

**STATE OF TEXAS**

**(Minutes conducted via electronic voting)**

**COUNTY OF CAMERON**

**BE IT REMEMBERED**, that on the **5th day of August, 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
Minerva Pena	Secretary
Carlos Elizondo	Board Member
Denise Garza	Member (arrived at 5:53 p.m.)
Jessica Gonzalez	Member
Neida Ruth Grantland	Member
Frank Ortiz	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 Jessica Gonzalez, Board Member.**
- IV. Roll Call. Daniella Lopez Valdez, Board President** announced that Trustees are present and Denise Garza would be running late.
- V. Recommend approving the agenda of the Regular Board Meeting of Tuesday, August 5, 2025, with any corrections/deletions.**

**Dr. Jesus Chavez, Superintendent stated the following:**

**X. A. 26 General Function Item 26 will be deleted from agenda and backup**

**XII. B. 5 Personnel Item Page 13 will be replaced with Page 13a**

**Item 10, Pages 1 will be replaced with Page 1a**

**Item 10 – Pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 will be added to agenda backup**

***Handout 1 added to official Minutes (Personnel)***

**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, August 5, 2025, with any corrections/deletions as stated by administration. (6-0-0)**

- VI. Recommend approving the minutes with any corrections:**
- A. Special Called Board Meeting on Tuesday, May 20, 2025.**
  - B. Rescheduled Regular Board Meeting on Tuesday, June 10, 2025.**
  - C. Special Called Board Meeting on Tuesday, June 24, 2025.**

**Motion made by Jessica Gonzalez, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approving the minutes of the Special Called Board Meeting of Tuesday, May 20, 2025, Rescheduled Regular Board Meeting on Tuesday, June 10, 2025 and Special Called Board Meeting on Tuesday, June 24, 2025, as stated by administration. (6-0-0)**

**VII. Superintendent's Report: \* SB1566**

- A. Conference Presentations:**
- 1. Presentation of the British Broadcasting Company (BBC), Documentary Filming Featuring BISD Food and Nutrition Services.**

**Jackie Cruz, Food & Nutrition Services Director stated, good evening, Madam President, Dr. Chavez, esteemed members of the Board, and Members of the school community joining us both in person and virtually. It is my pleasure to share an exciting update on behalf of the Food and Nutrition Services Department. So in school year 2023 -2024, our department was awarded a \$250,000 grant from the Chef Ann Foundation through the Get Schools Cooking Program. This grant supports our transition from primarily heat and serve meals to more scratch cooked offerings and values aligned procurement practices. As I have shared in the past, Brownsville ISD was not only the first district in Texas to be awarded this grant, but also the largest recipient in the program's history, a distinction of which we are incredibly proud of. Thanks to the hard work of our team and the support of district leadership, we have made significant progress in five key areas, menu development, marketing, human resources, finance, and facilities. Because of the strength and success of our implementation, the Chef Ann Foundation continue to engage with us and present new opportunities to us. Most recently, in late July, the Foundation reached out with some very exciting news. The British broadcasting company, BBC, is producing a three -part documentary series highlighting the life and work of Chef Ann Cooper, the founder of the Chef Ann Foundation, whose 50 -year career has been dedicated to transforming school food across the country. Out of approximately the 30 districts participating in the Get Schools Cooking initiative across six national cohorts, I am proud to share that the BBC has selected Brownsville ISD to be the featured school district in this documentary. Chef Ann Cooper will also come to Brownsville and visit various sites and will actually be interviewed on site to be featured in the documentary. And this is something that we're very proud of because it is not just a**

state or local. This will be viewed nationally and internationally. So this recognition speaks not only to the progress that we have made, but also to the potential that we have as a district to lead and inspire in the space of child nutrition and wellness. Thank you for your continued support to make this transformation possible. We are a national model for innovation, and we are honored for the success that we have with the Get Schools Cooking grant from the Chef Ann Foundation. We are focusing, as I mentioned, on locally sourced ingredients, culturally relevant recipes, and we're focusing on student wellness and community health. As a registered dietitian, it is my responsibility and my honor to further the wellness and the overall health of our students here. So the filming details, after vetting various campuses, we have selected Perez Elementary, to actually be the site where they're going to actually visit on September 8th, 9th, and 10th. We're going to feature students and educators, cafeteria staff. The BBC film crew will also visit Terra Preta, which is one of our local growers who we partner with for local produce. And they'll also interview the district leadership. So, this is something that is extremely, we're just very proud. I'm just swelling with pride and just overflowing with emotion here, it's a huge, I think it's a testament. And the beauty about school nutrition programs is that we're not just competing against local and state, but we're making the mark and we're competing against districts across the nation. So, I am now going to have, this is not the only good news, the news that we also have to share tonight, and we'll come back before you with this, but this is, I mean, a huge honor, and I don't know which districts have been selected for this yet, but I can tell you that it was a select number. I'm going to have Ms. Mary Garza, our Supervisor, talk about 2025 and beyond, and share this excellent news here too. Ms. Mary Garza, Interim Chief Financial Officer stated, okay, for the research study, the meals for 25 -26, they're going to identify the condiments and present the meals and so forth. But the one major information that we have to announce, the National Institute of Health was able to award, actually it's the FDA, awarded \$2 million to BISD for fiscal year 25 -26 and \$2 million for 26 -27 for a total of \$4 million to help the FNS department with the continued progress that they're doing with scratch cooking. Ms. Cruz continued, thank you, Ms. Garza. This, again, is another opportunity that was made possible through the Chef Ann Foundation, and also through the support of our district leadership. Dr. Chavez endorsed it, and we said, let's go for it. We're going to build upon what we're already doing. And the fact that it is a joint effort between the USDA, the FDA, and the National Institute of Health, and we're going to be part of a premier group of school districts to participate in this study, and once again, continue to focus on Whole Foods, local produce, and eliminate additives and dyes, which you know is already coming through with the Senate Bill 314. We are very excited about that. So I just wanted to share that with you all. So today we had our back to school in service with close to 500 members of our team. I just wanted to let you know that we did tell them that these recognitions and honors, they need to sink in. The world is noticing what we're doing, but most importantly, so are our students. So, none of this happens without our valuable team members, without the support of all of you, even Ms. Pat Perez, who constantly takes our calls to make sure that we're getting forms signed. But our team members are helping create a relationship between our students and the food that they eat. This is one of the most important relationships that they're going to have throughout their lifetime. And this work is sacred, it really is. So tonight, I have members of our core team here. I have Ms. Nora Navarro, also. Yes,

**Nora. Alain Barrera, who is also helping transform our local procurement. Delilah Montemayor, who's helping us with our Human Resources. And of course, Mr. Mark Mullendore, who is also a fellow registered dietitian with our facilities. So I just want to say thank you to all of them and also to all of our team. We had Ms. Beatriz Hernandez go and speak to our team yesterday and she mentioned three things that when she thinks about food service, school nutrition, she thinks about comfort, warmth, and safety. And I think that really spoke to our team because it's not just about We have to keep them safe through the food. We are responsible for that. So I'm really thrilled that we are now putting our food service department on the national map and internationally because this BBC film will be viewed and released internationally. So thank you all so very much.** Ms. Daniella Lopez Valdez, Board President stated, Mr. Ortiz. Mr. Frank Ortiz, Board Member stated, yes, Ms. Cruz, I just have a couple of comments. Very well said, and I mean a great job to you and your team, and like it says back there, One Team, One Dream. And I think that we're moving forward in that direction. I am very, very happy that we're going back to scratch cooking. I know that this has been in the making since last year, maybe the year before. So I'm glad that we're going in that direction again. I remember those days as a student, also as a principal. So it was really, really great. I do want to congratulate Perez Elementary. They're going to be the show model for our district. Just a question, just so that I know Maybe other principals or other staff members will know. How was Perez vetted to be selected? **Ms. Cruz replied, well, we looked at participation. We looked also at the guarding initiative. But more than anything, I think it was administrative support. The principal is constantly giving us an opportunity to try new things, working with us. And that's not to say that others are not. But it was just collective efforts from everybody. And so there are gone be other campuses who Chef Ann will visit and we're going to be meeting with the Assistant Superintendents. And then this is going to be, these are the pilot schools to go ahead and transform the rest.** Mr. Ortiz stated, very well, thank you very much. And once again, congratulations to you and your team. And certainly, congratulations to Perez Elementary as well. **Ms. Cruz stated, thank you so much.** Ms. Lopez Valdez stated, Ms. Pena. Ms. Minerva Pena, Board Member stated, and I also want to comment, thank you, you did an excellent job.

**Denise Garza arrived at 5:53 p.m.**

I'm so glad that people above us that have the authority to control what we can and cannot feed our kids are realizing that all of that extra additive to make food taste longer is something that is hurting our bodies and getting rid of human life faster. So the product can be on the shelf longer, which is not good. And I'm also excited to hear that the Coca - Cola company has been asked to go back to sugarcane and get rid of high fructose. I love that. You know why? Because then I don't have to go to Mexico to buy the Mexican sugarcane sodas. I can buy them here. So you do an excellent job. They started with you here. I commend you, will you pay attention, you care about our health and our children's health, whatever you need, everyone up here is here to help you because of you, we are where we are in our food service. So thank you. **Ms. Cruz stated, thank you, and I appreciate that and do not think I take that lightly, but again, leadership reflects attitude and it reflects what my team demands, and they demand the best. It is hard, scratch cooking is difficult, and that's why it's taken two to three years. You know, I feel like I need to pay homage to some of the greats that came before, the Dora Rivas's who set the standard. But I will tell you that it's not easy work and it's going to take a good three to five years to get where we need to be. But our team is dedicated. I**

can tell you that they're looking forward to the challenge. And so we invite any of you to come out and also taste some of the food that we're going to be starting our salad bars at about six campuses in September. And then we'll be able to continue those efforts elsewhere. But thank you to all of you. of our team. I need to thank you because we would not be able to do this if we didn't have the support. Thank you. Ms. Lopez Valdez stated Mr. Elizondo. Mr. Carlos Elizondo, Board Member stated, once again thank you for everything you've done and also, I want to also congratulate the actual staff that's in the cafeterias every single day making sure that you guys are successful and our kids are well fed. So big round of applause to those individuals who are not here present, but we are thinking about them. **Ms. Cruz stated, yes, thank you so much.** Ms. Lopez Valdez stated, and just to conclude, Ms. Cruz, thank you for your innovative thinking. Thank you to your team, because when you ask on how you make change that actually helps generations to come, it's programs like these. Because if our kids are healthy, then they learn better. And if our kids, if this is the only meal that they do receive, this makes a huge difference in their lives. And it's through programs like these, by involving the community, that we actually make change to come and thank you and I'm excited to see us on the international map. Thank you. **Ms. Cruz stated, we are too, thank you. And we just want to thank you because public school programs do a tremendous job and they, you know, we do it well. And so I just want to say thank you and Brownsville ISD is the best, so thank you. Thank you.**

2. Presentation of an update on Delinquent Tax Collection from Purdue Brandon Fielder Collins and Mott, LLP for the period ending July 1, 2024, through June 30, 2025.

Hiram Gutierrez, Partner, Purdue Brandon Fielder Collins and Mott stated, good evening, Madam President, Dr. Chavez, and honorable members of the Board. For the record, my name is Hiram Gutierrez, partner with Purdue Brandon Fielder Collins and Mott, your delinquent tax firm. And I'm here to present to you your fiscal delinquent tax collection report, that bearing the period of July 1st, 2024 through June 30th, 2025. The delinquent tax program for Brownsville ISD is designed with an emphasis on tax contacting your taxpayers and help them resolve their delinquency. To that extent, we made over 22,000 phone contacts with your delinquent taxpayers. We mailed over 11,000 delinquent notices. We updated addresses on 686 accounts. And when the letters and the calls do not result in payment, we also do field inspections. We go visit the property or the business, if it's a business. During this period, we conducted 455 field inspections. Once we contact your payment, your taxpayers, they're not always able to pay in full. So, when that happens, we'll enter into formal payment agreements. During this period, we entered into 485 payment agreements involving over \$1,564,000. When the calls, the letters, and the personal visits don't have the effect that we need, which is payment, we will proceed to litigation, but we always leave litigation as a last resort. But during this period, we did file 591 new suits involving over \$1,646,000 owed to the district. Another tool that we have at our disposal is tax warrants. And this is very useful in the case of business personal property. That is, a business has furniture, fixtures, equipment, and inventory that they have to pay taxes on. And that property can be moved very easily. So it's very important that we act quickly. So we have the tax warrants available to us. And during this period, we filed 34 tax warrants involving over \$72,000 in base tax owed to the

district. We also represent you in federal court, mostly in bankruptcies. During this period, we filed 64 claims involving over \$50,000 in base tax owed to the district. Even after we take a judgment, we still try to work with the taxpayers. We'll still reach out. We'll try to get them to pay, see if they want to save their property. But during this period, we did conduct tax sales. We put seven properties up for tax sale. We collected over \$60,000 in base tax for the district. And of course, all of these efforts are geared to one goal, and that is to collect your delinquent taxes. This slide here shows you one year by itself of collections, the 2023 tax year. The 2023 tax year was turned over to us on July 1st, and this represents 12 months of collections of the 2023 tax year. \$4,490,000 were turned over to us, and after 12 months, \$3,227,000 was collected, or 71.88 % of that delinquent tax year. This is the 22 tax year. The 22 tax year was turned over to us in July 1st of 2023. After the first year of collections on the bar on the left, 68.54 % of that had been collected. The bar graph on the right represents another 12 months. Now we're looking at 24 months of collections. After 24 months of collections, 82.71 % of the 22 tax year has been collected. This slide here, this donut here, represents a breakdown of all of your delinquency by category. What's in partial pay? What's in litigation? What's in deferral? I won't go too much into that, but if you have any questions, I'll get back to that one. And this slide here shows a breakdown of your delinquent tax roll by dollar range. In other words, what accounts that are owed between \$1,000 and \$2,500, what percentage of the total delinquent tax roll is that, and so on and so forth. And this slide here represents your delinquent tax roll by delinquent tax year. If you look at the pink on the left -hand side, that's the 2014. As you can see, most of it, almost 51 % of the whole delinquent tax roll is the 24 tax year. This is the personal property turnover collections. As I told you before, the New Year's are turned over to us on July 1st, but when it comes to the business personal property, that actually gets turned over to us a little bit earlier, April 1st instead of July 1st, three months earlier. So, these are the last three years of the early turnover collections. On the far left, that year, \$876,000 was turned over, and 31.77 was collected in the first three months. Last year, 48.93. And this year, we collected 61.49 % of the early turnover in the first three months. This slide here shows you the last four delinquent fiscal years of your delinquent taxes. The far right represents the 24-25 tax year. As you can see there in the bottom, you see that \$9,334,000 was turned over and out of that \$4,361,000 of base tax was collected and an additional \$1,206,000 of penalties and interest for a grand total of \$5,568,000. I do want to bring your attention to those bars on the right-hand side, the red bars. That represents refunds. Normally we wouldn't talk about refunds very much because before refunds was a pretty minimal number. It didn't really matter too much. But that has changed in the last few years. If you look in the far left, the refunds four years ago, the refunds were \$1 million. Next year \$658,000. I'm sorry, \$683,000. And last year \$1,685,000. And this year, \$2,538,000. So what is this? What are these refunds? Well, it's people that filed late homesteads, for example. And years ago, homestead exemption was only \$40,000. Now it's \$100,000. So if somebody is entitled to a refund, the numbers are much more significant. The other thing, there's also a lot of litigation at the appraisal district. People are contesting their values, and if the lawsuits go in their favor, that results in a lot of refunds as well. We see a lot more lawsuits going on these days. Another service we provide to

the school district is audit and appeal work. The audit and appeal work is a way of ensuring that the district is getting all the state funding it deserves. And I'm very, very proud to announce that an audit during this period that we're reporting finally came through. It's the 2020 audit for the 2020 tax year and that resulted in an additional \$2,160,000 in additional state funding. And that concludes my report and open it up for any questions you may have. Thank you. (No questions or concerns)

3. Presentation on the Reporting of Fees Paid to Purchasing Cooperatives, which includes Membership, Management, and Transaction Fees for Fiscal Year 2024-2025.

**Ms. Rosie Pena, Director of Procurement Services stated, good evening, Madam Board President, Lopez Valdez, Superintendent, Dr. Chavez, distinguished Board Members and guests. Tonight, we need to follow Texas Education Code section 44031 or 33 -1, sorry, that states that we need to report the fees collected by our member or the cooperatives that we are members to. So I'm going to briefly explain what this deals with. So what is Texas Education Code 440331? It was enacted by law. Texas legislature states that we need to disclose. It requires school districts to disclose the fees paid to purchasing cooperatives, and it aims to enhance financial transparency and public trust. Our cooperative membership consists of, we're currently active members of 17 purchasing cooperatives, and these are the major ones that we are currently members of. Omnia, Texas Association of School Board Local Government Purchasing Cooperative, Texas Comptroller Public Accounts, Region 1 Child Nutrition Program, Region 8 Education Service Center, better known as TIPS. These cooperatives, we want to emphasize, are non-profit and government-supported organizations. None of our cooperatives are for profit. Why do we use cooperatives? Well, number one is the cost savings. Access bulk pricing negotiated at the state and national level. What this does is gives the districts purchasing power because the more of the participants that we have throughout the state of Texas, the better pricing we get with the awarded vendors at the local cooperatives. Efficiency. It reduces the time and resources that we spend locally on floating solicitations. Compliance. It is very important that these cooperatives meet all the federal and state procurement requirements, and we always ensure that this happens. In other words, we contact the cooperatives and they certify that they're both federally and state qualified. Vendor access. Hundreds of pre-approved vendors are ready for us to use locally. What is a real-world impact? Well, cooperatives help in the day-to-day operation and in special projects. Some of the examples can be technology purchases, maintenance and facility upgrades, curriculum and instructional materials. This is very important. This is a very important piece of the cooperative membership. And that's emergency response benefits. Rapid procurement. There is no delays to urgent needs. Pre-vetted vendors. Faster mobilization of services. In other words, if we do have a disaster or if we have another situation such as COVID, which we hope not to have. Having the use of cooperatives is extremely helpful because we can contact the cooperative and we can have all the products and services at the time that we need it. Emergency supplies, easy access to PPE, generators, bottled water, etc. Something that locally we would take quite a bit of time to float a solicitation. Disaster recovery, not only do they help during the disaster, but they help after the disaster. So they have restoration services after storms and floods. Membership fees that deliver district-wide benefits. Fees are minimal relative to the savings that the district can**

attain. During the 24 -25 fiscal year, the district paid \$204,067 in fees. However, the district also received \$274,913 in rebates back from the cooperatives and vendors belonging to these cooperatives. So driving efficiency through cooperative participation So cooperative memberships support financial efficiency, strengthen emergency preparedness, aligns with legal standards, and the rebates received from purchasing cooperatives provide additional revenue to the district, helping to offset membership fees and support operational costs of both local and federal funds. We remain committed to maximizing value while meeting all the reporting requirements. Thank you, and if you should have any questions, I'm ready to assist. Mr. Frank Ortiz, Board Member stated, yes, a couple of questions here. It's a good explanation ma'am, but help me understand this a little bit. Okay, just for my information and maybe for the community's information I'm looking at your backup and I see the Omnia partners, there was no fees that were paid. So obviously there was no purpose there was an NA for the purpose of each fee but it shows a transaction a little over six million dollars so according to your explanation this is how much we're paying out to Omnia partners for the 24-25 school year. **Ms. R. Pena replied, no that's our actual purchases sir. Those are transactions that we hold with him. In other words, we requested products and or services. The major areas that were affected here are Xerox leases. So that's one of our major purchase. We also use that for servers, for IT. So that last column where it says transactions, those are your actual expenses.** Mr. Ortiz stated, from the district. **Ms. R. Pena replied, correct.** Mr. Ortiz continued, okay, so a little over \$6 million. **Ms. R. Pena stated, yes, sir.** Mr. Ortiz continued, okay, then I go down to Region One, and I see no fees paid, okay, so there's an N/A there. But I guess it would be the same thing that there's \$255,000 that we expended on Region 1, is that correct? **Ms. R. Pena replied, correct.** Mr. Ortiz continued, okay, now here's my question here. On Region One, library services and instructional resources, the fee was for \$124,000, and that was participating annual fee for \$3.38 per student. So on top of the fee, we also ended up with a transaction of \$149,000. **Ms. R. Pena replied, that is including the fee, sir. So various campuses aside from our library media services use that contract.** Mr. Ortiz stated, okay, very good. So that's part of the fee? **Ms. R. Pena replied, yes, sir.** Mr. Ortiz continued, okay, so we're not paying a fee and then paying? **Ms. R. Pena stated, no, sir, that includes.** Mr. Ortiz stated, well, thank you. I did notice that on item Xa, under the consent agenda items, we are, y'all are requesting that all of these cooperatives be approved again in one year. they are, except for about two of them, because it's items 1 through 15 are the same cooperatives, and you have 17 here. So we're not going to be utilizing two of them? **Ms. R. Pena replied, the last two that are listed in your backup for this particular item we will no longer be needing, because it's been about four years consecutively that we have not used the cooperative.** Mr. Ortiz stated, thank you, ma'am. **Ms. R. Pena replied, yes, sir.** Ms. Lopez Valdez stated, thank you, Ms. Pena; Ms. Minerva Pena has a question for Ms. Rosie Pena. Ms. Minerva Pena, Board Member stated, sorry. Yes, I guess I just want to find out because the one that I had circled, I wonder if she would have an answer to this. The one for the comptrollers charging us that money, that 100,000 annual transaction. Ms. Lopez Valdez stated, we can ask that question at the time of the item. Ms. M. Pena stated, thank you, sorry about that.

