

# Agenda of Regular Meeting

## The Board of Trustees

**San Elizario ISD: A Proud Community of Champions – Soaring to Excellence!**

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A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, October 9, 2024, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees, which includes the Presiding Officer of the Board Meeting, will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to [acardonajr@seisd.net](mailto:acardonajr@seisd.net) at any time prior to the board meeting time.

Public comment shall occur at the beginning of the meeting and shall follow all other requirements and limitations under SEISD Board Policy BED (Local).

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. All items on the consent agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. **GENERAL FUNCTIONS**

Mr. Eduardo Chavez, Board President

A. Call Meeting to Order

B. Roll Call

C. Establish Quorum

D. The Pledge of Allegiance

6

San Elizario ISD Student

E. Texas Pledge of Allegiance

7

San Elizario ISD Student

F. **San Elizario ISD Mission Statement**

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

Mr. Eduardo Chavez, Board President

2. **OPEN FORUM** (five-minute limit per speaker, unless otherwise noted)

3. **DISTRICT RECOGNITIONS**

A. Perfect Attendance since 3rd Grade - Matilde Arroyos, San Elizario High School Senior

Dr. Jeannie Meza-Chavez, Superintendent

B. MASBA Recognitions

Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Blanca Cruz, Associate Superintendent	
1. 2024 MASBA Cultural Initiative Award - Abuelita's Kitchen - Ms. Aggie Reyes and Child Nutrition Services Team	
2. 2024 MASBA Literacy Initiative Award - Literary Anthology - Ms. Anna Alvarez and Ms. Georgina Diaz	
3. 2024 MASBA STEM Initiative Award - STEM Tank - Ms. Deborah Cortez	
C. October is Principal's Month	
Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Blanca Cruz, Associate Superintendent	
D. Texas Education Human Resources Day	8
Dr. Jeannie Meza-Chavez, Superintendent	
E. Recognition of National School Lunch Week	9
Ms. Aggie Reyes, Executive Director Child Nutrition Services	
F. Purple Star Campus Designation Award SY 2024 - 2025	10
Dr. Jeannie Meza-Chavez, Superintendent	
1. Lorenzo G. Loya Primary School - Ms. Sylvia Graves, Military-Connected Liaison	
2. Josefa L. Sambrano Elementary School - Ms. Rosa Correa, Military-Connected Liaison	
3. Alfonso Borrego Sr. Elementary School - Ms. Sandra Verdier, Military-Connected Liaison	
4. San Elizario High School - Ms. Nora Almanzar, Military-Connected Liaison	
5. Purple Star Campus Designation Support Personnel	
a. Mr. Horacio Hernandez, Executive Director Technology	
Ms. Perla Magallon, IT Specialist	
Ms. Flor Sanchez, District Parent Liaison	
G. Introduction of New Employees	
Dr. Jeannie Meza-Chavez, Superintendent, Ms. Blanca Cruz, Associate Superintendent, and Mr. Troy Enriquez, Principal, San Elizario High School	
1. Assistant Principal at San Elizario High School - Ms. Laura Silva	
2. Assistant Principal at San Elizario High School - Ms. Valerie Chavez	
3. Principal at Lorenzo G. Alarcon Elementary School - Ms. Monika Ruiz	
4. Executive Director of Human Resources - Ms. Gina Ramirez	
4. <b>NEW BUSINESS / BOARD ACTION ITEMS</b>	
A. Book Study Discussion on: <i>The Governance Core</i>	12
Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent	
1. Chapter 5: Governing with Coherence	
2. Chapter 6: Governance Culture	
B. Discussion and possible board action to schedule MoakCasey Strategic Plan Meetings	20
Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent	
1. Select a Meeting Date:	
Tuesday, November 12, 2024	
Wednesday, November 13, 2024	
Wednesday, November 20, 2024	
C. Health Fund Update	23
Mr. Norberto Rivas, Chief Financial Officer	
D. Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2023-2024	33
Rating	
Mr. Norberto Rivas, Chief Financial Officer	
1. Powerpoint Presentation	38

E.	Discussion and possible Board action regarding Campus Grade Levels Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Blanca Cruz, Associate Superintendent	53
F.	Discussion and possible Board action regarding directing the administration to proceed with TRS Active Care Ms. Blanca Cruz, Associate Superintendent	55
5.	<b>CONSENT AGENDA</b> - Consider and possible Board action on	
A.	Financial Reports Mr. Norberto Rivas, Chief Financial Officer	
1.	Tax Report	91
2.	Financial Statements	93
3.	Investment Report	97
4.	Purchase Orders exceeding \$25,000.00 • PO# 52025 - TASB Risk Management Fund \$375,799.00	108
B.	Consider and possible Board action to approve the final payment to AREDI Enterprises, LLC., for the repairs caused by water damage - PO# 51093 Mr. Norberto Rivas, Chief Financial Officer	110
C.	Consider and possible Board action to approve resolution to allow El Paso Central Appraisal District to act if the State Comptroller's Property Value Study places the district outside of the confidence level Mr. Norberto Rivas, Chief Financial Officer	113
D.	Consider and possible Board action to approve the EPCC 2024-2027 Dual Credit Partnership Agreement Ms. Blanca Cruz, Associate Superintendent	117
E.	Consider and possible Board action to approve the THECB ApplyTexas Counselor Suite MOU Ms. Blanca Cruz, Associate Superintendent	128
F.	Consider and possible Board action to approve an Affiliation Agreement with Yeshiva University regarding the provision of Speech-Language Pathology experience for Yeshiva University students on designated district campuses and to authorize the Superintendent to execute the Affiliation Agreement, subject to final review by legal counsel. Ms. Blanca Cruz, Associate Superintendent	139
G.	Consider and possible Board action on Resolutions	
1.	Texas Education Human Resources Day Resolution Dr. Jeannie Meza-Chavez, Superintendent	146
2.	National School Lunch Week Resolution Ms. Aggie Reyes, Executive Director Child Nutrition Services	147
H.	Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.	
1.	Technology Department Mr. Horacio Hernandez, Executive Director Technology	148
2.	Support Services Department Mr. Jesus Martinez, Executive Director Support Services	182
I.	Consider approval of minutes for the following: Board of Trustees	

1.	September 17, 2024 - Special Board Meeting	189
6.	<b>PRESENTATIONS / REPORTS / INFORMATION</b>	
A.	Presentations	
1.	No Presentations	
B.	Reports	
1.	Bilingual/ESL Program Evaluation for School Year 2023-2024 Ms. Leticia De Santos, Instructional Programs Administrator	198
2.	Gifted and Talented Program Evaluation for School Year 2023-2024 Ms. Blanca Cruz, Associate Superintendent	215
3.	Career and Technical Education Program Evaluation for School Year 2023-2024 Ms. Sandra Sanchez, Career and Technical Education Administrator	269
4.	Meal Service Update Ms. Aggie Reyes, Executive Director Child Nutrition Services	273
C.	Information	
1.	Board Training Dr. Jeannie Meza-Chavez, Superintendent	
a.	Far West Texas School Boards Association Meetings	274
	<ul style="list-style-type: none"> <li>• Saturday, November 16, 2024 - 8:30 am to 4:30 pm</li> <li>• Thursday, February 27, 2025 - 5:30 pm to 8:30 pm (Team of 8)</li> <li>• Tuesday, May 6, 2025 - 5:00 pm to 9:00 pm</li> <li>• Saturday, July 12, 2025 - TBD</li> </ul>	
2.	Future-Ready Superintendents Leadership Network (FRSLN) - October 22–24, 2024   San Elizario ISD visit - Wednesday, October 23, 2024 at 8:00 a.m. Dr. Jeannie Meza-Chavez, Superintendent	
3.	San Elizario High School Women's Conference: Entre Amigas - No Estas Sola   Wednesday, November 20, 2024 at 6:00 p.m. Mr. Troy Enriquez, Principal, San Elizario High School	275
7.	<b>EXECUTIVE SESSION</b> The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071 and 551.074, Texas Gov. Code:	
A.	Discussion regarding Superintendent's evaluation date Mr. Juan Cruz, Legal Counsel, and Dr. Jeannie Meza-Chavez, Superintendent	
B.	Update on second lawsuit filed by various school districts to contest TEA A-F rating system and process Mr. Juan Cruz, Legal Counsel	
C.	Consultation with Legal Counsel regarding Public Comment New Case Law Mr. Juan Cruz, Legal Counsel	
8.	<b>THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION</b>	
A.	Discussion and possible Board action to approve date to conduct Superintendent's Annual Evaluation Mr. Juan Cruz, Legal Counsel, and Dr. Jeannie Meza-Chavez, Superintendent	
B.	Discussion and possible Board action to approve modifications to Board Policy BED(LOCAL) on a First and Final Reading and Board Operating Procedures Mr. Juan Cruz, Legal Counsel	

9. **NEXT MEETING DATE:**

Wednesday, October 30, 2024, at 5:30 p.m. - Special Board Meeting - Instructional Board Workshop  
Wednesday, November 13, 2024, at 5:30 p.m. - Regular Board Meeting

10. **ADJOURNMENT**

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If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hours, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

- 551-071 Private consultation with the board's attorney.
- 551-072 Discussing purchases, exchange, leases, or value of real property.
- 551-073 Discussing negotiated contracts for prospective gifts or donations.
- 551-074 Discussing personnel or to hear complaints against personnel
- 551-076 Deliberation regarding security devices
- 551-082 Considering discipline of a public school child, or complaint or charge against personnel
- 551-083 Considering the standards, guidelines, terms or conditions the board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 551-084 Excluding witnesses from a hearing.

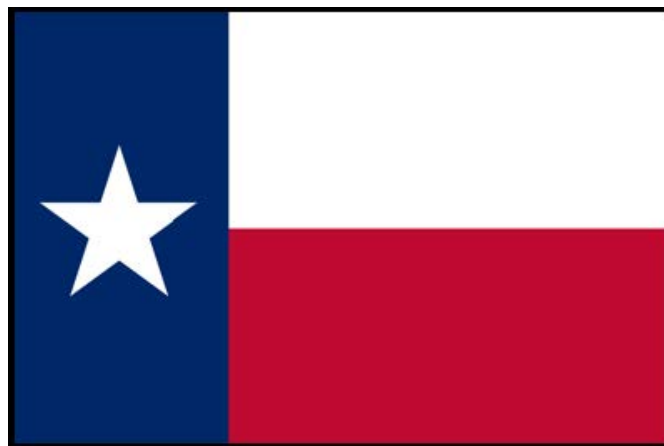
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.



**I PLEDGE ALLEGIANCE TO THE FLAG  
OF THE UNITED STATES OF AMERICA,  
AND TO THE REPUBLIC FOR WHICH  
IT STANDS, ONE NATION UNDER GOD,  
INDIVISIBLE, WITH LIBERTY AND  
JUSTICE FOR ALL.**

"Honor the Texas  
flag; I pledge  
allegiance to  
thee, Texas, one  
state under God,  
one and  
indivisible."





STATE OF TEXAS  
OFFICE OF THE GOVERNOR

In the Lone Star State, we pride ourselves on our commitment to education, and a quality education requires capable, talented school staff. To that end, school human resources professionals play a critical role in our education system.

Although crucial across all industries, human resources workers are particularly important in the context of education. These hardworking men and women are skilled and efficient in talent acquisition and retention. By recognizing potential teachers, human resources professionals surround our students with highly capable educators who will develop the next generation into the leaders of tomorrow.

At this time, I encourage all Texans to recognize the importance of human resources in education and to celebrate the profession's continued commitment to meeting the needs of students and teachers alike. I applaud these professionals for their dedicated effort, which paves the way for a better, brighter future for the Lone Star State.

Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim October 9, 2024, to be

## Education Human Resources Day



in Texas and urge all Texans to observe the occasion with appropriate ceremonies and activities.

In testimony whereof, I have hereunto affixed my signature this the 26th day of August, 2024.

A handwritten signature in black ink that reads "Greg Abbott".

Governor of Texas



## **National School Lunch Week Official Proclamation**

- WHEREAS The National School Lunch Program has served our nation admirably for 78 years through advanced practices and nutrition education; and
- WHEREAS the National School Lunch program is dedicated to the health and academic achievement of our nation’s children, and
- WHEREAS recent research shows students are receiving their healthiest meals at school; and there is evidence of the continued need for nutrition education and awareness of the value of school nutrition programs.

NOW THEREFORE, the Board of Trustees of the San Elizario School District do hereby proclaim the week of October 15-18, 2024, as SCHOOL LUNCH WEEK and encourage all residents to become aware of the benefits of the National School Lunch Program and support good nutrition habits for their children, in the hope of achieving a more healthful citizenry for today and the future.

Done this 9<sup>th</sup> day of October in the year, Two Thousand and Twenty-Four.

Board President: \_\_\_\_\_

Board Vice – President: \_\_\_\_\_

Board Secretary: \_\_\_\_\_

DATE:	September 19, 2024
SUBJECT:	Purple Star Campus Designation Awardees SY 2024-25
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

The Purple Star Campus Designation recognizes Texas school districts and open-enrollment charter school campuses that show support and commitment to meeting the unique needs of military-connected students and their families. The Texas Education Agency (TEA) accepted applications for the 2024-25 school year from April 1, 2024, through June 7, 2024, for campuses to apply for the designation and demonstrate they have met the established criteria:

1. Designate a campus-based military liaison;
2. Create and maintain an easily accessible web page that includes information for military-connected students and their families;
3. Implement a campus transition program;
4. Conduct professional development for campus staff on topics related to military-connected students; and
5. Offer at least one of the following initiatives:
  - A resolution showing support for military-connected students and families;
  - Participation in Month of the Military Child or Military Family Month; or
  - Partnership with a school liaison officer to encourage and provide opportunities for active-duty military members.

A total of 541 campuses across Texas met the established criteria and have earned Purple Star Campus Designations for the 2024-25 and 2025-26 school years. This is a 202% increase from the PSCD's that were awarded in 2023-24 and represents incredible growth in the program and Texas schools' commitment to supporting military-connected students and families. To see the list of this year's awardees, you can visit the link below:

- [2024-25 Purple Star Campus Designation Awardee List](#)

Any Texas public school can become a Purple Star Campus, regardless of the size of the military-connected student population. School systems are encouraged to support campuses and help them meet the criteria for Purple Star Campus Designation status. Applications are accepted on an annual basis, and the designation lasts for two years. After the two-year period, campuses that were previously awarded the designation must re-apply to maintain their special designation as a Purple Star Campus.

For a full list of the Purple Star Campus Designation criteria, visit [Purple Star Campus Designation](#). To see the rule that supports this designation, visit: [19 TAC Chapter 61, Subchapter FF, Commissioner's Rules Concerning Veterans and Military Dependents](#).

For the list of previously awarded campuses that received the designation, please visit the [Purple Star Campus Designation](#) website.

## Questions

If you have any questions concerning the Purple Star Campus application process and supporting Military-Connected Students, please contact us at [MilitaryConnectedStudents@tea.texas.gov](mailto:MilitaryConnectedStudents@tea.texas.gov).



El Paso ISD	Silva Health Magnet High School
El Paso ISD	Stanton Elementary School
El Paso ISD	Sunrise Mountain Elementary School
El Paso ISD	Tinajero PK-8
El Paso ISD	Tippin Elementary School
El Paso ISD	Transmountain Early College High School
El Paso ISD	Travis Elementary School
El Paso ISD	Western Hills Elementary School
El Paso ISD	Whitaker Elementary School
El Paso ISD	Wiggs Middle School
El Paso ISD	William C. Herrera Elementary School
El Paso ISD	Young Women's Steam Research & Preparatory Academy
El Paso ISD	Zach White Elementary School
El Paso ISD	Zavala Elementary School
Harmony Public Schools - West Texas	Harmony School Of Innovation - El Paso
Harmony Public Schools - West Texas	Harmony School Of Science - El Paso
Harmony Public Schools - West Texas	Harmony Science Academy (El Paso)
San Elizario ISD	Alfonso Borrego Sr. Elementary School
San Elizario ISD	Josefa L. Sambrano Elementary School
San Elizario ISD	Lorenzo Loya Primary
San Elizario ISD	San Elizario High School
Socorro ISD	Americas High School
Socorro ISD	Benito Martinez Elementary School
Socorro ISD	Bill Sybert PK-8 School
Socorro ISD	Cactus Trails Elementary
Socorro ISD	Campestre Elementary School
Socorro ISD	Chester E. Jordan Elementary School
Socorro ISD	Col. John O. Ensor Middle School
Socorro ISD	Dr. Sue A. Shook Elementary School
Socorro ISD	Eastlake Middle School
Socorro ISD	El Dorado High School
Socorro ISD	Elfida P. Chavez Elementary School
Socorro ISD	Ernesto Serna Fine Arts Academy
Socorro ISD	Escontrias STEAM Academy
Socorro ISD	H. D. Hilley Elementary School
Socorro ISD	Helen Ball Elementary School
Socorro ISD	Hueco Elementary School
Socorro ISD	Hurshel Antwine Middle School
Socorro ISD	James P. Butler Elementary School
Socorro ISD	John Drugan PK-8 School
Socorro ISD	Lujan-Chavez Elementary School
Socorro ISD	Mission Early College High School
Socorro ISD	Mission Ridge Elementary School
Socorro ISD	Montwood High School
Socorro ISD	Montwood Middle School
Socorro ISD	Myrtle Cooper Elementary School
Socorro ISD	Options High School
Socorro ISD	O'Shea Keleher Elementary School
Socorro ISD	Paso Del Norte Elementary School



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax: 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Dr. Jeannie Meza-Chavez, Superintendent  
**Subject:** The Governance Core Book Study  
**Date:** September 17, 2024

**HISTORY:**

In June of 2024, the Trustees and the Superintendent of the San Elizario Independent School District (SEISD) embarked on a book study of "The Governance Core" to enhance their effectiveness and leadership. This decision stems from recognizing the crucial role that school board governance plays in shaping educational outcomes and fostering a positive school environment.

"The Governance Core," by Mike Johnson and Brian B. Gibbons, offers a comprehensive framework for effective governance in educational settings. The book focuses on the core principles and practices that enable school boards to provide strong leadership and oversight, ensuring that schools meet their goals and serve their communities effectively.

In summary, this initiative reflects their commitment to continuous improvement and making a positive difference in the educational experience of students within their district.

**RATIONALE:**

The SEISD trustees are participating in a book study of "The Governance Core" to better equip themselves with the knowledge and skills needed for effective governance.

**BUDGET:**

There is not an impact on the budget.

**ADMINISTRATIVE RECOMMENDATION:**

The administrative recommendation is to use the book study guideline and identify the two quotes per chapter that will be shared at the regular board meeting.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.



## The Governance Core Book Study

### **June 12, 2024:**

Part I. Introduction and Mindsets for Efficacy  
Introduction to the Book

- Read the Foreword by Frank Pugh pg. IX
- Read the Foreword by John Malloy pg. XI
- Read Introduction pgs. 1-10

### **August 14, 2024:**

Chapter 1. Moral Imperative and the  
Governance Core pgs. 13-27

- Read Chapter 1 and highlight key concepts
- Chapter 2. Trustee Governance Mindset pgs.  
29-52
- Read Chapter 2 and reflect on the trustee's  
role in governance.

### **September 10, 2024:**

Chapter 3. Superintendent Governance  
Mindset pgs. 53-72

- Read Chapter 3 and compare it with the  
trustee's perspective.

Chapter 4. Welcoming New Trustees pgs.  
73-83

- Read Chapter 4 and explore strategies for  
integrating new trustees.

### **October 9, 2024:**

Part II. Governance for Efficacy pgs. 87-107

Chapter 5. Governing with Coherence

- Read Chapter 5 and analyze how coherence  
enhances governance.

Chapter 6. Governance Culture pgs. 109-120

- Read Chapter 6 and reflect on the  
importance of organizational culture.

### **November 13, 2024:**

Chapter 7. The Governance Job: Systems  
Thinking and Strategic Action pgs. 121-134

- Read Chapter 7 and understand the role of  
systems thinking in governance.

Chapter 8. Governance Tools pgs. 135-144

- Read Chapter 8 and explore various tools  
available for effective governance.

### **January 15, 2025:**

Chapter 9. Rising to the Classroom pgs.  
147-152

- Read Chapter 9 and identify key challenges  
and opportunities for improvement.

### **February 12, 2025:**

Appendix I Template for Creating Board  
Protocols pgs. 153-154

Appendix II Three Comparisons of Effective  
Governance Principles pgs. 155-157



## San Elizario ISD Board of Trustees Book Study

**Davis Campbell // Michael Fullan**

Forewords by Frank Pugh and John Malloy



# THE GOVERNANCE CORE

School Boards,  
Superintendents,  
and Schools  
Working Together

CORWIN

# **The Governance Core**

## **by Davis Campbell / Michael Fullan**

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Appendix I Template for Creating Board Protocols pgs. 153-154

Appendix II Three Comparisons of Effective Governance Principles pgs. 155-157

## Editorial Reviews

### Review

*The Governance Core* is a masterpiece that calls on governing board members to seize the moral high ground, establish a unity of purpose, and pursue governing excellence. The book is insightful, engaging, and filled with real-world examples that illuminate important principles needed for effective governing. *The Governance Core* is a must-read for new or veteran school board members.

-- Vernon Billy, CEO & Executive Director Published On: 2019-03-28

Brilliant and utterly compelling! I have sat in boardrooms for 46 years governing education institutions, hospitals, and universities. It's as if Davis Campbell and Michael Fullan were looking over my shoulder! *The Governance Core* captures the essence of effective governance in complex times. This book challenges us to focus on and achieve a higher moral purpose. Campbell and Fullan move beyond what governance is and explore how great leaders should govern.

-- Dr. Bill Hogarth, Consultant, and former Director of Education Published On: 2019-03-28

Governance, school boards, and superintendents are on the front line of meeting the challenges facing education in the 21st century. *The Governance Core* by Davis Campbell and Michael Fullan captures not only the nature of the challenges but also the characteristics of highly successful school board trustees and superintendents working together. *The Governance Core* goes deeply into the heart of effective governance. Incorporate these ideas, and you will become much more effective as governance leaders—and your students, parents and educators will benefit immensely.

-- Frank Pugh, Past President Published On: 2019-03-26

A treasure of a book, chock-full of guidance from the strategic to the pragmatic. I will refer to *The Governance Core* regularly as our board and principal work together in the service of the scholars and families in our school community. Whether you're a district leader or a principal, on a district school board, charter board, or local school council, you will find insights and tools to deepen your understanding and improve your practice of effective governance. Our nation's children deserve no less.

-- Susan Lucas, Co-Chair Published On: 2019-03-28

Davis Campbell and Michael Fullan do a masterful job of explaining how public school boards and superintendents working well together, with a shared moral imperative, can be a driving force for improvement in student learning as well as for society as a whole. This exquisite new book,

*The Governance Core*, beautifully explains why this is true and how to achieve it.

-- Leslie DeMersseman, Past President Published On: 2019-03-26

Simultaneously visionary and pragmatic,

*The Governance Core* provides a comprehensive, action-oriented blueprint for designing an effective governance system focused squarely on what matters: student learning. Davis Campbell and Michael Fullan demonstrate how the right approach to governance can make the critical difference in achieving learning for all students. This new book is a powerful, persuasive must-

read not only for superintendents and school board members but also for all of us in nonprofits and public agencies who share a commitment to students' succeeding in school and beyond.  
-- Glen Harvey, Chief Executive Officer Published On: 2019-03-26

Good governance is a skill, a discipline, and a commitment. Davis Campbell and Michael Fullan reveal new understandings and important lessons about governing public school systems for healthier communities. They make the compelling case that effective governance in these uncertain times is an essential driver for a better democracy. A must-read for all new and veteran board members and superintendents. -- Tony Smith, Former State Superintendent of Education  
Published On: 2019-03-26

Davis Campbell and Michael Fullan have provided great insights on the governance core in this inspiring book. I recommend that trustees and superintendents read this book together—and act on the key messages. -- John Malloy, Director of Education  
Published On: 2019-03-26

### **About the Author**

**Davis Campbell** is the former Executive Director of the California School Boards Association and is Chair of the University of California Davis, School of Education Advisory Board and a Senior Fellow at the Center for Applied Policy in Education.

Campbell has a deep and broad background in public education. He served for 12 years in the California Department of Education, serving six of those as Deputy State Superintendent of Public Instruction in charge of all education programs. In 1988 he was appointed Executive Director of the California School Boards Association, serving in that capacity until his retirement in 2001. He has also served as an elected trustee on the Yolo County Board of Education. In 2020, Campbell was awarded the 2020 University of California Davis Alumni Association Distinguished Achievement Award.

Campbell maintains an active consulting practice in effective governance in education as well as nonprofit agencies at both the state and international level. In California, in addition to continuing education governance programs with school districts, Campbell has provided workshops for nonprofit organizations as well as governance workshops and presentations with cities, counties, and special districts. Campbell's international work includes governance support for American and International schools in Madrid Spain (15 years), Barcelona Spain, Lisbon Portugal, Paris France, Rome and Milan Italy, Tunis Tunisia, Cairo Egypt and British Columbia Canada.

