health department brought the Flu clinic to SEHS to administer flu shots to our staff, students, and community.

Immunization records: We received a 99.5% compliance on all immunizations for the state reporting. This is the highest percentage rate in region 19 and Texas. We are very proud of the work our Nurses did in completing this task.

Every year becomes a new highlight with new students, new parents, and new health concerns. The ability to educate and provide information and guidance to parents to assist them in caring for their biggest treasure is a big one, as well as seeing the result when a student's health needs are taken care of. Like seeing the difference eyeglasses make after the vision and health screenings are completed, we inform parents of their child's needs for further evaluation. Once a student returns with a pair of eyeglasses, seeing how happy a student is after is always exciting. Nurse Aida Russell, LVN

When I walk into any Nurse's Office, I see the work the Nurses put into serving our students, faculty, and staff. I see paintings that students drew thanking their nurses for caring for them, and I see students popping in during class changes in middle and high school to see if



the nurses are okay or to say hi. Teachers, faculty, and staff always thank their campus nurses for assisting or just listening to them when they need to take a break from any stressors they may have. Parents also stop by to say hi and thank the Nurse for caring for their child. The best highlight for me is to see a High school student run to their elementary nurse and talk to them and thank them for taking care of them, and parents who once were their students stop by and say hi.

#### 4. Areas for Improvement

We are dedicated to promptly addressing any student emergencies. To ensure our approach remains informed and effective, we continually update our knowledge by reviewing current information on common student health conditions through online seminars and relevant articles. We communicate with students when re-evaluation is needed, working with the student and teacher to develop a plan to prevent absences and facilitate follow-up assessments or care that can be provided in the Nurses' Office during the instructional day. If students require medical attention outside of campus, we refer them to their primary care physician, emergency room, or our clinic at Sambrano. When medication must be administered in the Nurses' Office, we provide all necessary documentation to parents or issue a release record form to facilitate obtaining medical records directly from the healthcare provider via fax, ensuring proper documentation and support. We would appreciate increased in-district training opportunities, benefiting the entire nursing department and ultimately enhancing our students' well-being.

Additionally, we seek updates to our equipment, including technology enhancements, as we transition to a paperless environment.

Further support with parent communication during registration is also needed, particularly in obtaining the year's medical forms, paperwork, and immunization records. We have experienced challenges in this area, and in emergencies, we have lacked complete student health histories, leading to situations where parents expect us to have this information readily available.

The district lead nurse is looking for resources from El Paso Children's Hospital for equipment for training nurses, and possibly donations to train our nurses further to perform the procedures needed. As medical equipment and technologic advances, such as ventilator support, feeding tubes, total parenteral nutrition and transplantation have successfully prolonged the lives of children and youth we are finding that school Nurses need updated trainings with skills to support the needs of our students better so that the medically fragile students can safely get the education that they deserve.





Planned goals and initiatives for the next academic year:

- **New Programs or Services**

Sambrano is hosting a new program from Project Vida, the Campus Clinic, to serve our students and staff better. This program provides our students with greater access to healthcare. Parents can bring their children for medical services without long wait times. This program also addresses the need for telehealth services for working parents who cannot take time off to take their child to the doctor's office. Next year, the Care Clinic will be in Borrego to provide a telehealth experience. Telehealth is available to students in 3<sup>rd</sup> -12<sup>th</sup> grade.

Next year, GEMs will begin training all 8th-grade students in CPR, STB, and basic first aid and preparing them to respond to emergencies when no one else is available.

We plan to bring the Mamo-Bus and Flu shot clinic next year, providing convenient options for vaccines and wellness services.

Next year, the District Health Department will offer Stop the Bleed training to our community families to spread the knowledge of saving a life by stopping a bleed at least once a month.

Next year, campus clinics will promote wellness awareness months for students and staff to remind them of wellness checks that correlate with the designated month. For example, February is heart wellness month, and nurses will promote blood pressure and heart rate checks to employees who would like to be proactive in their health.

### **Professional Development Goals**

All local events are on Saturdays due to insufficient coverage for school nurses.

- The El Paso Children's Hospital Diabetes Professional Development Event in September costs \$10, and up to 10 Nurses may attend.
- The SSNAA School Nurse Professional Development Event in February costs \$25-75. Up to four Nurses may attend.



- The TSNO School Nurse Professional Development Event in April costs \$25-\$50. Up to four Nurses may attend.

- **Technology & Equipment Updates**

- We may need to replace two refrigerators.
- Update the nurses' office to include medication cabinets, desks, storage closets, add an isolation room if needed, and use technology equipment to upload paperwork as the district is going paperless, such as scanners.
- Maintain the current EHR program we are using for documentation.

- **Strategic Goals**

To always give the best evidence-based practice care to each student, faculty, and staff. To focus on improving student health, wellbeing, mental health, and educational outcomes, while also advocating for the profession and supporting professional development, and to be able to work within our scope of practice. Advocate for students and the profession for policy changes that support school health and well-being, such as funding for nurse positions and school-based health centers. To enhance continuing education, stay current with best practices and advancements in school nursing. Promote equity and inclusion. Advocate for students with special needs.