4. Brownsville Independent School District Financial Report for the period ended July 31, 2025



**Ms. Mary Garza, Interim Chief Financial Officer stated, good evening, Madam Chair, Ms. Lopez, members of the Board, audience, and Dr. Chavez. The financial report for June 2025 reflects this is the first month of the new fiscal year. So we have actual revenues of \$501,342 and expenditures of \$12 .5 million for a shortfall right now of \$12 million. Keep in mind, we start our fiscal year in July, but our state funds do not come in until September. For our federal funds, we have revenues of \$4,895. and we have expenditures of \$1.5 million, revenues over expenditures of \$1.5. Federal funds are on a reimbursement basis, so we will not be recognizing our revenues until we send in the invoices to the federal government and we get their monies. So all federal funds are on a reimbursement basis. When we close the year, we will match the revenues to expenditures and set up any receivables that are due to the district. The next fund is our debt service fund. We have collected taxes of \$85,611 and we have no expenditures at this time. Our debt service payments are done in August and in February. Our self-insurance fund for the month of July, we have premiums from the employer contribution and the contributions from the employees of 4.6 million dollars and we have expenditures of 3.4. Right now it has a positive balance of 1.2 million. This is the end of the financial report. Do you all have any questions?** Ms. Minerva Pena, Board Member stated, so in September when we do get some funds we'll be able to balance out and you'll tell us what the balance is here? **Ms. M. Garza replied in September, we'll start receiving the first month of our revenues. It won't necessarily balance out because by September, we would have had three months worth of expenditures and only one month of revenues from the state.** Ms. M. Pena stated, okay. So, just wondering Dr. Chavez, what are the ending months for the budget in other districts? Normally July? Is that normal? to do it in July? **Ms. M. Garza replied it varies throughout the state of Texas. Some school districts are July 1 through June 30 and others are September through August.** Ms. M. Pena stated, okay, and I guess the reason I'm asking is because I was wondering it would benefit us to do it at a time when money is coming in instead of having a shortfall so we could see how much less it is or how much we do have and less of a shortfall. Because when you do it in July, you're going ahead of what the money you're going to be receiving. Do you follow what I'm saying? Like you're working for two months for me, but I'm not going to pay you till, you know, September, for example. And then you can kind of balance out and I might not pay you everything that you need. So is there a reason why this is done in July as opposed to September? Or can we look at how it affects the district in that point? **Ms. M. Garza replied, the district made the decision back in 2005, to align its fiscal year more with how the grants were running, July through June. So at that point, at some point in time, the state was also going to be changing to a July through June. So there was a lot of school districts that moved their fiscal year. We're in 2025, the state has not moved their fiscal year. They're still running September through August. We do receive all the money that the district generates through the average daily attendance. It's just that it overlaps fiscal years. So, when we close our books as of June 30 and we present the audit in November, we recognize all the revenue based on the summary of finance near final that the state gives us. we would generate based on the attendance that ended up being submitted during the summer submission. So it does catch up but not until after we've closed our books.** Ms. M. Pena stated, so we'll get

another report after we get that so we can see where we are. Am I correct? **Ms. M. Garza stated, when we do the audit is when we give you the final revenues and expenditures for the year.** Ms. Pena stated, when do you do the audit? **Ms. M. Garza replied, when the audit gets presented in November.** Ms. M. Pena stated, oh, you do it in November. **Ms. M. Garza replied, yes.** Ms. M. Pena stated, and by then we'll already have that September funds. **Ms. M. Garza replied, yes.** Ms. M. Pena stated, okay, thank you.

5. Brownsville Independent School District Quarterly Investment Report for the period ended June 30, 2025.

**Ms. Mary Garza, Interim Chief Financial Officer stated, okay, our next presentation is on our quarterly investment report as of June 30. We had in our checking account \$5.2 million. Our investments were sitting at \$216 million for a total of \$221 million. Interest earned for the quarter was \$1.4 million and for the year was a total of \$10.2 million. That was recognized for the year. Part of the report will show you the different investment reports that we have on hand, reflecting the information that I just mentioned. We also give you the interest rates for April, May, and June that our investments were being paid on. We have investments that will be maturing in the next six months in one of our long -term pools of \$180 million. million. We have multiple certificates of deposits for a total of \$8 million. And we have our PNC investment, which is for the sale of our two properties of \$17.2 million. Our PNC right now, is earning interest and the maturities of those investment instruments are going to mature this year in fiscal year 25-26. Currently in accrued interest is \$287,000 for that investment. Any questions?** Ms. Minerva Pena, Board Member stated, what did we get on those two properties that we sold? Can you give me the individual amount for each one? **Ms. M. Garza replied, the Cummings property was \$16 million, and the Longoria property was \$1 .1 million.** Ms. M. Pena stated, I guess my question is, when we did the sales, we had someone come in and give us the value of that property before we made the agreement to sell it. We did that, am I correct? **Ms. M. Garza replied, yes, ma 'am. There was an appraisal done on the properties.** Ms. M. Pena stated, okay, so whenever you get a chance, if you could just send us a copy of the appraisal, I would appreciate it. **Mr. Miguel Salinas stated, I have given it them several times (Inaudible).** **Ms. Garza stated, yes Mr. Salinas will send out the appraisals that were done on the properties.** Ms. Pena stated, and the appraisals were done by the buyers, not us. Am I correct? **Mr. Salinas stated no.** Ms. Pena stated, was it done by us? **Mr. Miguel Salinas, Staff Attorney replied, done by both.** Ms. Pena stated, both. **Mr. Salinas stated both entities.** Ms. Pena stated agreed to go with the same appraiser, am I correct? **Mr. Salinas stated, no.** Ms. Pena stated so then did we get two different? Okay, if we can get the information on both appraisers, I would really appreciate that. **Ms. M. Garza stated, yes, ma 'am.**

#### VIII. PUBLIC COMMENT:

**Veronica Borrego** item VII.A4 and A5. Good evening Board President Mrs. Lopez Valdez, esteemed Board Members, superintendent Dr. Chavez, and all community members watching this evening here in the boardroom and at home. My name is Veronica Borrego. I am a BISD

parent, a taxpayer, and one of your constituents. I have been with BISD for 20 years and I'm currently serving BISD as an educational Diagnostician. I am also the proud president of AOBÉ, the Association of Brownsville Educators, the largest and longest serving association in BISD. This evening, the financial report and the quarterly investment report were discussed. I am here to address concerns raised by our members. Our association represents all positions in the district. On behalf of those on the counselor, administrator, and professional support staff pay plans, I would like to share some concerns. As we are aware, the state has mandated a \$5,000 pay raise for all classroom teachers, which comes with restrictions that exclude the aforementioned individuals. This raise is in addition to the TIA that classroom teachers can earn. A 2 % increase from the midpoint was approved for all other positions not included in that pay plan. This pay gap discrepancy has our members feeling they would earn more if they were back in the classroom and they have also expressed a lack of feeling valued and appreciated. In addition, we continue to ask that decompression for our classified staff be addressed and resolved. I would like to thank Dr. Gallegos for taking the time to listen to some of these concerns, and I look forward to meeting again to explore further discussions and potential solutions. As we start this school year, we hope it will be one where all students are provided with a welcoming and inviting environment that is conducive to learning and one where staff are not only treated with dignity and respect, but compensated as such. On behalf of AOBÉ, I would like to wish all our educators a productive and successful year. Thank you for your time and attention and have a good evening.

**Celia Saiz Boussard** XA13 and XB13. Good evening, President Lopez Valdez, Dr. Chavez, and members of the Board. My name is Celia Saiz -Boussard, and I'm speaking as the president of BESTAFT, Union Local 3877, and a proud pre -K teacher at Skinner Elementary. BEST would like to welcome the board administration, especially our newest board member, Ms. Neida Ruth Soto-Grantland, along with BISD employees, our children, and our students, back to the 2025 - 26 school year. We look forward to working with everyone to have a productive and successful school year. BEST would like to congratulate the administration on agenda item XD13 to provide and expand dual enrollment opportunities for our students. BEST is requesting that the Board and administration look at creating a dual enrollment class for the building trades where our students decide to pursue becoming an electrician, a pipe fitter, plumber, or a welder that they can get the same opportunities to get their certification and start their apprenticeship hours before they graduate. This allows our students who want to pursue a trade vocation the same opportunity to earn college credit and save on tuition as our other dual enrollment students. It also helps meet the need of local businesses and our community in critical needed positions and would quicken their path to make a meaningful salary. BEST strongly urges the board to approve all Agenda item XA18 on the adoption of a district cell phone policy to be in compliant with state law, but also for the district to be ready to implement it on day one when the students first come to school. The administrative regulations need to be in place and guidelines sent out to campus leaders as soon as possible so the policy can be applied uniformly across the district. Thank you for listening and I wish you the best of evenings.

**Lazaro Cardenas** Good evening Board President Lopez Valdez, Superintendent Dr. Chavez, and fellow Board Members. My name is Lázaro Cárdenas, Vice President AOBÉ, the largest and longest-serving union in our district. I'm here today to speak on behalf of the dedicated special education paraprofessionals who work tirelessly to support our students. I'm urging you to consider a crucial issue that affects the morale, retention, and overall well-being of these essential professionals. Placing all special education paraprofessionals on the same pay scale

across our district. This issue is not just about fairness. It's about recognizing the essential and equal nature of the work performed in every special education program and unit. Every special education classroom focuses on teaching and supporting regardless of designation. Paraprofessionals that serve students in units such as BI, Life Skills, ECSE, and SFL provide self-help skills, emotional regulation, mental health support, physical assistance, hygiene needs, and nutritional care. These paraprofessionals implement individualized accommodations outlined in student IEPs, and their work is both physically and emotionally demanding. What's important to note is that the support needs of students often overlap across different programs. Our professionals frequently assist across rooms, stepping in where additional help is needed without hesitation or limitations. The collaboration among staff is vital and constant. Standardizing pay would acknowledge the equal value and difficulty of all paraprofessional roles in special education. It would improve morale, retention, and consistency of support for our students. Our students thrive because of the consistent, compassionate, and skilled work of paraprofessionals. And they deserve a system that honors that work equally. I urge you to consider taking steps towards a more equitable compensation structure for these essential professionals. By doing so, you'll not only be supporting the well-being of paraprofessionals, but also the students they serve. Thank you for your time, service, and attention to this matter.

**Adina Alegria.** Good afternoon, 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. As we return from summer break, I hope you've had a chance to rest. Summer offers each of you a sense of pause. As we start the new school year, we carry both the pride of our past accomplishments and the importance of the work that remains. One point of pride stands out. Our Food and Nutrition Services team has been invited to participate in a BBC documentary highlighting districts that prepare scratch-made meals. This moment spotlights not only the new innovation, but what we're feeding our children, and that matters. If each of you is paying closer attention, you will notice eating a cleaner diet is making headlines. Diet impacts health, particularly with rising rates of cancers, diabetes, and ADHD. Certain foods and chemicals are linked to hyperactivity and even mood swings. And if you don't think food matters, ask a teacher after a student's lunch. Nutritious meals are no longer just a perk. It's a priority and now a privilege for BISD students. And this recognition is also a powerful tool for re-engaging families whose children have opted for private or charter schools. I've seen Trustees Pena and Ortiz attending events to re-engage parents. And what a great talking point this would be for them. In the last couple of years, we've moved pay grades for kitchen managers and clerks, but left our F & S workers behind. Their exclusion from those budget decisions stands in direct contrast to the global recognition they and this district will now receive. Just because a pay increase for this group that is setting precedent by implementing Scratch Kitchen hasn't been done before, doesn't mean we shouldn't start now. Visibility should drive responsibility. Let's honor the hands that nourish our students. I noticed that new programs are being implemented in this district. Training individuals before implementing a new program is essential to ensure smooth integration, minimize disruption, and build user confidence from the outset. It has been brought to my attention that TSTs utilizing Apptegy have yet to be trained and training will come soon. Before we move forward with the implementation of Apptegy, every individual overseeing its use must receive comprehensive training and hopefully before the start of the school year. A well-prepared team ensures the district and the school launch with accuracy and confidence. There's a section in the Texas Education Code, 11.164, I hope many of you are familiar with it. I know our associations will be. It highlights the issue of redundant and

excessive paperwork, reminding us that repetition without progress undermines efficiency. In much the same way, when we continue to see the same agenda items resurfacing without meaningful development, it mirrors that redundancy saps valuable time. This is compounded by our meetings already stretching for hours, often due to certain individuals unprepared and asking questions that, frankly, should have been reviewed beforehand. When time is misused this way, it not only drains morale, but also delays the resolution of issues that genuinely deserve our attention. Thank you for your time, service to the Brownsville community, and your attention this 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.**

**IX. 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 Carlos Elizondo, and unanimously carried for approval of the General Function Items as reflected on the Consent Agenda. (7-0-0)**

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|------------------------------------|---|
| <b>X. A. General Function</b>      | <b>1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25,</b>          |
| <b>B. Payments</b>                 |   |
| <b>C. Budget Amendments</b>        | <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12</b>  |
| <b>D. Contracts/Agreements</b>     | <b>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 21 22, 23, 24, 25, 26, 27, 28, 29</b> |
| <b>E. Bids/Proposals/Purchases</b> | <b>1, 2, 3, 4, 5, 6, 7, 8</b>   |

**Frank Ortiz Abstained from Agenda items X. D. 3, X. D. 11 and X. D. 14**

**(All presentations limited to five (5) minutes)**

**X. Consent Agenda:**

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

- 1. Recommend approval of Resolution No. 001/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of the Omnia Partners for fiscal year 2025-2026. (Consent Agenda)**
- 2. Recommend approval of Resolution No. 002/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of The Local Government Purchasing Cooperative (TASB) for fiscal year 2025-2026. (Consent Agenda)**
- 3. Recommend approval of Resolution No. 003/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of the Texas Comptroller of Public Accounts for fiscal year 2025-2026.**

Ms. Jessica Gonzalez, Board Member stated, Motion to approve. Ms. Denise Garza, Board Member stated, Second. Ms. Daniella Lopez Valdez, Board President stated, Ms. Pena, this is your item. Ms. Minerva Pena, Board Member stated, yes, I just wanted to get a little bit of information about the purchasing program that we have with them and the cost of it, Dr. Gutierrez, I mean, sorry, Gutierrez is thinking of me, Dr. Chavez. **Dr. Jesus Chavez, Superintendent stated, yes, ma'am. If I can have Ms. Rosario Pena come forward, then she'll describe that situation to us. Ms. Rosario Pena, Director of Procurement Services replied, Ms. Pena, the question is on the fee or on the actual expenditures?** Ms. M. Pena replied, well, I guess the way it's written on here, yes, the actual expenditures. But I would say what we got, the 12-month fee is \$100, but the annual transactions is 12 million. So, what is that 12 million for? **Ms. R. Pena replied, the Texas Comptroller of Public Accounts is our major provider, as Dell, the vendor is the participant in the Texas Comptroller's cooperative. So, all of our IT equipment for students, student Chromebooks, student licenses, PCs, anything that has to do with IT is purchased through the Texas Comptroller of Public Accounts, which is through Dell.** Ms. M. Pena stated, thank you, that's all I need to know.

**Motion made by Jessica Gonzalez, seconded by Denise Garza, and unanimously carried to recommend approval of Resolution No. 003/25-26 for the Brownsville Independent School District to participate in the described purchasing program of the Texas Comptroller of Public Accounts for fiscal year 2025-2026. (7-0-0)**

4. Recommend approval of Resolution No. 004/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of the Houston-Galveston Area Council Cooperative for fiscal year 2025-2026. **(Consent Agenda)**
5. Recommend approval of Resolution No. 005/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of Region 16 ESC Statewide Cooperative for fiscal year 2025-2026. **(Consent Agenda)**
6. Recommend approval of Resolution No. 006/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of Region One-Purchasing Cooperative for fiscal year 2025-2026. **(Consent Agenda)**
7. Recommend approval of Resolution No. 007/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of Region One ESC, Library Services and Instructional Resources COOP for fiscal year 2025-2026. **(Consent Agenda)**
8. Recommend approval of Resolution No. 008/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of Region One Education Service Center Child Nutrition Program-South Texas Cooperative (CNP-STC) for fiscal year 2025-2026. **(Consent Agenda)**
9. Recommend approval of Resolution No. 009/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of Region VIII Education Service Center (ESC8) (TIPS) for fiscal year 2025-2026. **(Consent Agenda)**

10. Recommend approval of Resolution No. 010/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of the Harris County Department of Education Cooperative Programs for fiscal year 2025-2026. **(Consent Agenda)**
11. Recommend approval of Resolution No. 012/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of Region XI Education Service Center, Technology Resources Education Consortium (TREC), Fort Worth, Texas, for fiscal year 2025-2026. **(Consent Agenda)**
12. Recommend approval of Resolution No. 013/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of TASB Energy Cooperative for fiscal year 2025-2026. **(Consent Agenda)**
13. Recommend approval of Resolution No. 014/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of Sourcewell for fiscal year 2025-2026. **(Consent Agenda)**
14. Recommend approval of Resolution No. 015/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of the Education Service Center Region 19 (ESC19) for fiscal year 2025-2026. **(Consent Agenda)**
15. Recommend approval of Resolution No. 016/25-26 for the Brownsville Independent School District to participate in the described purchasing programs of the Education Service Center, Region 20 and the Pace Purchasing Cooperative for fiscal year 2025-2026. **(Consent Agenda)**
16. Recommend approval to adopt TASB Policy FD (Local) and FM (Local). **(Consent Agenda)**
17. Recommend approval to adopt TASB Policy EFB (Local). **(Consent Agenda)**
18. Recommend approval to adopt TASB Policy FNCE (Local).