**Michael Fullan** served as Premier Dalton McGuinty's Special Policy Adviser in Ontario from 2003-2013. He received the Order of Canada (OC) in December 2012 and holds five honorary doctorates from universities around the world. His 'interim autobiography', *Surreal Change*, covers his work to 2018. Michael and his colleagues are now working diligently on field-based comprehensive system change in several countries. This work operates under the umbrella of what they call the 'shared humanity paradigm' —Equity, Engagement, Excellence--Deep change that integrates local (school and community), middle (district/regional), and state (policy) entities.

Fullan's favorite method of learning is to partner with groups that are engaged with change; and to learn together with them. (And then to write another book about the experiences, and what was learned).

Michael Fullan's latest books are: *Nuance* (2019), *Spirit Work and the Science of Collaboration* (with Mark Edwards, 2022), *The Principal 2.0* (2023), and *The Drivers* (with Joanne Quinn, 2023).

For more information on books, articles, videos, podcasts please go to: [www.michaelfullan.ca](http://www.michaelfullan.ca)

## Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
2. Record your rationale for selecting each of the two quotes

<b>Chapter</b>	<b>Quote with page number</b>	<b>Rationale</b>
Chapter 1		
Chapter 1		
Chapter 2		
Chapter 2		
Chapter 3		
Chapter 3		
Chapter 4		
Chapter 4		
Chapter 5		
Chapter 5		

## Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
2. Record your rationale for selecting each of the two quotes

Chapter	Quote with page number	Rationale
Chapter 6		
Chapter 6		
Chapter 7		
Chapter 7		
Chapter 8		
Chapter 8		
Chapter 9		
Chapter 9		
Appendix I	Not a quote, just a thought	No rationale, just a conversation
Appendix II	Not a quote, just a thought	No rationale, just a conversation



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax: 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Dr. Jeannie Meza-Chavez, Superintendent  
**Subject:** MoakCasey – Strategic Plan Process  
**Date:** October 9, 2024

---

### HISTORY:

In June 2024, the San Elizario Independent School District Board of Trustees and the Superintendent agreed to engage in strategic planning with Moak Casey to improve board governance and the district's strategic approach. This item will help establish key steps in the strategic plan development process.

### RATIONALE:

The rationale for the district's engagement in strategic planning is to improve governance skills, identify focused objectives, enhance resource allocation, promote proactive problem-solving, provide community engagement support, and achieve continuous improvement that aligns with a positive increase in student outcomes.

### BUDGET:

The funding for this item was included as part of the budget adoption process.

### ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to identify a date for the next meeting with the Board of Trustees.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

---

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

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## : Strategic Plan Development Process

### Getting Started:

1. District Intake Questionnaire *(Please prepare answers before Superintendent Intake Meeting.)*
2. Overview: Six Steps to Strategic Plan Development (Domain One Step-by-Step)
3. Overview: Strategic Thought, Design, and Continuous Improvement (Domains One – Six)
4. The MoakCasey Strategic Plan Development Process Checklist
5. Primer: Assembling Your Strategic Planning Team
6. Step #1 Primer: Superintendent Listening & Learning Tour
7. Board Posting Language Included Below Each Meeting

### Begin Superintendent Listening & Learning Tour (Step #1)

#### Meeting: Superintendent Intake with MoakCasey

<input type="checkbox"/>	Participant	Superintendent
	Time Allotment	1 hour (Zoom)
	Deliverable	Review Intake Questionnaire, Preliminary SWOT Analysis, Set Calendar
	Misc. Tips	Begin with the End in Mind – Where do you want your district to be, when, and what resources need to be mustered?

### Month 1 (Recommend Scheduling Meetings 1 – 3 on back-to-back days)

#### Meeting #1: TEAM Trust & Good Governance Inventory (Step #2)

<input type="checkbox"/>	Participants	Strategic Team: Superintendent and Board of Trustees (TEA Authorized Provider: 3 hours of “Team Building” Board Training Provided)
	Time Allotment	3 hours
	Post Language	Hold Team Building Training as required by statute provided by MoakCasey, LLC. To include introduction to Strategic Planning Process.
	Deliverable	TEAM Trust Self-Analysis Questionnaire
	Misc. Tips	Schedule evening of 1 <sup>st</sup> Day: Be prepared to explain succinctly why and why now to your Board and any public in attendance

#### Meeting #2: Advancing the Senior Leadership Team Awareness of the Balanced Scorecard (Step #5)

<input type="checkbox"/>	Participants	Tactical Team: Superintendent and Senior Leadership Team
	Time Allotment	2 hours
	Deliverable	Balanced Scorecard Rough Draft
	Misc. Tips	Schedule morning/afternoon of 2 <sup>nd</sup> Day

#### Meeting #3: Setting the Belief(s) Statement with the Board & Community (Step #3)

<input type="checkbox"/>	Participants	Strategic and Tactical Teams with Community Advisory Committee (TEA Authorized Provider: 3 hours of “TASB Framework IV: Advocacy and Engagement” Board Training Provided)
	Time Allotment	3 hours
	Post Language	Hold Advocacy & Engagement Board Training provided by MoakCasey, LLC. To include Setting the Beliefs Statement with the Community.
	Deliverable	Setting the Belief(s) Statement
	Misc. Tips	Schedule evening of 2 <sup>nd</sup> Day

**Month 2 (Recommend Scheduling Meetings 4 – 6 on back-to-back days)**

<b>Meeting #4: Setting the Mission/Vision Statements with the Board &amp; Community (Step #4)</b>	
<input type="checkbox"/>	<b>Participants</b> Strategic and Tactical Teams with Community Advisory Committee (TEA Authorized Provider: 3 hours of “TASB Framework I: Vision and Goals” Board Training Provided) <b>Time Allotment</b> 3 hours <b>Post Language</b> Hold Vision & Goals Board Training provided by MoakCasey, LLC. To include Setting the Mission/Vision Statements with the Community. <b>Deliverable</b> Setting the Mission & Vision Statements <b>Misc. Tips</b> Schedule evening of 1 <sup>st</sup> Day (Invite Senior Leadership Team and aspiring administrators.) Prior to meeting, review rough draft of Belief(s) Statement.
<b>Meeting #5: Advancing the Senior Leadership Team Awareness of the Balanced Scorecard, cont’d (Step #5)</b>	
<input type="checkbox"/>	<b>Participants</b> Tactical Team: Superintendent and Senior Leadership Team <b>Time Allotment</b> 2 hours <b>Deliverable</b> Balanced Scorecard 1st Draft <b>Misc. Tips</b> Schedule morning/afternoon of 2 <sup>nd</sup> Day
<b>Meeting #6: TEAM Trust &amp; Good Governance Inventory, cont’d (Step #2)</b>	
<input type="checkbox"/>	<b>Participants</b> Strategic Team: Superintendent and Board of Trustees (TEA Authorized Provider: 3 hours of “Balanced Scorecard and EISO Alignment” Board Training Provided) <b>Time Allotment</b> 3 hours <b>Post Language</b> Hold Team Building and Evaluating and Improving Student Outcomes (EISO) Training as required by statute provided by MoakCasey, LLC. To include introduction to the Balanced Scorecard. <b>Deliverable</b> Good Governance Inventory and Board Balanced Scorecard <b>Misc. Tips</b> Schedule evening of 2 <sup>nd</sup> Day (Approximately one-month after Meeting #1)
<b>Meeting #7: Board Adoption of the Balanced Scorecard (Step #6) (Optional MoakCasey attendance)</b>	
<input type="checkbox"/>	<b>Participants</b> Strategic Team and Community Advisory Committee <b>Time Allotment</b> 10 minutes <b>Deliverable</b> Balanced Scorecard (Belief(s)/Mission/Vision/Four Perspectives/Critical Success Factors) <b>Misc. Tips</b> Agenda item on regular board meeting date not to exceed 15 minutes.



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**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Budget Update Presentation  
**Date:** October 9, 2024

---

**HISTORY:** A budget update presentation was made at the September 17, 2024 Board meeting and there was request for additional information regarding the health fund.

**RATIONALE** The purpose of this presentation is to provide additional information.

**BUDGET:** N/A as this is a presentation on health insurance plan information.

**ADMINSTRATIVE RECOMMENDATION:** This presentation is for discussion only.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

---

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# Health Fund Update

October 9, 2024



# 5 Year History

Account Name by Fiscal Year (July - June)	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023
Employee Contributions	\$ 1,113,186	\$ 1,072,778	\$ 1,338,632	\$ 1,282,345	\$ 1,366,691
Employer Contributions	\$ 2,753,114	\$ 2,893,072	\$ 2,975,868	\$ 2,793,633	\$ 3,025,683
Health Savings Account Contributions	\$ 5,353	\$ 3,685	\$ 2,491	\$ 70,213	\$ 75,064
Flexible Spending Account Contributions	\$ 27,411	\$ 61,394	\$ 26,939	\$ 39,508	\$ 37,567
<b>Total Revenues</b>	<b>\$ 3,899,064</b>	<b>\$ 4,030,929</b>	<b>\$ 4,343,930</b>	<b>\$ 4,185,699</b>	<b>\$ 4,505,005</b>
Claims Paid	\$ 4,540,005	\$ 4,540,984	\$ 3,677,923	\$ 4,017,738	\$ 4,192,239
Aetna Fees	\$ 242,110	\$ 243,570	\$ 86,263	\$ 107,986	\$ 203,874
HUB Consultant Fees	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Employee Assistance Program Fees	\$ -	\$ -	\$ -	\$ -	\$ 7,380
Rebates & Recoveries	\$ (167,084)	\$ (268,120)	\$ (199,785)	\$ (112,369)	\$ (755,084)
Stop Loss Insurance	\$ 656,071	\$ 925,764	\$ 801,891	\$ 828,550	\$ 989,869
Health Savings Account Claims	\$ -	\$ -	\$ 2,443	\$ 71,620	\$ 78,682
Flexible Spending Account Claims	\$ -	\$ -	\$ 2,646	\$ 34,886	\$ 46,809
General Supplies & Misc Contracted Services	\$ 136	\$ 1,271	\$ -	\$ -	\$ -
ACA Fees	\$ 1,933	\$ 1,991	\$ 1,843	\$ 1,816	\$ 1,744
<b>Total Expenses</b>	<b>\$ 5,297,172</b>	<b>\$ 5,469,460</b>	<b>\$ 4,397,225</b>	<b>\$ 4,974,227</b>	<b>\$ 4,789,513</b>
Interest Earned	\$ 307	\$ 192	\$ 267	\$ 310	\$ 1,218
<b>Non Operating Revenues</b>	<b>\$ 307</b>	<b>\$ 192</b>	<b>\$ 267</b>	<b>\$ 310</b>	<b>\$ 1,218</b>
<b>Income (Loss)</b>	<b>\$ (1,397,801)</b>	<b>\$ (1,438,338)</b>	<b>\$ (53,027)</b>	<b>\$ (788,219)</b>	<b>\$ (283,290)</b>
Transfer in from General Fund	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 600,000	\$ -
<b>Change in Net Position</b>	<b>\$ 102,199</b>	<b>\$ 61,662</b>	<b>\$ 1,446,973</b>	<b>\$ (188,219)</b>	<b>\$ (283,290)</b>
Beginning Net Position	\$ (1,379,684)	\$ (1,277,485)	\$ (1,215,823)	\$ 231,150	\$ 42,931
<b>Ending Net Position</b>	<b>\$ (1,277,485)</b>	<b>\$ (1,215,823)</b>	<b>\$ 231,150</b>	<b>\$ 42,931</b>	<b>\$ (240,359)</b>

NOTE: Employee assistance program did not start until fiscal year 2023

25

NOTE: Health savings and flexible spending account claims were not tracked separately until fiscal year 2021

*Previously presented, January 10, 2024 workshop*

# Current Year Financials

EXHIBIT H-4

SAN ELIZARIO ISD  
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION  
INTERNAL SERVICE FUNDS - UNAUDITED  
FOR THE YEAR ENDED JUNE 30, 2024

	753 Health Insurance	770 Workers Comp	Total Internal Service Funds
<b>OPERATING REVENUES:</b>			
Local and Intermediate Sources	\$ 4,318,090	\$ 144,735	\$ 4,462,825
Total Operating Revenues	<u>4,318,090</u>	<u>144,735</u>	<u>4,462,825</u>
<b>OPERATING EXPENSES:</b>			
Professional and Contracted Services	3,951,168	217,224	4,168,392
Other Operating Costs	1,084,132	-	1,084,132
Total Operating Expenses	<u>5,035,300</u>	<u>217,224</u>	<u>5,252,524</u>
Operating Income (Loss)	<u>(717,210)</u>	<u>(72,489)</u>	<u>(789,699)</u>
<b>NONOPERATING REVENUES (EXPENSES):</b>			
Earnings from Temporary Deposits & Investments	860	62,483	63,343
Total Nonoperating Revenues (Expenses)	<u>860</u>	<u>62,483</u>	<u>63,343</u>
Change in Net Position	(716,350)	(10,006)	(726,356)
Total Net Position - July 1 (Beginning)	<u>(240,359)</u>	<u>1,033,273</u>	<u>792,914</u>
Total Net Position - June 30 (Ending)	<u>\$ (956,709)</u>	<u>\$ 1,023,267</u>	<u>\$ 66,558</u>

# Update, 6 Year View

Account Name by Fiscal Year (July - June)	Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021	Fiscal Year 2022	Fiscal Year 2023	Fiscal Year 2024
Employee Contributions	\$ 1,113,186	\$ 1,072,778	\$ 1,338,632	\$ 1,282,345	\$ 1,366,691	\$ 1,336,626
Employer Contributions	\$ 2,753,114	\$ 2,893,072	\$ 2,975,868	\$ 2,793,633	\$ 3,025,683	\$ 2,863,243
Health Savings Account Contributions	\$ 5,353	\$ 3,685	\$ 2,491	\$ 70,213	\$ 75,064	\$ 74,511
Flexible Spending Account Contributions	\$ 27,411	\$ 61,394	\$ 26,939	\$ 39,508	\$ 37,567	\$ 43,710
<b>Total Revenues</b>	<b>\$ 3,899,064</b>	<b>\$ 4,030,929</b>	<b>\$ 4,343,930</b>	<b>\$ 4,185,699</b>	<b>\$ 4,505,005</b>	<b>\$ 4,318,090</b>
Claims Paid	\$ 4,540,005	\$ 4,540,984	\$ 3,677,923	\$ 4,017,738	\$ 4,192,239	\$ 4,020,133
Aetna Fees	\$ 242,110	\$ 243,570	\$ 86,263	\$ 107,986	\$ 203,874	\$ 181,807
HUB Consultant Fees	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000
Employee Assistance Program Fees	\$ -	\$ -	\$ -	\$ -	\$ 7,380	\$ 8,856
Rebates	\$ (163,769)	\$ (266,634)	\$ (165,439)	\$ (61,877)	\$ (265,200)	\$ (214,210)
Recoveries	\$ (3,315)	\$ (1,486)	\$ (34,346)	\$ (50,492)	\$ (489,884)	\$ -
Stop Loss Insurance	\$ 656,071	\$ 925,764	\$ 801,891	\$ 828,550	\$ 989,869	\$ 969,075
Health Savings Account Claims	\$ -	\$ -	\$ 2,443	\$ 71,620	\$ 78,682	\$ 41,422
Flexible Spending Account Claims	\$ -	\$ -	\$ 2,646	\$ 34,886	\$ 46,809	\$ 83,347
General Supplies & Misc Contracted Services	\$ 136	\$ 1,271	\$ -	\$ -	\$ -	\$ -
ACA Fees	\$ 1,933	\$ 1,991	\$ 1,843	\$ 1,816	\$ 1,744	\$ 1,797
<b>Total Expenses</b>	<b>\$ 5,297,172</b>	<b>\$ 5,469,460</b>	<b>\$ 4,397,225</b>	<b>\$ 4,974,227</b>	<b>\$ 4,789,513</b>	<b>\$ 5,116,226</b>
Interest Earned	\$ 307	\$ 192	\$ 267	\$ 310	\$ 1,218	\$ 907
<b>Non Operating Revenues</b>	<b>\$ 307</b>	<b>\$ 192</b>	<b>\$ 267</b>	<b>\$ 310</b>	<b>\$ 1,218</b>	<b>\$ 907</b>
<b>Income (Loss)</b>	<b>\$ (1,397,801)</b>	<b>\$ (1,438,338)</b>	<b>\$ (53,027)</b>	<b>\$ (788,219)</b>	<b>\$ (283,290)</b>	<b>\$ (797,229)</b>
Transfer in from General Fund	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 600,000	\$ -	\$ -
Change in Net Position	\$ 102,199	\$ 61,662	\$ 1,446,973	\$ (188,219)	\$ (283,290)	\$ (797,229)
Beginning Net Position	\$ (1,379,684)	\$ (1,277,485)	\$ (1,215,823)	\$ 231,150	\$ 42,932	\$ (240,358)
Ending Net Position	\$ (1,277,485)	\$ (1,215,823)	\$ 231,150	\$ 42,932	\$ (240,358)	\$ (1,037,587)

*Previously presented information combined, updated FY24*

# June 25, 2024 Meeting

- The Board of Trustees was presented with options for employee monthly deduction rates with and without assistance from the general fund.
- The Board of Trustees approved an increase in the employee monthly deduction with a deficit recovery of \$1M fund balance.
- As a result, a transfer from the fund balance was **not** made in FY24.

CURRENT MONTHLY DEDUCTIONS				
	CDHP ACO	CDHP PPO	CORE ACO	CORE PPO
EMPLOYEE ONLY	\$8	\$73	\$135	\$206
EMPLOYEE & SPOUSE	\$490	\$627	\$686	\$836
EMPLOYEE & CHILD(REN)	\$422	\$538	\$596	\$724
EMPLOYEE & FAMILY	\$917	\$1,170	\$1,211	\$1,489
DOUBLE EMPLOYEES	\$319	\$457	\$539	\$689

PROPOSED MONTHLY DEDUCTIONS NO DEFICIT RECOVERY		
	CDHP	CORE
EMPLOYEE ONLY	\$33	\$192
EMPLOYEE & SPOUSE	\$544	\$828
EMPLOYEE & CHILD(REN)	\$458	\$674
EMPLOYEE & FAMILY	\$1,035	\$1,695
DOUBLE EMPLOYEES	\$410	\$1,070

PROPOSED MONTHLY DEDUCTIONS WITH DEFICIT RECOVERY		
	CDHP	CORE
EMPLOYEE ONLY	\$42	\$245
EMPLOYEE & SPOUSE	\$693	\$1,056
EMPLOYEE & CHILD(REN)	\$584	\$860
EMPLOYEE & FAMILY	\$1,320	\$2,160
DOUBLE EMPLOYEES	\$695	\$1,535

PROPOSED MONTHLY DEDUCTIONS NO DEFICIT RECOVERY WITH \$1 M FUND BALANCE		
	CDHP	CORE
EMPLOYEE ONLY	\$44	\$258
EMPLOYEE & SPOUSE	\$730	\$1,112
EMPLOYEE & CHILD(REN)	\$615	\$905
EMPLOYEE & FAMILY	\$1,390	\$2,275
DOUBLE EMPLOYEES	\$765	\$1,650

PROPOSED MONTHLY DEDUCTIONS WITH DEFICIT RECOVERY WITH \$1 M FUND BALANCE		
	CDHP	CORE
EMPLOYEE ONLY	\$48	\$278
EMPLOYEE & SPOUSE	\$787	\$1,198
EMPLOYEE & CHILD(REN)	\$663	\$976
EMPLOYEE & FAMILY	\$1,498	\$2,452

# Revisiting: Health Insurance



Health insurance premiums

Health Plan	Contribution
San Elizario	\$625 / month
TRS Active Care	\$225 / month*

\*the minimum employer contribution

- Estimated savings by switching to TRS Active Care and contributing the minimum is \$1.1M
  - \$400 difference in contribution times approximately 230 staff charged to the general fund who enrolled in health plan
- A reduction in the employer contribution means an increase in the employee premium
- Since a transfer was not made because the expectation is for employees to burden the entire cost overrun of the health fund, then the estimated future yearly savings is the difference noted above

*Previously presented, September 17, 2024 meeting, new text*

# Going Forward

- September 17, 2024: A budget amendment was presented to reduce the employer portion based on actual staff counts that enrolled in the health insurance plan
  - June 2024 enrollees: 378 Current September 2024 enrollees: 265 Decrease of 113 (approximately 100 are in the general fund)
  - Estimated decrease in the expenditure budget is \$625,000 (\$625 contribution times 100 times 10 months for new plan year of September thru end of fiscal year June)
- Having less employees participating in the health fund translates to less employee and employer contributions to the plan. The estimated FY25 revenues below are based on actual July-September data, plus September data being using for the months of October-June

<b>Contributions</b>	<b>Fiscal Year 2023</b>	<b>Fiscal Year 2024</b>	<b>Fiscal Year 2025 est.</b>
Employee	\$ 1,366,691	\$ 1,336,626	\$ 1,060,658
Employer	\$ 3,025,683	\$ 2,863,243	\$ 2,113,646
Combined	\$ 4,392,374	\$ 4,199,869	\$ 3,174,304

- The cost of future medical claims based on who enrolled, what conditions they have or may develop and the effects on our health plan due to lower benefits because of higher deductibles is currently unknown
- Current plan year expenditure data is not yet available because the new plan commenced 9/1/24

# Decision Points

The diagram consists of two rows of arrows. The top row has a blue arrow pointing left labeled 'District plan' and a blue arrow pointing right labeled 'State plan'. The bottom row has a blue arrow pointing left labeled 'Gross pay' and a blue arrow pointing right labeled 'Net pay'. The arrows are connected at their tails, suggesting a flow or relationship between the two options in each row.

District plan

State plan

- ◆ Control of the plan design and benefits comes with the liability of the plan

Gross pay

Net pay

- ◆ The impact of a compensation plan to employees will vary based on the benefits offered by the employer

CRD(LEGAL): The board may amend or cancel the district's health-care plan at any regular or special board meeting. If the plan is canceled, any valid claim against<sup>31</sup> the fund for payment of health-care costs resulting from illness or injury occurring during the time the plan was in effect shall be paid out of the fund. If the fund is insufficient to pay the claim, the costs shall be paid out of other available district funds. *Education Code 22.005*

# Questions & Discussion





San Elizario ISD  
 P.O. Box 920  
 San Elizario, TX 79849  
 Phone: 915.872.3900  
 Fax: 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2023-2024 Rating  
**Date:** October 9, 2024

**HISTORY:** Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:

- A. The district’s financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education for the state’s new Financial Accountability System.
- B. The district’s financial management performance under each indicator for the current and previous years’ financial accountability ratings;
- C. Additional information required by the Commissioner of Education.

In accordance with TEC 39.083, each school district is required to prepare and distribute an annual financial management report; and the public is provided an opportunity to comment on the report at a hearing. The Commissioner’s rules regarding FIRST are included in the Texas Administrative Code (TAC) Chapter 109 Subchapter AA.

**RATIONALE:** The determination of the rating is as follows:

Determination of Rating		2023-24 Rating	2022-23 Rating
A.	Did the school district fail any of the critical indicators 1, 2, 3 or 4? If so, the school district’s rating is <b>F for Substandard Achievement</b> regardless of points earned.		
B.	Determine the rating by the applicable number of points.		
	A= Superior Achievement	90 – 100	90 – 100
	B = Above Standard Achievement	80 – 89	80 – 89
	C = Meets Standard Achievement	70 – 79	70 – 79
	F = Substandard Achievement	< 70	< 70

The district’s 2023-24 rating based on school year 2022-23 data was an ‘A = Superior Achievement’ with a score of 95 out of 100.

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.