Ms. Denise Garza, Board Member stated, Motion to approve. Ms. Daniella Lopez Valdez, Board President stated Second. Mr. Frank Ortiz, Board Member stated, yes, I don't know, Dr. Chavez, if this question would go to the Dr. Cantu or It's going to go to Ms. Puente Pertaining to a HB 1481. **Dr. Jesus Chavez, Superintendent stated, yes, sir, Ms. Puente is here, of course, Dr. Gallegos, is here as well, but Ms. Puente.** Mr. Ortiz stated, okay, the question that I have pertains to House Bill 1481. This is the House Bill that Governor Abbott signed into law. And of course, we're under the obligation to follow the law. And I'm looking at the local policy FNCE, in which it describes and gives a definition to what personal telecommunications electronic devices are. I also see some of the consequences, and it states that it will be in accordance with administrative regulations. What are those administrative regulations? And the reason I'm going through this is because I want our parents and our students and our staff district-wide to understand what this law indicates and what this policy states. **Ms. Maricela Zarate Puente, Administrator for Policy replied, yes, excellent question, and good evening, Board President Lopez Valdez, Dr.**

Chavez, and members of the Board. So indeed, House Bill 1481, as you indicated, applies to both traditional school districts and open enrollment charter schools, and requires all school boards in the state of Texas to adopt a policy prohibiting student use of personal communications on school property, and the key word is this, during the school day. During the school day, and that is the law. And so, yes, we have a policy. We had a survey conducted in which parents, students, educators, to, and by an abundance of votes, they wanted them, students, to be able to allow them to take their cell phones to school, and not necessarily ban them altogether. So then, as you indicated, this then requires us to have, and that mirrors the policy that you have in front of you, but then this now requires us to have a regulation, in other words, some guidelines. And I know administration has been working on guidelines that are ready to be distributed as this may be approved for your consideration. And it would basically indicate that the student would turn off their cell phone and put it away during the day followed with consequences as per the student code of conduct. Mr. Ortiz stated, yeah, and I see that it's also addressed in the Student Code of Conduct on page 4. Basically, it mirrors the policy here. And also, on page 22 in the glossary of the Student Code of Conduct, it also gives the definition of what telecommunication devices are for our students and our parents. Now, as far as the consequences, and of course I see the exceptions as well, okay, with some of our special need's students. But as far as the consequences, are they going to be left up to the campuses or are they going to be uniform across the district? **Dr. Jesus Chavez, Superintendent stated, let me say that we've been working on that and we're at the very near final right to getting them out. Let me have Dr. Cantu talk about that. Dr. Nellie Cantu, Chief Operations Officer stated, great question, Mr. Ortiz and thank you, Dr. Chavez. Yes, we've been working, a couple of teams have been working on this, Mr. Ortiz. We have the Public Information Office that's working on a flyer on, and I really like the theme that they're using. It's called disconnect to reconnect, emphasizing the importance of having the students connected to instruction first. And regarding the consequences, I do want to give a shout out to a group of principals that helped me. We asked our principals to give us their voice. And so, we have two elementary, two middle, and two high school. And then this was shared with our cabinet on Monday. We are going to put it in a one pager so that they can see first offense, second offense, third offense, and then fourth offense and more. The reason for that is we want to establish some consistency in the district so that we don't have one campus doing one thing and another campus doing another. So that's almost at near final stage of approval. The final copy or the final proposal will be sent to our cabinet on Monday and our superintendent for final approval, and then we will distribute to the principals.** Mr. Ortiz stated, thank you, I think I still have some time left. Dr. Chavez, the timeline? The students come back on Monday, right? Okay, so we've got three, four days, you know, so that our parents and our students and our administrators and our employees, classroom teachers know what is being sent out and what is going to be in place because we start off the year and we have an issue all of a sudden, well, what are we supposed to do? **Dr. Chavez replied, the information will go out this week and we will have it out learned already if you will or reviewed before our students come. So, we'll get that information here later on this week.** Mr. Ortiz stated, okay, so it'll be comprehensive policy, exceptions, consequences, et cetera. Thank you. Ms. Neida Ruth Grantland stated, just very briefly, it's more than a question, it's a comment. I would really appreciate it if everyone involved in that information be very sensitive to the needs of type 1 diabetic



students who use their GC, GM7s or whatever they're called and they communicate with their telephone. That tells them whether their blood sugar is dropping, leveled, or increasing. I have a personal bias of that. I lost my daughter to type 1 diabetes after fighting it for 40 years. And so, I do think that that can create issues on a campus between and among students and also with educators who may not realize that that's what the intent of the device is. So please, please educate everybody. Be really careful because one thing is to have type 1 diabetes and be singled out because of that. The other thing is for people who don't have the information to mistreat a student that has it. So please, thank you. Ms. M. Pena stated, and yes, and speaking on that, that's one of the exceptions that is on here where it talks about the student's health and you can use the phone. So that's clearly on here. So what we need to do is make sure that everyone knows exactly every part of this law. And one of the questions I'm going to have, during lunchtime they can't use it because they're going to be on school property. Am I correct? It's part of the school day. So, if a student walks across the street and gets off the property to use their phone, and they're going to. They're not committing any violation during lunchtime, are they, Dr. Chavez? **Ms. Zarate Puente stated, they're not open. Dr. Chavez stated, ma'am, you're correct. I mean, if they're off campus, then no, we're not able to discipline and or take any action.** Ms. Pena stated, this particular law is opening that door. And they can't wait for lunchtime and they're going to be running across the street off the property to turn around and be able to communicate and not get in trouble. So maybe we can look at it and see if somewhere, because I know what the intention of the law was, but to the extreme that we're going to, it could get us in a position where we can put our children at risk, crossing the streets, especially International Boulevard, to get off campus to be able to communicate. Because I can tell you here, and I can look at every single one of you, that during the day when you're at work, you're on the phone. I've seen you. No offense. It's okay. You got things to do. You got business. That's the way life is. So for us to tie the hands of these students 100 % and not allow them to use it, let's say, during lunchtime in the cafeteria or outside of class, it's something that we can look at that we can make an exception to avoid having our children have to step off of campus. And they'll probably even do it during periods because they need to do what they need to do. And the way that we have allowed this culture to get, we have to take the measures in an appropriate manner that's not going to be, you know, very detrimental to our students because of the communications that they're used to with a cell phone. So I don't know if we can look at that, Dr. Chavez, and we can see what you can do as a district and what kind of policies that you can write up without going against what they have here because we have, it's going to be a very big concern. And I foresee us having a difficult time trying to tell our students, please put that down, put that away, and please give us the whole day. I mean, we could do it eventually, but to do it suddenly and just drop it on them, you know, we wouldn't be able to do it as adults. I can guarantee you that because of the way that society is. I'm sorry, you can't even go to the bathroom because people are calling you on your cell phone. Pardon my language, you know. The world is too connected. This is what's causing our problems. And so we can look at a way Dr. Chavez that if there is a way that if we see this is going to cause a problem when children get off campus to be able to type a text message or make a phone call where we can do it, where we won't jeopardize their safety in crossing streets and getting off campus to communicate. But the ones that have a health issue, they're covered, thank God, they're covered here in this law. So we can look at that and see what happens and how we can handle it. I would really appreciate it, Dr. Chavez. Ms. Jessica Gonzalez, Board Member stated, if maybe the AAs could help me out with this. To

my understanding, all our campuses are closed campuses, correct? So none of our students can leave without a parent or guardian, signing them out. So it's not like they actually can go on their own. Okay, I just wanted to make sure it brought, I just couldn't remember. It's been a while since we've talked about open campuses and closed campuses. So yes, all our campuses are closed. Okay, one thing that I will ask, this is going to be tough, but I'm going to say it. Children learn from us adults. So maybe if we set the example of putting our phone down also during the school day or being in front of them, it's going to reflect on them. So it's not policy. It's not the law. But if we could, as adults, again, set the example, it's going to send a huge message to these kids. Thank you. Mr. Carlos Elizondo, Board Member stated yes, thank you. Thank you, Ms. Grantland, for that. That's very aligning, especially with the health needs. I just have a real quick, and maybe you guys can help me with this. One of the exceptions, it says, number two, the student use is required due to a documented need based on directive from a qualified physician. Most individuals now choose to go other than physicians. So maybe consider a PCP. So that way, they say, well, I don't see a physician. I see a nurse practitioner, you know, PA, psychiatrist or psychologist or mental health counselor. And maybe that way it doesn't violate our policy right off the bat. Maybe we can look into that and see if that is a possibility and just incorporate the broad spectrum of the health industry. **Dr. Chavez stated, we're happy to take a look at that, sir.** Mr. Elizondo stated, thank you. Ms. Garza? Ms. Denise Garza, Board Member stated, yes and going back to Mr. Elizondo, if I'm not mistaken, I think anything that comes from one of those has an MPI number. So, with the MPI number, that should be enough information for the school district. Mr. Elizondo stated, (inaudible). Ms. Garza stated, so I think with the MPI and as long as it's signed by a medical certified individual. Ms. Lopez stated, thank you. Ms. M. Pena stated, and can I do a follow up real quick? Ms. Lopez stated, Ms. Pena. Ms. Pena continued, yes, and I know that we have the Closed Campus and would this be valid? Because I was asked and I don't know, I have to ask you. Dr. Chavez, where the parent, they closed campus. They cannot leave the campus without a parent. Now let me ask you this. Is it, if a parent writes a note that says my child is allowed to go to lunch across the street at this place, that will not cover it. The parent has to be there to have the child leave the campus. Am I correct? **Dr. Chavez stated, yes, ma'am, I'm seeing some head shake over here. You all want to give any additional information with regards to that?** Ms. Pena stated, and can you give me where it's written in district policy so I can refer the parent to give me the policy? **Dr. Nick Ibarra Cantu, Executive Director for Secondary stated, good evening. So, students have, we have student release cards at every campus, at every front office. So, when a student needs to leave, the parent will come in, present an ID or the guardian, and then present the reason for the pickup. And then the student will be given to the individual that has been approved and previously approved on that list. So that's how we handle the procedures at every campus for student releases.** Ms. M. Pena stated, thank you, and that means that, to be clear, no child that is in there all day long is allowed to leave campus for lunch. Only the ones that are half day, because they only go to half day, because they go to work as far as their seniors or juniors. **Dr. Ibarra Cantu replied, correct and in high school, you would also have some students that will attend perhaps the CTE center and need to attend their certification classes. So you may have those individuals that also need to leave.** Dr. Chavez stated the question here relates to after school programs. My understanding is that once we finish school, then yes, they can have their phone and or make a call. So the after school programs, you know, would be fine. And here I'm talking about participation.

**Dr. Ibarra Cantu replied, yes, absolutely, only until the 4 :15 time.** Ms. Lopez Valdez stated, thank you and I know this is a learning curve for all of us as the whole entire state is implementing this. I know we've seen good ideas from other districts in what they're doing. So, Dr. Chavez, I know we've shared those with you and hope we can make sure we communicate because this is going to be something different. But I am confident that our staff will do a good job.

**Motion made by Denise Garza, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approval to adopt TASB Policy FNCE (Local). (7-0-0)**

19. Recommend approval to utilize Gold Star Foods and distribution services in the amount of \$80,000.00. Fund 101 – Food and Nutrition Services. **(Consent Agenda)**
20. Recommend approval to contract Region One to provide staff development and instructional coaching for the 2025-2026 school year to support private school instructional needs based on identified needs and funding. Contracted Services will not exceed \$44,200.00. \* **(Consent Agenda)**
21. Recommend approval of Canine Officer Pike to retire along with his Canine Handler Raymundo Nieto, Jr. **(Consent Agenda)**
22. Recommend approval for Dr. ET & Company, of Weslaco, TX to provide consulting services for BISD parents for the 2025-2026 school year. Categorical Funding: 289 for \$5,000.00 for a two-hour session and a workbook for each parent to take home. Region One Purchasing Cooperative Vendor #24-0162. \* **(Consent Agenda)**
23. Recommend approval of College 1st Program dba Vision Ed Group, of Mission, Texas to provide consulting services for students in Youth Connection Project and Migrant Education Program for the 2025-2026 school year. Categorical Funds: 289 Title IV \$24,000.00 for 4 Camps. \* **(Consent Agenda)**
24. Recommend approval to adopt the Student Code of Conduct for the 2025-2026 school year. A total of \$5,000.00 has been budgeted from local funding for printing by the Department of Pupil Services. **(Consent Agenda)**
25. Recommend approval to adopt the revision to the Delegation of Authority for the Procurement of Construction Services and Ranking Criteria, as authorized by Texas Government Code Section 2269 .056 (a). **(Consent Agenda)**
26. Recommend approval to contract with Dr. ET & Company to deliver Social Emotional Learning services for the 2025-2026 school year at the cost of \$72,600.00 for all District Campuses. \*

**Amendment: X. A. 26 General Function Item 26 will be deleted from agenda and backup**

27. Recommend approval to contract with Coaching Excellence in Organization to deliver Social Emotional Learning services to Rivera ECHS for the cost of \$10,000.00.

Ms. Daniella Lopez Valdez, Board President stated Motion to approve? Ms. Jessica Gonzalez, Board Member stated Second. Mr. Frank Ortiz, Board Member stated, maybe

Dr. NIC can answer this question. Dr. NIC, all schools within the district are receiving the SEL curriculum, is that correct? **Dr. Norma Ibarra Cantu, Executive Director for Secondary Education replied, yes, good evening, sir. Yes, everyone will go under the SEL instruction during the day.** Mr. Ortiz stated, and it's being delivered by the classroom teachers, is that correct? **Dr. Ibarra Cantu replied, yes, we have a software also to support the delivery of that instruction.** Mr. Ortiz stated, okay, is Rivera one of those schools that's included with the SEL curriculum? **Dr. Ibarra Cantu replied yes, sir.** Mr. Ortiz stated, okay, so why are we having, and only Rivera, receiving some additional SEL learning services for 10,000? **Dr. Ibarra Cantu replied, I'll go ahead and defer to Ms. Hernandez for...** **Ms. Beatriz Hernandez, Chief Academic Officer stated, so, thank you, Dr. Ibarra. During this summer, the Federal Government sent us a notification of funding that was frozen, Title II, Title III, Title IV. We were reached out by our categorical funding source, Ms. Mary Garza and Mr. DeLeon. There was specific monies under Title IV that's specifically for mental health awareness. And so we took on this opportunity to reach out to our campuses, to our campus leaders, and to our guidance and counseling department. to see what options were out there to bring additional support as it related to mental health awareness. And at this time, we were bringing another separate item to the Board which we will bring next time for the additional campuses. However, on this item, we only have Rivera High School showing up. They selected this particular presenter for the mental health awareness for student presence.** Mr. Ortiz stated, okay, you indicated that you will bring an item on the agenda for future schools. Is this the other high schools or? **Ms. Hernandez stated, this is the remainder of the high schools, middle school, and elementary schools.** Mr. Ortiz stated, okay, so it's not a duplication of services. **Ms. Hernandez replied, no, it's not.** Mr. Ortiz stated, okay, thank you for the explanation. Ms. Hernandez stated, thank you. Ms. Daniella Lopez Valdez, Board President stated, Ms. Gonzalez? Ms. Jessica Gonzalez, Board member stated, I just wanted to simply add, I don't have really a question, but I have sat through Jonathan Medina's presentations and they're amazing. So, whoever chose this man, kudos to you because he does a very good job.

**Motion made by Daniella Lopez Valdez, seconded by Jessica Gonzalez, and unanimously carried to recommend approval to contract with Coaching Excellence in Organization to deliver Social Emotional Learning services to Rivera ECHS for the cost of \$10,000.00. (7-0-0)**

28. Recommended approval to contract consultant services agreement with Liberty Source / Harris Education Solutions for the 2025–2026 school year to support our district for a total cost of \$102,500.00. \*

Ms. Daniella Lopez Valdez, Board President stated Motion to approve. Ms. Jessica Gonzalez, Board Member stated, Second. Ms. Lopez Valdez stated Ms. Garza. Ms. Dense Garza, Board Member stated, yes. My question is how long have we been using TANGO? **Ms. Beatriz Hernandez, Chief Academic Officer replied, I don't have the specific amount of years but it's been over a decade, ma 'am.** Ms. Garza stated, why are we partnering up with Liberty Source for hands-on training for this, for TANGO? Because that's what the backup says. Do we have any in-house staff members who have been using TANGO who can be trainers of trainers? **Ms. Hernandez replied, absolutely, we have some amazing Curriculum Specialists and Assessment Coordinators. However, with**

this particular hands on training, our intention was being very strategic. This is part of the funds coming from Title II, which is directly for leadership and teacher professional development. Our intent is to maximize and leverage the tools and resources of that direct service that TANGO Liberty Source provides. We do have our specialists working with our schools in an ongoing follow through format once this training gets released and deployed to the campuses. Right now, beginning of the year, our curriculum specialist coordinators are working directly with the campuses on the coaching models, on making sure that the instructional resources and supplies are ready at the classrooms. So our intent here in this strategic plan with bringing in TANGO to individualized schools and classrooms Our intent is to make sure that that information gets to the teacher and to the students right away. It's a component of analyzing the data. It has a component for instruction to remediate, making sure that our teachers have this information as soon as possible. Ms. Garza stated, my concern is the amount. I know it's coming from budget 255, but the fact that we've been using TANGO for over a decade and we need to hire a consultant to come, you know, do hands-on training, I just find that as a problem to spend that amount on something we've been, our staff have been using for a long time. Ms. Lopez Valdez stated, Ms. Grantland. Ms. Neida Ruth Grantland, Board Member stated, I sat through the workshop for TANGO recently, just a few days ago with the principals that were here and I'd like to compliment you all for a very nice workshop, very impactful to them. I am very familiar with data analysis for campuses because as a principal that was part of what I did. And I did tell them that what they do now makes what I did look archaic back then. Pardon me, I've had lots of sinus trouble. But here's the thing. It's a powerful program, a very powerful program. I could understand the logic behind it. I could understand the training. It's extremely powerful. A teacher, a principal can look on it and immediately spot where the trouble spots are because of the way they've set up this software. I do have a problem with the price tag. Pardon me. I do think that there are some members of the workshop that attended that might need a little more guidance because like I said the other day, you know, if data analysis is your thing, that's wonderful. But if it's not your thing and you're a principal, you have to make it your thing because this is what is important for performance of our students. My question to you is, when was the last time, since it's been in for decades, that you assessed the impact of TANGO on scores, on production? When was the last time you did that? Ms. Hernandez replied, I know that last school year we evaluated software performance, but it focused more on the usage. We did apply some metrics on the performance, but at the same time, because we do have several other tools that are being utilized, it's very difficult to pinpoint one or the other. So, as we're moving forward and right sizing as it relates to software's for data use. We are building that pathway to really pinpointing the supports and the areas of need. Ms. Grantland stated, I understand what you're saying because you have multiple programs that address the same issues, but here's the thing. Did you ever canvas the teachers and principals to see what they think about TANGO and how it's impacting their ability to chart progress in that year or even in subsequent years. Because it's really important. This price tag is very high. And the price tag to buy it was very high. And so I'm a little hesitant to continue saying, yeah, this is really good if we don't really know exactly what it's doing for the level at the campus. Now, we may think it's wonderful, and I do think it's wonderful. But if it's not making a big difference on the campuses, we still have some schools in need. And I think we owe it to them to look at that very carefully. Ms. Hernandez stated, absolutely, and we do have some data from when we, the last software evaluation that

we did collect from our campus principals as it relates to data software's. However, I can tell you, and the data would show from the campuses in the implementation of their tracking reports, the progress and the growth in either specific subject areas, specific schools. The training that we're bringing, and I understand the concern of, well, there's other personnel that can step in, unfortunately the right sizing of the district does limit us in the sense that our calendar for our specialists, for ourselves, for the different departments that deal with the data, this is very tailored turnaround training. This is specifically to the school, to the grade level, to the subject area. Could we do it in the long term with the other staff? Yes, but at this point, in looking at the funding that we have, at the time that we would be utilizing this support, it would be a quick turnaround for our teachers. Ms. Grantland stated, what do you mean by right sizing? Ms. Hernandez replied, where the enrollment of the students at the district level with the number of staff members. So that goes back to the number of either assistant principals, dean of instruction, instructional coaches, curriculum specialists that we have available to support and continue that support at the campus level. Ms. Grantland stated, well then I think it needs to be looked at very carefully because truly the price tag concerns me. Truly, I know that everybody's doing the best that they can do. I do believe this is a powerful software. However, I think that we may need to look at, because isn't that your role also? And the role of anyone supporting the school is to go in and be responsive and meet their needs. And when they need help, they need to pick up the phone and say, just like you do with IT. IT is very responsive to the campuses and all, from what I see. But I just, I really think that we need to streamline that a little more. Now that the concept is out there, now that the principles and.... *Mr. Ben Castillo, Board Attorney interjected, Madam Board President, we hit our three-minute mark.* Ms. Grantland stated, thank you. And everything has been set out, I think maybe it's time to start tailoring back, but I do want to know the impact on the district over these past few decades. Ms. Hernandez stated absolutely, but again, we're trying to be very strategic with the categorical funding in front of us and turn around to our campus teachers. Ms. Lopez Valdez stated, Ms. Gonzalez? Ms. Jessica Gonzalez stated, thank you. I noticed it was recommended by Ms. Emerson and Dr. Cantu, sorry Dr. NIC. You're still Dr. Cantu. I'm just curious if you ladies would like to add something. Dr. Norma Ibarra Cantu, Executive Director for Secondary Education replied, so these trainings, we brought some layer of that last year. And this year, it would be focused on the updates. So this TANGO usually brings up additional supports in their system. So for a quicker turnaround and being able to address all the campuses, it would be the most effective way from what we thought. And of course, we also surveyed I know that we have some feedback also as to if the campuses wanted this type of support so we can start off with the usage of this software and dive into the new updates that they have because they continue to update according to how accountability changes. Then they assist in tailoring that program to assist the campuses and be able to produce some of the reports and analyze the data at a much quicker time. (inaudible) Ms. Minerva Pena, Board Member stated, (Inaudible). Do it on the mic or the audience at home will not be able to hear you. Ms. Dolores Emerson, Executive Director, the campuses. Good evening, everyone. The campuses are starting to get their data back and they've been getting it. This is a quick turnaround for them to go to all the campuses. We did send a universal message to all the principals and asked them, is this something that you want, that you want the company to come and give updates? It's constantly being updated. It's TANGO right now is not what TANGO was 10 years ago. TANGO

right now is not what TANGO was maybe five years ago. Now, we have the data. We don't have to have data walls on the walls. It constantly gives the information, but veteran teachers as well as new teachers, you're hearing it from the company itself that knows the ins and outs, and they're able to impact the teachers right now so that they can start focusing. As we're visiting the campuses, we're celebrating growth that they've had, because there is growth. We're celebrating, but we're also looking to see where else can we provide additional growth. But when you're looking at the Tangle system, it's constantly giving you something new, some new information that's there, whether it be for Domain 1, Domain 2, Domain 2A, 2B, Domain 3, which is a very complicated system right now for third all the way up for our campuses. Not only does it help with the STAAR part of it, but also the data for the lower grades that are so important so we can catch up to see where did our students perform last year on TPRI/Tejas LEE? Where are they now? So that that way we can already start those interventions as we go on. The system also gives a plethora of interventions that the teachers can use within their classroom. We're bringing in the TXRL, the Structured Literacy so that they can use our adoption that we already have. So, this is just one more thing. But please know that the principals were asked whether via phone, as we're talking about, and also an email. And they could have had the choice whether they want them to come in full day, half day, after school, because each campus is different and their needs are different. So their campuses' principals know what they need. They know if they need only a half day. They know if they only want it after school. And they know if they say, you know what, we really need them all day because we want them to talk to all the grade levels and really focus on these areas. So yes, we have the personnel that maybe can go, but it's going to take time for us to get to every campus at one time. Here, with the schedule, the principals chose what date they wanted, they chose what time they, a.m., p.m., after school, they chose when was most convenient for their campus. So, it wasn't something that we pushed on, and even on there, the email said, if this is something that you do not want, just put N/A on there, that's fine. There wasn't going to be any follow-up to it but it, because each campus knows what they need. So, the principals had that choice at the time and they all chose either one form or another according to what their individual needs are. Ms. Lopez Valdez stated I have Ms. Gonzalez, Mr. Ortiz and Ms. Grantland, Ms. Pena. Ms. Gonzalez stated, I don't have an official question but I would just like to add that in everything that you just said, I would have loved for you to say, we also asked the teachers. I would have loved to hear that and I know it's up to the you know the administrator and stuff but you're still going to have those teachers and those shy ones that are afraid to ask and if we could just get that one-on-one for them, you would have sold me. **Ms. D. Emerson (inaudible).** Ms. Gonzalez stated, no, no, no, but when you talked about surveying, if you would have surveyed the teachers, yes, ma'am. **Dr. Alma Cardenas Rubio, Assistant Superintendent** stated, back in March and April, we did the district benchmark number two. We selected our targeted schools, our priority schools, and we went specifically to the training with the teachers. And what I loved about what they did is TANGO went and presented for two, three hours with teachers, and they focused specifically on student names. Where they were, if there were needs or masters, if they were close to approaches, and they strategized. Because what happens with a lot of the teachers, sometimes when they get all this listing and they have to improve by 20%, 30%, TANGO showed them how to strategize. And what we heard the feedback from teachers was we would love this training back in August

instead of March and April. We also saw the regrouping very strategized, and many of the teachers the best thing that they did on that training, a lot of people think it's just data. No, it's how to develop benchmarks. It's how to draw questions. It's how to find out the probability of questions. Sometimes the teachers almost got the kids to get that 90%. But if you get a question that did on benchmark and everybody guessed, so that was the area that teachers learned how to reteach. It also taught them to select groups. And what I love about the training, because I sat in those trainings, with the schools that were selected. They gave recommendations to TANGO and said, can you add this button? Can you select this for us? So, the feedback was so great. And the one thing that the teacher said that all participated in April and May, I wish we would have had this training in August and September so that we can regroup from the beginning and not at the end. So, the other great thing about it is that it gives resources. Let's suppose that Ortiz creates an exam, a review exam. It taught the teachers from all over the 31 elementary schools, because that's where we supervise, how to grab those specific TEKS retests instead of reinventing the wheel. So, the purpose of this targeted training is that every campus was different. So, I got to sit on the Cromack-Castaneda, I got to sit in the El Jardin. I got to even videotape them, and they gave me permission to go do the same training at another campus. But what we learned is that when it comes specifically from the trainers of TANGO, they answer the questions that are very different than specialists answer. Specialists focus on TEKS, and which masteries. The teachers want to know, how many more points do I need to get this kid to the next question or to the next raw score? So it's very strategized. I am very proud to say that district-wide, we are progressing. How are we going to sustain all those schools that got an A, that got a B, that are close to that B? We're going to have to be very strategic. And where it starts, it starts in August, September training, and not in December or January when the benchmark scores come in. I sat in those trainings. I felt that, yes, we could have done it in August and September, and that's why we're here today, is asking to do those trainings in August, because we saw the aha moments. And we could even bring a lot of the testimonies from the teachers that did sit on it. I contribute that last-minute testing. When TANGO did the testing in March, April, and May, I saw a lot of people go back to the STAAR testing schedule and said, I want to add one more day to science. So instead of testing for science on Tuesday, we're going to test on Wednesday. We're going to test on Thursday. Because they got to see how close they were with specific students. So, they all said, ma'am, let's bring this type of training in August and September instead of April and May. Ms. Lopez Valdez stated Mr. Ortiz? Mr. Ortiz stated, Dr. Rubio and Ms. Emerson, the information that you provided a little while ago as far as the data and interventions and comparison, how the students did from one year to the last year, it's already on TANGO. That data is already there, right? I mean, it's there. I mean, the teachers can go back and assess that information. Like I said, interventions are there. you know, lessons are there already that they can already go ahead and utilize. So it's there. I mean, I just think also that the price tag of 102.5 for an update is a little bit too much. Ms. Lopez Valdez stated Ms. Pena. Ms. Minerva Pena, Board Member stated, and yes Dr. Chavez how did this TANGO just come in for this time, did we go and ask him we need you to come and do this for us, or did they come and say hey, I got an idea. Let's do this for you guys to help you. How did can I find out how number one did we get into this contract or try to get this contract? Who did they go to do we go to them or did they come to us? **Dr. Jesus Chavez, Superintendent stated, yes, I'm going to go ahead and let**



staff describe that to you. Ms. Pena and have a quick answer. Ms. D. Emerson replied, yes, we were able to, because of the funding sources, and we were able to have the ability to bring in professional development for the teachers, we first surveyed the staff. And we, I mean the campuses to see if this is something that they wanted at the beginning of the school year for their campus before it's too late. Then from there that's when we then asked, told them how many days because some campuses want a full day, some want a half day. So, I mean it depends on what their needs were, as to the amount or the days that they were coming on there. So, it wasn't them coming to us, it was us trying to be responsive and asking the principals. And please know, yes, we had TANGO going to different campuses last year and I concur with Dr. Rubio's statement that, yes, the teachers, it was an aha moment. They said, I wish we would have seen this and sometimes you may not have to see it once, maybe twice, maybe three times, because not everybody is as techie. And we need, you know, constantly to re-go over this information. So that's how that came about. Ms. Beatriz Hernandez, Chief Academic Officer interjected, and if I may add, it goes along to the updates that the state continues to push out as it relates to the accountability system. So yes, TANGO does adjust their software and their formulas to the new system, but then that in itself then requires for the staff, the principal, ourselves to be rewired and adjust our mindset to the new rules and the new playing rules of the accountability system. And that's why there's this contradiction or, you know, at least a perception, well, it's been around for so long, however the biggest piece, which is the data as it relates to accountability for 3rd through 12, it gets adjusted as the state continues to push the updates. So once again, it's an investment, but at the same time, it's an investment and it applies to all the changes that the state continues to throw at the educators from you know, the teachers, to the principals, to ourselves, it is filled with a lot of reports, each tailored to the specific level that you're working with. There're reports for central office staff, there's reports for campus principals, there's also reports for teachers to use, and there's even individual student trackers. One of the things that came about this is we've been talking about eliminating redundancy, data walls, reports, like we were mentioning before, it's filled with reports that's at the tip of the teacher's hands. So please know we see it as an investment for the beginning of the year start off. Yes, we continue to have benchmarks throughout the year. At the same time as it relates to state accountability testing, we continue to see updates. It is a software that comes with a hefty price, but it does keep all of our early childhood data starting with pre-K all the way to 12th grade. It does create our benchmarks for the district, it analyzes our data, and it continuously keeps up with the updates. However, this is a tailor-made PD that we are presenting to you at this time, and are requesting your support to turn it around to our principals, with the understanding that we're going to go back, bring you back information from the trenches, from the teachers, and their feedback on this training. Ms. M. Pena stated, I'm not finished, may I finish? Ms. Lopez Valdez stated Ms. Pena, Ms. Grantland. Ms. Pena stated, because this is really expensive and Dr. Chavez and when I see they're going to come to the 6 high schools. They're going to come to the 10 Junior Highs and they're going to come to the 25 elementaries because I was told here, it says 25 on here. So, they're only charging you 25 elementaries at \$2,500 is \$62,000 which means that the other six are not on this total. So, when you get the bill, it's going to be more because look at your backup. It doesn't have 31. It has 25 and my question is going to be how hard would it be just to train here our administrators that are sitting here with us today, have them train completely with all this

and then they go out for the schools that they oversee and they give them the training and bring them up to date because like Jessica said I wish you would have asked the teachers and I love it when we come up we say, well, these people said this, this, this. And you know what this group does here? We go research. And you know what we get in text? That's not true. They never arrest us. Ladies and gentlemen, it's very, very difficult for us to make a decision and spend so much money on something that I think we could train these ladies sitting right here who are in charge of all those schools, and then have these ladies go train and give the information to the principals. And it would be a lot less than 100, what is it? **Dr. Chavez stated, if I may, I mean, I'd like to make a few comments here. Let me first of all say that here we're talking about \$100,000, \$105,000, right?** Ms. M. Pena interjected, do you have that in your bank to give to them? **Dr. Chavez continued, well, let me say that in response to that, you've hired me as Superintendent. And as part of that, you know, part of the job that I carry, right, is to make this District better, make this District better for our students first of all, then in addition make it better for our staff and our community so we have great success. And I want to point out to that because again I wanted to start with the amount right we're talking about \$102,500.00 right that's what we're talking about tonight.** Ms. Pena stated, note it only says 25 elementaries look at your paperwork. **Dr. Chavez stated, No, I understand, and so, yeah.** (Inaudible). Ms. Pena stated, but it says 25 here. (inaudible) Ms. Pena stated, Oh, 25 sessions. **Dr. Chavez continued, so we're focusing on our schools, I guess in response to your statement. If you look at our budget, Mary, what's the total of our budget, the entire budget?** Ms. Mary Garza, Interim Chief Financial Officer stated, the entire budget that was approved was \$600 million. **Dr. Chavez continued okay. Now, the reason I wanted to point to that is, you know, spending \$102,500.00 to train teachers, to get higher improvement for our students, to provide information not only to our teachers, but it helps our principals, it helps our central office here do a better job with regards to what they've got to focus on as well. And so tonight, I'm recommending that we approve \$102,500.00 for our school to improve what it is that we're doing for our children. And so, that's my recommendation. Here you've heard the benefits that you get from the software, from the company, to our teachers, to our students, to central office. So, I mean, I just wanted to make these comments with regards to the recommendation that we're making and why. Now, if we need a little bit more study and it sounds like we may do, you know, we do. And I'd like to ask our folks, let's just wait another month, right, to bring this back. Can we do that or not?** Ms. B. Hernandez replied, no sir, we cannot. If you want to hear from people directly out in the trenches, I know we have some principals out here that I know work directly with the teachers, with themselves. I know right now we're really working with reassignments of making sure that we filled vacancies, teachers get moved from one subject area to the other. So all these are variables that play into the training. So, we would love to just have the teacher over and over be the same teacher for fourth grade. Unfortunately, with the enrollment varying, that's not necessarily the case. So, we have our principals here, I know we have Hudson and we have Gallegos Elementary. Ms. M. Pena interjected, that's not necessary. **Dr. Chavez interjected, so here our recommendation is that we move forward with this and get it done for our students, get it done for our teachers and for the improvement that we want in our district.** Ms. Lopez Valdez stated, let's finish up with closing thoughts. We've got Ms. Grantland, Ms. Garza, Mr. Elizondo, and I would just like to say thank you all for all the facts and the information. I hope that we can move forward, but let's just go ahead

and finish these thoughts. Ms. Grantland stated, thank you, Madam President. Just very briefly, I want to complement each and every one of you for being able to articulate all the ins and outs of TANGO. Sitting in that workshop, I saw what that software can do. And I in no way mean that we shouldn't do TANGO. I just want to make sure that we get the best for our teachers and the best for our students. If we're going to you know, have this price tag on it, if it's worth it, then yeah, I'm all in favor of it. I'm not doubting that. I also know that technology moves very quickly. I also know that the state changes things very quickly on the testing issues. And this company seems to be right in lockstep with them. And I, from the presentation that I saw, the presenters are excellent. And I can see where they can relate with the teachers. It's the teachers that's in my heart. right now, and what they can do with this and what it can be for students. So, don't misinterpret my comments as not liking it. I think it's Powerful. I just want to make sure that all of you, and I know you do, I know you work hard, but I want to make sure that all of you are responsive to the teachers and what their comments are. And make it so that it is One Team One Dream. Make it so that everybody understands and can implement. And for the teachers that can't do this and are kind of drowning a little bit, give them a life ring, please. Ms. Denise Garza stated, thank you, Ms. Lopez -Valdez. As we're discussing, you know, this TANGO, this consultant, I think we also need to keep in mind, let's go back to the basics and remember our students. As students are picking up their schedules, some of them have been eliminated electives, band, art, dance, whatever it is. Remember, that motivates our students to learn. They want to be in these electives because they know that no pass, no play. So as I get messages that my child was supposed to have this class and they're not, because now they're double, blocked on another class, let's just remember our students and the education to our students. I know that data is very important and I trust TANGO, right? It's been around for a long time. But I will say about three years ago, I did walk into a middle school, the campus principal was sitting down with their teachers, that principal did an amazing job assisting those teachers on how to navigate TANGO. And I think that is something that we can even utilize. Let's grow our principals. Let's grow our APs and our Deans and our teachers, but let's not forget the basics and our children, because right now students are very upset that some of them don't have the class that they selected. Mr. Carlos Elizondo, Board Member stated, yes, just real quick, a couple of comments. You know, TANGO is a good program. It's not, and Ms. Hernandez, are you alluding that we're not going to use TANGO anymore? So, this is just an update to give more training to our teachers, right? Ms. Hernandez replied, yes, sir. Mr. Elizondo continued, I think the aha moment is that, is that we've already continue to over-train our teachers. Aren't they already professional enough? Some have been here 20, 30, 40 years. I think they know how to pull and print down records from TANGO, especially if it's being used for almost a decade or more than a decade. So the aha moment would be maybe look back and see what the teacher is actually needing and talk to them instead of just, you know what, we're going to have a TANGO presentation, we're going to train everybody, you know, and spend \$100,000. \$100,000 for you, \$100,000 for me, different reasons of why we should look at it. I think it's a lot. Not only that, which software is working? Because you said that there's multiple software's that are being used. Which one is the one that actually works? Have the tests not been stagnant or flat-lined? How is TANGO supporting the STAAR testing? Those are questions we need to ask, not just throw another aspect of training, especially the teachers that are already over-trained, right before class is starting, you know. Ms. Lopez Valdez stated Ms. Grantland. Ms. Grantland stated you'd have to be at the training to know how complex this software is. And I watched that. And I do believe they need it.

I do believe they need it. My only thing to you all is make sure you're on top of how well it's working. Make sure that you know what the teachers actually need. I think they welcome this training from what I can gather. And it's a very complex way. It's not just printing out something. It's manipulating the places where you can go in and looking to see where you can qualify your school to be higher up in performance than it's really not. So thank you. Mr. Elizondo stated, I understand that the aspect TANGO is really, really good, but there's multiple systems being used, and that's my biggest question. Which one is working best, and if this training is needed, are the teachers requesting it and not the principals, right? Let's look at that as a holistic point, maybe a 50-foot ceiling and see what is actually going to work, especially for the schools that really, really need extra training. I'm not saying this is the training they need, but extra training is going to be maybe help them progress that child where they need to go. Thank you. Ms. Lopez Valdez stated, thank you all. I think that it is clear where the Board's concerns are and I appreciate you all being able to answer these questions. Definitely want to make sure that our students do progress and I appreciate you all bringing this to the table and hope we can measure the outcomes of this program in the future. We have a first and a second. Ms. M. Pena stated, oh did mine go through. **Ms. Patricia Perez, Executive Assistant stated, yes, ma 'am.** Ms. Pena stated, okay, it was wrong, I meant to vote no because it's a little. **Ms. Perez stated, you can change it.** Ms. Pena stated, okay, it's a little too much money. It's training after training and I've sat at these trainings also like Ms. Ruth said here and it's kind of repetitious and I think for us to use the money here and then when future things come up we don't have any money, I come back to how we spend it over here where we didn't have to.

**Motion made by Daniella Lopez Valdez, seconded by Jessica Gonzalez, to recommended approval to contract consultant services agreement with Liberty Source / Harris Education Solutions for the 2025–2026 school year to support our district for a total cost of \$102,500.00. \***

**The following vote was recorded**

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

**Motion Failed: 3-4-0**

**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 \$758,116.25.

Ms. Daniella Lopez Valdez stated Motion to approve. Ms. Denise Garza, Board Member stated Second. Ms. Lopez Valdez stated, I have a first and a second? We are on B1. Mr. Elizondo. Mr. Carlos Elizondo, Board Member stated, just real quick, I don't know if they can give us a little presentation or, you know, an update on where these payments are going and for what and then the extent of the project also. And the reason I'm asking, the biggest concern is that there's a lot of calls being made that some of the, that Sams Stadium is going to be off limits for the games and that they're going to have to move over to Veterans. Why

and why is it that we've taken so long especially we continue to make payments on Sams Stadium and it's still not going to be used. **Mr. Alonso Guerrero, Yes, sir. Good evening. Good evening, Board Members, Dr. Chavez.**

**Denise Garza stepped out at 7:33 p.m.**

**So today we're having our GINAC and Associates, a total amount of \$159,332 .50 and Hellas Construction, a total of \$598,783.75. These are both first payments for the turf replacement. This is a total different project from the last project we did where it was the ticket booth upgrades and the concession stands. When we took the contract, when we accepted the contract, there for Hellas, it was estimated completion date of September 12, 2025. We did have some rain in July, sorry, in June, July, sorry, yeah, July. Six days of rain that they're claiming, plus seven days for it to dry out so they continue working. So now the project completion date has been pushed on to September 25, 2025. They are going to work, double shift if they have to, to try to make the September 12 deadline. But right now, the latest that we accepted was September 25, 2025. Mr. Elizondo stated, why is it that we continue to back down on our scheduled timelines? I mean, you have a whole school system that requires or demands the use of that field. Mr. Guerrero replied, yes, sir, I understand, sir, and this was rain days that we have no control over, so we just had to accept those days were for rain. Mr. Elizondo stated, didn't we also mention that if we can get this done within three months? Mr. Guerrero replied, correct. When the bids came back, our Hellas was actually the one that could finish the earliest, which was September 12, 2025. Mr. Elizondo stated, and wasn't it that they were going to work even on weekends to make that happen? Mr. Guerrero replied, they've been working, sir. Mr. Elizondo stated, so six days out of a month or out of three months, is it going to delay the project that long? Mr. Guerrero replied, it's a total of 13 days, six days of rain, seven days for it to dry out and work to be able to work the field again. Mr. Elizondo stated, and so they're going to be delayed 13 days? Mr. Guerrero replied, correct, sir.**