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A comparison of ratings from prior year for the districts within El Paso County is as follows:

CDN	School District	2023-24 Score	2022-23 Score	2021-22 Score
071901	Clint ISD	98	98	98
071902	El Paso ISD	92	94	94
071903	Fabens ISD	98	100	100
071904	San Elizario ISD	95	100	100
071905	Ysleta ISD	88	92	90
071906	Anthony ISD	92	98	86
071907	Canutillo ISD	94	96	98
071908	Tornillo ISD	84	96	94
071909	Socorro ISD	94	96	96

In the attachment included, you will find the following:

- The report received from TEA
- A comparison of the indicators with the previous year
- The required disclosures
  1. A copy of the Superintendent’s current employment contract
  2. A summary schedule for the fiscal year of expenditures paid on behalf of the Superintendent and each Board member and total reimbursements received by the Superintendent and each Board member
  3. A summary schedule for the fiscal year of the total dollar amount of compensation and fees received by the Superintendent from any outside entity in exchange for professional consulting or other personal services
  4. A summary schedule for the fiscal year of the total dollar amount of gifts that had an economic value of \$250 more received by the executive officers and Board members
  5. A summary schedule for the fiscal year of the dollar amount received by Board members for the total amount of business transactions with the school district

**BUDGET IMPACT:** There is no budget impact associated with this agenda item.

**ADMINISTRATIVE RECOMMENDATION:** This report is for information only.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

User: Norberto Rivas  
 User Role: District

RATING YEAR  DISTRICT NUMBER



Financial Integrity Rating System of Texas

2023-2024 RATINGS BASED ON SCHOOL YEAR 2022-2023 DATA - DISTRICT STATUS  
 DETAIL

<b>Name:</b> SAN ELIZARIO ISD(071904)	<b>Publication Level 1:</b> 8/6/2024 9:20:49 AM
<b>Status:</b> Passed	<b>Publication Level 2:</b> None
<b>Rating:</b> A = Superior Achievement	<b>Last Updated:</b> 8/6/2024 9:20:49 AM
<b>District Score:</b> 95	<b>Passing Score:</b> 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</u>	4/19/2024 6:26:02 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	4/19/2024 6:26:02 PM	Yes
3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	4/19/2024 6:26:02 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	4/19/2024 6:26:02 PM	Yes  Ceiling Failed
			1 Multiplier Sum
5	<u>Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/19/2024 6:26:02 PM	Ceiling Passed
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	4/19/2024 6:26:02 PM	Ceiling Passed

7	<a href="#"><u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u></a>	4/19/2024 6:26:02 PM	10
8	<a href="#"><u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u></a>	4/19/2024 6:26:02 PM	10
9	<a href="#"><u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u></a>	4/19/2024 6:26:02 PM	10
10	This indicator is not being evaluated.		10
11	<a href="#"><u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u></a>	4/19/2024 6:26:02 PM	10
12	<a href="#"><u>What is the correlation between future debt requirements and the district's assessed property value?</u></a>	5/18/2024 9:44:05 AM	10
13	<a href="#"><u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u></a>	6/22/2024 9:22:57 AM	10
14	<a href="#"><u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u></a>	4/19/2024 6:26:02 PM	10
15	This indicator is not being evaluated.		5
16	<a href="#"><u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u></a>	4/19/2024 6:26:02 PM	Ceiling Passed
17	<a href="#"><u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u></a>	4/19/2024 6:26:02 PM	Ceiling Passed
18	<a href="#"><u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u></a>	4/19/2024 6:26:02 PM	10
19	<a href="#"><u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u></a>	4/19/2024 6:26:02 PM	5
20	<a href="#"><u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u></a>	4/19/2024 6:26:02 PM	Ceiling Passed
21	<a href="#"><u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u></a>	4/19/2024 6:26:02 PM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum
			(95 Ceiling)
			95 Score

**DETERMINATION OF RATING**

<b>A.</b>	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.	
<b>B.</b>	Determine the rating by the applicable number of points.	
	<b>A = Superior Achievement</b>	90-100
	<b>B = Above Standard Achievement</b>	80-89
	<b>C = Meets Standard Achievement</b>	70-79
	<b>F = Substandard Achievement</b>	<70

**No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.**

The school district receives an **F** if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.

**CEILING INDICATORS**

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
<b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
<b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
<b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
<b>Indicator 21</b> (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

Home Page: [Financial Compliance](#) | [Texas Education Agency](#) | Send comments or suggestions to [FinancialAccountability@tea.texas.gov](mailto:FinancialAccountability@tea.texas.gov)

THE **TEXAS EDUCATION AGENCY**  
 1701 NORTH CONGRESS AVENUE • AUSTIN, TEXAS, 78701 • (512) 463-9734

FIRST 5.15.6.0



# Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2023-2024 Rating

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October 9, 2024



# School FIRST

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**HISTORY:** Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:

- A. The district's financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education for the state's new Financial Accountability System.
- B. The district's financial management performance under each indicator for the current and previous years' financial accountability ratings;
- C. Additional information required by the Commissioner of Education.

In accordance with TEC 39.083, each school district is required to prepare and distribute an annual financial management report; and the public is provided an opportunity to comment on the report at a hearing. The Commissioner's rules regarding FIRST are included in the Texas Administrative Code (TAC) Chapter 109 Subchapter AA.



# Determination of Rating

	<b>Determination of Rating</b>	<b>2023-24 Rating</b>	<b>2022-23 Rating</b>
A.	Did the school district fail any of the critical indicators 1, 2, 3 or 4? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.		
B.	Determine the rating by the applicable number of points.		
	A= Superior Achievement	90 – 100	90 – 100
	B = Above Standard Achievement	80 – 89	80 – 89
	C = Meets Standard Achievement	70 – 79	70 – 79
	F = Substandard Achievement	< 70	< 70

The district's 2023-24 rating based on school year 2022-23 data was an 'A = Superior Achievement' with a score of 95 out of 100.



# Rating Comparison

<b>CDN</b>	<b>School District</b>	<b>2023-24 Score</b>	<b>2022-23 Score</b>	<b>2021-22 Score</b>
071901	Clint ISD	98	98	98
071902	El Paso ISD	92	94	94
071903	Fabens ISD	98	100	100
071904	San Elizario ISD	95	100	100
071905	Ysleta ISD	88	92	90
071906	Anthony ISD	92	98	86
071907	Canutillo ISD	94	96	98
071908	Tornillo ISD	84	96	94
071909	Socorro ISD	94	96	96



# Report from TEA



Financial Integrity Rating System of Texas

## 2023-2024 RATINGS BASED ON SCHOOL YEAR 2022-2023 DATA - DISTRICT STATUS DETAIL

Name: **SAN ELIZARIO ISD(071904)**

Publication Level 1: 8/6/2024 9:20:49 AM

Status: **Passed**

Publication Level 2: None

Rating: A = Superior Achievement

Last Updated: 8/6/2024 9:20:49 AM

District Score: 95

Passing Score: 70



# Indicators

#	<u>Indicators</u>	2023-24 Score	2022-23 Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	Yes	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Yes	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Yes	Yes



# Indicators continued

4	Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS) and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 days, A= Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	Yes Ceiling Failed	Yes Ceiling Passed
5	Was the total net position in governmental activities column in the Statement of Net Position greater than zero?	Ceiling Passed	N/A (not evaluated)
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	Ceiling Passed	Ceiling Passed



# Indicators continued

7	Was the number of days on cash on hand and current investments in the general funds for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	10	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	10	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	10	10
10	This indicator is not being evaluated.	N/A	N/A



# Indicators continued

#	<u>Indicators</u>	2023-24 Score	2022-23 Score
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?	10	10
12	What is the correlation between future debt requirements and the district's assessed property value?	10	10
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	10	10
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff). If the student enrollment did not decrease, the school district will automatically pass this indicator.	10	N/A (not evaluated)
15	This indicator is not being evaluated.	N/A	N/A



# Indicators continued

16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	Ceiling Passed	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Ceiling Passed	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state or federal funds? (The AICPA defines material noncompliance.)	10	10



# Indicators continued

19	Did the school district post the required information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	5	5
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?	Ceiling Passed	Ceiling Passed
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?	Ceiling Passed	N/A (not in existence)



# Required Disclosures

## 1. Superintendent’s Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2024. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. **If published on the Internet**, the contract is to remain accessible for twelve months: <https://www.seisd.net/superintendent/superintendent-s-contract>

## 2. Reimbursements Received by the Superintendent & Board Members for Fiscal Year 2023

Description of Reimbursements	Dr. Jeannie Meza-Chavez	Eduardo Chavez	Monica Chavez	Michelle Garcia	Myrna Hernandez	Sandra Licon	Axel Lopez	Lorenzo Luevano
Lodging	\$4,288.63	\$599.85	\$0.00	\$1,190.88	\$1,190.88	\$655.98	\$1,190.88	\$0.00
Meals	\$0.00	\$177.00	\$0.00	\$357.25	\$437.33	\$357.25	\$357.25	\$0.00
Transportation	\$2,718.14	\$471.32	\$396.97	\$842.17	\$782.43	\$1,111.15	\$725.28	\$570.92
Other - Registration Fees	\$3,598.52	\$650.00	\$0.00	\$650.00	\$650.00	\$650.00	\$650.00	\$0.00
Total	\$10,605.29	\$1,898.17	\$396.97	\$3,040.30	\$3,060.64	\$2,774.38	\$2,923.41	\$570.92

**Note** – The spirit of the rule is to capture all “reimbursements” for fiscal year 2023, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:

**Lodging** - Hotel charges. **Meals** – Meals consumed off the school district’s premises, and in-district meals at area restaurants (excludes catered meals for board meetings). **Transportation** - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls. **Other** - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.



# Required Disclosures

### 3. Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period Ended June 30, 2023	Name(s) of Entity(ies)	Summary Amount
Superintendent – Dr. Jeannie Meza-Chavez	N/A	\$0.00

**Note** – Compensation does not include business revenues from the superintendent’s livestock or agricultural-based activities on a ranch or farm. Report gross amount received (do not deduct business expenses from gross revenues). Revenues generated from a family business that have no relationship to school district business are not to be disclosed.

### 4. Gifts Received by the Executive Officer(s) and Board Members (and First Degree Relatives, if any)

For the Twelve-Month Period Ended June 30, 2023	Name	Summary Amount
Superintendent	Dr. Jeannie Meza-Chavez	\$0.00
Board Member	Eduardo Chavez	\$0.00
Board Member	Monica Chavez	\$0.00
Board Member	Michelle Garcia	\$0.00
Board Member	Myrna Hernandez	\$0.00
Board Member	Sandra Licon	\$0.00
Board Member	Axel Lopez	\$0.00
Board Member	Lorenzo Luevano	\$0.00

**Note** – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. Gifts received by first degree relatives, if any, will be reported under the applicable school official.



# Required Disclosures

## 5. Business Transactions Between School District and Board Members

<b>For the Twelve-Month Period Ended June 30, 2023</b>	<b>Name</b>	<b>Summary Amount</b>
Superintendent	Dr. Jeannie Meza-Chavez	\$0.00
Board Member	Eduardo Chavez	\$0.00
Board Member	Monica Chavez	\$0.00
Board Member	Michelle Garcia	\$0.00
Board Member	Myrna Hernandez	\$0.00
Board Member	Sandra Licon	\$0.00
Board Member	Axel Lopez	\$0.00
Board Member	Lorenzo Luevano	\$0.00

**Note** - The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.



## Questions and Public Input



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax: 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Dr. Jeannie Meza-Chavez, Superintendent  
**Subject:** Guidance Campus Grade Levels  
**Date:** October 9, 2024

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### HISTORY:

Trustees requested that a potential movement of grade levels be considered.

Please find the campus enrollment by grade level enclosed. As of Wednesday, October 2, the district enrollment is 2,913. The following are enrollment numbers by campus: Lorenzo G. Loya Primary School -171; Josefa L. Sambrano Elementary School – 552; Lorenzo G. Alarcon Elementary School – 298; Alfonso Borrego Sr. Elementary School – 508; Ann M. Garcia-Enriquez Middle School – 404, and San Elizario High School – 980.

### RATIONALE:

Any movement of grade levels between schools may necessitate assessing the staffing requirements to adequately support the students' needs, considering possible increases or decreases in personnel.

### BUDGET:

The budgetary impact can be determined once a decision is made regarding grade-level movement.

### ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to guide the administration on how to proceed.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

A Proud Community of Champions – Soaring to Excellence!



# CAMPUS ENROLLMENT BY GRADE LEVEL

as of October 2, 2024



Pre – Kinder 3: 60  
Pre – Kinder 4: 111  
**Total: 171**



Kindergarten: 166  
First Grade: 187  
Second Grade: 199  
**Total: 552**



Third Grade: 71  
Fourth Grade: 66  
Fifth Grade: 81  
Sixth Grade: 80  
**Total: 298**



Third Grade: 137  
Fourth Grade: 132  
Fifth Grade: 126  
Sixth Grade: 113  
**Total: 508**



Seventh Grade: 207  
Eighth Grade: 197  
**Total: 404**



Freshmen: 231  
Sophomores: 296  
Juniors: 233  
Seniors: 220  
**Total: 980**



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax: 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Ms. Blanca Cruz, Associate Superintendent  
**Subject:** TRS Active Care Information  
**Date:** October 9, 2024

**HISTORY:** During the past budget cycle, several options were discussed regarding the district's health insurance cost and employee premiums. On February 20, 2024, several options were discussed, such as TRS, reference-based pricing, and adjustments to the self-funded plan. Previously, the Board of Trustees had listened to presentations from TRS and Referenced Based Pricing representatives.

On June 5, 2024, the Board of Trustees awarded Aetna the Competitive Sealed Proposals for Employee Health Benefits (24-1155) for the plan year beginning September 1, 2024. On June 25, 2024, the Board of Trustees approved the current health plan design and premiums.

**RATIONALE:** The Board of Trustees has recently expressed interest in reviewing the TRS Active Care Plans and cost to continue exploring options to reduce the district's health insurance fund liability and determine the best financially sustainable solution for the district.

TRS Representatives will be onsite to present the health plan information. Additionally, a proposed timeline of events will be provided to describe the actions needed from the administration to prevent district employees from paying transitional rates should the decision be made to transition to TRS for the next plan year in September 2025.

**BUDGET:** To be determined

**ADMINISTRATIVE RECOMMENDATION:**

The administrative recommendation is that the Board of Trustees provide administration direction regarding implementing TRS Active Care for the next plan year.

**For Approval?**  Yes  No

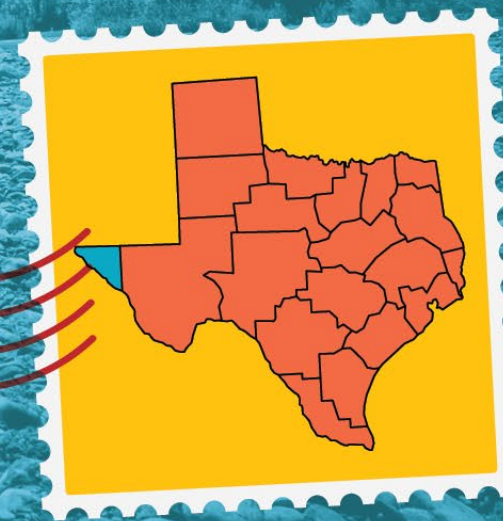
**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

TRS-ActiveCare

# REGION 19



**San Elizario ISD & TRS-ActiveCare**

# What We'll Review Today

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Introductions

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*The Question:* Should San Elizario ISD consider choosing TRS-ActiveCare?

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Advantages of ActiveCare, Including Affordability

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ActiveCare Benefits

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District Resources

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Questions & Next Steps

# Paving the path forward



## Superior Quality

Even as costs rise nationwide, TRS is positioned to deliver the best cost efficiency without sacrificing the quality of TRS-ActiveCare plans.



## Stability

TRS' size and stability are a clear advantage to plan participants.



## Educator-Focused

TRS operates with the best interest of Texas educators in mind, ensuring TRS-ActiveCare plans remain customized for the unique needs of the participants.

58



## Innovative

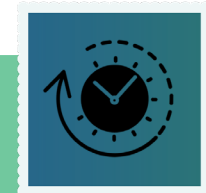
TRS' commitment to deliver innovative solutions for Texas educators makes us the right partner to help navigate changes to the health care environment.

# TRS-ActiveCare Advantage



## ***BELOW MARKET COSTS, EVEN BEFORE FEDERAL FUNDS***

- Total costs for the most popular plan is **14% lower than similar plans offered by non-par districts**
- In the past ten years, TRS' Plans experienced **HALF** the cost growth of other self-insured plans in Texas



## ***HIGHLY EFFICIENT***

- **97%** of funding goes **directly to health care costs**
- **\$21.5 billion saved in FY 2022** through programs that avoid waste, improve care, & limit charges to the best price available



## ***PLAN OF CHOICE***

- **99%** of education employers chose to **stay in TRS' health plan**
- **1 in 67 Texans** are enrolled in TRS-ActiveCare
- Provides health care to **nearly 1,000 districts**<sup>59</sup>

# Leveraging TRS-ActiveCare Scale



## We Offer Districts:

- ✓ Locked-in premiums in advance of plan year
- ✓ Savings by eliminating need to buy stop-loss insurance and risk charges
- ✓ Market-leading discounts
- ✓ Low administrative costs
- ✓ Ongoing rate stability
- ✓ Protection from volatility and catastrophic claims
- ✓ Turnkey, one-stop administration & operations
- ✓ Broad networks and comprehensive coverage

60



**99%**

of participating employers  
chose to remain with  
TRS-ActiveCare  
for FY 25

# TRS-ActiveCare Advantage



## Shaping a New Generation of TRS Health Plan Innovation

**We are all keenly aware of the staffing challenges in the education sector that affect not just Texas, but the nation. We seek to be one solution to maintain a solid teacher workforce that will educate Texans for years to come.**



# Regional Rating Methodology

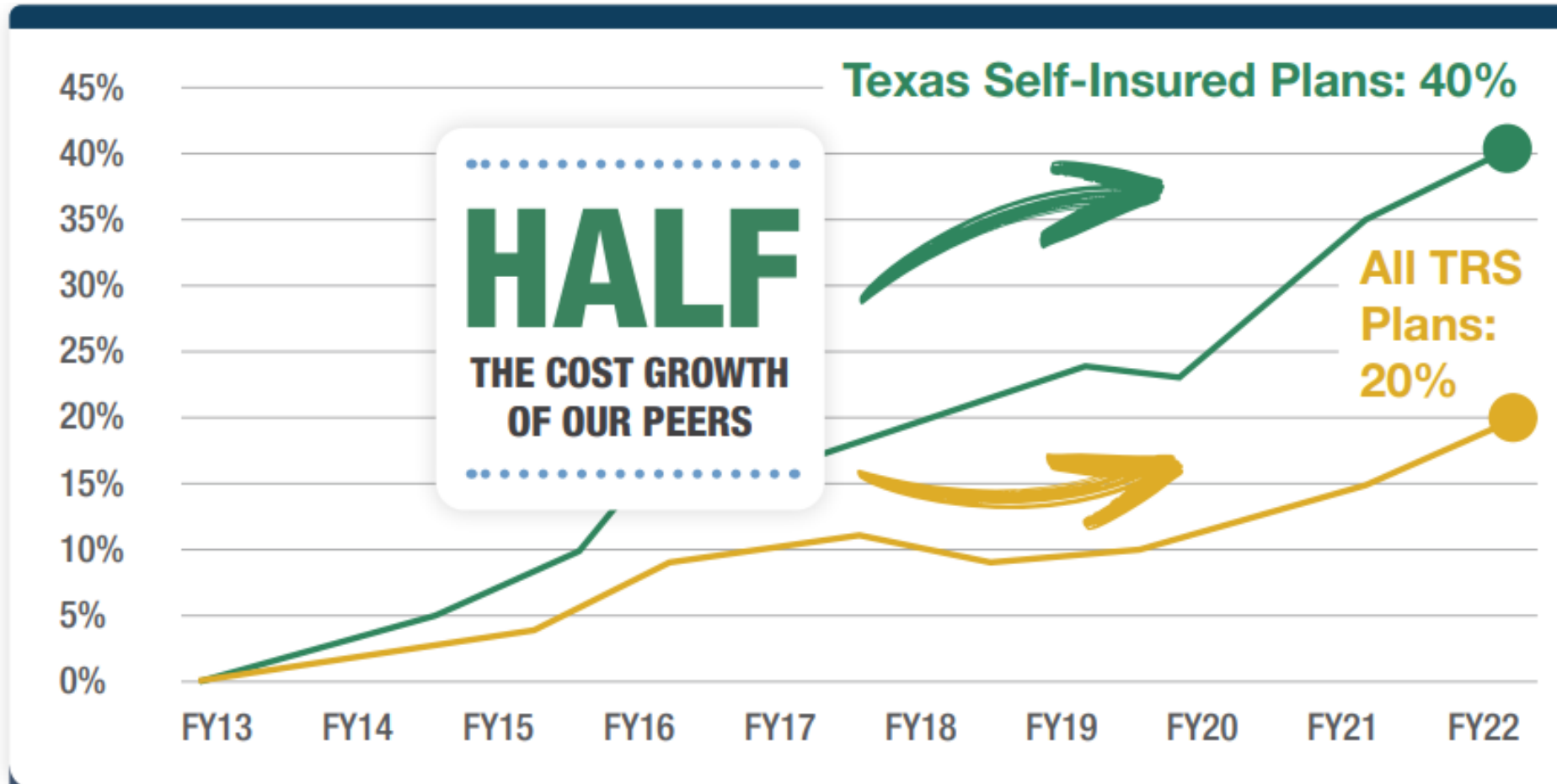
**We adjust rates to the cost of care in your region.**

**Our regional rating methodology takes into account many factors, including:**

- ✓ Average statewide rate
- ✓ Regional cost of care
- ✓ Demographics like age and gender
- ✓ Population risk
- ✓ Historical costs
- ✓ Network and benefits
- ✓ Addition and elimination of employers in the plan
- ✓ Large risk pool



# TRS Plans Experienced Half the Cost Growth of Texas Self-Insured Plans



Note: Allowed charges represent the cost to both the plan and the participants. TRS plans include all self-insured plans. Milliman data for Texas ASO does not include pharmacy rebates. Excluding rebates from all TRS plans would increase growth to 27%. The comparison does not adjust for changes in plan design or demographics over time.

# How Do We Keep Our Admin So Low?



## TRS Health Care Industry Expertise



Contracting



Operations & Management



Engagement & Communications



Actuarial Science



Analytics



Finance

64

Our team of health care experts is dedicated to taking on the challenges of health care on San Elizario ISD's behalf.

We continually evaluate claims data, contract for market-leading discounts, and identify outliers and trends for action.

Our leadership team has a combined decades of years in the health care industry. That experience is yet another value-add TRS can bring to San Elizario ISD.

# We Shield Employers From the Volatility of Health Care Claims



Results from one catastrophic claimant at \$1.5 million per year

**\$125 PER MONTH**

cost per employee in other self-funded plans

(Based on a district with 1,000 employees enrolled in coverage)

**\$0.47 PER MONTH**

cost per participant in TRS-ActiveCare

The district further saves by avoiding the cost of stop-loss insurance.

# We Help Keep Your Employees Informed



TRs will be your full-service partner! We ensure your benefits administrators (BAs) are aware of the resources made available to educate your employees on their health plan.