**Ms. Denise Garza returned at 7:36 p.m.**

**Mr. Elizondo And then we're not going to bring double crews like we had mentioned before? Mr. Guerrero replied, they are working late hours. Once the turf comes in, which has already been ordered and on its way, they're going to start working double shifts and try to make up this 13 -day delay. Mr. Elizondo stated, so they might make it even before it was in double shifts. Mr. Guerrero replied yes sir. Mr. Elizondo stated, okay, so that's such a wanted to... Mr. Guerrero stated, so it's still open. Mr. Elizondo stated, so it's still open, we may get it early instead of later. Mr. Guerrero stated, yes, worst case scenario September 25th, best case scenario September 12th. Mr. Elizondo stated, okay, well then bring me the good news too. Mr. Guerrero replied, yes, sir. Mr. Elizondo stated thank you. Mr. Guerrero replied, yes, sir. Ms. Minerva Pena stated, yes, I have a question. Since we're not going to be able to use Sam Stadium for the football games, you know, when they start before the stadium gets repaired, how much is it going to cost us to have those games. Are we going to have all our games at Veterans' high school which is ours? Are we going to pay to use the sports park? Mr. Guerrero replied, I'll have Coach Leal, which is here. He has the answer to that. Mr. Gilbert Leal, Director for Athletics replied good evening. So we have a open MOU with the city of Brownsville. So we don't pay to have any of the games being played at the Sports Park. So looking at the schedule, we are already estimating a delay of four weeks. We're hoping that Hellas could come through, weather permitting, to give us about two of those weeks back. Unfortunately for us week one, we're double booked as far**

as for four home games week one. So, on schedule right now, we're trying to utilize Veterans as much as possible. But with four home games scheduled, we're splitting those games between the Sports Park and Veterans. And we're going week by week. So, we're going to supposed to be getting an update from Hellas every two weeks. Our next one is next Wednesday and so publicly we'll go ahead and start making those announcements to communicate to our schools that are coming to Brownsville and plus our schools here about our adjustments to try to utilize both of those facilities until we're up and running at SAMS. Ms. M. Pena stated, May I? Ms. Lopez Valdez stated, Ms. Pena. Ms. Pena stated, okay so then we're going to have you say you're going to have some at Veterans and then at Sports Park. So, when do we have a day that we have two games at one on one day? **Coach Leal replied, week one we'll have two Thursday night games and two Friday night games at the same time. One at Sams and one at Veterans and one at the Sports Park.** Ms. Pena stated, it was supposed to be one at the Veterans and one at the Sams. **Coach Leal replied, so what we've done is we've about six months ago when we set up the schedule and we knew that we're going to be going through this potentially, we went ahead and worked with our coaches and our teams to be able to, assuming that we're going to be at Sams, all the games were scheduled at Sams, we're going to stay there. If we are unable to play at Sams one week at a time, we're going to move those games from Sams to the Sports Park and then if there's any availability at Veterans what we would move those games to Veterans without overburdening that district because it is an active school and that's one of the benefits of having games at the sports park or at Sams it's not an active campus so we're placing too many games at veterans on a Thursday and a Friday. It's an active school campus. So we're trying to stay away from that as much as possible.** Ms. Pena stated, okay and do we have any late Saturday or after 7 o'clock Saturday games anywhere? **Coach Leal replied, so we had a couple of them scheduled and right now, we're making some of those adjustments based on scheduling. So we're going to be going two weeks at a time out and be working with a construction company. So right now, we do not have any Saturday games for the first three weeks scheduled.** Ms. Pena stated, okay, but it's not going to cost us anything to use the sports park. **Coach Leal replied, no, ma 'am, it's going to be and actually we got some good news. So for the last couple of years the sports park had a policy the city had a policy that we were not allowed to have concessions. We just got communication from the city that we're going to be able to have concessions as usual. So our home team will now dictate concessions and that's going to be good news for us in the past we weren't able to handle the concessions now our home team will be the home team concessions, which is great news for us for our fundraising, really for our Fine Arts.** Ms. Pena stated, I appreciate that, but the word is not handle. We weren't allowed. There's a difference between handled and allowed. Now they're allowing us, correct? **Coach Leal replied, that's correct, just for this, for football.** Ms. Pena stated, oh yeah, just for football. No, that's fine. I'm glad that we corrected, that they're helping us there. Ms. Lopez Valdez stated, thank you Ms. Pena, Ms. Gonzalez. Ms. Jessica Gonzalez, Board Member stated, yes thank you, I actually have a payment question, but I do think somebody has something about Sams Stadium, so I'm going to pass my turn if somebody has something for Mr. Coach Leal since he's there. No? Okay. Then, thank you, Coach. It's not for you either. Thank you, Mr. Guerrero. I'm not sure. Somebody else come up. No, I'm not sure if it's actually for Dr. Chavez or for Ms. Mary Garza, but okay, so we are approving these payments today. How soon do these people get paid? **Ms. Mary Garza, Interim Chief**

Financial Officer stated, as soon as, probably by the end of the week. We would need the payment app approved by the originating department with the invoice and documentations to be sent over. So that may happen between Wednesday, possibly Thursday, and then we will process the payment and we notify the vendor by Friday. For the most part, it's about two to three days. Ms. Gonzalez stated, so Dr. Chavez, it's not six to eight months. Thank you.

**Motion made Daniella Lopez Valdez, seconded by Denise Garza, and unanimously carried to recommend approval of Recommend approval of payments for construction services and/or engineering services throughout the District in the total amount of \$758,116.25. (7-0-0)**

**C. Recommend approval of Budget Amendments:**

1. Recommend approval of Budget Amendment #001 in the amount of \$34,132,718.00 for Local Funds. (Carryover Budget) **(Consent Agenda)**
2. Recommend approval of Budget Amendment #002 in the amount of \$1,586,090.00 for Fund 101 – Food and Nutrition Services. (Carryover Purchase Order Budget) **(Consent Agenda)**
3. Recommend approval of Budget Amendment #003 in the amount of \$5,783.00 for Fund 161 – Local Deaf. (Carryover Purchase Order Budget) **(Consent Agenda)**
4. Recommend approval of Budget Amendment #004 in the amount of \$9,213.00 for Fund 162 – State Compensatory. (Carryover Purchase Order Budget) **(Consent Agenda)**
5. Recommend approval of Budget Amendment #005 in the amount of \$28,400.00 for Fund 163 – State Bilingual. (Carryover Purchase Order Budget) **(Consent Agenda)**
6. Recommend approval of Budget Amendment #006 in the amount of \$3,524.00 for Fund 164 – State Career and Technical Education. (Carryover Purchase Order Budget) **(Consent Agenda)**
7. Recommend approval of Budget Amendment #007 in the amount of \$74,553.00 for Fund 165 – Athletics. (Carryover Purchase Order Budget) **(Consent Agenda)**
8. Recommend approval of Budget Amendment #008 in the amount of \$13,766.00 for Fund 166 – Special Education. (Carryover Purchase Order Budget) **(Consent Agenda)**
9. Recommend approval of Budget Amendment #009 in the amount of \$251,850.00 for Fund 167 – Teacher Incentive Allotment. (Carryover Purchase Order Budget) **(Consent Agenda)**
10. Recommend approval of Budget Amendment #010 in the amount of \$780,616.00 for Fund 188 – Tax Rate Increase. (Carryover Purchase Order Budget)

Ms. Daniella Lopez Valdez, Board President stated Motion to approve. Ms. Denise Garza, Board Member stated Second. Ms. Lopez Valdez stated we have a first and a second, Ms.

Pena, this is your item. Ms. Minerva Pena, Board Member stated, yes Dr. Chavez, where it says it's the carryover, am I correct, from the tax rate increase? So what specifically does that mean? **Dr. Jesus Chavez, Superintendent stated, let me have Ms. Garza answer that. Ms. Mary Garza, Interim Chief Financial Officer stated, good evening Board members and Ms. Pena. This Fund 188 was named Tax Rate Increase because the money that was generated for this fund was from the revenue generated when we did the 2017 and 2018 when we increased the pennies on the I&S side to free up the 11 and a quarter pennies that had been increased through the TRE back in 2015. So, the money that was being generated was being used to cover projects. There was a list of items that had been identified that the district was going to do. And one of the items that was there was to do the mini gyms, on the air conditioning. So, these are POs associated with the phase two of the mini gyms, plus some other projects that are ongoing.** Ms. Pena stated, okay, so this came from the I&S when they built? **Ms. M. Garza stated, this money came from the M&O Tax Rate of the 11 1/4 pennies that had been shifted over during the first TRE that was approved in 2015.** Ms. Pena stated, yes, and that's where we moved the money from the I&S to the M &O. **Ms. M. Garza stated, in 2015, we moved the tax pennies from the I&S to the M&O through the approval of the TRE. So, there was no tax rate on the I&S side. There was no money coming in to make the debt payments.** Ms. Pena stated, yes, and I questioned that before we put the TRE out for vote. You wouldn't have to have any pennies in the I&S, and I was told no. Then we came back and we found out, or we were told, that we would have to pay 100 % of our debt and we wouldn't get any help from the state because we had not put any money or were not putting any money in the I&S. That's when we came back and put it in. But I asked that question before we went to the TRE and then we came back afterwards and found out, yeah, you have to have money in I&S. So, okay, that explains that. I was just confused as if that was the leftovers, but we were told we didn't need money there, and then we found out, yeah, you have to have money there or you're going to pay your debt 100 % and not get your part from the state. And I questioned that, and they said no. But like I said, then we came back and had to correct that. But thank you, I appreciate your answer. Ms. Lopez Valdez stated Mr. Elizondo? Mr. Carlos Elizondo, Board Member stated, just real quick, you said some are for the mini gyms and other. What's the other specific projects? **Ms. M. Garza replied, the other projects are the balances owed on the SAMS renovations, and then we also have partial funding for the FNS Freezer. Those are the POs that are in this carryover PO.** Mr. Elizondo stated, so we're doing payments to the renovations that just happened now or that happened back in 2015? **Ms. M. Garza replied, no, this is the outstanding balance on the SAMS renovation project that's been, the project's complete, the payment is on hold.** Mr. Elizondo stated, okay, thank you. Ms. Pena stated, is that when they make the concession stand and stuff? Is that what you're talking about? **Ms. M. Garza replied, yes, ma 'am.** Ms. Pena stated, thank you for the clarity.

**Motion made by Daniella Lopez Valdez, seconded by Denise Garza, and unanimously carried to recommend approval of Budget Amendment #010 in the amount of \$780,616.00 for Fund 188 – Tax Rate Increase. (Carryover Purchase Order Budget) (7-0-0)**

11. Recommend approval of Budget Amendment #011 in the amount of \$8,396,953.00 for Fund 197 – Projects. (Carryover Purchase Order Budget) **(Consent Agenda)**



12. Recommend approval of Budget Amendment #012 in the amount of \$2,067,618.00 for Fund 199 – Local Maintenance. (Carryover Purchase Order Budget) **(Consent Agenda)**

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

1. Recommend approval to enter into an agreement with the Texas Association of School Boards (TASB) to continue Policy Service Subscription Agreement at a cost of \$4,600.00. **(Consent Agenda)**
2. Recommend approval of a Memorandum of Agreement between the Brownsville Independent School District and Texas A&M AgriLife Extension Service to provide hands-on programs in agriculture, nutrition, science, and youth development on BISD school campuses beginning August 2025 through June 2026 unless terminated earlier as provided in the agreement. No cost to the District. **\*(Consent Agenda)**
3. Recommend approval to contract with the University of Texas Rio Grande Valley (UTRGV) for services regarding the Texas Pre-Freshmen Engineering Program (TexPREP) to be implemented during the 2025-2026 school year at a cost of \$425.00 per student. \* **Frank Ortiz Abstained X. D. 3 (Consent Agenda)**
4. Recommend approval to renew a Memorandum of Understanding between the Brownsville Independent School District and Behavioral Health Solutions of South Texas Youth Prevention Program for implementation of their educational programs for reducing alcohol and substance abuse among youth in secondary schools during the BISD 2025-2026 school year. No cost to the District. **\*(Consent Agenda)**
5. Recommend approval to renew the Memorandum of Understanding between Palms Behavioral Health Hospital and Brownsville ISD for educational services for BISD students who participate in the Partial Hospitalization Program for the 2025-2026 school year. No cost to the District. **\*(Consent Agenda)**
6. Recommend approval to renew a Memorandum of Understanding between Brownsville ISD and the Cameron County Juvenile Justice Department to provide court-ordered counseling to BISD secondary students on BISD campuses during the school day for the 2025-2026 school year. No cost to the District. **\*(Consent Agenda)**
7. Recommend approval to renew the Memorandum of Understanding between the Children's Advocacy Centers of Cameron and Willacy Counties and Brownsville ISD to provide educational services to students in PreK to 12th grades for the 2025-2026 school year with an automatic annual renewal basis unless terminated in writing by either party. No cost to the District. **\*(Consent Agenda)**
8. Recommend approval of a Memorandum of Understanding between the Brownsville Independent School District and Capella University to provide practicum/internship sites on BISD school campuses for the 2025-2026 and 2026-2027 school years. No cost to the District. \* **(Consent Agenda)**

9. Recommend approval to renew the Memorandum of Understanding between Texas A&M University and Brownsville ISD to implement the Advise TX College Advising Corps at all BISD High Schools and ECHS Campuses with the addition of a District Advisor for 2025-2026 school year. The total cost to the district is \$105,000.00 \* **(Consent Agenda)**
10. Recommend approval to renew the Workforce Solutions Cameron contract and include the nine holidays that are reimbursed for the effective dates of September 2, 2025 through September 30, 2028. No cost to the District. \* **(Consent Agenda)**
11. Recommend approval to renew the Contract/Memorandum of Understanding between the University of Texas Rio Grande Valley AmeriCorps and Brownsville Independent School District for the purpose of providing AmeriCorps members at Brownsville ISD Early College and High School campuses to assist students with college planning and enrollment services for the 2025-2026 school year. No cost to the District. \* **(Consent Agenda)**  
**Frank Ortiz Abstained X. D. 11**
12. Recommend approval to renew the Memorandum of Understanding between Brownsville ISD and Buckner Children & Family Services, Inc. FAYS Program to provide youth and family at-risk services for the 2025-2026 school year. No cost to the District. \* **(Consent Agenda)**
13. Recommend approval to continue a partnership with Texas Southmost College to provide dual program opportunities to BISD students. These programs expand and enhance dual enrollment/dual credit options. This agreement shall continue from year to year unless amended or terminated in writing by either party. Services and items to be purchased are subject to the District's needs and funding. Approximate cost: \$390,000.00. \*

Ms. Daniella Lopez Valdez, Board President stated Motion to approve. Ms. Denise Garza, Board Member stated Second. Ms. Lopez Valdez stated, I have Ms. Garza first. Ms. Garza stated, yes, thank you. I know I had asked a question about number 13 and 14. So I'm just curious. I see here that UTRGV is waiving the tuition. I'm just curious, how much do we pay tuition and fees? What's the breakdown that we pay per student? And do we currently know what our enrollment is for this current school year? Because I know the dual credit is either taught at TSC or by our BISD teachers, correct? **Ms. Beatriz Hernandez, Chief Academic Officer stated, yes, so our district, we continue to expand college and career pathways. And one of those is through our partnership with the institutions of higher education, one of them being TSC. And so, relating even though, you know, item 14 is on UTRGV. So, we will give you some context as it relates to the numbers. The close to 300 students earned their associate's degree from TSC. We do pay adjunct professors, like you were mentioning, Ms. Garza, some from the college, some are our teachers, but they do come with a stipend. So, I would like to call Dr. Renfro to come up and give us those numbers. Dr. Roni Rentfro, Director stated good evening Board President Daniel Gonzalez, Lopez I am sorry, Superintendent Chavez, our esteemed Board Members and our audience here. The difference you see here is with TSC we do pay for our adjuncts, we do not pay tuition for our students at either of the institutions. For example, this summer one session we had instructors at the cost of**

about \$150,000 to offer courses. And I'll be honest, we could have doubled it. We had kids that wanted to take more courses, and we simply don't have the capacity. So what we're paying for is the additional adjunct professors' salaries. During the summer, actually, that's quite a few of our own teachers are able to get that pay through the university. As far as other fees, there's minimal fees regarding some mileage and some lab fees that we also pay for TSC. But basically, this entire amount is going to fund the adjuncts for them. The enrollment in overall, since summer two of 2024, we had 7,452 of our students enrollment in seats. Those are duplicated in some cases. This summer, one for example, we had 1,143 seats. So, it was actually about 900 students because a lot of those are taking at least a second course during the summer. So we've got quite a bit of enrollment for that. Basically, it comes out to be just a little bit less than \$50 per class student, per student. Ms. D. Garza stated, thank you, Dr. Rentfro, it was just pretty much the wording and that we are seeing the dollar amount so I just needed a little bit of an explanation as to, you know, why over here it says waiving the fees yet, you know, the TSC didn't state that. But thank you for the clarification and we do know that this is an amazing program seeing our students, you know, when they're graduating from the college before they're graduating from the college school. So thank you so much. Ms. M. Pena stated, question. Ms. Lopez Valdez stated Ms. Pena. Ms. Pena continued, yes and I will also say, so I really appreciate it because it's an excellent program for our students, I'm very proud of this program. And thank you for having it in our district. My question is, the fees that you're saying, the \$390,000 are going to pay the adjunct professors for TSC. So UTRGV doesn't use professors to teach the students? Dr. Rentfro replied, so with UTRGV, they're primarily aligned with Brownsville Early College High School, because that's their actual formal IHE for BECHS. In those cases, those students are taking the courses at the university itself. UTRGV does require that any of our students that are not in Brownsville Early College High School to meet the actual entry requirements, and they only offer courses for juniors and seniors. We are pursuing expanding some of the opportunities, but they do not hire our teachers at all for the University to offer as adjuncts. And at that point, they don't, and we have no UTRGV staff coming to any of our high schools to offer courses. That's only through TSC and those are also, of course, aimed at getting our associate degrees. In addition, UTRGV does not offer an associate's degree, so they only work until their core complete, the 42 to 48 hours. Ms. Pena stated, okay, so then this \$390,000 is paying our teachers who are teaching at our district for the students to get their... Dr. Rentfro stated I'm sorry if I wasn't clear. So we don't have sufficient teachers to meet our demand within the district, so we do hire additional adjuncts to come in during the school year. During the summer, our teachers are able to be hired as adjuncts at TSC to also offer a alongside the TSC professors for these courses. Ms. Pena stated, but this money is not for the summer. This is for during the school year. Dr. Rentfro replied, it's all year long. Ms. Pena stated, it's all year long for the extra teachers that we need because we don't have the amount that we need for the amount of students that want to participate in getting... Dr. Rentfro interjected and during the summer we can't have our teachers because it's actually all the courses during the summer are offered at TSC. We don't do that any of that during here in the district. Ms. Pena stated, and when the students go to TSC in the

summer they're not paying to go there am I correct? **Dr. Rentfro replied, no ma 'am they do not pay anything. We are required to make sure this is all offered free for our students and families.** Ms. Pena stated, and they're being taught at our campuses and that's the reason we're paying for this because these are teachers teaching at our campuses, am I correct? **Dr. Rentfro stated, we do have some TSC during the school year. We do have TSC adjuncts that we do pay the TSC for, primarily offering music, art, speech, and economics and government because we do not have the capacity in our district for qualified TSC instructors.** Ms. Pena stated, so this 390,000 is for the adjuncts and the teachers that we pay to teach these classes. **Dr. Rentfro replied, we don't pay our BIC teachers during the regular year.** Ms. Pena stated, no, I'm talking about the people that come to teach. **Dr. Rentfro replied, yes.** Ms. Pena stated, can you get me the number of how many teachers those are that are coming in, not our teachers, but the teachers that are coming in to assist? Could you get us a number of those teachers, how many of those are? **Dr. Rentfro stated, yes. Well, I can. It does vary by semester and what courses are being offered. But there are a number that are there. It runs us about \$50,000 a year, a semester for the regular school year.** Ms. Pena stated, but these are TSC instructors, not BISD employees. **Dr. Rentfro stated, yes, ma 'am.** Ms. Pena stated, correct, thank you but get that number to us if you can. **Dr. Rentfro stated, sure.** Ms. Lopez Valdez stated, Ms. Grantland. Ms. Neida Ruth Grantland, Board Member stated, thank you so much. I do want to compliment you on this program, because I think it's excellent when students are empowered in such a way that they can graduate from high school and have an associate degree at the same time. I wish that had been around when I was going there. I do have a concern. It's my understanding that teachers today had to take a half -day personal day to be able to complete their teaching requirements with the students for summer school. And I understand we can't pay them for both things. So, you know you can't be paid for both things, I get that. Is there any way that a scheduling agreement can be made so that the teachers aren't torn between having to miss an in-service and having to teach the students? I think it puts an undue burden on our teachers when they have to do that, especially those that have young kids that catch colds all the time and they need to save every day they have to be a mom, you know, or a dad. So, I really would like for you all to come, because I understand this is the second summer this happens. **Dr. Rentfro interjected, no, this is the first summer that we've had that they had to take the personal day.** Ms. Grantland stated okay, well, it was my understanding that there was a second, but that's not neither here nor there. It is still is something I wish you all would reconcile just by a matter of scheduling. **Dr. Rentfro stated, yes, ma 'am. And honestly, this came up because of a change in the SACS accreditation and TSC, there was not broadly known among all of the participants, and so we definitely apologize to our teachers for this situation that arose very last minute. I apologize personally and professionally for the situation. It was, it caught even TSC a little bit by surprise, but we will definitely, we have already talked with them, and they've talked with Dr. Rodriguez about making sure we have this addressed for next summer.** Ms. Grantland stated, and just one quick question, how are they going to make up the staff development information? **Dr. Rentfro replied, when I met with the principals yesterday, they already were talking with them about ways to catch up on some of those key areas, and we will be supporting them as well.** Ms. Grantland stated thank you