- ✓ Monthly emails to BAs letting them know everything BCBSTX will communicate to employees that month
- ✓ Fliers, posters, pamphlets, etc. on things like where to go for care, how to find a PCP, chronic conditions, etc.
- ✓ *The Pulse* monthly newsletter with consumer and benefits topics
- ✓ DAs available to do employee benefits presentations
- ✓ Text campaigns to members

2024-25  
TRS-ActiveCare

# HEALTH BENEFITS



## What's Included in the ActiveCare Plans

# ActiveCare Plans 2024-25



Benefit	TRS-ActiveCare HD	TRS-ActiveCare Primary	TRS-ActiveCare Primary+
	In-Network & Out-of-Network	In-Network Only	In-Network Only
Individual Deductible	\$3,200 / \$6,400	\$2,500	\$1,200
Family Deductible	\$6,400 / \$12,800	\$5,000	\$2,400
Individual Out-of-Pocket Max	\$8,050 / \$20,250	\$8,050	\$6,900
Family Out-of-Pocket Max	\$16,100 / \$40,500	\$16,100	\$13,800
Office Visit	30% after deductible / 50% after deductible	\$30 PCP Copay \$70 SPC Copay	\$15 PCP Copay \$70 SPC Copay
Urgent Care	30% after deductible / 50% after deductible	\$50 Copay	\$50 Copay
TRS Virtual Health ( <b>Medical</b> )	\$42 Consult Fee Teladoc \$30 Consult Fee RediMD	\$12 Copay Teladoc \$0 Copay RediMD	\$12 Copay Teladoc \$0 Copay RediMD
Preventive Care	Covered at 100%	Covered at 100%	Covered at 100%
Inpatient Admission	30% after deductible / 50% after deductible	30% after deductible	20% after deductible
Emergency Room	30% after deductible / 50% after deductible	30% after deductible	20% after deductible
Free-Standing ER	\$500 + 30% after deductible / \$500 + 50% after deductible	\$500 Copay + 30% after deductible 68	\$500 Copay + 20% after deductible
Pharmacy Deductible	Integrated with deductible	Integrated with deductible	\$200 Brand drugs only

# Comparison Core Plans vs ActiveCare Primary+



	Core Plan Tier 1 ACO	Core Plan Tier 2 PPO	TRS-ActiveCare Primary+
Benefit	Employee Total Premium \$903 <i>(employer contribution + employee premium)</i>	Employee Total Premium \$903 <i>(employer contribution + employee premium)</i>	Employee Total Premium \$470 <i>(employee premium w/o employer contribution)</i>
Individual Deductible	\$1,250	\$1,500	\$1,200
Family Deductible	\$2,500	\$3,000	\$2,400
Individual Out-of-Pocket Max	\$6,000	\$7,000	\$6,900
Family Out-of-Pocket Max	\$12,000	\$14,000	\$13,800
Office Visit	\$40 PCP Copay \$65 Specialist, Copay	\$50 PCP Copay \$75 SPC Copay	\$15 PCP Copay \$70 SPC Copay
Urgent Care	\$75 Copay	\$100 Copay	\$50 Copay
Virtual Health <b>(Medical)</b>	\$40 office visit copay; no deductible	\$50 office visit copay; no deductible	\$12 Copay Teladoc \$0 Copay RediMD
Preventive Care	Covered at 100%	Covered at 100%	Covered at 100%
Inpatient Admission	20% after \$150 copay; after deductible	40% after \$200 copay; after deductible	20% after deductible
Emergency Room	Covered 100% after \$200 copay	Covered 100% after \$200 copay	20% after deductible
Free-Standing ER			\$500 Copay + 20% after deductible
Pharmacy	Generic Retail \$10 / \$0 Mail Order (31-90 day) Preferred Retail \$40 / \$60 Mail order (31-90 day) Non-Preferred \$60/\$80 Mail order (31-90 day) Specialty \$80 (30 day)	Generic Retail \$10 / \$0 Mail Order (31-90 day) Preferred Retail \$40 / \$60 Mail order (31-90 day) Non-Preferred \$60/\$80 Mail order (31-90 day) <sup>69</sup> Specialty \$80 (30 day)	\$200 brand drug deductible Generic \$15/\$45 (31 days/90 days) Preferred 25% after deductible (\$100/\$265 max) Non-preferred brand 50% after deductible Specialty \$0 if SaveOn SP Eligible; 30% after deductible

# Comparison CDHP Plans vs ActiveCare HD



Benefit	CDHP Tier 1 ACO	CDHP Tier 2 PPO	TRS-ActiveCare HD	
	Employee Total Premium \$673 <i>(employer contribution + employee premium)</i>	Employee Total Premium \$673 <i>(employer contribution + employee premium)</i>	Employee Total Premium \$416 <i>(employee premium w/o employer contribution)</i>	
Individual Deductible	\$3,500	\$4,000	\$3,200 In-Network	\$6,400 Out-Of-Network
Family Deductible	\$7,000	\$8,000	\$6,400 In-Network	\$12,800 Out-Of-Network
Individual Out-of-Pocket Max	\$3,500	\$5,000	\$8,050 In-Network	\$20,250 Out-Of-Network
Family Out-of-Pocket Max	\$7,000	\$10,000	\$16,100 In-Network	\$40,500 Out-Of-Network
Office Visit	Covered 100%; after deductible	20%; after deductible	30% after deductible	50% after deductible
Urgent Care	Covered 100%; after deductible	20%; after deductible	30% after deductible	50% after deductible
TRS Virtual Health <b>(Medical)</b>	Covered 100%; after deductible	20%; after deductible	\$42 Consult Fee Teladoc \$30 Consult Fee RediMD	
Preventive Care	Covered at 100%	Covered at 100%	Covered at 100%	
Inpatient Admission	Covered 100%; after deductible	20%; after deductible	30% after deductible	50% after deductible
Emergency Room	Covered 100%; after deductible	20%; after deductible	30% after deductible	
Free-Standing ER			\$500 + 30% after deductible	\$500 + 50% after deductible
Pharmacy Deductible	Generic \$10/\$0 Mail order (31 days) Preferred \$35/\$60 Mail order (31 days) Non-Preferred brand \$55/\$80 Mail order (31 days)	Generic \$10/\$0 Mail order (31 days) Preferred \$35/\$60 Mail order (31 days) Non-Preferred brand \$55/\$80 Mail order (31 days)	Generic 20% after deductible / \$0 coinsurance for certain generics Preferred 25% after deductible Non-Preferred 50% after deductible Specialty 20% after deductible	

# CHOOSE A PCP FOR BETTER HEALTH

## Did you know a PCP can manage your health care and save you money?



They know you and your lifestyle best.



They'll handle your preventive care, which is covered at 100%.



They understand your medical history, medications and treatment preferences.



They'll refer you to a specialist, when needed.



They provide care centered around YOU.



They may help you have fewer sick days by keeping you healthier.

### If you're a new participant

on the TRS-ActiveCare Primary or TRS-ActiveCare Primary+ plan, you must choose a PCP during annual enrollment. If you don't, we'll choose one for you. You can change your PCP anytime.

Don't have a PCP or want to find a new one? Use **Provider Finder**® to search for providers by location, specialty, and more. You can also call a Personal Health Guide at 1-866-355-5999 for help.



EXPRESS SCRIPTS®

2024-25  
TRS-ActiveCare

# HEALTH BENEFITS



ActiveCare 2024-25 Wellness

# TRS Virtual Health



## Convenient, Quality Health Care from Home or On The Go



**Teladoc®**  
**1-855-Teladoc**  
**(1-855-835-2362)**



Mental Health visits subject to additional cost

**\$0 mental health copay**  
for TRS-ActiveCare Primary and  
TRS-ActiveCare Primary+ plans

**RediMD™**  
**1-866-989-CURE**  
**(1-866-989-2873)**



Registration Code: trsactivecare

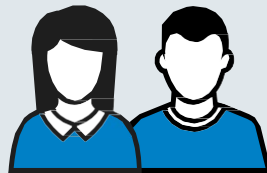
\*Only available through Teladoc

Teladoc and RediMD are independent companies that have contracted with your employer to provide virtual doctor visits. Both Teladoc and RediMD do not offer Blue Products or Services. BCBSTX makes no endorsement, representations or warranties regarding third-party vendors and the products and services offered by them.

# Preventive Care at No Cost

## What's Covered?

- **In-network care is covered at 100% with no copay or deductible.** Out-of-network benefits vary by plan.
- **Preventive care and screenings include:**



- well-woman exam
- Mammogram (age 35+)
- Colonoscopy (age 45+)
- annual wellness exam
- prostate exam (age 45+)
- mental health screenings



- well-baby/child exam
- routine immunizations

## Important to remember:

Lab tests related to managing a condition like diabetes or asthma **aren't** preventive care and are covered under applicable deductible and coinsurance levels.

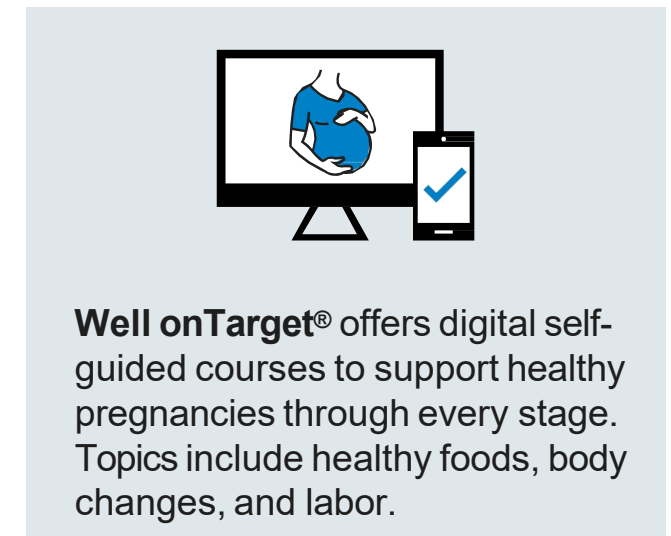
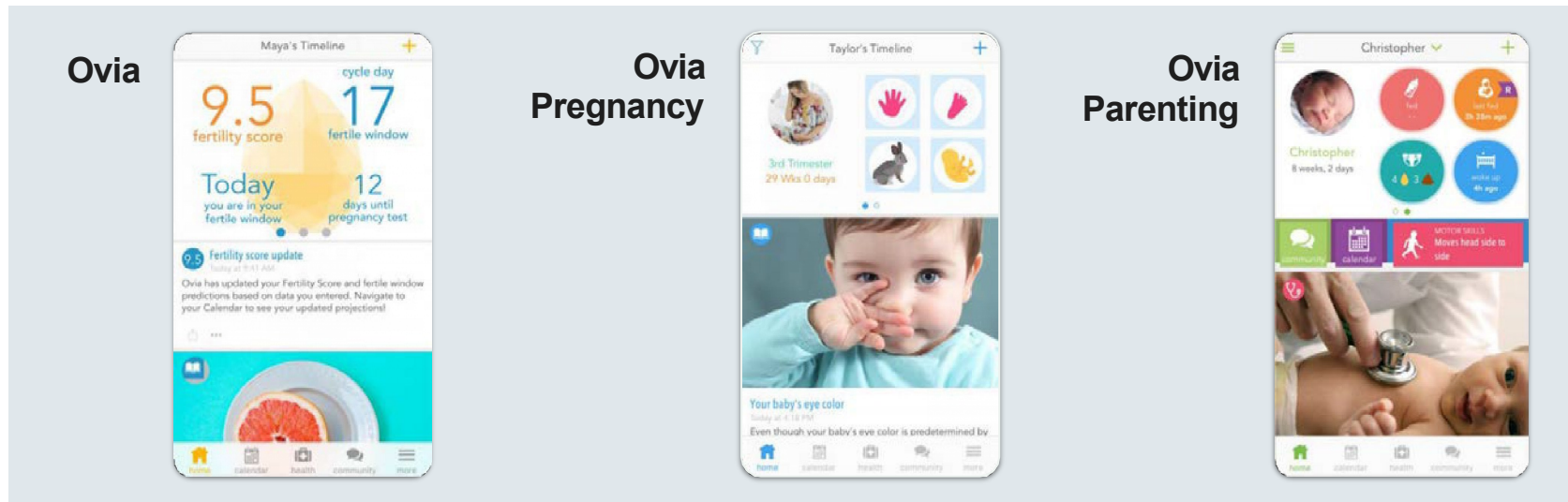
# Women's and Family Health

Provides support for pregnancy, parenting and menopause.



Ovia Health™ apps offer health trackers, videos, tips, coaching and more!

Interactive programs



**Well onTarget®** offers digital self-guided courses to support healthy pregnancies through every stage. Topics include healthy foods, body changes, and labor.

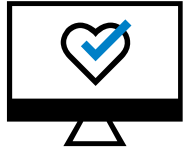
## Exceptional maternity coverage includes:

- electric breast pumps covered at 100% (two per year)
- hospital-grade breast pump rental covered up to a maximum of \$150 (one per year)
- lactation specialist visits covered at 100% (six visits per year)
- No-cost high-risk pregnancy support

Ovia Health is an independent company that has contracted with Blue Cross and Blue Shield of Texas to provide maternity and family benefits solutions for members with coverage through BCBSTX. BCBSTX makes no endorsement, representations or warranties regarding third-party vendors and the products and services offered by them.

WellonTarget® is a registered trademark of Health Care Service Corporation.

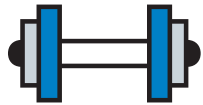
# Wellness Benefits



## Well onTarget

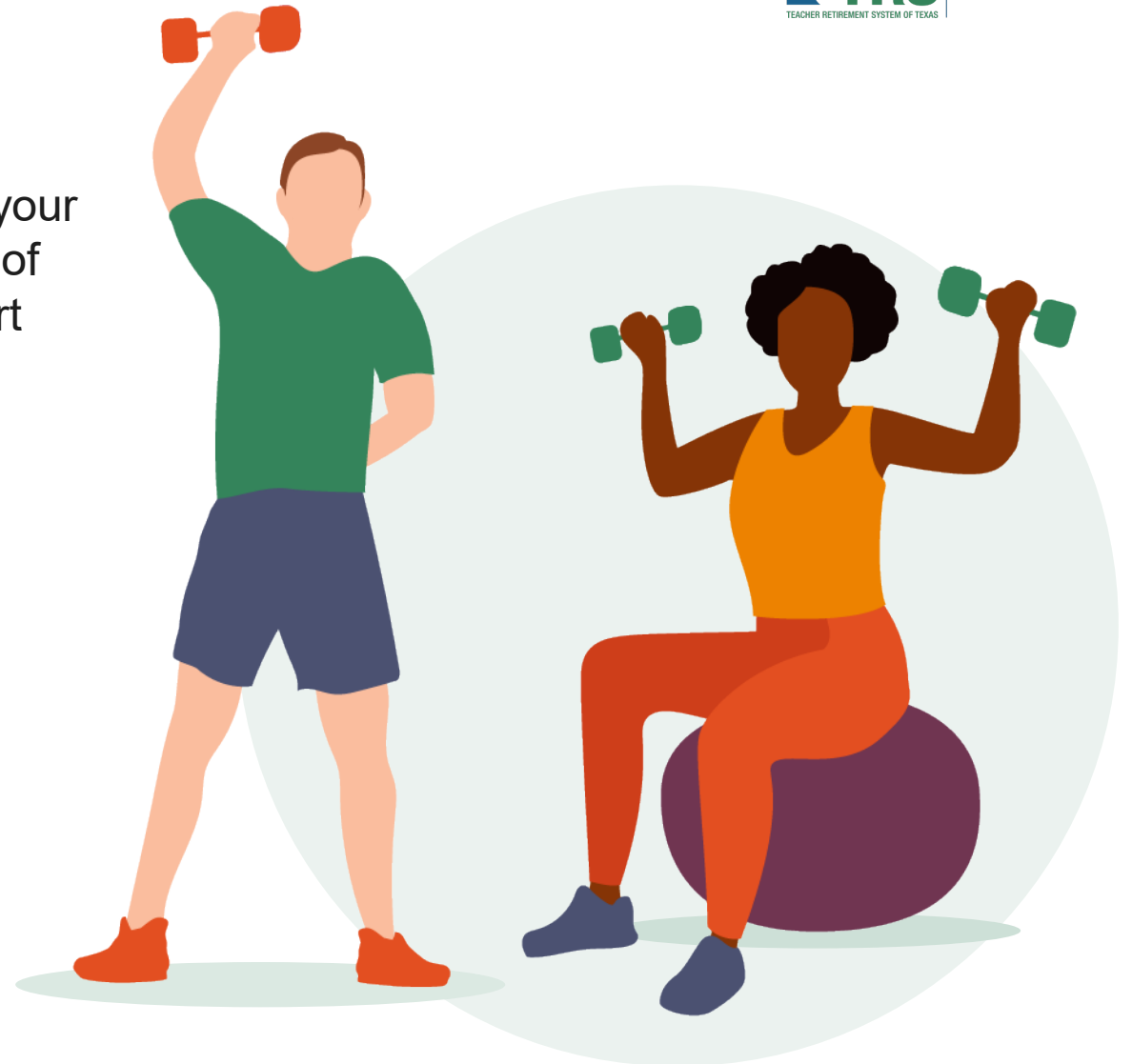
can help you manage your health and reach your wellness goals in one place. Take advantage of self-guided courses or get one-on-one support from a wellness coach with:

- managing stress
- improving fitness level and dietary habits
- losing or maintaining weight
- improving cholesterol and blood pressure



## The Fitness Program

offers affordable, no-contract memberships at gyms nationwide. There's also a virtual only option.



# Be Rewarded for Wellness

## Become a Savings Superhero



Blue Points<sup>SM</sup> lets your employees earn rewards for participating in healthy activities.



**Blue365**  
Because health is a big deal<sup>®</sup>

Save money on health and wellness products and services from top retailers that aren't covered by insurance.



Member Rewards allows you to earn up to \$599 for choosing a cost-effective, trusted provider for services like MRI, mammograms, colonoscopies, and CT scans.

**AVERAGE  
REWARD**



**\$188**  
Colonoscopy



**\$118**  
CT Scan



**\$107**  
MRI

# Here for You 24/7



## We're Available 24/7!

Save **1-866-355-5999** in your contacts as Personal Health Guide or PHG for easy access. You can also download the **BCBSTX App** to chat anytime!





EXPRESS SCRIPTS®

2024-25  
TRS-ActiveCare

# HEALTH BENEFITS



ActiveCare 2024-25 Pharmacy Benefits

# ActiveCare Plans Prescription Drug Benefit 2024-2025



Benefit	TRS-ActiveCare HD		TRS-ActiveCare Primary		TRS-ActiveCare Primary+	
	Individual	Family	Individual	Family	Individual	Family
<b>Deductible</b>	\$3,200	\$6,400	\$2,500	\$5,000	\$200 per Individual Brand Drug only (Rx Only)	
<b>Out-of-Pocket Max</b>	\$8,050	\$16,100	\$8,050	\$16,100	\$6,900	\$13,800
	<b>Retail 31 / 90 Day</b>	<b>Home Delivery 90 Day</b>	<b>Retail 31 / 90 Day</b>	<b>Home Delivery 90 Day</b>	<b>Retail 31 / 90 Day</b>	<b>Home Delivery 90 Day</b>
<b>Generic</b>	20%* After Ded	20%* After Ded	\$15 / \$45*	\$45*	\$15 / \$45	\$45
<b>Preferred Brand***</b> (Max does not apply if brand is selected and generic is available)	25% After Ded	25% After Ded	30% After Ded	30% After Ded	25% (max \$100)/(max \$265) After Ded	25% (max \$265) After Ded
<b>Non-Preferred Brand***</b>	50% After Ded	50% After Ded	50% After Ded	50% After Ded	50% After Ded	50% After Ded
	<b>Accredo 31 Day</b>		<b>Accredo 31 Day</b>		<b>Accredo 31 Day</b>	
<b>Specialty Medication</b>	20% After Ded		80	30% After Ded	30% After Ded	

\*Select preventative generic medications will be \$0

\*\*\*If patient or prescriber request brand only on a prescription where a generic is available, participant will be responsible for the cost difference plus generic copay. This amount may exceed the maximum for preferred brand. Penalties do not apply towards the maximum out of pocket.



# EXPRESS SCRIPTS®



## PHARMACY BENEFIT MANAGER (PBM) FOR TRS-ACTIVECARE PARTICIPANTS



- The leading PBM, putting medicine in reach of more than 100 Million people
- Providing TRS-ActiveCare access to:
  - 60k+ retail pharmacies across the United States
  - Convenient Home Delivery services from Express Scripts Pharmacy
  - Simple Member Web and Mobile Apps
  - Accredo Specialty Pharmacy
  - Specialized pharmacists, nurses, and other clinicians in 20+ condition-specific Therapeutic Resource Centers

# EXPRESS SCRIPTS MAINTENANCE MEDICATION PHARMACY NETWORK



Participants choose how to save with a 3-month supply:



## Express Scripts® Pharmacy

- Delivered to participant's with FREE standard shipping for maintenance medications
- Transfer prescriptions easily online, by phone, or via Express Scripts® mobile app
- Auto-refills and refill reminders available
- Speak with a pharmacist by phone 24/7



## Participating Pharmacy

- Go to a convenient, nearby location
- Transfer prescriptions easily in-store, by phone, or online
- Ask about auto refills and refill reminders
- Find nearest participating pharmacy at **[express-scripts.com/trsactivecare](https://express-scripts.com/trsactivecare)**

## GET PARTICIPANTS STARTED:

To choose a three-month supply, participants should log in or register at [express-scripts.com/90day](https://express-scripts.com/90day). Participants can also call the ESI Member Services number on the back of their participant ID card 844-367-6108.

# We Are Here to Help



24/7 TRS-ActiveCare Dedicated ESI phone line: **844-367-6108**

Including the ability to speak with a pharmacist

Accredo Specialty Pharmacy: **800-596-7701**



Express Scripts Mobile App



Dedicated TRS-ActiveCare Express Scripts Website

[www.express-scripts.com/trsactivecare](http://www.express-scripts.com/trsactivecare)



90-day Mail Order

Register online or through the Express Scripts Mobile App with the participant ID number on your ID card. 83



2024-25  
TRS-ActiveCare

# HEALTH BENEFITS



## Tools and Resources for School Districts

# Multi-Layered Support for Your District

## TRS District Ambassadors for Medical & Pharmacy Benefits



Strategic partners for district leadership and extension of TRS

Provide information about trends in health care market to inform district decision-making

Annual Enrollment and health fair support

Analyze utilization trends to collaboratively reduce participant costs

## Benefits Administrator Advocates



Support eligibility questions, escalations, and exceptions

Reconcile bills

Oversee TRS administrative eligibility rules

Provide access to care updates

## Personal Health Guides



Respond to questions from district staff & participants about medical benefits

Locate and assign Primary Care Providers (PCPs)

Provide support for benefits, claims, prior authorizations and referrals

Assist with scheduling appointments

# Your TRS Medical District Ambassador!



We're available throughout the Lone Star State to give you the exceptional, localized support your district deserves!

[www.bcbstx.com/trsactivecareba/da/da-directory](http://www.bcbstx.com/trsactivecareba/da/da-directory)

Your **TRS Medical District Ambassador** can help your district get the most out of the TRS-ActiveCare medical plans.

## We're here to:



partner with you on district-specific strategic initiatives like health fairs, benefits presentations, and Annual Enrollment support



analyze your district utilization trends to help your employees maximize their benefits and reduce out-of-pocket costs



provide education and guidance about developments in TRS and legislation affecting your district health plans

# NEXT STEPS



# Non-Participating Employer

## Rules for Joining TRS-ActiveCare



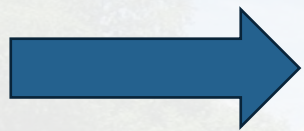
Notify plans to join TRS-AC by 12/31 before PY they will offer TRS-AC; deliver required forms

Employer joins AC on the first day of the next plan year (Sept 1)

Five-year commitment to stay; can leave after five.

# Building a Bridge

Designed for districts who use a different benefit calendar than TRS



Issue: District has a different plan year than Sept 1-Aug. 31 but may want to join TRS-ActiveCare.



New rule allows district to avoid terminating plan mid-year; TRS underwrites custom rates for district to use during transitional period.



District evaluates proposed “transitional” rates and decides if it wants to join TRS-ActiveCare.

*Should your district be interested, there are special rules regarding the timing of the delivery of forms and data to TRS-ActiveCare.*

# QUESTIONS?





San Elizario ISD  
 P.O. Box 920  
 San Elizario, TX 79849  
 Phone: 915872.3900  
 Fax 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Financial Reports – Tax Report  
**Date:** October 9, 2024

**HISTORY:** The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive “substantially equal access to similar revenue per student at similar tax effort.” The District’s current tax rate was approved at the August 23, 2023 special Board meeting for a total rate of \$0.8916. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$0.7219 while the Interest & Sinking (I&S) rate which pays for bonded debt was \$0.1697.

**RATIONALE** The purpose of this agenda item is to report collections made for the current 2023 tax year which is based on the levy billed on October 1, 2023.

**BUDGET:** Collections as of August 31, 2024 are summarized below.

	<b>M&amp;O</b>	<b>I&amp;S</b>	<b>Total</b>	<b>Collections</b>
Current Year Levy	\$2,030,674	\$477,359	\$2,508,033	
Current Year Collections	\$1,875,762	\$440,942	\$2,316,705	\$2,316,705
Current Year Levy Outstanding	\$154,912	\$36,417	\$191,329	
Prior Year Collections				\$119,725
Penalty & Interest Collections				\$79,015
<b>Total Collections</b>				<b>\$2,515,445</b>

**ADMINISTRATIVE RECOMMENDATION:** This report is for information only.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

EL PASO CONSOLIDATED TAX OFFICE  
PROPERTY TAX COLLECTION ANALYSIS  
9/1/2023 through 8/31/2024

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR (\$)		PRIOR YEARS (\$)		ALL YEARS (\$)			COLLECTION FEE (\$)	
	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2023	-	-	38,562.46	38,562.46	38,562.46	38,562.46	1.54%	4,114.61	4,114.61
Oct 2023	51,932.45	51,932.45	18,864.25	57,426.71	70,796.70	109,359.16	4.36%	3,266.02	7,380.63
Nov 2023	142,363.37	194,295.82	19,474.87	76,901.58	161,838.24	271,197.40	10.81%	3,492.51	10,873.14
Dec 2023	888,013.01	1,082,308.83	16,248.17	93,149.75	904,261.18	1,175,458.58	46.87%	3,123.77	13,996.91
Jan 2024	869,642.97	1,951,951.80	23,199.14	116,348.89	892,842.11	2,068,300.69	82.47%	4,685.07	18,681.98
Feb 2024	216,306.78	2,168,258.58	8,561.31	124,910.20	224,868.09	2,293,168.78	91.43%	2,561.56	21,243.54
Mar 2024	62,666.16	2,230,924.74	5,668.27	130,578.47	68,334.43	2,361,503.21	94.16%	3,014.00	24,257.54
Apr 2024	41,804.28	2,272,729.02	6,730.40	137,308.87	48,534.68	2,410,037.89	96.09%	3,397.30	27,654.84
May 2024	33,084.52	2,305,813.54	9,000.57	146,309.44	42,085.09	2,452,122.98	97.77%	2,816.74	30,471.58
Jun 2024	19,663.30	2,325,476.84	9,093.80	155,403.24	28,757.10	2,480,880.08	98.92%	2,570.16	33,041.74
Jul 2024	6,075.09	2,331,551.93	6,248.90	161,652.14	12,323.99	2,493,204.07	99.41%	4,098.85	37,140.59
Aug 2024	12,852.47	2,344,404.40	9,388.58	171,040.72	22,241.05	2,515,445.12	100.30%	4,419.97	41,560.56

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/25/2023	2,606,839.10	N/A	N/A	Total Levy Collected	2,316,704.51	119,725.26	2,436,429.77
Levy-Billed 10/1/2023	2,589,559.24	601,116.53	3,190,675.77	Total Penalty & Interest	27,699.89	51,315.46	79,015.35
Adjusted Levy YTD	2,508,033.42	545,892.85	3,053,926.27	Total Levy + P&I	2,344,404.40	171,040.72	2,515,445.12
Increase/Decrease	(81,525.82)	(55,223.68)	(136,749.50)	Taxes as percent of levy	92.37%	4.77%	97.14%
Levy Outstanding	191,328.91	426,167.59	617,496.50	P&I as percent of levy	1.10%	2.05%	3.15%
				Total as percent of levy	93.47%	6.82%	100.29%
				Collection Fee	8,252.95	33,307.61	41,560.56
				Total Collected YTD	2,352,657.35	204,348.33	2,557,005.68



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Financial Reports – Financial Statements  
**Date:** October 9, 2024

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**HISTORY:** The district’s fiscal year runs from July 1<sup>st</sup> through June 30<sup>th</sup>. The district’s fiscal accounts are audited annually, and the results are presented at the regular meeting in November.

**RATIONALE:** The purpose of this agenda item is to present unaudited interim financial statements as of August 31, 2024, which are attached to this memo. Included are:

- Exhibit G-1: presents budget and actual amounts for the general fund
- Exhibit J-3: presents budget and actual amounts for the debt service fund
- Exhibit H-4: presents revenues and expenses for internal service funds

**BUDGET:** There is no budget impact associated with this agenda item.

**ADMINISTRATIVE RECOMMENDATION:** This report is for information only.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

A Proud Community of Champions – Soaring to Excellence!

SAN ELIZARIO ISD  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED  
FOR THE TWO MONTHS ENDING AUGUST 31, 2024

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 3,168,717	\$ 3,168,717	\$ 188,288	\$ (2,980,429)
5800	State Program Revenues	31,951,976	31,951,976	296,856	(31,655,120)
5900	Federal Program Revenues	4,305,000	4,305,000	479,784	(3,825,216)
5020	Total Revenues	<u>39,425,693</u>	<u>39,425,693</u>	<u>964,928</u>	<u>(38,460,765)</u>
EXPENDITURES:					
Current:					
0011	Instruction	19,231,854	19,231,854	3,286,961	15,944,893
0012	Instructional Resources and Media Services	91,905	91,905	4,670	87,235
0013	Curriculum and Instructional Staff Development	876,647	876,647	144,275	732,372
0021	Instructional Leadership	771,466	771,466	117,254	654,212
0023	School Leadership	2,189,604	2,189,604	367,257	1,822,347
0031	Guidance, Counseling and Evaluation Services	1,477,931	1,477,931	257,222	1,220,709
0032	Social Work Services	64,488	64,488	11,131	53,357
0033	Health Services	505,977	505,977	84,089	421,888
0034	Student (Pupil) Transportation	1,297,829	1,297,829	238,303	1,059,526
0035	Food Services	3,535,000	3,535,000	562,956	2,972,044
0036	Extracurricular Activities	1,153,814	1,153,814	119,510	1,034,304
0041	General Administration	1,811,023	1,811,023	296,955	1,514,068
0051	Facilities Maintenance and Operations	5,321,684	5,321,684	1,291,007	4,030,677
0052	Security and Monitoring Services	1,621,544	1,621,544	172,165	1,449,379
0053	Data Processing Services	1,414,788	1,556,353	379,015	1,177,338
0061	Community Services	16,100	16,100	1,427	14,673
Debt Service:					
0071	Debt Service	304,575	304,575	89,267	215,308
Capital Outlay:					
0081	Facilities Acquisition and Construction	375,150	375,150	67,300	307,850
Intergovernmental:					
0099	Other Intergovernmental Charges	52,000	52,000	2	51,998
6030	Total Expenditures	<u>42,113,379</u>	<u>42,254,944</u>	<u>7,490,766</u>	<u>34,764,178</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(2,687,686)</u>	<u>(2,829,251)</u>	<u>(6,525,838)</u>	<u>(3,696,587)</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	502	(24,498)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>25,000</u>	<u>25,000</u>	<u>502</u>	<u>(24,498)</u>
1200	Net Changes in Fund Balances	<u>(2,662,686)</u>	<u>(2,804,251)</u>	<u>(6,525,336)</u>	<u>(3,721,085)</u>
0100	Fund Balance - July 1 (Beginning)	-	16,627,382	16,627,382	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (2,662,686)</u>	<u>\$ 13,823,131</u>	<u>\$ 10,102,046</u>	<u>\$ (3,721,085)</u>

SAN ELIZARIO ISD  
 SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
 BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED  
 FOR THE TWO MONTHS ENDED AUGUST 31, 2024

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
REVENUES:				
5700 Total Local and Intermediate Sources	\$ 580,120	\$ 580,120	\$ 8,131	\$ (571,989)
5800 State Program Revenues	1,091,268	1,091,268	-	(1,091,268)
5020 Total Revenues	1,671,388	1,671,388	8,131	(1,663,257)
EXPENDITURES:				
Debt Service:				
0071 Principal on Long-Term Liabilities	775,000	775,000	-	775,000
0072 Interest on Long-Term Liabilities	848,707	848,707	-	848,707
0073 Bond Issuance Cost and Fees	1,500	1,500	-	1,500
6030 Total Expenditures	1,625,207	1,625,207	-	1,625,207
1200 Net Change in Fund Balances	46,181	46,181	8,131	(38,050)
0100 Fund Balance - July 1 (Beginning)	-	330,683	330,683	-
3000 Fund Balance - June 30 (Ending)	\$ 46,181	\$ 376,864	\$ 338,814	\$ (38,050)

SAN ELIZARIO ISD  
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION  
 INTERNAL SERVICE FUNDS - UNAUDITED  
 FOR THE TWO MONTHS ENDED AUGUST 31, 2024

	753 Self Insurance Fund	770 Worker's Compensation Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 682,921	\$ 12,892	\$ 695,813
Total Operating Revenues	<u>682,921</u>	<u>12,892</u>	<u>695,813</u>
OPERATING EXPENSES:			
Professional and Contracted Services	667,768	20,119	687,887
Other Operating Costs	166,457	-	166,457
Total Operating Expenses	<u>834,225</u>	<u>20,119</u>	<u>854,344</u>
Operating Income (Loss)	<u>(151,304)</u>	<u>(7,227)</u>	<u>(158,531)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	95	11,685	11,780
Total Nonoperating Revenues (Expenses)	<u>95</u>	<u>11,685</u>	<u>11,780</u>
Change in Net Position	(151,209)	4,458	(146,751)
Total Net Position - July 1 (Beginning)	<u>(1,037,588)</u>	<u>1,037,125</u>	<u>(463)</u>
Total Net Position - June 30 (Ending)	<u>\$ (1,188,797)</u>	<u>\$ 1,041,583</u>	<u>\$ (147,214)</u>



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915872.3900  
Fax 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Financial Reports – Investment Report  
**Date:** October 9, 2024

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**HISTORY:** Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding report period in accordance with section 2256.023 of the Texas Government Code.

**RATIONALE:** The purpose of this agenda item is to present that investment report for the month of August 2024.

**BUDGET:** Interest earned by fund is summarized in the investment report which is attached.

**ADMINSTRATIVE RECOMMENDATION:** This report is for information only.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

A Proud Community of Champions – Soaring to Excellence!

San Elizario I.S.D.  
Statement of Interest Earned  
For The Two Months Ending August 31, 2024

General Fund	\$	118,839.84
Interest & Sinking (Debt Service) Fund	\$	2,349.02
Capital Projects Fund	\$	3,564.43
Health Insurance Fund	\$	94.51
Workers Compensation Fund	\$	11,685.43
<b>Total</b>	<b>\$</b>	<b><u>136,533.23</u></b>

We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

*Norberto Rivas*

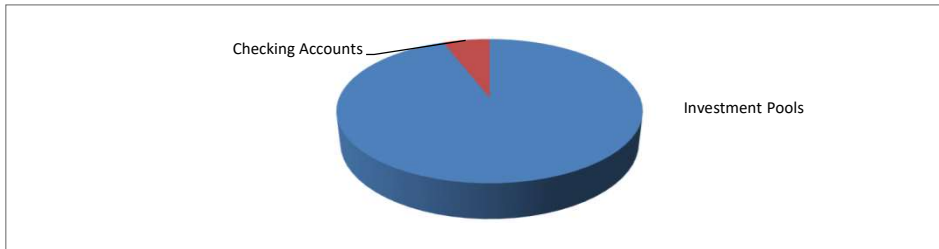
September 25, 2024

Chief Financial Officer

Date

**Portfolio Diversification**

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 13,998,697	94.10%	Overnight
Checking Accounts	\$ 878,126	5.90%	Overnight
	<u>\$ 14,876,824</u>		



**General Fund**

**Wells Fargo- General Operating Checking Account**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-24	31-Jul-24	Overnight	\$ 680,195.28	1.65%	\$ 925.45
01-Aug-24	31-Aug-24	Overnight	\$ 723,048.13	1.65%	\$ 1,106.79
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					<b>\$ 2,032.24</b>

*Earnings allowance is earned based on the available bank balance and is used to offset monthly bank analyzed charges.*

**Wells Fargo- Food Service Checking Account**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-24	31-Jul-24	Overnight	\$ 7,061.91	0.00%	\$ -
01-Aug-24	31-Aug-24	Overnight	\$ 19,396.75	0.00%	\$ -
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					<b>\$ -</b>

*This bank balance is combined with the general operating account for the purpose of the earning allowance.*

**Lone Star Investment Pool- Corporate Overnight Plus Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 6,346,218.29	5.44%	\$ 28,728.68
01-Aug-24	31-Aug-24	Overnight	\$ 5,372,292.90	5.44%	\$ 29,523.72
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 58,252.40</b>

**Lone Star Investment Pool- Corporate Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 207,771.65	5.44%	\$ 952.82
01-Aug-24	31-Aug-24	Overnight	\$ 208,727.78	5.43%	\$ 956.13
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 1,908.95</b>

**Lone Star Investment Pool- Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 2,901,671.96	5.33%	\$ 13,037.20
01-Aug-24	31-Aug-24	Overnight	\$ 2,937,988.38	5.32%	\$ 13,128.18
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 26,165.38</b>

**Texas CLASS Investment Pool- General Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 3,528,040.21	5.45%	\$ 16,239.30
01-Aug-24	31-Aug-24	Overnight	\$ 3,544,305.51	5.43%	\$ 16,265.30
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 32,504.60</b>

**Wells Fargo- San Elizario High School Account**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-24	31-Jul-24	Overnight	\$ 4,600.71	1.09%	\$ 3.95
01-Aug-24	31-Aug-24	Overnight	\$ 6,040.32	1.09%	\$ 4.56
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 8.51</b>

Total General Fund Interest Earned **\$ 118,839.84**

**Interest & Sinking Fund (Debt Service)**

**Lone Star Investment Pool- Corporate Overnight Plus Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 135,225.21	5.44%	\$ 620.76
01-Aug-24	31-Aug-24	Overnight	\$ 135,847.73	5.44%	\$ 622.52
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 1,243.28</b>

**Lone Star Investment Pool- Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 121,693.88	5.33%	\$ 545.93
01-Aug-24	31-Aug-24	Overnight	\$ 126,938.07	5.32%	\$ 559.81
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 1,105.74</b>

Total Debt Service Fund Interest Earned **\$ 2,349.02**

**Capital Projects Fund**

**2015 Bond Construction Fund - Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 396,096.68	5.33%	\$ 1,780.46
01-Aug-24	31-Aug-24	Overnight	\$ 397,880.65	5.32%	\$ 1,783.97
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 3,564.43</b>

Total Capital Projects Fund Interest Earned **\$ 3,564.43**

**Health Insurance Fund**

<b>Wells Fargo- Health Insurance</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-24	31-Jul-24	Overnight	\$ 67,287.37	1.09%	\$	54.70
01-Aug-24	31-Aug-24	Overnight	\$ 106,672.61	1.09%	\$	39.81
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$	-
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$	-
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$	-
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$	-
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$	-
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$	-
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$	-
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$	-
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$	-
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	<b>\$ 94.51</b>
					Total Health Insurance Fund Interest Earned	<b>\$ 94.51</b>

**Workers Compensation Fund**

<b>Wells Fargo- Worker's Compensation</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-24	31-Jul-24	Overnight	\$ 24,622.08	1.09%	\$	9.80
01-Aug-24	31-Aug-24	Overnight	\$ 22,968.68	1.09%	\$	17.54
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$	-
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$	-
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$	-
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$	-
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$	-
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$	-
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$	-
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$	-
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$	-
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	<b>\$ 27.34</b>

<b>Lone Star Investment Pool- Corporate Overnight Fund</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-24	31-Jul-24	Overnight	\$ 1,268,877.09	5.44%	\$	5,818.92
01-Aug-24	31-Aug-24	Overnight	\$ 1,274,716.26	5.43%	\$	5,839.17
01-Sep-24	30-Sep-24	Overnight	\$ -	0.00%	\$	-
01-Oct-24	31-Oct-24	Overnight	\$ -	0.00%	\$	-
01-Nov-24	30-Nov-24	Overnight	\$ -	0.00%	\$	-
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$	-
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$	-
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$	-
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$	-
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$	-
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$	-
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	<b>\$ 11,658.09</b>
					Total Worker's Compensation Fund Interest Earned :	<b>\$ 11,685.43</b>



**First Public**  
12007 Research Blvd.  
Austin, Texas 78759  
800-558-8875 • [firstpublic.com](http://firstpublic.com)

## Fund Performance Update

### August 31, 2024

*Comments by Mellon, Investment Manager*

*Custodian Bank: State Street Bank*  
*Investment Managers:*  
*American Beacon Advisors and*  
*Mellon Investments Corp (Dreyfus)*

The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800-558-8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

After sharp declines in July, US Treasury yields continued to trend lower in August. Yields fell up to 34 basis points during the month with the one- to two-year area of the curve leading the decline. The US equity markets were higher with the Dow Jones Industrial Average, S&P 500, and Nasdaq-100 indexes advancing 1.8%, 2.3%, and 0.6%, respectively. A cooling labor market appears to be solidifying the prospect of a forthcoming cut. July's labor market report was weaker than expected with job gains missing to the downside: +114,000 versus +175,000 consensus. The 3-month moving average remains around +170,000. The disinflation trend stayed consistent, with recent data showing producer price inflation coming in below and consumer price inflation in line with market expectations. The Federal Reserve's (Fed's) preferred measure of inflation (i.e., Core PCE) came in slightly lower than expectations, at 2.6% year over year, after increasing 0.2% month over month. The monthly increase is consistent with attaining the Fed's 2% inflation target. At the next Federal Open Market Committee meeting on September 18, the market is expecting a 25-basis point cut in the target rate. It would be the first rate cut since the beginning of the pandemic in March 2020 and the first change in the policy rate since the Fed increased rates in July 2023.

#### Active Participants This Month

Schools and Colleges	594
Other Governmental Entities	91
<i>Total</i>	<i>685</i>

## Government Overnight Fund

### Return Information

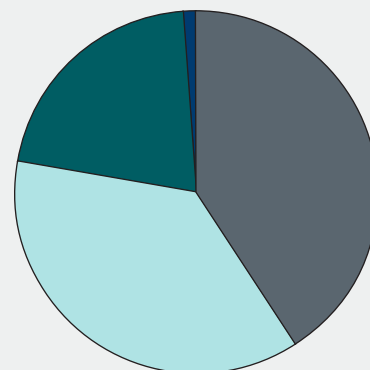
August 31, 2024

Average Monthly Return (a)	5.32%
SEC 7-day Fund Yield (b)	5.32%
Weighted Average Maturity One (c)	23 days
Weighted Average Maturity Two (c)	92 days
Portfolio Maturing beyond One Year	6%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

### Inventory Position

	Book Value	Market Value
Cash/Repo	2,254,501,535.89	2,254,501,535.89
US Treasuries	1,282,676,525.39	1,283,105,690.61
Agencies	2,520,662,757.15	2,521,033,886.36
Money Market Funds	82,203,397.32	82,203,397.32
<b>Total Assets</b>	<b>6,140,044,215.75</b>	<b>6,140,844,510.18</b>

### Investment Distribution



Agencies	41%
Cash Repo	37%
Treasuries	21%
Money Market	1%

(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

# Corporate Overnight Fund

## Return Information

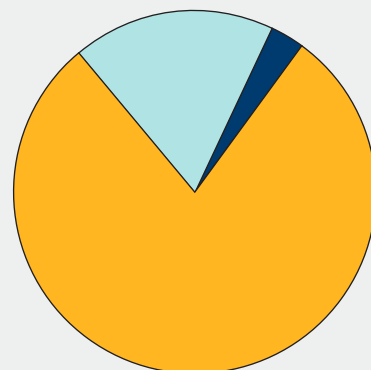
August 31, 2024

Average Monthly Return (a)	5.43%
SEC 7-day Fund Yield (b)	5.44%
Weighted Average Maturity One (c)	39 days
Weighted Average Maturity Two (c)	74 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

## Inventory Position

	Book Value	Market Value
Cash/Repo	568,725,019.35	568,725,019.35
US Treasuries	-	-
Agencies	-	-
Commercial Paper	2,491,182,302.39	2,491,720,284.89
Money Market Funds	107,450,526.05	107,450,526.05
<b>Total Assets</b>	<b>3,167,357,847.79</b>	<b>3,167,895,830.29</b>

## Investment Distribution



Commercial Paper	79%
Cash/Repo	18%
Money Market	3%

(b)

**SEC 7-Day Yield Calculation**

$$\text{Yield} = 2 \left[ \left[ \frac{a-b}{cd} + 1 \right]^6 - 1 \right]$$

*a - Dividend and interest income  
b - Expenses accrued for the period  
c - Average daily number of shares outstanding during the period that was entitled to dividends  
d - Maximum offering price per share on the last day of the period*

## Corporate Overnight Plus Fund

### Return Information

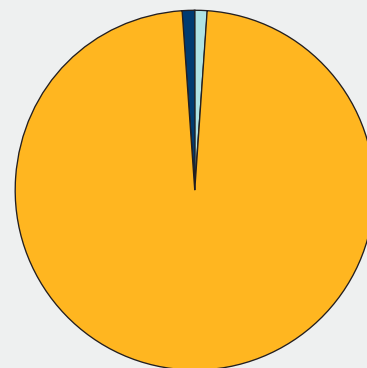
August 31, 2024

Average Monthly Return (a)	5.44%
SEC 7-day Fund Yield (b)	5.44%
Weighted Average Maturity One (c)	46 days
Weighted Average Maturity Two (c)	89 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

### Inventory Position

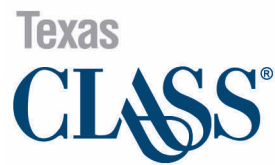
	Book Value	Market Value
Cash/Repo	20,386,845.85	20,386,845.85
US Treasuries	-	-
Agencies	-	-
Commercial Paper	8,844,887,219.29	8,846,316,881.16
Money Market Funds	59,776,234.69	59,776,234.69
<b>Total Assets</b>	<b>8,925,050,299.83</b>	<b>8,926,479,961.70</b>

### Investment Distribution



Commercial Paper	98%
Money Market	1%
Cash/Repo	1%

(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.



Texas CLASS

Texas CLASS

Date	Dividend Rate	Daily Yield
08/01/2024	0.000149357	5.4669%
08/02/2024	0.000446757	5.4505%
08/03/2024	0.000000000	5.4505%
08/04/2024	0.000000000	5.4505%
08/05/2024	0.000148714	5.4429%
08/06/2024	0.000148228	5.4251%
08/07/2024	0.000148301	5.4278%
08/08/2024	0.000148176	5.4233%
08/09/2024	0.000444930	5.4281%
08/10/2024	0.000000000	5.4282%
08/11/2024	0.000000000	5.4282%
08/12/2024	0.000148482	5.4355%
08/13/2024	0.000148365	5.4302%
08/14/2024	0.000148515	5.4357%
08/15/2024	0.000148429	5.4325%
08/16/2024	0.000445266	5.4323%
08/17/2024	0.000000000	5.4322%
08/18/2024	0.000000000	5.4322%
08/19/2024	0.000148217	5.4247%
08/20/2024	0.000148185	5.4236%
08/21/2024	0.000148119	5.4212%
08/22/2024	0.000147907	5.4135%
08/23/2024	0.000443592	5.4122%
08/24/2024	0.000000000	5.4122%
08/25/2024	0.000000000	5.4122%
08/26/2024	0.000148310	5.4281%
08/27/2024	0.000148451	5.4333%
08/28/2024	0.000148659	5.4409%
08/29/2024	0.000148609	5.4391%
08/30/2024	0.000296756	5.4306%
08/31/2024	0.000000000	5.4306%

Performance results are shown net of all fees and expenses and reflect the reinvestment of dividends and other earnings. Many factors affect performance including changes in market conditions and interest rates and in response to other economic, political, or financial developments. Investment involves risk including the possible loss of principal. No assurance can be given that the performance objectives of a given strategy will be achieved. **Past performance is no guarantee of future results. Any financial and/or investment decision may incur losses.**



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Approval of PO# 52025 – TASB Risk Management Fund  
**Date:** October 9, 2024

---

**HISTORY:** The Board of Trustees approved TASB Risk Management Fund as the vendor for the district’s commercial insurance under RFP#25-1161 at the September 17, 2024 Board meeting.

**RATIONALE:** The purpose of this agenda item is to approve the purchase order based on that solicitation process.

**BUDGET IMPACT:** The budget impact is \$375,799 which is budgeted under the general fund.

**ADMINISTRATIVE RECOMMENDATION:** The administrative recommendation is to approve the purchase order.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

---

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

A Proud Community of Champions – Soaring to Excellence!



**San Elizario Independent School  
District**

1050 Chicken Ranch Road  
San Elizario, TX 79849-9999  
(915) 872-3900

**PURCHASE ORDER NUMBER**

**52025**

**Date: 09/25/2024**

**Page 1 of 1**

**VENDOR: 4542**

**TO: Tasb Risk Management Fund  
Po Box 975111  
Dallas, TX 75397-5111**

**SHIP TO: San Elizario Independent School  
200 N. Herring  
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 800-480-8272

VENDOR FAX:

VENDOR EMAIL:

REC. LOC: Finance - R. Hermosillo

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			375799.00		375799.00

Insurance and Bonding Costs for the period of October 1, 2024 through September 30, 2025 to include:  
 Auto Liability  
 Auto Physical Damage Collision  
 Auto Physical Damage Comprehensive  
 Data Breach/Privacy Liability  
 Property  
 School Liability

Invoice RMF002443

**TOTAL 375799.00**

P.O. Source	Account Number	Amount
Project Requisition	199.34.6429.00.834.99	38,687
Project Requisition	199.41.6429.00.702.99	15,223
Project Requisition	199.51.6429.00.860.99	9,671
Project Requisition	199.51.6429.00.890.99	306,718
Project Requisition	199.53.6429.00.886.99	5,500

**PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD**

**INSTRUCTIONS TO VENDORS**

- Reference all packages & packing slips with PO Number
- Ship prepaid
- Tax Exempt No. 74 6002231
- Invoice in duplicate; Attn: Accounts Payable
- Do not fill order at higher price without Purchasing Dept. approval
- POs are cancelled if not shipped complete within 90 days.
- If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

THIS PURCHASE ORDER IS NOT BINDING UNLESS SIGNED BY A PURCHASING AGENT.

*Herberto Rivas*



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915872.3900  
Fax 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
Jesus Martinez, Executive Director of Support Services  
**Subject:** Consider and possible Board action to approve final payment to AREDi Enterprises, LLC., for the repairs caused by water damage-PO# 51093  
**Date:** October 9, 2024

---

**HISTORY:** AREDi Enterprises LLC., has completed all work regarding the reconstruction of areas at central office that were affected by the water leak damage.

**RATIONALE:** The purpose of this agenda item is to seek Board acceptance of the work and to approve the release of the remaining balance for the aforementioned project in accordance with CV (LOCAL).

**BUDGET:** The remaining amount of \$7,149.91 which includes any retainage owed to the contractor, will be paid from the allocated funds that were committed for this project.