**Motion made by Daniella Lopez Valdez, seconded by Denise Garza, and unanimously carried to recommend approval to continue a partnership with Texas Southmost College to provide dual program opportunities to BISD students. These programs expand and enhance dual enrollment/dual credit options. This agreement shall continue from year to year unless amended or terminated in writing by either party. Services and items to be purchased are subject to the District's needs and funding. Approximate cost: \$390,000.00. \* (7-0-0)**

14. Recommend approval to continue the establishment of a Memorandum of Understanding and UTRGV for the dual credit program. This agreement shall continue from year to year unless amended or terminated in writing by either party. UTRGV will waive all tuition and fees for participating students while they remain eligible to participate in the Program. The costs of the textbook(s) will be paid by BISD through the Instructional Material Technology Allotment fund. Approximate cost: \$20,000.00 on textbooks (based on student participation). \* **Frank Ortiz Abstained X. D. 14 (Consent Agenda)**
15. Recommend approval to enter into a Memorandum of Understanding with ORC Industries Inc. and Brownsville ISD to provide BISD students with disabilities opportunities for awareness of industrial manufacturing, and workforce training. The MOU will be effective from July 1, 2025 through June 30, 2028 and may be extended thereafter if agreed upon by both parties at no cost to the District. **\*(Consent Agenda)**
16. Recommend approval to enter into a Memorandum of Understanding with Texas A&M University Kingsville Department of Clinical Health Sciences and Brownsville ISD to provide an opportunity for masters degree program students to obtain in-field and out-of-field clinical experience. Will be effective August 1, 2025 through August 1, 2026 and shall be automatically renewed for five additional terms of one-year through August 1, 2031, unless terminated by either party. In previous years, the District has had sponsorship agreements between BISD and Texas A&M University Kingsville. At no cost to the District. **\*(Consent Agenda)**
17. Recommend approval of Subscription Agreement between Ellevation Education and Brownsville Independent School District for Compliance and instructional strategies for Emergent Bilingual students in the amount of \$351,202.50 for the 2025-2026 school year.  
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Ms. Daniella Lopez Valdez, Board President stated Motion to approve. Ms. Jessica Gonzalez, Board Member stated second. Ms. Lopez Valdez stated we have a first and a second and I believe that on this question miss Grantland would you address? Ms. Neida Ruth Grantland, Board Member stated, thank you. I'm wondering what we're getting for \$351,202.50. **Ms. Beatriz Hernandez, Chief Academic Officer stated, I would like to call Mr. Carlos, Olvera. Mr. Carlos Olvera, Director/Bilingual/ESL/Title III stated good evening Board President, Ms. Lopez Valdez, Dr. Chavez, Board Members. So for that amount, it's actually split into two components. Elevation has also evolved. They've been with us for multiple years. It started as a compliance platform. Imagine the e-school of Bilingual Education. So, it contains all the demographics, archive documentation, LPAC documentation, state requirements, that's the compliance component. The other component is the instructional component that is working with**

teachers in the sense of allowing teachers to access the platform and obtain strategies that they can work with. As a department, we do not provide the curriculum for teachers. We don't tell them what to teach or the TEKS. What we do supplementally is provide strategies that they can use for English language arts, math, science, social studies at the elementary, middle school, high school levels so that we are providing the how they can work with our emerging bilinguals. So these two components add up to that amount. Now, it does impact all 14,500 EBs, that teachers, all teachers have access to this platform. So it is a school -wide platform composed of these two components. Ms. Grantland stated, is this our first year to be with them? Mr. Olvera replied, this is our 11th year. We, like I mentioned, it was brought in around 2015 as only a compliance platform, and it evolved into that instructional because it focuses on emerging bilinguals. The company, through research and through a lot of input and feedback from districts, added the strategies component about four years ago and it is something that is also embedded in our frameworks. So as a department, we work with the curriculum department and the specialists and the curriculum writers embed elevation strategies into the frameworks so that teachers may use them, access them very quickly as they are going through the frameworks, through the different lessons that they're planning. Ms. Grantland stated, so one last question, how do you evaluate the impact of it on our student performance? Mr. Olvera replied, we have had reports run by the company. We are looking at 1,900 active users. We're looking at approximately 1,500 activities viewed or downloaded throughout the year. So, that usage is there and the fact that it's in the frameworks means that it's being utilized. We also have our specialists and lead teachers working with campuses in reviewing the strategies, making sure that if teachers have questions as to how to implement and how to use them in the classroom, they have the right support. The platform itself is designed in a manner that it has the actual activity, the black line masters and even a video showing the teacher how it looks in a real classroom, how its implementation looks. Ms. Grantland stated, so from year to year, have you analyzed the closing of the gap in scores? I mean, you told me utilization, and I get that. That's a good analysis, but what about the scores themselves and the increase or decrease in the gap of nonperformance? Mr. Olvera replied, it is a component of the success we've had for TELPAS because along with STAAR, our department focuses on English language proficiency. So as a resource along with Region One, along with the Summit K -12, the instruction in the classroom directly impacting the students, how teachers are differentiating the instruction for the emerging bilinguals, this is part of that. We have had this past year 1,200 exits of bilingual students from the bilingual program, that is a measure of this platform's impact. We've also had last year 1,700 advanced high students in TELPAS, that is also a measure of impact from this platform. Ms. Grantland have you looked for any other programs that can give you the same service for less money? Mr. Olvera replied Elevation is like a student management system, like what we have eSchools, and it is embedded with our technology. It has archived 11 years' worth of data. Changing a program like this is a massive undertaking but I can tell you the fact that they have the compliance and the instruction component working together really does make things more efficient. Along those lines, we are also having to use 10% of our bilingual education allotment to provide training for teachers who are still seeking their bilingual certification. So that amount is part of what's used for this instructional component. Ms. Grantland stated, one last question. Have you surveyed the teachers to see how they like this program? Mr. Olvera replied,

we have surveyed the teachers. I know in the past years we got feedback as to recommendations, you know, for user access, things like that. As a whole, teachers use it for monitoring on a monthly basis because we are required to monitor EB performance or EB progress throughout the year, we have gotten mostly positive. We are still training teachers out there that need access. We are also training administrators. A lot of it in being a techie myself and somebody that has used technology to, you know, work with my position and all the different positions I've had, it does require hands-on. So, we constantly reinforce usage of it. We have had interesting comments. The one that is most memorable to me is when one teacher mentioned, well, you know, Elevation, I can't get my children on the platform to do work. And I did clarify, it's not for the children, it's for the teachers to obtain the strategies and work with those strategies for the children. So, it does vary, but for the most part, it is positive feedback. Ms. Grantland stated, okay, thank you for answering my questions. I do believe that this is a lot of money, like even more than the other money we were talking about. And I do think that it's important to be good stewards of the money. And I do also know that this population is the population that can quite often depress our scores, although this population also is a population with a lot of promise. And so I just, this price tag is very high, just a comment, thank you. Ms. Lopez Valdez stated, Ms. Pena, Mr. Elizondo. Ms. Minerva Pena, Board Member stated, yes, in reference to bilingual education, I think that's too high of a price. I don't know. They come in here, they find out what our cookie jar has, and they want a lot of it. And some of them just hand it over for somebody to do the job that we pay people here to do the job of. My question on this is, when they come and do this, and it's for bilingual education, and you say it's for the teacher, not for the students. Am I correct? **Mr. Olvera replied, correct, the teacher's access to platform.** Ms. Pena stated, okay and what I caught on is, the word mostly positive. And I'm concentrating on the not most, not the you know very positive, super positive, mostly positive. Which means it's questionable on how it's used. And it's real, please forgive me, I don't mean to step on toes, it's real easy for the top to sell something when they're not in the room every day, all year long, in the front line, on something like programs like this, and I've asked about them, and it's not as positive as you perceive it, but I can see that you enjoy this and you like this, but once you have to actually apply it, it's a totally different thing. So my question is, how come it's coming up at this price so high, and you're telling me, well, because it's been there for years, and we go look. Well, our district's depending on money. We're trying to find ways to cut money. And today, the whole agenda is about getting stuff and paying for stuff that I really think that it's too high. And we can, we're the ones that, they're coming to us. We don't have to say, okay, we'll take your price. You say no, they'll come back with a lower price, I've seen it a thousand times. This is too pricey for me for what they need to do, and it's something we need to look at again before we can approve it. That's just my personal opinion. **Mr. Olvera stated, and if I may say, we did negotiate, we did get a 10 % rebate. So, we secured that from them just like we wanted to make sure to talk to our different partners and say, look, we are working with a tighter, a tightening of the belt. So, we did secure a 10 percent rebate. So, this is the price after the rebate.** Ms. Pena stated its too high. That would have gone for 30 percent, 40. **Mr. Olvera stated, one more thing, in being specific about usage, LPAC committees are at every campus. So, these are committees that work with bilingual documentation. I can tell you that the LPAC committees appreciate the program because it does alleviate a lot of the documentation, the paperwork that was used to be done in the past. A lot of paperwork, handwritten, those legal-size documents,**

those, we don't do that anymore because it is all digital and this platform maintains all that documentation digitally. Ms. Pena stated, and when we learn what they're doing, could we in our ability and our intelligence and education come up with those kind of documents that we can create ourselves without having to depend on somebody else to do it? The objective is to learn at what you're seeing and what you're being taught so you can expand it on your own without having to pay someone to help you expand it. Ms. Lopez stated Mr. Elizondo? Mr. Carlos Elizondo, Board Member stated yes, just real quick, doesn't TANGO already do the education side of it? **Mr. Olvera replied, TANGO does provide a remediation tab with questions and, you know, a variety of questions with TEKS and whatever that student might be needing. What Elevation does, it provides strategies, which means the black line masters, the how the teacher can adjust the lesson to teach the same concept. So, you might have a math teacher, a reading teacher, a social studies teacher that are teaching their TEKS, their skill, but they can use a strategy that involves the students listening to or reading a passage, the students writing about the passage, the students reading or collaborating to create a short constructive response. That's a strategy but it is applicable to different content areas and different grade levels.** Mr. Elizondo stated, right, so this is what I'm gathering back. It's again two more software's for teachers to use, more resources that they have to be responsible for. Especially with a price tag like this, if another program that we're already paying millions of dollars for it, why is it that we continue to go out and look for other stuff? I know that this elevation is more for the documentation side of it, because TANGO already provides the other aspect of it. **Mr. Olvera stated, the documentation specifically for Emergent Bilinguals. So this is strictly for that because of the categorical funding. These strategies can be applicable to all so they do benefit the teacher in saying I can use this strategy for all my students. And one of the things the way I said it is it benefits all but it's crucial for emergent bilinguals because we want them to have that potential that we talked about earlier to make sure that they're progressing not just in TELPAS but also in STAAR and their academic achievements.** Mr. Elizondo stated, I understand that. But see, there's a population that likes it, but there's a big population that does not. And it burdens them with extra work. We're already tasking them with a lot of training, and TANGO, and iReady, and iMath, and all this other stuff, and now Elevation. You know, the teacher needs to be able to sit down and teach, instead of having to put sit down and work on two or three different types of programs for the same information. **Mr. Olvera stated, and I'm glad you brought that up because that was the reason we wanted to make sure our curriculum department would embed the strategies in the frameworks instead of having the teacher have to log in to the platform and access and search and try to find the right strategy. The specialists and the curriculum writers identified it and tagged it right there to save them time.** Ms. Lopez Valdez stated, I have Dr. Chavez and then I have Mr. Ortiz and Ms. Garza and then we'll come around. **Dr. Jesus Chavez, Superintendent stated, so I wanted to come back and make a few comments, you know, with regards to this, and they're going to be similar to the comments I made earlier. I guess to our staff that's here and the information that we need to give the Board. One of the things I'd like for you to think about, and we can give some responses here in a minute, you know, relates to where the dollars are coming from. I know that some of these may be state dollars that are allocated. for some specific purposes and so I'd like for you to review that and then what happens when again we turn down a program that is using those state dollars, what happens to those dollars? So give that some thought because I'd like for you to**



produce some information about that. Let me say that with regards to student program like you're listening to tonight, remember that our main goal is for students to learn. Our main goal is for students to have success with us in the various areas. You know, yes, a while ago we talked about, you know, physical education, athletics, and I'll tell you, I'm critically pushing for great academics, and I've made already a few speeches with the beginning of the school. Great academics, yes, we've got to have that. In addition to that, the athletics PE program is very, very important to me. Physical education is very important for all of us. And then, yes, a focus in the arts area, whether you think a band, choir, you think the actual physical arts piece, you know, all of that is very, very important to me. So here coming to what we're presenting to you tonight and the request for additional dollars relates to programs that we're going to offer our students so that we can have great success with them. Here this one specifically that we're talking about, you know, relates to our bilingual education students, students who need to, do I have the right, right information, right? We're talking about English learning and then, you know, yes, moving them forward, moving them ahead. So here, I mean, I want to be sure that, yes, we have the sufficient funding that is necessary. Again, a lot of it is state funding. Remember that with regards to the local tax, yes, that local tax goes in there, but we want to utilize the state program that is out there, the federal program that is out there. So I just wanted to emphasize the recommendations that our folks are making tonight. They are to help our students learn and do well in the school. Now, let me come back to concerns that may be out there. I have no doubt that there may be concerns out there. In most situations we're going to have some concerns. I don't know that I've heard before that we had a great number of our teachers concerned in these areas. I'd like to visit and speak to them and hear from them. I have not heard that. And so, well, again, I've got an open-door policy. As a matter of fact, you know, when you say they're scared of me, I know that I go speak and present at the various schools. I was at a couple of schools today. And the teachers that see me, they're very appreciative of the district. They're very appreciative of the work that we do. So, again, I mean, I'm happy to visit with folks and see what concerns they do have. For me, the most important part is I want to do well by our students. And here, I think the programming that you're seeing coming forward relates to that. And when we do away with it, then it, I believe it's going to hurt our students. It's going to set us back in the gains and the improvements that we want for our students. So, I want to make those comments, you know, as it relates to this specific item. Ms. Lopez Valdez stated, thank you, Dr. Chavez. Mr. Elizondo stated, may I real quick, just to clarify. Ms. Lopez Valdez stated, Mr. Elizondo, and then I have to... Mr. Elizondo stated, sure, sure, I'm sorry just a real quick question. So if you want to make those improvements, what's the data shows where we've closed in the gap on the ELL students? Do we have something to say, hey, you know what? This program is working. We've closed the gap. Here it is. Let's go. Do we have that information? Mr. Olvera stated, I don't have exact numbers, but I can tell you that we have worked with domain 3 from the A to F accountability. And our students, they are demonstrating progress, especially with EL proficiency. That is something that was not there before. We are helping. And I always remind principals when they move up a letter or they do show progress, I tell them that part of that is the EL proficiency. How are our students doing because of the supplemental supports that are offered? It's not a one, there is no silver bullet. I would never use a software or anything like that as a silver bullet, but it is a combination of the

classroom instruction, the different language acquisition camps, the different software's, everything comes together. The department personnel visiting and working and modeling and coaching, all of that comes together so that it does demonstrate the progress. Mr. Elizondo stated, I agree but see what you're saying is that you don't know the numbers but at the same token we're going to burden our teachers with extra work. That's my stand on that. I'm looking at the teachers. The teachers are overwhelmed with the amount of work that they have to do plus making sure that they get these students to where they need to be so they can continue past STAARS testing, right? All students, even ELL takes STAARS as well, right? **Mr. Olvera replied yes.** Mr. Elizondo continued, so they got to work on them too. And now you're going to burden them with another software that they have to use in the classroom with the little amount of time that they have educating their children. That's where I had, not only the price is astronomical, that's the other component, but thank you. Thank you for the responses. Ms. Lopez Valdez stated I have Mr. Ortiz. Mr. Frank Ortiz, Board Member stated, yes, I want to follow up on something Dr. Chavez just said a little while ago about teacher concerns, you know, and what are their concerns. I've said this from the very, very beginning, you know, our teachers are the ones that are in the classroom every single day, in and out working with these students. And I've always said it, they know what they need, they know what they don't need. And I always urge administration to always listen to our teachers because they're the ones that are in the classroom. They're our frontline warriors. I've always said that. So, when we say that we survey our teachers and we look at the surveys and then act on what they tell us, I mean, in the future, Dr. Chavez, would it be possible that we have access to those surveys, especially when we survey teachers? So that, just so that we'll know as well. So that is my request maybe for the future. Ms. Lopez stated, Ms. Garza? Ms. Denise Garza, Board Member stated, thank you, Mr. Olvera, as you mentioned, it is a strategy software, but it's also a compliance software. So, kind of the way you explained it, it's kind of like the Bilingual IEP software because it's storing all the bilingual information just like our Special Ed IEP stores the students' IEPs and all of that. So it's similar to that, correct? **Mr. Olvera stated, it's comparable, yes, also to eSchools.** Ms. Garza stated, okay, so my question is, does it get the information from eSchools as anything that you all put into eSchools when it comes to the indicator codes and all that? Do the both programs work together? **Mr. Olvera replied, eSchools feeds into Elevation. Elevation ensures to organize it in a manner where the LPAC committees, those groups directly responsible for identification, monitoring and reclassification and pretty much everything involving the bilingual world with the emerging bilinguals, that's how it packages it. So every campus, all 50 campuses have an LPAC committee specifically with the task of identification, of monitoring, and ensuring that the testing accommodations are inputted. All of that is in elevation, the program is specifically designed for that so that these individuals can work more efficiently without having to do all that massive paperwork like in the past. It was a lot of paperwork in the past.** Ms. Garza stated, thank you for that clarification. So, let's just say I'm not saying this is going to happen, but maybe two years from now we decide that maybe we found a different program that maybe is cheaper and maybe works better. That information that is on elevation, is that our own information? Will they give us back that information for our new program? **Mr. Olvera replied, my understanding is that they do allow for a certain amount of time for the eight possible requirements. of the information, but that's something that would have, that is, there is a specific process for that. It is our data.** Ms. Garza stated, all right, thank you, Mr. Olvera. And Dr. Chavez, maybe that if

you can send the Board how much we have spent in the past year since we've had elevation, because if, it's my understanding, I think every year it's going up, correct, the amount? **Mr. Olvera replied, it has gone up. It also depends on the number of students. As I mentioned earlier, we lost about 1,200 emergent bilinguals. So that actually allows for a sort of price break because it's less students. By the same token, we got a 10 % rebate. We negotiated. I have no problems working with a company to negotiate and explain that things are getting tighter everywhere. So they are very cooperative in that sense.** Ms. Garza stated thank you and Dr. Chavez just get us that information how much we have spent since we've had this program, thank you. Ms. Lopez Valdez stated Ms. Gonzalez. Ms. Jessica Gonzalez, Board Member stated, thank you. I see this as we were talking earlier with another agenda item, this is an investment on our students, correct? **Mr. Olvera replied, yes.** Ms. Gonzalez continued, and I am, it's funny that you mentioned the LPAC because you did kind of bring back memories of my previous life when I was at LPAC and I'm so glad to know those papers do not exist because in my day, we did those papers and oh my goodness. But yeah, so pretty much what we're doing is investment in strategies. You keep mentioning the word strategies. So it's just strategies to help the teacher teach the student. **Mr. Olvera stated, that's the second component. The first component is the compliance documentation that is state required, packaged in a very efficient practical way so that it's very well kept.** Ms. Gonzalez interjected, and that's something that they're, I'm sorry, I didn't mean to interrupt. And that's something that they're already doing or is this an add on? **Mr. Olvera stated, no, they're already doing it.** Ms. Gonzalez stated, that's what I thought okay, thank you. Ms. Lopez Valdez stated, Ms. Grantland? Ms. Neida Ruth Grantland, Board Member stated, just very quickly, I was a Bilingual teacher in this district at one point in time and I know exactly what, you know, what we had to do in terms of strategies. Where does Region One factor in all of this? Don't they have strategies that they can bring to us at a much lesser price? Why are we not looking to them for something along those lines? That's one part of my question. The other part is the compliance. I know compliance is really important, and I understand that. And I understand that this seems to kind of put it to you all on a silver platter, correct? **Mr. Olvera replied, it packages it very well.** Ms. Grantland stated, right, okay, so, the compliance issue I get, but the strategies issue, I think, you know, that we have Region One. We have people who can come in and teach strategy. I taught strategies as a Principal to my Bilingual teachers on how to get kids to learn certain concepts better. I just think that we need to, you know, We need to look at this. This \$300,000 price plus is way, way high. I think probably the most attractive thing about this is the compliance component. Because strategies, I think you can do that for a lot less than what that's doing it for. What's going to happen if we don't approve this tonight? What happens to the bilingual program here? **Mr. Olvera stated, well, for starters, the documentation would be the first, my first, first worry because of the state requirements of LPAC's identification, monitoring, tracking, reclassification that we would have to regress to a lot of paperwork that would have to be done at the campus level by the LPAC committees. That would be the first thing. The documentation would be massive.** Ms. Grantland stated, and the LPAC committees are composed of teachers. **Mr. Olvera replied, it is an administrator, a teacher, and a parent. Parents also make part, they are a member of the LPAC committee.** Ms. Grantland stated, what percentage of bilingual students, what percentage is it of the entire district? **Mr. Olvera replied, 40%.** Ms. Lopez Valdez stated, Ms. Pena? Ms. Minerva Pena, Board Member stated, yes, and going back to this bilingual, let me go back to the basics. Things change constantly.