**ADMINISTRATIVE RECOMMENDATION:** The recommendation is for the Board of Trustees to approve the final payment as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

---

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**AREDI ENTERPRISES, LLC**  
 1002 W Missouri Ave  
 El Paso, TX 79902  
 +19153461181  
 arediconstruction@gmail.com



Construction & Facilities Maintenance

# INVOICE

**BILL TO**

San Elizario ISD  
 1050 Chicken Ranch Road  
 San Elizario, TX 79849-999  
 El Paso

**SHIP TO**

San Elizario ISD  
 1050 Chicken Ranch Road  
 San Elizario, TX 79849-999  
 El Paso

**INVOICE # 1360**

**DATE** 09/23/2024  
**DUE DATE** 10/22/2024  
**TERMS** Due on receipt

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
09/20/2024	<b>Construction &amp; Repairs</b>	5% Final Payment for Repairs needed for water damage at Central Office to include supplies, equipment, travel and labor  <i>PO # 51093</i>	0.05	142,998.17	7,149.91

SUBTOTAL	7,149.91
TAX	0.00
TOTAL	7,149.91
BALANCE DUE	<b>\$7,149.91</b> <i>[Signature]</i>



**San Elizario Independent School  
District**

1050 Chicken Ranch Road  
San Elizario, TX 79849-9999  
(915) 872-3900

**BLANKET/PROJECT PURCHASE**

**51093**

**Date: 04/24/2024**

**Page 1 of 1**

**VENDOR: 10791**

**TO: AREDI Enterprises  
1002 West Missouri  
EL PASO, TX 79902**

**SHIP TO: San Elizario Independent School  
200 N. Herring Rd  
San Elizario, TX 79849-**

**ATTN:**

**VENDOR PHONE: 915-346-1181**

**VENDOR FAX:**

**VENDOR EMAIL:**

**REC. LOC: Support Services - S. Renteria**

**REC. GRP: Support Services - S. Renteria**

LINE ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	1.00000			142998.17		142998.17

(1) Repairs needed for water damage at Central Office to include supplies, equipment, travel and labor @ \$142,998.17

YSELTA ISD/CTPA 23000RFP  
Administration Offices

**TOTAL 142998.17**

P.O. Source	Account Number	Amount
Project Requisition	199.51.6249.73.860.99	142,998.17

**INSTRUCTIONS TO VENDORS**

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days.
7. If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

**THIS PURCHASE ORDER IS NOT BINDING  
UNLESS SIGNED BY A PURCHASING AGENT.**

*Therese Rivas*



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Consider and possible Board action to approve resolution to allow EPCAD to act if the State Comptroller's Property Value Study (PVS) places the school district outside of the confidence level  
**Date:** October 9, 2024

---

**HISTORY:** On September 25<sup>th</sup>, the district received the attached notice from the El Paso Central Appraisal District (EPCAD).

**RATIONALE** The purpose of this agenda item is to present the attached resolution for approval which grants EPCAD the authority to only act if necessary to defend EPCAD's values in our district.

**BUDGET:** There is no budget impact associated with this item.

**ADMINISTRATIVE RECOMMENDATION:** The administrative recommendation is to approve the sample resolution as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

---

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A Proud Community of Champions – Soaring to Excellence!



September 25, 2024

School District Superintendent and Board Chair

Subject: **Reminder** – Property Value Study TAC Title 34, Part 1, Chapter 9, Subchapter L, Rule 9.4302

Dear Presiding Officer,

The El Paso Central Appraisal District (EPCAD) has requested of your school board to pass a resolution to allow EPCAD to act if the State Comptroller's Property Value Study (PVS) places the school district outside of the confidence level.

This resolution will grant EPCAD the authority to only act if necessary to defend EPCAD's values in your districts. We request to receive the resolution no later than **November 15, 2024**. Your resolution will then be included on the EPCAD **November 21, 2024** board meeting agenda.

Attached are a copy of Rule 9.4302 and a sample resolution.

If you have any questions, please contact Mr. Rick Medina, Director of Administrative Services, at 915-780-2083, or you may contact me at 915-780-2088.

Thank you,

Dinah L. Kilgore  
Executive Director/Chief Appraiser

Texas Administrative code Title 34, Part 1, Chapter 9,  
Subchapter L.

Rule 9.4302

Paragraph (e) (2) A chief appraiser or other employee of an appraisal district that appraises property for a school district protesting the comptroller's property value study findings may not be designated as the agent for the protesting school district unless:

(A) the governing body of the appraisal district authorizes the chief appraiser or other employee of the appraisal district to act as agent for the protesting school district;

(B) the governing body of the protesting school district authorizes the chief appraiser or other employee of the appraisal district to act as agent for the school district;  
and

(C) the superintendent of the protesting school district signs the petition representing that the chief appraiser or other employee of the appraisal district has been properly authorized pursuant to this subchapter and the laws of the State of Texas to act as agent for the school district



## Board Resolution

**Whereas**, the Texas Comptroller’s office published preliminary findings of taxable value for San Elizario ISD for the tax year 2024.

**Whereas**, San Elizario ISD desires to protest such preliminary value findings pursuant to Government Code §§403.303 and 34 Texas Administrative Code §§9.4301 – 9.4317.

**Now Therefore, Be It Resolved by the Board of Trustees of San Elizario ISD:**

That the El Paso Central Appraisal District is designated as San Elizario ISD’s agent in for all property tax matters related to protesting the Comptroller’s Preliminary value findings of taxable value for tax year 2024.

That the Superintendent of San Elizario ISD is authorized to submit all necessary forms evidencing such designation as required by law.

This resolution has been PASSED upon Motion made by member \_\_\_\_\_, seconded by member \_\_\_\_\_ by a vote of \_\_\_\_ to \_\_\_\_, and is effective this 9<sup>th</sup> day of October of 2024.

\_\_\_\_\_  
Board Chairperson

\_\_\_\_\_  
Board Secretary



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax: 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Ms. Blanca Cruz, Associate Superintendent  
**Subject:** 2024-2027 Dual Credit Partnership Agreement  
**Date:** October 9, 2024

**HISTORY:** This Dual Credit Partnership Agreement between San Elizario Independent School District and El Paso County Community College District is designed to allow High School students an opportunity to earn dual High School credit and College credit. High School students must take the EPCC placement tests and/or provide EPCC approved additional test scores in math, reading, and writing as well as course-specific placement test scores where applicable and have the course prerequisites prior to enrolling in college-level courses. .

**RATIONALE:** The purpose of this agreement is to facilitate the cooperation between El Paso Community College and the District in the provision of college courses for Dual Credit for qualified students.

**BUDGET:** EPCC will waive tuition and designated fees for students enrolled in the Dual Credit Program. The High School is responsible for all College textbooks and instructional materials. This includes funding of Open Educational Resources (OER) and First Day Adoption (FDAY) materials used in lieu of textbooks.

**ADMINISTRATIVE RECOMMENDATION:**

The administrative recommendation is for the Board of Trustees to approve the renewal contract between SEISD and EPCC as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.



## 2024-2027 DUAL CREDIT PARTNERSHIP AGREEMENT



**Between**  
**San Elizario Independent School District**  
**And**  
**El Paso County Community College District**

This Dual Credit Partnership Agreement (Agreement) between San Elizario Independent School District and El Paso County Community College District (EPCC or the College) is designed to allow High School students an opportunity to earn dual High School credit and College credit. *19 Texas Administrative Code (19 TAC)*, Chapter 9, Subchapter H, *Partnerships between Secondary Schools and Texas Public Two-year Associate Degree-Granting Institutions* establishes authority and rules for two-year associate degree-granting institutions to enter into agreements with secondary schools to offer courses that grant credit toward the student's High School curriculum requirements and College-level credit. Dual Credit Requirements are identified/outlined in *19 TAC* Chapter 4, Subchapter D, *Dual Credit Partnerships Between Secondary Schools and Texas Public Colleges*, §4.85. Nothing herein shall be construed to violate either the Texas Public Information Act, Tex. Gov't Code, §552.001 et seq., or the Family Educational Rights and Privacy Act, 20 U.S.C § 1232g.

San Elizario Independent School District is located at:  
1050 Chicken Ranch Road  
San Elizario, Texas 79849

The following conditions apply to this Agreement in accordance with Texas Higher Education Coordinating Board (THECB) Rules and Regulations:

1. Purpose

The Purpose of this Agreement is to facilitate the cooperation between the College and the District in the provision of College courses for Dual Credit for qualified students.

2. Eligible Courses

- a. Only courses as permitted by 19 TAC, Part 1, CH4, Subchapter D, §4.85 (a) identified as College-level academic courses in the current edition of the EPCC Catalog or as College-level workforce education courses in the current edition of the Workforce Education Course Manual (WECM) may be used for Dual Credit. New High School sites located off EPCC campuses must follow the *Courses for Dual Credit Schedule* as it is posted on the EPCC Dual Credit web page.
- b. Courses approved for Dual Credit for an individual student must be applicable to a college or university certificate or degree.
- c. Course matching is a requirement to award Dual Credit. In order to offer any College course for Dual Credit, it must be paired with an equivalent High School course. The learning objectives for the College course and the Texas Essential Knowledge and Skills (TEKS) for the High School class must have significant overlap or match. If an equivalent High School class does not exist, then the College course cannot be offered by the High School for Dual Credit.
- d. Any TEKS not covered by the College course will be taught by the High School and accounted for separately from the required content of the College course.

### 3. Student Eligibility

- a. High School students will meet State and EPCC requirements for admission to the College.
- b. High School students must take the EPCC placement tests and/or provide EPCC approved additional test scores in math, reading, and writing as well as course-specific placement test scores where applicable and have the course prerequisites prior to enrolling in College-level courses. Students with disabilities needing accommodations will contact the EPCC Center for Students with Disabilities (CSD) to arrange a meeting with a CSD Counselor. The placement exam will be administered at the High School that complies with EPCC's CSD-approved accommodations.
- c. High School students shall not be enrolled in more courses than those allowable by State laws and Texas Administrative Code and Regulations and in accordance with the *Courses for Dual Credit Schedule* for new sites until the High School is approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as an EPCC off-site.
- d. El Paso Community College will certify to the appropriate agency, no fewer than once per calendar year, the eligibility of all students for which it receives notice of FAST eligibility from such student's school district or charter school, of that student's eligibility for the FAST Program.
- e. High School students will be enrolled in EPCC courses upon the timely receipt of all the pre-registration/advising documentation by the EPCC Admissions and Registration DC/ECHS Specialist. If a High School student has a hold preventing registration such as, but not limited to, "business hold or required documentation," the student will not be enrolled in the class and a notation will be made to the roster and returned back to the designated individual at the High School. High School administration (Principal, Assistant Principal, or Counselor) will be notified and will be responsible for assisting the student in clearing the hold. Once the hold has been removed, the High School designee must add the student once more to the enrollment roster requesting enrollment once again.
- f. Application of Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act of 1973. To the extent this Agreement and the services provided under the Agreement are subject to the Americans with Disabilities Act Amendments Act and/or Section 504 of the Rehabilitation Act of 1973, EPCC and San Elizario Independent School District agree to take any steps necessary to comply with the provisions of these laws. Coordination of services under the Agreement, enrollment of students and any necessary accommodations will be managed by the EPCC Center for Students with Disabilities (CSD). Appropriate accommodations will be determined by an EPCC CSD Counselor based upon individual needs and requirements of the required program of study. Accommodations will be provided by San Elizario Independent School District. Accommodations for special education students enrolled in Dual Credit and College courses must adhere to EPCC's accommodations policy.

### 4. Instructional Calendar

The College courses for Dual Credit taught on the High School campus will comply with the District's instructional calendar. Distance education sections will comply with the College calendar.

## 5. Location

- a. Dual Credit instruction will predominantly occur in the facilities of the High School campus. EPCC facilities may be used as appropriate, depending on the availability of resources.
- b. When the High School does not have an instructor, who is qualified and selected by EPCC to deliver a College course for Dual Credit onsite at the High School campus, the course may be located online with an instructor provided by the College, depending on the availability of resources.
- c. A qualified instructor may be provided by the College to teach the College course on the High School campus if available. A High School may also contract directly with an EPCC credentialed instructor to deliver the College course on the High School campus. Workload must be previously approved by an EPCC administrator.

## 6. Student Composition of Classes

Courses may be composed of Dual Credit students only or of Dual Credit and College credit students. Exceptions for a mixed class (composed of students taking the College course for High School credit only and students taking the College course for Dual Credit) may be allowed only under one of the following conditions:

- a. If the course involved is required for completion under the State Board of Education Recommended or Distinguished Achievement High School Program graduation requirements, and the High School involved is otherwise unable to offer such a course.
- b. If the High School credit-only students are College Board Advanced Placement students.
- c. If the course is a career and technology/College workforce education course and the High School credit-only students are earning articulated College credit which will only be awarded after graduation from High School and subsequent enrollment at EPCC.

## 7. Faculty Selection, Supervision, and Evaluation

- a. All High School Dual Credit instructors must meet the credential requirements as specified by EPCC, the State Board of Education, and that would be acceptable by SACSCOC and other pertinent accrediting agencies. EPCC may limit the number of Dual Credit sections by course or program based on institutional need and/or accreditation guidelines.
- b. The College shall select, supervise, and evaluate Dual Credit High School instructors using the same College procedures used for EPCC faculty teaching on the College campuses and will maintain the same standards for the evaluation of instructional effectiveness and learning outcomes for the College course taught on the High School campus as the same courses taught at the College campuses. EPCC retains the right not to assign courses to an instructor.
- c. Official transcripts, an adjunct faculty application, and other documents pertinent to credentials verification of Dual Credit High School instructors will be kept on file at the EPCC Office of Human Resources.
- d. Qualified, EPCC-selected and trained Dual Credit High School instructors teaching the College course at the High School will do so as part of their High School teaching

assignment. Nevertheless, a Dual Credit High School instructor will comply with the College's standards of instruction and evaluation processes. All instructional aspects of the College course will be supervised by the designated College Instructional Dean.

- e. Each semester, Dual Credit students will complete a Faculty Evaluation and Student Survey for each College course for Dual Credit. The evaluation/survey is administered online. The Dual Credit faculty member and the High School are requested to remind the students in the last couple of weeks of the semester to complete the survey. The Faculty Evaluation process is highly confidential to encourage a student's willingness to respond with candor regarding their experience in the class without fear of reprisals from the instructor. The Faculty Evaluation will not be shared with the instructor, the designated College Instructional Dean, the instructional coordinator and, upon request, the designated High School administrators until after grades have been posted.
- f. It is required that new Dual Credit faculty attend New Faculty Orientation, which is held during Faculty Development Week at the beginning of the Fall Semester (August) and the Dual Credit Summer Convening in June. Newly credentialed Dual Credit faculty will be required to complete an introductory 10-hour online course. Additionally, ongoing attendance is required at College division and discipline meetings and at one faculty development workshop of the instructor's choice each semester.
- g. In the event the High School credentialed faculty is absent more than 3 consecutive days, or is absent enough times that the instructional contact hours fall below what is required for the College course, the High School is responsible for contacting the designated College Instructional Dean to discuss the anticipated length of absence, and necessary arrangements for a substitute or replacement. Only substitutes/replacements credentialed by EPCC in the discipline/course may be used to cover a class. If the High School is unable to find a credentialed discipline/course qualified substitute or replacement, EPCC may provide a qualified faculty if available.

#### 8. Course Curriculum, Instruction and Grading Criteria

EPCC shall ensure that a College course for Dual Credit offered at the High School and the corresponding course offered at the College campuses are equivalent with respect to the curriculum, contact hours, course enrollment maximum, materials, instruction, and method/rigor of evaluation of student performance, and grading criteria regardless of student composition of the class. (See appendix A for Crosswalk)

- a. EPCC course syllabi and textbooks must be used in College courses for Dual Credit at all times. The syllabus for each course must be submitted to the appropriate Instructional Coordinator as requested and uploaded in compliance with HB 2504 by the end of the first week of classes.
- b. The High School will provide each student enrolled in a College course for Dual Credit with all College textbooks and instructional materials required by the College discipline. College textbooks and other instructional materials may not be shared among multiple students, and students must be allowed to use them both in and out of class as would any College student studying at the College campuses.
- c. The EPCC Office of Distance Learning Support Services will verify that the High School has adequate technology to support online course delivery. In addition, classroom, science lab and library facilities assessments will be conducted at least every three years or as needed.

- d. The High School will identify a High School onsite facilitator whose role is to support the EPCC instructor of record in order to enhance the success of Dual Credit students enrolled in online courses.

9. Academic Policies and Student Support Services

- a. All academic policies applicable to courses taught on EPCC campuses shall apply to Dual Credit High School students as outlined on EPCC Procedure GH-2 *High School Dual Credit Program Requirements* and in the College Catalog. These policies include the appeal process for disputed grades, drop policy, the communication of grading policy to students, when the syllabus must be distributed, and processes for addressing instructional issues/concerns.
- b. Dual Credit students may utilize the same services that are available to other EPCC students. The College is responsible for ensuring timely and efficient access to such services as academic advising and counseling, College-appropriate (non-curricular) accommodations for students with disabilities, learning materials (e.g., library resources), academic achievement programs (e.g. Honors Program), and student success initiatives (e.g., tutoring).
- c. Each High School must have an appointed Counselor or Designee to provide academic guidance regarding Dual Credit who will encourage course completion and achievement of course work leading to a College degree. EPCC will provide training for the High School Counselor or Designee.
- d. Except as expressly set forth herein, the High School shall provide student services for all Dual Credit students including, health services, counseling services, tutorial services, transportation, food service, Blackboard Learn Ultra, and all College textbooks and teaching materials. By July 1 of each year, the High School will submit all graduated seniors' final High School transcripts, with the official graduation date, through the Texas Records Exchange (TREx) system. Paper copies will not be accepted.
- e. In addition to on-site resources provided by the High School, Dual Credit students will be issued an EPCC ID card and will have open access to EPCC's online library databases, materials, and resources. Dual Credit students will have access to on-campus and online EPCC tutoring centers, Academic Computer Services labs, and libraries. EPCC Librarians will provide training to designated High School Librarians on available EPCC resources. Dual Credit students will have access to all EPCC student services and privileges, including participation in student government and student clubs.
- f. Dual Credit students will adhere to all the requirements of the District/High School Code of Conduct and State law applicable to public school students. Dual Credit students will have the rights and responsibilities defined in the EPCC Code of Conduct, EPCC Catalog, EPCC Student Handbook, and the EPCC Board Policies and College Procedures. In the event of any inconsistency between the District/High School Code of Conduct and the EPCC Code of Conduct, the District/High School Code of Conduct and applicable provisions of Chapter 37 of the Texas Education Code will be followed. Students enrolled in a course for Dual Credit who are placed in an alternative school will be withdrawn from the course but may be allowed to remain in the Dual Credit program upon returning to the high school campus.
- g. Transportation is at the sole discretion of the District/High School and not the responsibility of EPCC. The District/High School will ensure bus routes for students attending courses at all EPCC site facilities during the fall, spring, and summer terms that occur during regular High

School hours. The High School will provide round-trip transportation for Dual Credit students to EPCC campuses for official school activities, such as daily classes in an approved schedule.

#### 10. Transcription of Credit

EPCC will transcribe College grades immediately upon a student's completion of the course. Approved District/High School personnel will have access to the official College grade through the High School Dashboards.

#### 11. Funding

- a. The Dual Credit High School instructors will be compensated by the District/High School in accordance with the District's Standard Teacher Salary Schedule. It is not contemplated that Dual Credit High School instructors will be teaching any classes in addition to their regular workload by virtue of their participation in the Program. Said Dual Credit High School instructors will not receive any monetary compensation from EPCC for their participation in the Program. The Dual Credit High School instructors teaching courses which result in the award of concurrent credit must meet the same standards, review, and approval procedures used by the College to select faculty responsible for teaching the same courses at the College campuses. Dual Credit High School instructors will teach courses on a volunteer basis and are entitled to all the rights and privileges accorded to any EPCC adjunct faculty member.
- b. EPCC will waive tuition and designated fees for students enrolled in the Dual Credit Program.
- c. Both parties to this Agreement agree that neither party may charge a student who has been determined to have met the eligibility criteria for participation in the dual credit Financial Aid for Swift Transfer ("FAST") Program any cost of tuition or other fees whatsoever (including late fees or three-peat fees) incurred for the enrollment in the course(s) contemplated herein.
- d. The High School is responsible for all College textbooks and instructional materials. This includes funding of Open Educational Resources (OER) and First Day Adoption (FDAY) materials used in lieu of textbooks. The School District will be invoiced within 30 days after the end of the semester and payment in full will be due to EPCC within one month of the invoice. College-approved textbooks purchased by the District may be used for a maximum of four years from the date of initial purchase. The High Schools must adhere to EPCC textbook College Procedure EDA-1 *Selection and Ordering of Textbooks for Credit/Developmental Education Courses*. In addition, the High School must comply with the textbook tracking requirements by completing and returning the textbook tracking form within the timelines set forth.

#### 12. EPCC Administrators and High School Principals, along with any necessary administrative staff, will maintain open lines of communication between the College and their High Schools.

- a. Marketing and Co-branding. Dual Credit is a strong and beneficial partnership between the District or High School and EPCC and will be co-branded accordingly. References to College Courses for Dual Credit that are offered by EPCC will prominently feature EPCC's name and logo on all media/marketing materials, school marquees, verbal and non-verbal messaging, and anywhere else the program is visible, including the school's website.

When used in conjunction with the District or High School logo, logos must be of the same size and in high-profile locations. When communicating about Dual Credit programs or

courses offered by EPCC, it is important to state “These Dual Credit course offerings are available thanks to a partnership with El Paso Community College,” when speaking, presenting, or discussing the initiative as well as in all written materials, including, but not limited to: news releases, website content, promotional materials, social media, or other content.

Signage, banners, and other displays should prominently demonstrate the partnership and should include EPCC and its logo. EPCC logos, banners, or other identifying material should be displayed in each classroom used to teach Dual Credit students. Materials or exceptions to this guideline will need to be reviewed and approved by EPCC’s Marketing/Community Relations Department and the Dean of Dual Credit and Early College High Schools. Each party reserves the right to approve major signage, banners and other displays marketing Dual Credit that will be displayed outside the EPCC campus to the general public.

The District/High School is responsible for ensuring that departments producing materials as well as appropriate administrators, faculty and staff are aware of the marketing and co-branding requirements. Media/marketing materials that do not reflect appropriate co-branding may have to be taken down and redone to properly reflect required marketing and co-branding.

### 13. Records and Criminal History.

Records relating to this Amendment may be subject to disclosure pursuant to the Texas Public Information Act, Section 552.001 et. seq. of the Texas Government Code. Each party agrees, to the extent it receives information or records concerning any student, it shall not disclose the same except as permitted by the Family Educational Rights and Privacy Act a/k/a FERPA (20 U.S.C. 1232(g)). EPCC further agrees that, if applicable, it shall comply at its sole expense with the requirements of Section 22.0834 of the Texas Education Code, “Criminal History Record Information Review of Certain Contract Employees,” any applicable rule(s) adopted by the Texas Commissioner of Education, San Elizario Independent School District Board Policies and other policies and requirements of such statute and rule(s), and will ensure that no covered person with a disqualifying criminal history performs services under this Amendment.

### 14. House Bill 1638: Statewide Dual Credit Goals

The following are specific program goals aligned with the statewide goals developed collaboratively by the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) in compliance with House Bill 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2):

- a) Statewide Dual Credit Goal 1: Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of Dual Credit, including enrollment and fee policies.
  - i) EPCC will participate in information sessions that promote Dual Credit hosted by the District or High School.
  - ii) EPCC will host campus tours for students new to Dual Credit.
  - iii) EPCC will maintain a webpage to include information relevant to all Dual Credit stakeholders.
  - iv) EPCC will host a Dual Credit Counseling Institute in Fall and Spring.
  - v) EPCC and District or High School will collaborate in the promotion of Dual Credit programs through press releases, social media, and institutional web pages.

- b) Statewide Dual Credit Goal 2: Dual Credit programs will assist High School students in the successful transition to and acceleration through postsecondary education.
  - i) EPCC will grant District or High School staff access to Dual Credit Dashboards
  - ii) EPCC will participate in annual data sharing sessions
  - iii) EPCC will support transition to College through Operation College Bound.
- c) Statewide Dual Credit Goal 3: All Dual Credit students will receive academic and College readiness advising with access to student support services to bridge them successfully into College course completion.
  - i) EPCC will host Dual Credit New Student Orientation sessions for every Dual Credit student.
  - ii) EPCC and District or High School will conduct joint advising sessions in compliance with SB 25
  - iii) Dual Credit Students will have access to Dual Credit High School and College counselors to ensure credits apply to the selected certificate or degree.
- d) Statewide Dual Credit Goal 4: The quality and rigor of Dual Credit courses will be sufficient to ensure student success in subsequent courses.
  - i) EPCC will host a Dual Credit Summer Convening for newly credentialed Dual Credit faculty.
  - ii) Newly credentialed District or High School faculty will be enrolled in a 10-hour online course administered by EPCC.
  - iii) Dual Credit faculty and facilitators will participate in EPCC’s Faculty Development Week workshops in Fall and Spring.
  - iv) All Dual Credit stakeholders will be invited to the Building Bridges: Dual Credit Conference hosted annually by EPCC and the Spring Forum.

This Agreement may only be modified in writing by the District Superintendent and the College President, or their designees, upon mutual agreement, at least 30 days in advance of the modification.

This Agreement will become effective on the date the last party executes the Agreement and will remain in effect for three (3) years or until such time as mutual agreement is made to modify or terminate the Agreement. EPCC monitors enrollment at each off-campus location and ensures the off-campus site provides a collegiate academic experience and support services. If a site has no enrollment or may not be able to provide the collegiate experience, EPCC reserves the right to discontinue offering courses at the location via either online or face-to-face course delivery and to close (cease approval of) the off-campus site with the accreditor, SACSCOC. In the event of such a closure/cease of site approval, EPCC will discuss the possibility of the continuation of Dual Credit courses with the location’s students coming to an EPCC campus for course instruction.

\_\_\_\_\_  
**William Serrata, Ph.D.**                      **(Date)**  
**President**

\_\_\_\_\_  
**Jeannie Meza-Chavez, Ph.D.**                      **(Date)**  
**Superintendent**

**Approved as to form:**

**Approved as to form:**

\_\_\_\_\_  
**General Counsel**                                      **(Date)**

\_\_\_\_\_  
**General Counsel**                                      **(Date)**



**San Elizario Independent School District  
El Paso Community College  
DUAL CREDIT CROSSWALK**



High School Courses			IHE (EPCC) Courses		
State ID PEIMS #	High School State Name	Credit	EPCC Course #	EPCC Course Name	Hours
<b>Core Curriculum: Communications (6 Credit Hours)</b>					
03220300	English III - A	.5	ENGL 1301	Composition I	3
03241000	Public Speaking II	.5	SPCH 1315	Public Speaking	3
13009900	Professional Communications	.5	SPCH 1321	Professional Communication	3
<b>Core Curriculum: Mathematics (3 Credit Hours)</b>					
03101100	Precalculus - A	.5	Math 1314	College Algebra	3
03102500	Independent Study in Math	.5	Math 1324	Mathematics for Business & Social Sciences	3
03102510	Advance Quantitative Reasoning	.5	Math 1332	Contemporary Mathematics (Quantitative Reasoning)	3
03102530	Statistics	.5	Math 1342	Elementary Statistical Methods	3
A3100102	AP Calculus BC	.5	Math 2314	Calculus II	3
03101100	Precalculus - B	.5	Math 2412	Pre-Calculus Math	3
A3100101	AP Calculus AB	.5	Math 2413	Calculus I	3
<b>Core Curriculum: Life and Physical Science (6 Credit Hours; Labs are required)</b>					
03060100	Astronomy -A	.5	ASTR 1303	Stars and Galaxies	3
03060100	Astronomy -B	.5	ASTR 1304	Solar System	3
03010200	Biology- A	.5	BIOL 1306	Biology for Science Major I	3
03010200	Biology - B	.5	BIOL 1307	Biology for Science Major II	3
03010200	Biology - A	.5	BIOL 1308	Biology for Non-Science Major II	3
03010200	Biology - B	.5	BIOL 1309	Biology for Non-Science Major II	3
13020600	Anatomy and Physiology -A	.5	BIOL 2401	Anatomy & Physiology I	3
13020600	Anatomy and Physiology -B	.5	BIOL 2402	Anatomy & Physiology II	3
13020600	Anatomy and Physiology	.5	BIOL 2404	Anatomy & Physiology	3
03040000	Chemistry - A	.5	CHEM 1306	Introductory Chemistry I	3
03040000	Chemistry - B	.5	CHEM 1307	Introductory Chemistry II	3
13037210	Scientific Research and Design II-A	.5	CHEM 1311	General Chemistry I	3
13037210	Scientific Research and Design II-B	.5	CHEM 1312	General Chemistry I	3
03060200	Earth and Space Science - A	.5	GEOL 1301	Earth Sciences for Non-Science Major I	3
03060200	Earth and Space Science - B	.5	GEOL 1302	Earth Sciences for Non-Science Major II	3
03020000	Environmental Systems - A	.5	GEOL 1303	Physical Geology	3
03020000	Environmental Systems - B	.5	GEOL 1304	Historical Geology	3
03050000	Physics - A	.5	PHYS 1301	College Physics I	3
03050000	Physics - B	.5	PHYS 1302	College Physics II	3
A3050006	AP Physics C: Mechanics	.5	PHYS 1315	Physical Science I	3
A3050003	AP Physics 1: Algebra Based	.5	PHYS 2325	University Physics I	3
A3100102	AP Physics 2: Algebra Based	.5	PHYS 2326	University Physics II	3
<b>Core Curriculum: Language, Philosophy, &amp; Culture (3 Credit Hours)</b>					
13004600	Architectural Design I	.5	ARCH 1301	Architectural History I	3
A3500100	AP Art History - A	.5	ARTS 1303	Art History I	3
A3500100	AP Art History - B	.5	ARTS 1304	Art History II	3
03997000	Discovering Languages/Cultures	.5	COMM 1307	Introduction to Mass Communication	3
03220400	English IV - A	.5	ENGL 2322	British Literature I	3
03220400	English IV - B	.5	ENGL 2323	British Literature II	3
03340400	World History - A	.5	ENGL 2332	World Literature I	3
03340400	World History - B	.5	ENGL 2333	World Literature II	3

03221800	Independent Study in English	.5	ENGL 2341	Forms of Literature	3
03380084	Ethnic Studies: Mexican American Studies	.5	ENGL 2351	Mexican American Literature	3
03380021	Social Studies Adv Studies - A	.5	HIST 2321	World Civilizations I	3
03380021	Social Studies Adv Studies - B	.5	HIST 2322	World Civilizations II	3
03380002	Philosophy - Special Topics	.5	PHIL 1301	Introduction to Philosophy	3
03380002	Philosophy - Special Topics	.5	PHIL 2303	Introduction to Formal Logic	3
03380002	Philosophy - Special Topics	.5	PHIL 2306	Introduction to Ethics	3
03440400	Spanish IV	.5	SPAN 2311	Intermediate Spanish I	3
03440300	Spanish III - A	.5	SPAN 2313	Spanish for Native/Heritage Speakers I	3
03440300	Spanish III - B	.5	SPAN 2315	Spanish for Native/Heritage Speakers II	3
<b>Creative Arts (3 Credit Hours)</b>					
03500110	Art I Appreciation	.5	ARTS 1301	Art Appreciation	3
13008500	Audio/Video Production II		COMM 2366	Film Appreciation	3
03832900	Dance I, Dance Theory I	.5	DANC 2303	Dance Appreciation	3
03250100	Theatre Arts I	.5	DRAM 1310	Theater Appreciation	3
03155600	Music Appreciation	.5	MUSI 1306	Music Appreciation	3
03155400	Music Studies, Music Theory I		MUSI 1310	American Music	3
<b>History (6 Credit Hours)</b>					
03340100	US History - A	.5	HIST 1301	US History I	3
03340100	US History - B	.5	HIST 1302	US History II	3
<b>Government/Political Science (6 Credit Hours)</b>					
03330100	US Government	.5	GOVT 2305	Federal Government	3
03380001	Gov't - Special Topics	.5	GOVT 2306	Texas Government	3
<b>Social and Behavioral Sciences (3 Credit Hours)</b>					
03310300	Economics FE	.5	ECON 1301	Introduction to Economics	3
03310301	Economics Advance Studies	.5	ECON 2301	Principles of Macroeconomics	3
03310321	Economics Advance Studies II	.5	ECON 2302	Principles of Microeconomics	3
A3350100	AP Psychology	.5	PSYC 2301	General Psychology	3
03380022	Psychology – Special Topics SS	.5	PSYC 2306	Human Sexuality	3
03380022	Psychology – Special Topics SS	.5	PSYC 2314	Lifespan growth & Development	3
03370100	Sociology	.5	SOCI 1301	Introduction to Sociology	3
03370032	Sociology - Special Topics SS	.5	SOCI 2301	Marriage & the Family	3
03241200	Independent Study in Speech	.5	SPCH 1318	Interpersonal Communication	3
<b>Component Area Option (6 Credit Hours)</b>					
N1290050	College Transition	.5	EDUC 1300	Learning Framework	3
03220300	English III - B	.5	ENGL 1302	Composition II	3
<b>Career and Technical Education (2-5 Credit Hours; Labs are required)</b>					
13020300	Medical Terminology	1	HPRS 1206	Essentials of Medical Terminology	2
N1303015	EMT Basic	1.0	EMSP 1501	EMT	5
			EMSP 1160	EMT Clinical	1
13020505	Practicum in Health Science Extended	3.0	ECRD 1111	Electrocardiography	1
			PLAB 1323	Phlebotomy	3
			PLAB 1160	Clinical Phlebotomy	1
			NUPC 1420	Patient Care Technician	4
N1302109	Principles of Therapeutic Healthcare	1.0	NURA 1301	Nurse Aide for Health Care	3
			NURA 1160	Clinical-Nursing Assistant	1



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax: 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Ms. Blanca Cruz, Associate Superintendent  
**Subject:** Consider and possible Board action to approve the Financial Aid and Admissions Application Filing Status Information Sharing Agreement for Texas Public School District or Charter Schools  
**Date:** October 9, 2024

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**HISTORY:** The Texas High Education Coordinating Board launched a newly redesigned ApplyTexas System. The ApplyTexas System includes Counselor Suite which is a dashboard that provides high school counselors at public schools with select student-level information about ApplyTexas admission application and financial aid filing status for students attending their high school.

**RATIONALE:** Upon approval of the MOU the ApplyTexas Counselor Suite shares Free Application for Federal Student Aid (FAFSA) and Texas Application for State Aid (TASFA) completion date with the district, which can be used as a method of proof to report that a student has met their high school graduation requirement

**BUDGET:** The memorandum of understanding does not impact our budget

**ADMINISTRATIVE RECOMMENDATION:** The administrative recommendation is for the Board to approve the memorandum of understanding as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

**Financial Aid and Admissions Application Filing Status Information Sharing  
Agreement for Texas Public School District or Charter Schools**

**Section 1. Parties**

**State Agency**

Texas Higher Education Coordinating Board, or “THECB”  
1801 N. Congress Ave., Ste. 12.200, Austin, TX 78701  
P.O. Box 12788, Austin, TX 78711-2788

**Participating Public School District or Charter**

SAN ELIZARIO ISD  
1050 Chicken Ranch Rd  
San Elizario, Texas 79849

In Process

This Participation Agreement (Agreement) is executed between THECB and the named District, above. At times, THECB and District may be referred to singularly as “Party” and plurally as “Parties.”

**Section 2. Term of Agreement**

The term of this Agreement begins upon execution by all Parties. The Agreement continues unless terminated by either Party or by operation of law as provided herein.

**Section 3. Definitions**

For the *purposes of this Agreement, the following definitions apply:*

- 3.1. *ApplyTexas Counselor Suite* – The dashboard provided by THECB allows Authorized Personnel at Local Education Agencies (LEA) to access student-level information on Free Application for Federal Student Aid (FAFSA) and Texas Application for State Financial Aid (TASFA) filing status, as well as the status of *ApplyTexas* admissions applications.
- 3.2. *Authorized Personnel* – Employees of the LEA/District, secondary school, or eligible entity who require access to the FAFSA Filing Status Information to determine the completion status of a student’s FAFSA and facilitate providing assistance to such students in completing the FAFSA, including both paid and non-paid staff and authorized agents such as contractors, subcontractors, volunteers, or other parties to whom the LEA, secondary school, or eligible entity has outsourced any of its services or functions. All Authorized Personnel must be under the direct control of the LEA with respect to the use and maintenance of Institutional Student Information Record (ISIR) Data.

Authorized personnel will also have access to TASFA filing information, as well as the status of *ApplyTexas* admissions applications.

- 3.3. *District* – School District or Charter School created in accordance with the laws of Texas that have primary responsibility for implementing the state’s system of public education; also referred to as a Local Educational Agency.
- 3.4. *Department* – The United States Department of Education.
- 3.5. *Established Relationship* – Relationship where the student FAFSA applicant is enrolled in a secondary school under the legal authority of the LEA, or the LEA otherwise is providing services to the FAFSA applicant. In the case of a secondary school, an Established Relationship exists where the student FAFSA applicant is enrolled in the secondary school itself or the secondary school otherwise is providing services to the FAFSA applicant.
- 3.6. *FAFSA* – The Free Application for Federal Student Aid form, authorized by The Higher Education Act of 1965, (HEA) Section 483, which is the Department’s common application for determining the need and eligibility of a student for federal student aid.
- 3.7. *Filing Status Information* – Data elements provided by THECB to Districts for use by high school counselors to track student progress on applications submitted through the *ApplyTexas* system and whether students have completed financial aid forms required under Texas Education Code (TEC), §28.0256, including FAFSA or TASFA applications. The Counselor’s Suite displays the following student-level data:
  - 3.7.1 Each student’s name, date of birth, email address, phone number, and high school graduation date, as provided from application information in *ApplyTexas*. The Counselor’s Suite displays institutions where students applied through *ApplyTexas* and the submission status of these applications.
  - 3.7.2 FAFSA or TASFA Filing Status information including only Student’s first name; Student’s last name; Student’s date of birth; Student’s ZIP Code; completed submission date; processed date; a Selected for Verification flag (e.g., Selected for verification: Yes or No); and a Financial Aid completion flag, (e.g., completed: Yes or No).
- 3.8. *ISIR* – The Institutional Student Information Record is the output document resulting from the submission of a FAFSA to the Department and includes the data received, system generated data results and FAFSA Filing Status Information.

- 3.9. *TASFA* – The Texas Application for State Financial Aid, authorized by TEC, §61.07762, which is utilized by participating institutions of higher education in Texas in determining the need and eligibility of a student for state financial aid.

#### **Section 4. Purpose of Agreement & Authority**

The purpose of this Agreement is to establish the conditions under which THECB will provide to the Districts certain data received or generated by the Department concerning FAFSA applicants to disclose limited ISIR information to LEAs or secondary schools that have an Established Relationship with the student.

The HEA, as amended, 20 U.S.C. 1001 et seq. provides that ISIR data (including FAFSA Filing Status Information) may be used “to identify student applicants to determine whether or not a graduating secondary student has filed the application in coordination with local educational agencies or secondary schools to encourage students to complete the application.”

To encourage and assist students with the completion of a FAFSA, the Department allows state agencies such as THECB to disclose the FAFSA Filing Status Information of a student to an entity with an Established Relationship with the student, including a school district. (Updates to the FAFSA Completion Initiative and Means-Tested Benefits Outreach (April 8, 2024, General 24-35.)

Additionally, this Agreement permits the THECB through the *ApplyTexas* Counselor Suite to disclose limited student-level information to Districts from the *ApplyTexas* admission application and the *TASFA*.

#### **Section 5. Obligations of District**

- 5.1 *Designation of Primary Contact(s)*. District has designated in Section 6.11 of this Agreement an individual or individuals within District to serve as the primary point of contact between THECB and District regarding the Agreement, including compliance with the Agreement’s terms.
- 5.2 *Limitations on Usage*. District shall only utilize FAFSA Filing Status Information for purposes consistent with section 483(a)(3)(B) of the HEA, as detailed in this Agreement and as enacted at the time this Agreement is fully executed or as thereafter may be amended. THECB may disclose a student’s FAFSA Filing Status Information to a District that has been approved by the Department’s Secretary of Education if the District has an Established Relationship with that Student. District shall only use all other Filing Status Information for purposes consistent with this agreement.
- 5.2 *Usage of Authentication Process*. Authorized Personnel seeking to access student-level information through the *ApplyTexas* Counselor Suite shall complete the authorization process through the local Education Service Center (ESC).

- 5.3 *Appropriate Data Security.* District shall utilize appropriate privacy, data security, and information safeguarding provisions, including all requirements contained in Section 6.
- 5.4 *Compliance with FERPA.* District shall comply, as applicable, with the requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g and its regulations codified at 34 CFR part 99) in disclosing any personally identifiable information from students' education records.
- 5.5 *Additional Data Protections.* District shall comply, as applicable, with:
  - 5.5.1 TEC §61.07762, which states that personal information maintained by THECB for TASFA purposes is confidential and not subject to disclosure under Chapter 552, of the Texas Government Code;
  - 5.5.2 TEC §61.031(d), which states, "Notwithstanding any other provision of law, information that relates to a current, former, or prospective applicant or student of an educational institution and that is obtained, received, or held by the board for the purpose of providing assistance with access to postsecondary education is confidential and excepted from disclosure under Chapter 552, Government Code, and may only be released in conformity with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g);" and
  - 5.5.3 Tex. Gov't Code §552.114, which states "information in a record of an applicant for admission to an educational institution, including a transfer applicant" is confidential and excepted from the requirements of the Public Information Act (PIA) "if it is information in a student record at an educational institution funded wholly or partly by state revenue."
- 5.6 *Disclosures only Made to Authorized Personnel.* THECB shall only disclose Filing Information to Authorized Personnel for authorized purposes as indicated in Section 3.
- 5.7 *Limits on Redisclosure.* District shall not re-disclose or share the Filing Status information obtained from THECB in personally identifiable form other than (1) to the applicant and to the applicant's parents if the applicant is under age 18, to the applicant if the applicant is age 18 or older or enrolled in a post-secondary institution, or to any other party with the consent of the applicant or the consent of the applicant's parents if the applicant is under the age of 18, or (2) if required to do so by law and if such use is consistent with all applicable privacy laws, including the privacy provisions of section 483 of the HEA, 20 U.S.C. 1090, the Family Educational Rights and Privacy Act (20 U.S.C. 1232g), and all applicable Texas laws.

- 5.8 *Unauthorized Use Prohibited.* Any use, disclosure, or re-disclosure of Filing Status Information not specified in Section 4, is unauthorized and prohibited and will be considered a material breach of this Agreement.
- 5.9 *Responsibility for Authorized Personnel.* District shall ensure that Authorized Personnel are informed about and aware of the prohibitions regarding the use, disclosure, and re-disclosure of any data and information provided under this Agreement.
- 5.10 *User Management.* District agrees to actively manage user accounts and notify its local ESC within 2 (two) business days of any change in Authorized Personnel.

## **Section 6. Additional Privacy, Confidentiality, and Security**

- 6.1. *Information Safeguarding.* District shall protect the integrity of Filing Status Information received under this Agreement from unauthorized access, use, or re-disclosure.
- 6.2. *All Necessary Steps.* District shall take all steps necessary to safeguard the confidentiality, integrity, and availability of the data received. District shall restrict access to the data provided or created under this Agreement to only those Authorized Personnel who need the data to perform their official duties in connection with the uses of the data authorized in this Agreement.
- 6.3. *Confidential Nature of Data.* District shall advise all Authorized Personnel who have access to the data of the confidential nature of the data, the safeguards required to protect the data, and criminal sanctions for noncompliance under applicable federal, state, or local laws, including violations of the Internal Revenue Code (IRC) that may lead to criminal and/or civil penalties pursuant to 26 U.S.C. §§7213; 7213A; and 7431 for the willful, unauthorized disclosure and inspection of tax return or return information that includes punishable fines or imprisonment. Penalties also include civil action for damages against an officer or employee who has inspected or disclosed, knowingly or by reason of negligence, taxpayer(s) tax return or return information in violation of any provision of IRC §6103.
- 6.4. *Safeguards Required.* District shall develop, implement, maintain, and use reasonable and appropriate administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all data electronically maintained or transmitted pursuant to this Agreement. District will share the data provided or created under this Agreement under the immediate supervision and control of Authorized Personnel in a manner that will protect the confidentiality of the data, so that unauthorized persons cannot retrieve any data by computer, remote terminal, or other means. Systems personnel must enter personal identification numbers, or utilize other equally secure processes, when accessing data on the Parties systems.

District represents that it has a sound data security program, one that protects both data at rest and data in transmission.

- 6.5. *Termination for Noncompliance.* Notwithstanding any other term of this or any other Agreement, THECB retains the right to terminate District's access to Filing Information data without advance notice as necessary to ensure the security of data and disclosure of data in compliance with this Agreement.
- 6.6. *Report Unauthorized Disclosure within Two Hours.* District shall, within two hours of discovery, report to THECB any use and/or disclosure of data not authorized by this agreement or in writing by THECB at [privacyoffice@highered.texas.gov](mailto:privacyoffice@highered.texas.gov) via encrypted email to ensure THECB can comply with its state and federal reporting obligations. In the notification to the THECB, District shall identify (i) the nature of the unauthorized use, disclosure, or re-disclosure; (ii) the Filing Status Information used, disclosed, or re-disclosed; (iii) the person or entity, if known, who made the unauthorized use or received the unauthorized disclosure, or re-disclosure; (iv) what the District has done or will do to notify affected persons to mitigate any deleterious effect of the unauthorized use, disclosure, or re-disclosure; and (v) what corrective action the District has taken or will take to prevent future similar unauthorized use, disclosure, or re-disclosure.
- 6.7. *Right to Audit.* To the maximum extent provided by law, THECB expressly retains the right to audit District's compliance with this Agreement, including obtaining copies of documents from District that demonstrate whether District has breached this agreement.
- 6.8. *Right to Monitor.* The THECB may, at its discretion, monitor District's records, processes, procedures, and electronic systems for compliance with the terms of this Agreement.
- 6.9. *Material Breach.* Any violation of Privacy, Confidentiality, and Security provisions by District shall be deemed a material breach of this agreement.
- 6.10. *Notice.* All formal notices and other communication in connection with this Agreement shall be in writing. With the exception of the requirements of section 6.6, which requires notification to [privacyoffice@highered.texas.gov](mailto:privacyoffice@highered.texas.gov) via encrypted email, all notices must be given by (a) personal delivery, (b) express courier (with confirmation), (c) certified or registered mail, postage prepaid, return receipt requested, or (d) electronic mail to the address specified below. Any notice served shall be deemed given upon receipt by the Party to which it is given or, if mailed by registered or certified mail, upon the earlier of receipt or the third business day following mailing.

THECB's Notice Address

Texas Higher Education Coordinating Board  
1801 N. Congress Ave., Ste. 12.200,  
Austin, TX 78701  
applytexasmou@highered.texas.gov

District's Notice Address

Rogelio Segovia  
SAN ELIZARIO ISD 071904  
PO BOX 920  
San Elizario, Texas 79849  
rsegovia@seid.net

- 6.11. *Contacts.* THECB's contact for routine communications related to this Agreement is: **applytexasmou@highered.texas.gov**.

**Primary Contact for FILING INFORMATION**

District's Designation of its Primary Contact for Filing Information (see Section 5.1 herein):

District's Primary Contact

Sandra Sanchez  
CTE Administrator  
SAN ELIZARIO ISD 071904  
1050 Chicken Ranch Rd  
San Elizario, Texas 79849  
+1 (915) 872-3900  
ssanchez@seisd.net

District may change Primary Contact by submitting new contact information to **applytexasmou@highered.texas.gov** within three (3) business days.

- 6.12. *False Statements; Breach of Representations.* District represents and warrants that all statements and information prepared and submitted in this document and its appendices are current, complete, true, and accurate. Submitting a false statement or material misrepresentation during the performance of this Agreement is a material breach of this Agreement and may void this Agreement. In the event of a breach of this Agreement, THECB may pursue remedies available to it under this Agreement and applicable law.

- 6.13. *Severability and Waiver.* The invalidity, illegality, or unenforceability of any provision of this Agreement shall in no way affect the validity, legality, or

enforceability of any other provisions. Each and every right granted to the Parties hereunder or under any other document delivered hereunder or in connection herewith, or allowed them by law or equity, shall be cumulative and may be exercised from time to time. Failure by THECB or District at any time to require strict performance of any provision or obligation contained herein shall not constitute a waiver or diminish the rights of either Party thereafter to demand strict compliance. This Agreement shall automatically terminate in the event that changes to state or federal law or regulations make it impractical or unlawful to meet the purpose of this Agreement.

- 6.14. *Destruction:* Any material the District derives from *ApplyTexas* Counselor's Suite to effectuate this Agreement and exists in any form, including physical or electronic, shall be destroyed within 30 calendar days of the material no longer being needed to effectuate the Agreement.

## **Section 7. General Terms and Conditions**

- 7.1. *Termination/Access.* THECB, in its sole discretion, may terminate this Agreement via written notice to District and further may revoke District's or any authorized user's access to *ApplyTexas* Counselor Suite, in whole or in part, without prior notice if THECB in its sole discretion, deems it necessary. District may terminate this Agreement upon twenty (20) business days' written notice to THECB. In the event of a breach, either Party may terminate the Agreement in accordance with Section 7.2
- 7.2. *Breach of Agreement.* Notwithstanding section 7.1, either Party may terminate this Agreement with three (3) business days' written notice to the other Party. In the event of a breach, the breaching Party is responsible for any and all costs associated with the breach including the cost of any notice requirements set forth in state or federal law.
- 7.3. *Amendment.* This Agreement may be modified only by written amendment executed by the Parties.
- 7.4. *Sovereign Immunity.* The Parties stipulate and agree that no provision of, or any part of this Agreement between THECB and District, or any subsequent amendment, shall be construed: (1) as a waiver of the doctrine of sovereign immunity or immunity from suit as provided for in the Texas Constitution and the laws of the state of Texas; (2) to extend liability to THECB or District beyond such liability provided for in the Texas Constitution and the laws of the state of Texas; or (3) as a waiver of any immunity provided by the Eleventh Amendment or any other provision of the United States Constitution or any immunity recognized by the courts and the laws of the state of Texas and the United States. The state of Texas, THECB, and District do not waive sovereign immunity by entering into this Agreement and specifically retain such

immunity and all defenses available to them under the laws of the state of Texas or the common law.