Especially like, you know, the STAAR Test. Hopefully they're going to get rid of that, too. And I've always said this, and God forgive me, the only reason we have a STAAR Test is because it involves money. If people weren't making money, and who's making the STAAR Test? And who's making sure the answers are correct? They get teachers, and they pay the teachers to make the STAAR Test that they, as an agency, put out. But now I hear it's going to be something that might get rid of. My question is Bilingual Education. Back in the day, when I was growing up, they would put you in and speak all English. I've been told this. You can correct me if I'm wrong. That a parent has gone in and says, we're not going to be, I don't want bilingual. I want him in regular class. I said, OK, but we're still going to label you bilingual. And at the end of so many years, we're going to test you. Do we do this to the Anglo child? Do we do this to the non-Latin child? Where in my day, they would throw you in in a year. All of us were speaking English, and when I'm in my job, I had seniors from BISD come to my office who went to school from kinder to senior and didn't speak English. And I said, why? Well, they didn't make me. Everything was given to me in Spanish. That broke my heart. You have to know both languages. You have to. I learned Spanish at 22. I got better at it. I had it in my head. Then I had to sit there and polish it. These children that are coming out and would go to my office and say they're not speaking the language because they made everything in Spanish for them, it's not fair. So what guarantee do we have that every child... *Ben Castillo, Board Attorney interjected, Madam Board President 3 minutes.* Ms. Pena continued, will turn around and.... Ms. Lopez Valdez interjected, Ms. Pena. Ms. Pena continued be able to speak the language. Ms. Lopez Valdez stated closing thoughts please. Ms. Pena continued, yes, when they graduate? I want to know what we can do when a parent says I don't want that child in bilingual, and then he has to be tested in a different manner that the other children that are not considered bilingual don't have to get tested. How fair is that? To me, that's almost like discriminating against the Latin culture. **Mr. Olvera stated, so to answer your question, first of all, it's a federal requirement. We are following federal law. Title III, the grant, is a federal grant. The federal government and the state government require that we follow certain procedures for students who are deficient in English. You asked about who gets tested, and the way it works, every child who enters a Texas school has to have a home language survey. The home language survey asks the questions, how many languages are spoken at home? The next question is, what languages does the child speak? What happens there is if the parent at any point answers any other language other than English, the child is, we are required to test that child for oral language proficiency. We are then required to share the scores with the parent and tell the parent, your child, based on these scores, they are low on English language, we are offering the services and the supports from the bilingual department. Do you accept or not? The parent makes a decision. If they decide, yes, I accept the services, the child becomes an emergent bilingual, receives services, which include your summer school, your additional materials resources, the LUCHA teachers, the LPAC instructional aids, PD for the teachers, elevation, a little bit of everything. If the parent says no, I do not accept the services, the government is still expecting the district to support that child and make sure that child develops their English language proficiency, because the deficiency has already been identified through the test. The parent can say yes or no, but the child is still the focus of where the support is needed. So the federal government is saying, if the parent said yes, go ahead, count them, and you do get funding for that child. If the parent says no, you still have to help them, but you don't get any funding for that child. That's what's**

called a parental denial. So, when TELPAS comes around, the emerging bilinguals who have a deficiency in the language and are developing their language and progressing with it, they have to take the TELPAS to demonstrate their English language proficiency. The parental denials that said no, they still have to take the TELPAS because the federal government, the state government requires that they be monitored and that their progress in the English language acquisition be tracked throughout the years until they exit. And like I said earlier, we've had 1,400 exits, and then last year we had 1,200, this past year we had 1,200 exits. So, there is a lot of progress going on. We just want to make sure, and I really do enjoy explaining this even to parents, because many of our parents may not be aware. So, I explain, and even my presentation's in Spanish, because I want to make sure it's very clear that why the children are getting these supports, the right of the parent to say, yes, I accept the services, or no, I don't accept the services. They have that right, and they'll sign off on it. But as a district, our focus is the child and the deficiency the child demonstrated when they were tested. So we are required to make sure that child acquires the English language as much as they can throughout the school years. Ms. Pena stated, and when are they tested? Mr. Olvera replied, February through March. Ms. Pena stated, at what grade level? Let's say you came in in Pre-K and you want non-bilingual. So when do you test them? Mr. Olvera replied, Kinder and first grade, the teachers rate the students holistically. The teacher looks at the listening, speaking, reading, and writing domain, and the teacher says, Carlitos, in listening, he's an intermediate. In speaking, he's an advanced. In writing, he's a... Dr. Jesus Chavez, Superintendent interjected, they mentioned Jesusito as well. Mr. Olvera stated, I was referring to me. You asked about when they get tested. Well, kindred first, they get rated by the teacher holistically. The teacher does it. Ms. Pena stated, do they get tested every year? Mr. Olvera replied, yes, well, they get tested every year until they exit. The moment they exit, they're done with the TELPAS because they have demonstrated that English language proficiency. Starting second grade, the students get tested on TELPAS on the computer. So now you're having artificial intelligence rate the student. Speaking and even in writing, okay. So, the scores come through the computer all the way to 12th grade. Ms. Pena stated, you said everyone goes into this program that speaks another language other than English. Mr. Olvera replied, everybody who the parents reply has another language other than English gets tested. The results are presented to the parents. The parents decide if the child goes into the program. Ms. Pena stated, okay, so I just want to make sure because I see that we have them, they came in since kindergarten and they're already in 5th grade and they are not comfortable speaking English. We have failed. We have. Sir, I'm sorry. Sorry. I'm sorry. We have failed. Dr. Chavez stated, I'm going to speak to that here in a minute. Ms. Pena stated, I apologize because he and I know because when we were in school, we didn't have all this testing, he knows exactly. Ms. Lopez interjected how are we on, Mr. Castillo? Ms. Pena continued, we didn't have that thank you, I appreciate your, it's very expensive. Ms. Lopez Valdez stated, thank you. I'll go ahead and let Dr. Chavez come in and then I would like to say something. I know Ms. Grantland would as well. Dr. Chavez stated, let me up front say that I'm a bilingually certified teacher and I wanted to say that so that if you know the question comes up later or I just wanted to clarify that up front. So here as you look at our district and you look at our performance our students, all across the various areas, our students do extremely well. I think you all know that we, as you look at the districts that surround us, if you look at Region One, we're one

of the highest scoring groups, school districts, right? And we do really well with all students. Here, let me say with Bilingual education and working with them to promote the English, I'm going to say that we are a district who actually focuses on the English development. And at the appropriate time, it may be two years later or for some students, maybe it'd be four years later, right? They do get moved to all English. And that's something that we have been improving as time goes on. Now, people sometimes, you know, speak to what's happened in the past. I'll tell you, things are a lot better as how we deliver instruction and the success we have with students. And I'm going to mention this. If you go back to when I was in school and you look at how many of us started elementary level, moved to middle school, moved to high school, at graduation there were very few of us. And you can go back and take a look at graduation rates 20 years ago, 40 years ago. By the way, I'm having my 50th year reunion with our group, right? So that'll give you when I graduate. But here my point is that Texas is doing extremely well as it relates to moving students that, yes, started out with bilingual education into regular programming and having great success with high school graduation. I'll tell you that actually next door we have, PSJA, and I mention them because Dr. King, who's the Executive Director with Region One right now, he was a Superintendent at PSJA for a great number of years, and I mention them because one of the focuses that they have that's different than ours, as it relates to bilingual education, is that they literally offer bilingual education all the way through high school. The idea is that the student becomes excellent not only in the English language and English work, but they do excellent with the Spanish as well. And there are a number of school districts across Texas that do that. So here, I mean, I just wanted to say thank you to our bilingual teachers and our principals for the tremendous work that they do because they have had great success with our students. And even though here, you know, at times each of us up here may have different opinions, I wanted to share our success with our students and the success that our teachers are having. Ms. Lopez Valdez stated, Ms. Grantland, and then I'll have, some thoughts at the end. Ms. Grantland stated, I have a question, is it possible to purchase the compliance component without the strategy's component? Mr. Olvera replied, yes that is possible. Ms. Grantland stated, have you considered that? Mr. Olvera replied, we because we embedded in the frameworks and because we want to make sure that as we offer a variety of supports to our teachers, our perspective is not just to depend on one component. We want to make sure to offer variety. There are teachers that benefit from attending maybe region one trainings, such sheltered instruction trainings. There are teachers that are more online. We have a lot of newer teachers that work with the online access and they're very comfortable with that. So, they rather download the template, the Blackline Master in Word version, in Google version, in PDF version, adjust them, adapt it themselves and work with that. So, we have, we're addressing variety of teaching professionals because we have more traditional individuals that prefer a live presentation, a live training and we have others that prefer to go into an online component and grab the strategy themselves, view the video and then apply the strategy. Ms. Grantland stated, well, I get that but I have a concern that black line masters is kind of a focal point of that instead of total physical response type techniques or whatever. I you know black line masters, sometimes is not the best way but having said that I also think that you need to understand we're trying to protect teacher salaries here. We're trying to protect the budget and finance and we're in dire straits. I mean, that's not just us, it's other districts as well, most districts. And so, we're

trying to see if there's a way that we can have the best of both worlds, save some money and still do, because the compliance thing I know would put more work on the backs of teachers and people at the campus. I know that, I've lived it, but I think that if we could consider doing just the compliance package, we could save some money and get Region One to come in and work with our teachers on strategies. Ms. Lopez Valdez stated, thank you, Ms. Grantland and thank you, Mr. Olvera. I just wanted to mention some of the knowledge that I had received. I had gone to a continuing education for Board Members, and it was for MASBA, the Mexican American School of Trustees. Basically, it's national now. And so, one of the sessions that I attended specifically talked about emergent bilingual learners and how this new STAAR test has affected negatively our emergent bilingual learners in the terms of how many zeros are appearing when even though the emergent bilingual person is answering the question. So, I was very concerned because I saw the scores in San Antonio, you know, where the demographics are similar to ours. And I came back, this was about a year ago, and I asked how we were. And we were not affected. And we continue to be a model. And I believe it's because of programs like this. In a time where we almost lost our federal funding for emergent bilinguals, I believe we should protect this population of 40% of our kids. And I understand that we are in dire need. Believe me, I'm the Budget Chair, and it is a very tough time. And so when we get hit with these expenses, because it's the beginning of the fiscal year, it's understandable, right, that we question these right now. But when you do the math and say it's 40 % of our kids, I believe that's what it is 14,000 kids? 300,000 divided by 14,000, I believe it was \$20 per student that it's actually we are investing in our kids so that they can be better. And we make sure that our population, our Hispanic population continues to succeed. So I would like to keep this program. Yes, we need to look at all of the issues that every Board Member has voiced their concern because we are having to be innovative, and we have to think of education differently with the dollars that we have. And so thank you very much for your explanation. And I think we have a first and a second. Ms. M. Pena stated, and I like your idea, Ms. Grantland that we can split this. So that's why I'm going to vote no.

**Motion made by Daniella Lopez Valdez, seconded by Jessica Gonzalez, to recommend approval of Subscription Agreement between Ellevation Education and Brownsville Independent School District for Compliance and instructional strategies for Emergent Bilingual students in the amount of \$351,202.50 for the 2025-2026 school year. \***

**The following vote was recorded**

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

**Motion Failed: 3-4-0**

18. Recommend approval to enter into a Memorandum of Understanding (MOU) with the University of Texas at Austin, The Language Learners at the University of Texas at Austin's Center for Hispanic Achievement (LUCHA) Program online courses, in the amount of \$125,000.00 for the 2025-2026 school year. Services to be rendered to the District's needs and funding. **\*(Consent Agenda)**

19. Recommend approval of a Memorandum of Understanding between Brownsville ISD and Texas State Technical College for the 2025-2026 school year to provide P-TECH students the opportunity to enroll in Dual Enrollment program of study courses at respective high schools. Cost not to exceed \$15,000.00. \* **(Consent Agenda)**
20. Recommend approval of a contract between CareerCraft, Inc. and Brownsville ISD for the 2025-2026 school year in the amount not to exceed \$38,000.00. \*

Ms. Daniella Lopez Valdez, Board President stated, motion to approve. Ms. Jessica Gonzalez, Board Member stated, second. Ms. Lopez Valdez stated, Ms. Grantland. Ms. Neida Ruth Grantland, Board Member stated, I just was wondering what CareerCraft Inc. is and what it provides in kind of some detail. **Ms. Beatriz Hernandez, Chief Academic Officer replied, yes, ma 'am, I would like to call up Mr. Dorsett. Mr. Adrian Dorsett, Director/Career & Technology replied, good evening, everyone. So CareerCraft is a software that we use for CCMR tracking, tracking of information, IBCs, what else? AP classes, dual enrollment classes, TSI testing, everything that our students are required to do and get points in before they graduate. Currently, we had been using something called EduThings, had been our platform for about three years. And as everything else, prices go up. And so this year, EduThings came back at \$45,000. And so we opened ourselves up, talked to Region One, listened to what other places were using, and CareerCraft came up. And so we saw a presentation of CareerCraft and what they offer. And their price came in at \$38,000. When we looked at that, we also noticed that what CareerCraft offers in terms of tracking and holding information was more than what we were getting with EduThings. And so that was kind of what prompted us to move in this direction, that it was going to be a little less expensive, save like \$10 ,000, a little under \$10 ,000, and still do the work that we need to do. With the state, the information that we're tracking for CCMRs is vital. We want our students to grab an industry -based certification before they leave so they leave with a credential other than their high school diploma. We want them to take dual classes. We want them to get AP credit when they can. We want them to be TSI ready so they can go right into college, all these things that they do. And that is where we are with CareerCraft and why we're suggesting that we go with them at this time.** Ms. Grantland stated, thank you for your response. I appreciate the fact that you went out shopping for it. Thank you. **Mr. Dorsett stated, you're welcome.** Ms. Lopez Valdez stated we have a first and a second. Mr. Carlos Elizondo, Board Member stated, real quick Mr. Dorsett I want to. **Mr. Dorsett stated yes, sir.** Mr. Elizondo continued, if I could apply that would that's the kind of thinking that we need, you know, thank you for coming up here and letting us know that you're out there doing the work making sure that you're trying to save every dollar for the school district can still get the job done. Thank you so much. I applaud you, sir. **Mr. Dorsett stated, I appreciate that but to be honest with you, sir, I'm number 20 on the agenda, so I got to listen to everybody else and heard that you guys were looking for.** Mr. Elizondo (inaudible) good for you sir, thank you. Mr. Frank Ortiz, Board Member stated, excellent answer, sir. Ms. Pena stated, great job, sir. Ms. Lopez stated, thank you so much, Mr. Dorsett. Ms. Pena stated, thank you, sir, so you're teaching us to pay attention.



**Motion made by Daniella Lopez Valdez, seconded by Jessica Gonzalez, and unanimously carried to recommend approval of a contract between CareerCraft, Inc. and Brownsville ISD for the 2025-2026 school year in the amount not to exceed \$38,000.00. \* (7-0-0)**

21. Recommend approval of the Memorandum of Agreement between RGV Linking Economic and Academic Development and Brownsville Independent School District for the 2025-2026 school year. Rio Grande Valley Linking Economic and Academic Development will provide services to support the goal of students to stay in school and graduate from high school equipped with college and workforce readiness, in the amount not to exceed \$23,250.00 from State Categorical funds. \* **(Consent Agenda)**
22. Recommend approval to enter into a Memorandum of Understanding between PSJA ISD and the Brownsville Independent School District to provide professional products and services to BISD in the area of informational systems. A total estimated fiscal implication not to exceed \$108,000.00 from Local Funds for August 1, 2025 to August 31, 2026 school year is anticipated. \* **(Consent Agenda)**
23. Recommend approval of the revised application to participate in the Optional Flexible School Day Program (OFSDP) for the 2025-2026 school year based on the District's needs. At no cost to the District. \* **(Consent Agenda)**
24. Recommended approval to enter into Inter-Local Cooperation Agreement and Memorandum of Understanding between the Cameron County Juvenile Justice Alternative Education Program and the Brownsville Independent School District for 2025-2026 school year. A total estimated fiscal implication not to exceed \$50,000.00 for the 2025-2026 school year is anticipated. \* **(Consent Agenda)**
25. Recommend approval to enter into a Memorandum of Understanding between Su Clinica Familiar, Inc. and Brownsville ISD, Su Clinica will operate a mobile unit, the Ronald McDonald Care Mobile (RMCN) which will provide dental services to children served by Brownsville ISD. The MOU will be in effect for 2025-2026, the Memorandum shall automatically renew an additional year for the 2026-2027. Memorandum may terminate at any time with or without cause, by providing at least thirty calendar days prior written notice to the other Party. At no cost to the District. \* **(Consent Agenda)**
26. Recommend approval to extend contract with Texas Workforce Commission – Amendment 002 for an additional three months, with an end date of September 30, 2025. At no cost to the District. **(Consent Agenda)**
27. Recommend approval to enter into an Agreement with Cameron County Community Service Centers and School Districts to provide Adult Basic Education/Adult Secondary Education, High School Equivalency, English as a Second Language and, certification for in-demand occupations classes for the 2025-2026 school year at no cost to the District. **(Consent Agenda)**

28. Recommend approval to enter into a Memorandum of Understanding with Su Clinica for the 2025-2026 school year. Su Clinica will provide specialized healthcare services to BISD students at the Student Base Clinic (SBC) located at 3200 E. 30th, Cromack Elementary Building. At no cost to the District. **\*(Consent Agenda)**
29. Recommend approval to accept the contract submitted by ERO Architects for the evaluation of sites, schematic design, design development, construction documents, procurement phase, construction phase and project closeout. **(Consent Agenda)**

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

1. Recommend awarding RFP #26-001 General Merchandise Supplies, Services and Groceries District-wide to several vendors. The contract period will be in effect from August 5, 2025, through August 5, 2026. (Annual Proposal) **(Consent Agenda)**
2. Recommend awarding RFP #26-003 Achievement Awards and Incentives District-wide to several vendors. The contract period will be in effect from August 5, 2025, through August 5, 2026. (Annual Proposal) **(Consent Agenda)**
3. Recommend awarding RFP #26-024 High School Marching Band Show Writing Services and Supplies District-wide to several vendors. The contract period will be in effect from August 5, 2025, through August 5, 2026. (Annual Proposal) **(Consent Agenda)**
4. Recommend awarding RFP #26-027 Special Education Services District-wide to several vendors. The contract period will be in effect from August 5, 2025, through August 5, 2026. (Annual Proposal) **(Consent Agenda)**
5. Recommend awarding RFP #26-065 Fire Extinguisher Materials and Fire Suppressant System District-wide to several vendors. The contract period will be in effect from August 5, 2025 through August 5, 2026 with the option to renew for two (2) additional one-year (1) terms if all parties agree. Year one (1) of a three (3) year contract. **(Consent Agenda)**
6. Recommend awarding RFP #26-068 Fumigation/Extermination and Herbicide Services and Materials District-wide to several vendors. The contract period will be in effect from August 5, 2025 through August 5, 2026 with the option to renew for two (2) additional one-year (1) terms if all parties agree. Year one (1) of a three (3) year contract. **(Consent Agenda)**
7. Recommend awarding RFP #26-069 Asbestos and Mold Abatement Contract Services District-wide to several vendors. The contract period will be in effect from August 5, 2025 through August 5, 2026 with the option to renew for two (2) additional one-year (1) terms if all parties agree. Year one (1) of a three (3) year contract. **(Consent Agenda)**
8. Recommend awarding CSP #26-126 Financial Advisor Services to TRB Capital Markets, LLC d/b/a Estrada Hinojosa from Dallas, Texas. The contract period is for a three (3) year term beginning August 5, 2025 through August 5, 2028 with the option to renew for an additional two (2) one-year terms. Year one (1) of a five (5) year contract. **(Consent Agenda)**

**XI. Board Member Request(s)**

**A. Action Item(s)**

1. Presentation, Discussion and Possible Action regarding Students, In The Former BLA Program, Needing To Complete Their Credits To Earn Their High School Diploma. Who is overseeing program at this time and how many students are currently in this program. (Board Agenda Request Minerva Pena/Board Support Carlos Elizondo)

Ms. Minerva Pena, Board Member stated, yes Dr. Chavez, I was real for that BLA program. It was one of the best that I ever have seen. So, I was wondering where does it stand now, and the importance of it because I remember, I'll tell you real quick, I had a young man come in to me once, a baseball player. He was our top player going to all-stars, top player, captain of the team. And he comes up to me very sadly and tells me that he was having problems. And I saw it at the game. I said, what's going on? Well, my girlfriend's going to college. And what's the problem? Well, I didn't graduate, so I'm not going to college, so her dad asked me to stop dating her, because he wanted somebody with an education to be his son-in-law. And I wanted to laugh, and I thought, you don't know, that's a guarantee. But anyway, I told him, you know what, we can take care of that. He said, I go, you dropped out, and you left only a few credits? Yes, ma'am. Well, let me tell you why. go and what you can do so we can get you your diploma so you can start college with your girlfriend. He went in, signed up. The gentleman got his diploma, went to college, and he said, thank you so much. That program saved this child from having that pressure of not going to be liked because he's not as educated as his future to him spouse was going to be. So where are we with this program, and how are we doing to make sure that we get all these children and these students to me they're still children and they're 18, that we're in the BLA program, where's the guarantee that we're out there recruiting those students that dropped out and telling them to come in and are we accommodating them to where they can come in at a time where we can help them to make sure they get the credits to get their high school diploma? **Dr. Jesus Chavez, Superintendent stated, we have staff here who's going to be addressing that. Dr. Norma Ibarra Cantu, Executive Director/Secondary replied, good evening. So, our students that were at BLA typically are overage students. And those students were, they returned to their home campus, to their high school. And the supports continue. We do have a team at the high schools that work with our at-risk population. And in this case, of course, the first person always is the principal. We did provide a list of the students that were at BLA. We provided number of credits, all the information needed and of course the principles with the team, the at-risk team that is at the campus which is the at-risk counselor. We also have a program specialist and we have the instructional coach which are funded through state compensatory funds and specifically and strictly for the support of programs as this as which was BLA and the at-risk students. So, the students, of course, at the campus need different kinds of support. So, through this team and the constant monitoring, of the students and finding out what type of supports they need, this is where the counselor, this is where the program specialist and of course through the principal as well provide the supports. We did have a great number of students already graduate. They've already crossed the stage and we've celebrated already with them. You've already shaking those hands, and so we have several that are still enrolled and will continue to work with them. And of course, we, to be very candid, just like Mr. Dorsett said was earlier, right, we still have some students that we're looking for that, you know, did not return to the district. So some**

did return to home country, but we do have some that we're continuing to look for and we want to be able to bring back. So, the efforts continue. We'll continue to look for the students and bring them back and then provide the supports that we need as much as we can. Because I know that some of these students were overage. Some are employed and things like that. So, we try to provide all those supports for them before school, after school, and the weekends. And we have programs that will help them accelerate and catch up so we can ensure that they graduate. Ms. Pena stated, thank you and Dr. Chavez, are we doing anything to go out there and maybe advertise and push that those students, if you lack a few credits to graduate and you dropped out, come on back, we can help you get your diploma. Are we going out there and pushing that for the lack of the students that don't know? Are we putting, you know, how we have all kind of little commercials? So, are we doing something to ask those students, you only lack a few credits, come on back, let's get your diploma? **Dr. Chavez stated, I don't know about a commercial, but it's something that we do pursue and want to continue doing. Let me also say that, you know, one of the things that I'm thinking about relates to how we continue and strengthen our Adult Ed Program. And so that is something that I want to look at. I know we've had some conversations already, right, about the need for us to continue to improve how we address other students coming and finishing their high school diploma. And so, we continue to work on that and we'd be happy to look at that.** Ms. Pena stated, and if they go to adult ed, they're still going to get their high school diploma, not a GED. **Dr. Chavez replied, yes, yes. And here I'm saying that's what I want to shift to. I want to shift to a high school diploma. Right? As opposed to, oh, let me just take the test and get that done, right? So, my hope is that, yes, we're able to identify, you know, some dollars for that, working with the state, and that we are able to increase the opportunities that we have for students for their regular high school diploma. And have a focus on that.** Ms. Pena stated, yes, excellent. Because a diploma in the U.S. is a rite of passage, very, very needed? Ms. Lopez Valdez stated Ms. Garza? Ms. Denise Garza, Board Member stated, you beat me to the punch, Dr. Chavez, because I was going to mention that if our Adult Ed could get those older kids that don't want a GED but want to have a high school diploma. So, thank you that you're already on that. That was going to be my recommendation. Mr. Frank Ortiz, Board Member stated, yes, just a comment here and a couple of questions. I know last year when we were informed that the students over at the BLA were going to return to their home campus, I was very, very concerned about that and I did ask questions back then and I'm going to ask the same questions now. You know, these are our overage students, you know, going back to their home campus. They lack credits, they're behind, and I was concerned about how these students were going to be tracked. And how we were going to make sure that we were meeting their needs. And I was assured by administration that they were going to be very, very closely tracked. They were going to keep an eye on them and to make sure that they were successful. Do we have any numbers on the success rate on how many of the students went to their regular high schools and instead of being there to say, you know what, forget it. I don't want to be here. I was better off at BLA. Do we have any numbers on the success and how many of these students actually follow through? And what is the success number between students when they were at BLA as compared to where they were at their home campus? **Dr. Ibarra Cantu replied, so some numbers that I can share with you today that I do have with me today, and if I need to bring something back, well, I can definitely do that. So, we did have approximately 115 students that were enrolled at BLA, and we did have 52 students graduate already. We currently have**

10 that are enrolled from that original list. Three that transferred out of state and then the rest are those students that I mentioned earlier that were still one either trying to locate or they withdrew for personal reasons. There're different codes for these students and that this is the group that we continue to look for and make contact with them. As a matter of fact, this summer we had our cohort express, you know, where we bring the students that are needing to catch up and we, again, make those attempts continuously so we can bring them back. So we do, we don't, we're not, we want to be where, I wish I could come say it was 100% of the students, but for different reasons, some of the students did withdraw or no -shows, but we continue to look for those students and we have the list that we continue to monitor and we continue to meet with the staff from the campuses so we can continue to support those students. Okay. Mr. Ortiz stated, and y'all are working very closely with them. Thank you.

**No action taken**

2. Discussion, consideration, and possible action to reorganize the Board. (Board Agenda Request Carlos Elizondo/Board Support Minerva Pena)

Ms. Daniella Lopez Valdez, Board Member stated, I move that the... Ms. Minerva Pena, Board Member stated, I would like to oh.... Ms. Lopez Valdez continued, the vacant Vice-President seat be filled by Mr. Frank Ortiz and that the current president and secretary remain in their respective positions. Ms. Denise Garza, Board Member stated Second. Ms. Lopez Valdez stated, any discussion? We have a first and a second.

**Motion was made by Daniella Lopez Valdez, seconded by Denise Garza to recommend approval to appoint Mr. Frank Ortiz to the vacant Vice-President seat and that the current President and Secretary remain in their respective positions.**

**The following vote was recorded**

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

**Motion Carried: 4-1-2**

**Ms. Patricia Perez, Executive Assistant stated, motion passes, 5 yes, 1 no, and 1 abstention.** Ms. Minerva Pena, Board Member stated, Pat, sorry mine was an abstain, I didn't vote yes, I abstain on this one. **Ms. Patricia Perez, Executive Assistant stated, yes ma'am it did say one abstention. (inaudible). I will put it down for the record, ma'am for the minutes.**

3. Update on the audit requested previously by the board. (i.e., Sams Stadium, Resaca...etc.) but not limited to these mentioned. (Board Agenda Request Carlos Elizondo/Board Support Minerva Pena)

Mr. Carlos Elizondo, Board Member stated, sure I just wanted to see if there was an update on that audit that was asked for a couple of months ago, see what the status is. It's going to be done by a third party as we know, right? That was the vote. Mr. Marco Porras,

**Internal Auditor stated, good evening, Madam President, Dr. Chavez, fellow Board Members. What audit are we referring to, sir? I know the board had assigned several audits.** Mr. Elizondo stated, so the Board voted on a third-party audit to be done specifically for Sams and Resaca from what I gathered or I remembered? **Mr. Porras replied, third party audit, no, the Board assigned us to internal audit to conduct those audits; I know that in...** Mr. Elizondo interjected I don't think that was the intent of the ruling. Ms. Daniella Lopez Valdez, Board President interjected, I believe that, Mr. Elizondo, I understand what you're saying. We originally had voted to do the internal audit on specific items and we numbered them, and we were going to come back with those and then decide if it warranted an item. So, I understand what Mr. Elizondo is saying. Mr. Elizondo stated, well, that's not what I'm saying. What I'm saying is that the intent of the rule or the vote was that we were going to get a third-party auditor to audit the Sams Stadium, Resaca. and et cetera. **Mr. Porras stated, no, sir, I think what the Board had previously voted was on the TRE projects and the Fine Arts Building and Morrison.** Mr. Elizondo stated, I think Sams was included as well. Ms. Lopez Valdez stated, Ms. Garza, you have a question? Ms. Denise Garza, Board Member stated, yes, I do recall what Mr. Elizondo stated. It was a February meeting. I was traveling. I was participating via Zoom. There was a target area, but I don't think it was the Sams. Ms. Pat, I don't know if you can pull up the minutes from the February Regular Board Meeting, because there was a target area, and I had voted in favor since it was a targeted area. I just don't remember the target that was specified at that Board meeting. But I do recall that we had gone out in groups. *Mr. Ben Castillo interjected, Madam Board President, members of the Board, would it be OK if we tabled this item until after closed session so we could look at the minutes and pull them up and all that good stuff?* Mr. Elizondo stated, sure. Ms. Lopez Valdez stated, okay, we will vote to table and bring back after. I motion I move to table this item and bring back after we get the information on the minutes. Ms. Denise Garza, Board Member stated, Second. Which is after closed session, correct? Please vote to table this item and bring back after closed session.

**Motion made by Daniella Lopez Valdez, seconded by Denise Garza, and unanimously carried to recommend approval to table XI. A. 3 to review minutes for the February 4, 2025 Regular Board Meeting and bring back for discussion after Executive Session. (7-0-0)**

**XII. CLOSED MEETING:** as pursuant to the Texas Government Code Sections: 551.071, 551.072, 551.074, 551.082, and 551.084. **8:57 p.m.**

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

1. Discussion and consideration regarding Level III Grievance No.001/25-26 on L.Z.
2. Discussion and consideration regarding Level III Grievance No.002/25-26 on M.O., J.C., J.H., and S.C.

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

1. Presentation, acceptance and approval of Retirements. (4)
2. Presentation, acceptance and approval of Resignations. (23)

3. Personnel Update with Superintendent (Dr. Jesus H. Chavez)
4. Recommend approval of personnel for the 2025-2026 school year – Assistant Choir Director. Subject to receipt of all outstanding documentation.(1)
5. Recommend approval of personnel for the 2025-2026 school year – Assistant Principal. Subject to receipt of all outstanding documentation.(2)
6. Recommend approval of personnel for the 2025-2026 school year – Choir Director. Subject to receipt of all outstanding documentation.(1)
7. Recommend approval of personnel for the 2025-2026 school year – Coordinator, Testing. Subject to receipt of all outstanding documentation.(1)
8. Recommend approval of personnel for the 2025-2026 school year – District Graphic Artist. Subject to receipt of all outstanding documentation.(1)
9. Recommend approval of personnel for the 2025-2026 school year – Principal, Vermillion Elementary School. Subject to receipt of all outstanding documentation.(1)
10. Recommend approval of personnel for the 2025-2026 school year – Principal, Villa Nueva Elementary School. Subject to receipt of all outstanding documentation.(1)
11. Recommend approval of personnel for the 2025-2026 school year – Speech Language Pathologist/Intern. Subject to receipt of all outstanding documentation.(1)
12. Recommend approval of Campus Professional Employee (L.R.) for change in contract, change in days for the 2025-2026 Fiscal School Year.

**C. ATTORNEY CONSULTATION**

**1. Staff Attorney**

- a. Discussion, consideration, and possible action regarding Cause No. 2023-DCL-00242-A; Omar Gonzalez vs. Brownsville Independent School District.
- b. Discussion, consideration, and possible action regarding Cause No. 2025-DCL-02339-B; Robert “Bob” Driggers vs Brownsville Independent School District.

**2. Board Attorney:**

- a. Legal Update with Board Counsel.

**D. INTERNAL AUDITOR CONSULTATION**

1. Consultation with Director of Internal Audit.

**E. Board Self Evaluation.**

1. Board Self-Evaluation

**F. REAL ESTATE:**

1. The Board of Trustees may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property. Tex. Gov't Code §551.072

**G. BOARD MEMBER REQUEST(S):**

1. Presentation, Discussion And Possible Action Regarding Special Education Students Being Allowed To Fully Participate In Extra Curricular Activities Such As, Band, Cheer, Dance, etc. (Board Agenda Request Minerva Pena/Board Support Carlos Elizondo)

**XIII. BOARD RECONVENES - Board action on agenda items discussed in Executive Session. 1:24 a.m.**

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

1. Discussion and consideration regarding Level III Grievance No.001/25-26 on L.Z.  
*Mr. Ben Castillo, Board Legal Counsel stated, Madam Board President, members of the board, and Dr. Chavez, the advice of counsel is that the Board take no action on this grievance. (No Action Taken)*
2. Discussion and consideration regarding Level III Grievance No.002/25-26 on M.O., J.C., J.H., and S.C.  
*Mr. Ben Castillo, Board Legal Counsel stated, Madam Board President, members of the board, and Dr. Chavez, the advice of counsel is that the Board take no action on this grievance. (No Action Taken)*

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

**Motion made by Minerva Pena, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approval grouping agenda items XIII. B. 1, 2, 3, 4, 6, 7, 8, 9, 10 and 11. (7-0-0)**

1. Presentation, acceptance and approval of Retirements. (4) **(G 7-0-0)**  
**William Gutierrez, Richard Guzman, Gilda Jo Pena, Laura Sierra**
2. Presentation, acceptance and approval of Resignations. (23)**(G 7-0-0)**  
  
**Amanda Avalos, Laura S. Carmona, Joselyn M. Conde, Erika Galan, Angelica M. Garcia, Angelita L. Garcia, Evelia Garcia, Sergio Gracia, Myra Z. Guzman, Katherine Iracheta, Elizabeth Lawani, Phillipe D. Lopez, Laura Lozano, Velma G. Luna, Reagan A. Miller, Blanca A. Novelo, Sergio A. Novelo, Andrea Ortiz, Ana L. Rodriguez-Salinas, Anissa N. Rubalcaba, Vanessa Samano, Jacqueline M. Torres, Cynthia A. Wareham.,**
3. Personnel Update with Superintendent (Dr. Jesus H. Chavez) **(G 7-0-0)**
4. Recommend approval of personnel for the 2025-2026 school year – Assistant Choir Director. Subject to receipt of all outstanding documentation.(1) **(G 7-0-0)**  
**Jessica Valdez Rivera ECHS**



5. Recommend approval of personnel for the 2025-2026 school year – Assistant Principal. Subject to receipt of all outstanding documentation.(2)

**Amendment: XII. B. 5 Personnel Item Page 13 will be replaced with Page 13a**

**Motion made by Minerva Pena, seconded by Neida Ruth Grantland, to recommend approval of Julian Morales-Porter ECHS and Santiago Salazar-Porter ECHS, Assistant Principals.**

**The following vote was recorded**

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

**Motion Carried: 6-1-0**

6. Recommend approval of personnel for the 2025-2026 school year – Choir Director. Subject to receipt of all outstanding documentation.(1) **(G 7-0-0)**

**Sylvia Flores – Hanna ECHS**

7. Recommend approval of personnel for the 2025-2026 school year – Coordinator, Testing. Subject to receipt of all outstanding documentation.(1) **(G 7-0-0)**

**Elizabeth Chapa Salazar – Veterans Memorial ECHS.**

8. Recommend approval of personnel for the 2025-2026 school year – District Graphic Artist. Subject to receipt of all outstanding documentation.(1) **(G 7-0-0)**

**Kiara Garcia – Public Information Office**

9. Recommend approval of personnel for the 2025-2026 school year – Principal, Vermillion Elementary School. Subject to receipt of all outstanding documentation.(1) **(G 7-0-0)**

**Vanessa Cisneros – Principal Vermillion Elementary**

10. Recommend approval of personnel for the 2025-2026 school year – Principal, Villa Nueva Elementary School. Subject to receipt of all outstanding documentation.(1)**(G 7-0-0)**

**Amendment: Page 1 will be replaced with Page 1a**

**Pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 will be added to agenda backup**

11. Recommend approval of personnel for the 2025-2026 school year – Speech Language Pathologist/Intern. Subject to receipt of all outstanding documentation.(1) **(G 7-0-0)**

**Elizabeth Abete – Special Services**

12. Recommend approval of Campus Professional Employee (L.R.) for change in contract, change in days for the 2025-2026 Fiscal School Year.

**Ms. Patricia Perez, Executive Assistant stated, for the record item 12 was pulled**

**C. ATTORNEY CONSULTATION**

**1. Staff Attorney**

**Motion made by Daniella Lopez Valdez, seconded by Denise Garza, and unanimously carried to recommend approval to accept the authorized in-house legal counsel to act as discussed in closed session for agenda items XII. C. 1a and 1b. (7-0-0)**

- a. Discussion, consideration, and possible action regarding Cause No. 2023-DCL-00242-A; Omar Gonzalez vs. Brownsville Independent School District. **(G 7-0-0)**
- b. Discussion, consideration, and possible action regarding Cause No. 2025-DCL-02339-B; Robert “Bob” Driggers vs Brownsville Independent School District. **(G 7-0-0)**

**2. Board Attorney:**

- a. Legal Update with Board Counsel. **(No action taken)**

**D. INTERNAL AUDITOR CONSULTATION**

- 1. Consultation with Director of Internal Audit.

**E. Board Self Evaluation.**

- 1. Board Self-Evaluation

**F. REAL ESTATE:**

- 1. The Board of Trustees may conduct a closed meeting to deliberate the purchase, exchange, lease, or value of real property. Tex. Gov’t Code §551.072.

**Motion made by Daniella Lopez Valdez, seconded by Jessica Gonzalez, to recommend approval as discussed in Executive Session.**

**The following vote was recorded**

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

Nay:

Abstain: Ms. Pena

**Motion Carried: 6-0-1**

**G. BOARD MEMBER REQUEST(S):**

- 1. Presentation, Discussion and Possible Action Regarding Special Education Students Being Allowed to Fully Participate In Extra Curricular Activities Such As, Band, Cheer, Dance, etc. (Board Agenda Request Minerva Pena/Board Support Carlos Elizondo)

**Motion made by Minerva Pena, seconded by Neida Ruth Grantland, and unanimously carried to recommend approval regarding Special Education Students Being Allowed To Fully Participate In Extra Curricular Activities Such As, Band, Cheer, Dance, etc., as discussed in Executive Session. (Board Agenda Request Minerva Pena/Board Support Carlos Elizondo) (7-0-0)**

**XIV. Announcement(s):**

**Dr. Jesus Chavez, Superintendent stated, August 6, we've got Meet the Teacher Early College High Schools at 5:30, August 7, Meet the Teacher Middle Schools, 5:30. We also have the Board Workshop #1 at 5:30 here in the Boardroom. August 8, we've got Meet the Teacher Elementary Schools, 5:30 p.m. Back to school fair, 8 a.m. at the CAB. August 11th, first day of school. August 12th, Board Workshop #2 at 5:30 p.m. here in the Boardroom. August 13th, Rescheduled Hearing, 3 p.m. boardroom. August 14th, we've got a Board Workshop #3 at 5:30 in the Boardroom. August 18th, Special Called Meeting, 5:30 here in the Boardroom. August 21st, Policy Committee Meeting, 5:30 here in the Boardroom. August 28th, Summer Graduation, 10 a.m. at Buchanan Performing Arts Center. Those are the announcements and calendar events for the month of August.**

**XV. Adjournment.**

**Motion was made by Carlos Elizondo, seconded by Jessica Gonzalez, and unanimously carried to approve to adjourn the Regular Board Meeting at 1:32 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 November 5, 2025)**