- 7.5. *Applicable Law and Venue.* This Agreement and any incorporated documents shall be governed by and construed in accordance with the laws of the state of Texas. The exclusive venue of any suit brought concerning this Agreement is fixed in any court of competent jurisdiction in Travis County, Texas.
- 7.6. *Data Ownership.* Unless otherwise indicated by law, THECB retains ownership of all Filing Status Information.
- 7.7. *No Rights Created.* This Agreement constitutes permission only for District to use the data for the limited purposes set forth in this Agreement. Nothing in this Agreement shall be construed to grant District a right of interest in the Filing Status Information. Nothing in this Agreement shall be construed to obligate THECB to provide such data to District.

## **Section 8. Texas Public Information Act and Texas Education Code §61.031**

- 8.1 *Filing Status Information Not Subject to Public Information Act.* Filing Status information is confidential under 483 of the HEA, 20 U.S.C. 1090 and the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and may not be disclosed under the PIA, nor should such records be shared with the Texas Attorney General for an open record ruling. Tex. Gov't Code §554.114 & Open Records Decision 2009-10185. See *also*, TEC §61.07762 (stating TAFSA data is confidential and not subject to disclosure under Chapter 552, Government Code); TEC §61.031(d), (stating information that relates to a current, former, or prospective applicant or student of an educational institution and that is obtained, received, or held by the board for the purpose of providing assistance with access to postsecondary education is confidential and excepted from disclosure under Chapter 552, Government Code, and may only be released in conformity with FERPA); and Tex. Gov't Code §552.114, (stating information in a record of an applicant for admission to certain educational institutions, including a transfer applicant is confidential and excepted from the requirements of the Public Information Act).
- 8.2 *Confidentiality Required.* District understands and agrees that it is required to keep all Filing Status information confidential. This requirement survives the end of this Agreement.
- 8.3 *Agreement Not Confidential.* This Agreement itself is not confidential and may be disclosed.

**Section 9. Signatures**

The Agreement may only be signed by an authorized District representative.

By signature hereon, the individual below represents and warrants that they are a duly authorized representative of District and have the delegated Board of Trustees authority to bind District in this Agreement.

**SAN ELIZARIO ISD**

By: \_\_\_\_\_

Name: Jeannie Meza-Chavez

Title: Superintendent

Date: \_\_\_\_\_

As an authorized representative of THECB, the undersigned hereby certifies that this Agreement complies with applicable statutes and regulations and authorizes the services to be performed as written above.

AGREED and accepted on behalf of the **Texas Higher Education Coordinating Board**

By: David Troutman, Ph.D. Digitally signed by David Troutman, Ph.D.  
Date: 2024.08.14 09:12:59 -05'00'

Name: David Troutman, PhD

Title: Deputy Commissioner for Academic Affairs

Date: 8/14/24



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax: 915.872.3903

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Blanca I. Cruz, Associate Superintendent  
**Subject:** Yeshiva University Affiliation Agreement  
**Date:** October 9, 2024

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**HISTORY:**

Yeshiva University has expressed interest in collaborating with San Elizario Independent School District to provide students with the opportunity to complete their clinical hours in speech pathology.

**RATIONALE:**

Yeshiva University faculty would recommend students in Speech Pathology to complete their clinical hours with San Elizario ISD. As part of the agreement, these individuals must undergo a criminal background check before engaging in services with students. The Special Education Director would be the point of contact for the placement of students. The students would work under the supervision of a certified SLP. Legal counsel reviewed this agreement.

**BUDGET:**

The internships are at no cost to the district.

**ADMINISTRATIVE RECOMMENDATION:**

The administrative recommendation is to approve the agreement with Yeshiva University as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

## **AFFILIATION AGREEMENT**

THIS AGREEMENT, effective as of the 9th day of October, 2024 by and between San Elizario Independent School District with offices at 1050 Chicken Ranch Road, San Elizario, Texas 79849 (hereinafter referred to as the "District") and **YESHIVA UNIVERSITY** with offices at 500 West 185th Street, New York, New York 10033 (hereinafter referred to as the "University").

### WITNESSETH:

**WHEREAS**, the administrators of the University have established an approved graduate program of professional training for Speech-Language Pathology, which program ("Program") requires practice facilities where students can obtain Speech-Language Pathology learning experiences; and

**WHEREAS**, the District has the needed facilities and professional staff necessary to provide training to the University's Graduate Program in Speech-Language Pathology students (hereinafter referred to as the "Students") to obtain part of the knowledge and skills required for the Speech-Language Pathology profession; and

**WHEREAS**, it is to the benefit of the Students to use these facilities of the District for Speech-Language Pathology services; and

**WHEREAS**, the District will benefit from making facilities available to the Students, by obtaining the Student's Speech-Language Pathology learning experience while contributing to the educational and clinical preparation of a future supply of Speech-Language Pathology professionals.

**NOW, THEREFORE**, the parties agree as follows:

1. The term of this Agreement shall be for a period of one year and shall renew automatically for an additional term of one year ("Initial Term") unless terminated by either party upon 60 days' written notice prior to the anniversary date of the Initial Term. In addition, this Agreement may be terminated without cause upon 60 days' prior written notice during any contract year. Upon mutual written agreement of the Parties, this Agreement may be extended

for three (3) one-year terms.

2. The University agrees:

(a) To provide the District with the number of Students to be assigned (the number to be mutually agreed upon), and the dates and hours they will be assigned by the beginning of each training period.--District

(b) To have a University faculty or staff member coordinate with the designated District administrators regarding the assignment that will be assumed by the Students while participating in their Speech-Language Pathology learning experience, and the Students' attendance at selected conferences, meetings, workshops, courses, and programs conducted under the direction of the District.

(c) To inform the Students to abide by all San Elizario ISD Board Policies , including District Board Policy FL (Series), prohibiting the disclosure of education records, including personally identifiable information ,of a District student unless permitted under applicable state or federal law or Board Policy FL (Series). Board Policy FL (Series) is attached to this Agreement as Exhibit A.

(d) To require each Student to provide the District with evidence of medical and/or hospital insurance coverage.

(e) To maintain in force for the University and its faculty members professional liability insurance with a limit of \$1.0 million per occurrence subject to an aggregate limit of \$3.0 million per policy year and commercial general liability insurance with a limit of \$1.0 million per occurrence subject to an aggregate limit of \$3.0 million per policy year, and to provide proof of such coverage to the District. To require each Student to maintain in force professional liability insurance with a limit of \$1.0 million per occurrence subject to an aggregate limit of \$3.0 million per policy year, and to provide proof of such coverage to the District. Such evidence of insurance shall be provided to the District prior to the Student's first day of assignment.

(f) To inform the Students about the importance of client/student privacy and confidentiality, and to inform the Students that they are to maintain the confidentiality of communications and records with regard to the District's students.

(g) To provide periodic workshops for District personnel involved in supervision of the Students dealing with curriculum issues and the supervising process.

(h) Prior to beginning the learning experience, to inform the Students of any special requirements of the District, including but not limited to, applicable physical examination, test and immunization requirements.

(i) To inform the Students that the District requires all Students who have duties at the District which have potential for occupational exposure to bloodborne pathogens either: (a) to undergo a Hepatitis B vaccination series at their own expense; or (b) to complete an OSHA declination form if they choose not to be vaccinated. Proof of Hepatitis B vaccination or declination shall be furnished to the District by the Students prior to the performance of their rotation at the District.

(j) To inform the Student that the District shall require all Students participating in the Program to submit to a criminal history background check prior to the Student's first day of assignment on a District campus. Costs for such background checks shall be borne by either the Student or the University.

3. The District agrees:

(a) To provide space, facilities, equipment and supplies necessary for carrying out the learning experience to the Students.

(b) To designate the number of Students that will be allowed to participate in the learning experience, and to provide instruction and supervision of the Students by personnel qualified in Speech-Language Pathology who meet the standards of recognized professional accrediting agencies or State agencies and the stated objectives of the University.

(c) To cooperate with the University to arrange learning experience schedules that will not conflict with those of the University or the District.

(d) To designate an administrator to coordinate the Students' Speech-Language Pathology learning experience at the District, and will cooperate with University faculty or staff members for the assignment of Students to specific experiences, including their attendance at selected conferences, meetings, workshops, courses and programs conducted under the direction of the District.

(e) To permit, on reasonable request, the inspection of facilities by agencies charged with the responsibility for accreditation of the University at times that are not disruptive to the District's business operations.

(f) To provide a list of locations where emergency health care is available to the Students (at their own expense) in any instance of injury or illness.

(g) To cooperate with the University to provide reasonable information requested by the University about a Student's learning experience.

(h) To permit or obtain permission from others for the Students to present material in their University classes related to specific District contacts, in all of which presentations the identities of individuals will be redacted. Consistent with District Board Policy FL (Legal) all personally identifiable information relating to a District student shall not be disclosed unless the parent of the District student has provided written consent to do so or unless permitted pursuant to applicable state or federal law or District policy.

(i) To maintain in force for the District and its employees professional liability insurance as approved by the District's Board of Trustees.

(j) To protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and to not release any records or other information of a University Student without written consent of the University Student unless required to do so by law or as dictated by the terms of this Agreement.

4. If at any time the insurance required under this Agreement is cancelled or not renewed, the affected party will notify the other immediately, and all activities hereunder of the Students shall automatically be terminated on the date that the insurance coverage ends.

5. The University and the District agree that at no time will they discriminate against any employee, applicant, or student on the basis of race, color, or national origin, religion, sex, age, disability, or genetic information within the meaning of applicable law.

6. Neither the University nor the District will be obligated to compensate each other for any of the activities, services or facilities provided for in this Agreement.

7. Under this Agreement, the University and the District shall continue to be autonomous and shall be governed independently by their respective governing bodies. Neither party shall be deemed the agent of the other.

8. Neither party shall use the name of the other party without the prior written consent of such party, except that a party may use the name of the other party to inform its students, faculty, staff and patients/clients of the existence and nature of the training program.

9. This Agreement shall be governed and construed, and the rights and obligations of the parties shall be determined, in accordance with the internal laws of the State of Texas , without regard to its conflict of law provisions.

10. Any notices required to be given under this Agreement shall be addressed as follows:

**If to the University:** Yeshiva University  
Graduate Program in Speech-Language Pathology  
500 West 185th Street, BH  
New York, New York 10033  
Attention: Dean

With a copy to: Yeshiva University  
Office of the General Counsel  
500 West 185th Street, BH 1001  
New York, New York 10033  
Attention: General Counsel

If to the District: San Elizario Independent School District  
1050 Chicken Ranch Road San Elizario, Texas 79849  
Attention: Office of the Superintendent

11. This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regard to this relationship. This Agreement may be amended only by a written agreement signed by both parties.

12. The District shall have the right at any time to reasonably request the University to immediately remove any Student assigned to the training program at the District whenever, in the sole judgment of the District, such removal from its facility shall serve the best interest of the District or its patients.

Notwithstanding the foregoing, unless the request of the District to remove a Student is based on

patient welfare concerns, the parties agree to discuss the problems involved with the assignment of a particular Student prior to the removal of a Student. Any Student who is withdrawn under the provisions of this Paragraph 12 may return to the training program at the District when and if the cause of the withdrawal is resolved to the satisfaction of the District. Responsibility for Student disciplinary measures, if any, shall be with the University and not the District.

13. This Agreement may be executed in several counterparts, each of which so executed shall be determined an original, and such counterparts shall, together, constitute and be one and the same instrument.

**DISTRICT:** San Elizario ISD

**YESHIVA UNIVERSITY**

By:

By: \_\_\_\_\_

Name: Dr. Jeannie Meza-Chavez

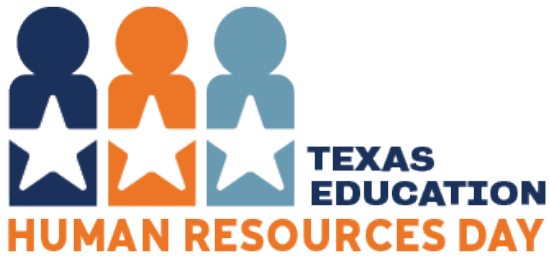
Name: \_\_\_\_\_

Title: Superintendent

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## Board Resolution

**Whereas**, the Human Resources division is instrumental in recruiting, selecting, resourcing, and retaining quality staff in support of providing an excellent education for all students; and

**Whereas**, Human Resources plays a key role in fostering satisfaction and loyalty among employees by allowing for professional growth and development and keeping employees informed about policies, working conditions, compensation, and benefits; and

**Whereas**, Human Resources monitors and manages current and future workforce trends, organizational culture, legal and legislative trends, and ethical and social responsibility; and

**Whereas**, Human Resources is an important part of district leadership and is vital to the overall productivity and efficiency of the district's workforce; and

**Whereas**, Human Resources is a valued and respected department that sustains the district's most important asset — its people;

**Therefore**, the Board of Trustees of San Elizario Independent School District does hereby resolve that October 9, 2024, will be observed as Texas Education Human Resources Day throughout the district. The Board also encourages students, staff, and parents to express their appreciation to our human resources team members for their dedication and commitment to San Elizario Independent School District employees and students.

Signature \_\_\_\_\_ Date \_\_\_\_\_



## National School Lunch Week Official Proclamation

- WHEREAS The National School Lunch Program has served our nation admirably for 78 years through advanced practices and nutrition education; and
- WHEREAS the National School Lunch program is dedicated to the health and academic achievement of our nation’s children, and
- WHEREAS recent research shows students are receiving their healthiest meals at school; and there is evidence of the continued need for nutrition education and awareness of the value of school nutrition programs.

NOW THEREFORE, the Board of Trustees of the San Elizario School District do hereby proclaim the week of October 15-18, 2024, as SCHOOL LUNCH WEEK and encourage all residents to become aware of the benefits of the National School Lunch Program and support good nutrition habits for their children, in the hope of achieving a more healthful citizenry for today and the future.

Done this 9<sup>th</sup> day of October in the year, Two Thousand and Twenty-Four.

Board President: \_\_\_\_\_

Board Vice – President: \_\_\_\_\_

Board Secretary: \_\_\_\_\_



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax: 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Horacio Hernandez, Executive Director of Technology  
**Subject:** September 2024 Technology Fixed Asset Discard  
**Date:** October 9, 2024

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### HISTORY:

Campus and Departments periodically replace obsolete or non-repairable technology items. To aid the campuses and departments in removing these items to maximize space, the Technology Department will submit monthly disposal lists for approval.

### RATIONALE:

The District Technology Department has reviewed the items on the attached lists and concurs with campus/department(s) administration to dispose of or sell listed items.

### BUDGET:

There is no budget impact.

### ADMINISTRATIVE RECOMMENDATION:

For the Board to declare the fixed assets listed as surplus and authorize the administration to sell or dispose of items by any reasonable means.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

---

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

A Proud Community of Champions – Soaring to Excellence!

# Alarcon Elementary



**Fixed Asset Discard List**

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School  Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	100	Dell Chromebook	2600008105	1	Discard Absolute
2	100	Dell Chromebook	3600005408	1	Discard Absolute
3	100	Dell Chromebook	2600008144	1	Discard Absolute
4	100	Dell Chromebook	3600005363	1	Discard Absolute
5	100	PH Chromebook	2600004612	1	Discard Absolute
6	100	PH Chromebook	2600004559	1	Discard Absolute
7	100	PH Chromebook	2600004580	1	Discard Absolute
8	100	DELL desktop	1403273230	1	Discard Absolute
9	100	Dell Chromebook	3600004261	1	Discard Absolute
10					
11					
12					
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Date: 9/11/2024

Authorized Campus  
Signature

Page 4 of 4

# San Elizario High School



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Discard	Screen/computer	1105030633	1	Obsolete
2		Comp Tower	1204033343	1	Obsolete
3		Printer	401261558	1	Obsolete
4		Scanner	7404	1	Obsolete
5					
6					
7					
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9					
10					
11					
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



**Fixed Asset Discard List**

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Discard	Samsung	2600003617	1	Non functional
2		Lenovo	3600002870	1	Non functional
3		Lenovo	3600001480	1	Non functional
4		Lenovo	2600001119	1	Non functional
5		Dell	2600005323	1	Obsolete
6		Dell	3600003812	1	Obsolete
7		Lenovo	2600002894	1	Obsolete
8		Lenovo	2600003699	1	Obsolete
9		Dell	2600004277	1	Obsolete
10		Dell	2600004296	1	Obsolete
11		Dell	3600002966	1	Obsolete
12		Dell	3600002110	1	Obsolete
13		Dell	3600003811	1	Obsolete
14		Dell	3600002894	1	Obsolete
15		Dell	3600002956	1	Obsolete
16		Dell	3600003213	1	Obsolete
17		Dell	3600003205	1	Obsolete
18		Dell	3600002950	1	Obsolete
19		Dell	2600005314	1	Obsolete
20		Dell	2600005316	1	Obsolete
21		Dell	2600005329	1	Obsolete
22		Dell	1502034850	1	Obsolete
23		Cart	3600000925	1	Obsolete
24					
25					
26					
27					
28					
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30					

Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Discard	Cart	201408294981	1	Obsolete
2		IPAD	1501260053	1	Obsolete
3		IPAD	1501260242	1	Obsolete
4		IPAD	1501262113	1	Obsolete
5		IPAD	1501264848	1	Obsolete
6		IPAD	1501262359	1	Obsolete
7		IPAD	1501261839	1	Obsolete
8		IPAD	1501262637	1	Obsolete
9		IPAD	1501265533	1	Obsolete
10		IPAD	1501261923	1	Obsolete
11		IPAD	1501262213	1	Obsolete
12		IPAD	1501265157	1	Obsolete
13		IPAD	1501261404	1	Obsolete
14		IPAD	1501261553	1	Obsolete
15		IPAD	1501261445	1	Obsolete
16		IPAD	1501262321	1	Obsolete
17		IPAD	1501261658	1	Obsolete
18		IPAD	1501260317	1	Obsolete
19		IPAD	1501265231	1	Obsolete
20		IPAD	1501265000	1	Obsolete
21		IPAD	1501260016	1	Obsolete
22		IPAD	1501261737	1	Obsolete
23		IPAD	1501262609	1	Obsolete
24		IPAD	1501265121	1	Obsolete
25		IPAD	1501261332	1	Obsolete
26		IPAD	1501261016	1	Obsolete
27		IPAD	1501262002	1	Obsolete
28		IPAD	1501264811	1	Obsolete
29		IPAD	1501264634	1	Obsolete
30		IPAD	1501260203	1	Obsolete
31		IPAD	1501265828	1	Obsolete

Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Discard	Dell	1406061822	1	Obsolete
2		Dell	1406061701	1	Obsolete
3		Dell	1406062755	1	Obsolete
4		Dell	1406061224	1	Obsolete
5		Cart	DSMMPC2N4	1	Obsolete
6		Samsung	1601080842	1	Obsolete
7					
8					
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_



# Fixed Asset Discard List

**Campus** (Please Check Appropriate Campus)

SE High School   
  Middle School   
  Alarcon   
  Borrego   
  Loya   
  Sambrano

Other: \_\_\_\_\_

Excell

Loya

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Discard	Dell	1406061346	1	Obsolete
2		Dell	1406061308	1	Obsolete
3		Dell	1406060926	1	Obsolete
4		Dell	1406062315	1	Obsolete
5		Dell	1406063025	1	Obsolete
6		Dell	1406062719	1	Obsolete
7		Dell	1406062048	1	Obsolete
8		Dell	1406063109	1	Obsolete
9		Dell	1406063209	1	Obsolete
10		Dell	1406063250	1	Obsolete
11		Dell	1406062353	1	Obsolete
12		Dell	1406061902	1	Obsolete
13		Dell	1406063336	1	Obsolete
14		Dell	1406061039	1	Obsolete
15		Dell	1406060753	1	Obsolete
16		Dell	1406062629	1	Obsolete
17		Dell	1406062130	1	Obsolete
18		Dell	1406060637	1	Obsolete
19		Dell	1406062904	1	Obsolete
20		Dell	1406061420	1	Obsolete
21		Dell	1406061617	1	Obsolete
22		Dell	1406061453	1	Obsolete
23		Dell	1406061531	1	Obsolete
24		Dell	1406060416	1	Obsolete
25		Dell	1406061742	1	Obsolete
26		Dell	1406063410	1	Obsolete
27		Dell	1406062012	1	Obsolete
28		Dell	1406061040	1	Obsolete
29		Dell	1406060716	1	Obsolete
30		Dell	1406061114	1	Obsolete

Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_



# Fixed Asset Discard List

**Campus** (Please Check Appropriate Campus)

SE High School  
  Middle School  
  Alarcon  
  Borrego  
  Loya  
  Sambrano

Other: \_\_\_\_\_

Excell

Loya

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Discard	Dell 3600002981	1	Obsolete
2		Dell g14xrj2	1	Obsolete
3		Dell 3600003003	1	Obsolete
4		Dell 3600001106	1	Obsolete
5		Dell 3600002999	1	Obsolete
6		Dell 3600004391	1	Obsolete
7		Dell 3600003413	1	Obsolete
8		Dell 3600002899	1	Obsolete
9		Dell 3600000913	1	Obsolete
10		Dell 3600003251	1	Obsolete
11		Dell 3600003240	1	Obsolete
12		Dell 3600003455	1	Obsolete
13		Dell 3600002994	1	Obsolete
14		Lenovo 3600001623	1	Obsolete
15		Lenovo 3600001462	1	Obsolete
16		Dell 3600004108	1	Obsolete
17		Lenovo 3600001479	1	Obsolete
18		Dell 3600002958	1	Obsolete
19		Dell 3600003274	1	Obsolete
20		Dell 3600003194	1	Obsolete
21		Dell 3600003397	1	Obsolete
22		Dell 3600002907	1	Obsolete
23		Dell 3600002904	1	Obsolete
24		Dell 3600002967	1	Obsolete
25		Dell 3600002989	1	Obsolete
26		Dell 3600002973	1	Obsolete
27		Dell 3600004381	1	Obsolete
28		Dell 3600003244	1	Obsolete
29		Dell 3600002909	1	Obsolete
30		Dell 3600004389	1	Obsolete

Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

**Campus** (Please Check Appropriate Campus)

SE High School   
  Middle School   
  Alarcon   
  Borrego   
  Loya   
  Sambrano

Other: \_\_\_\_\_

Excell

Loya

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Discard	IPAD	360000659	1	Obsolete
2		IPAD	360000660	1	Obsolete
3		IPAD	360000661	1	Obsolete
4		IPAD	360000663	1	Obsolete
5		IPAD	360000666	1	Obsolete
6		IPAD	360000677	1	Obsolete
7		IPAD	360000678	1	Obsolete
8		IPAD	360000681	1	Obsolete
9		IPAD	360000682	1	Obsolete
10		IPAD	360000683	1	Obsolete
11		IPAD	360000684	1	Obsolete
12		IPAD	360000689	1	Obsolete
13		IPAD	360000690	1	Obsolete
14		IPAD	360000691	1	Obsolete
15		IPAD	360000691	1	Obsolete
16		IPAD	360000692	1	Obsolete
17		IPAD	360000693	1	Obsolete
18		IPAD	360000694	1	Obsolete
19		IPAD	360000696	1	Obsolete
20		IPAD	360000697	1	Obsolete
21		IPAD	360000699	1	Obsolete
22		IPAD	360000700	1	Obsolete
23		IPAD	360000701	1	Obsolete
24		IPAD	360000702	1	Obsolete
25		IPAD	360000703	1	Obsolete
26		IPAD	360000705	1	Obsolete
27		IPAD	360000707	1	Obsolete
28		IPAD	360000710	1	Obsolete
29		IPAD	360000711	1	Obsolete
30		Cart	360000888	1	Obsolete

Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Discard	IPAD	3600000862	1	Obsolete
2		IPAD	3600000761	1	Obsolete
3		IPAD	3600000857	1	Obsolete
4		IPAD	3600000879	1	Obsolete
5		IPAD	3600000860	1	Obsolete
6		IPAD	3600000815	1	Obsolete
7		IPAD	3600000806	1	Obsolete
8		IPAD	3600000765	1	Obsolete
9		IPAD	3600000870	1	Obsolete
10		IPAD	3600000872	1	Obsolete
11		IPAD	3600000856	1	Obsolete
12		IPAD	3600000796	1	Obsolete
13		IPAD	3600000787	1	Obsolete
14		IPAD	3600000783	1	Obsolete
15		IPAD	3600000778	1	Obsolete
16		IPAD	gctw452ghlf9	1	Obsolete
17		IPAD	3600000814	1	Obsolete
18		IPAD	3600000779	1	Obsolete
19		IPAD	3600000874	1	Obsolete
20		IPAD	3600000881	1	Obsolete
21		IPAD	3600000795	1	Obsolete
22		IPAD	3600000790	1	Obsolete
23		IPAD	3600000760	1	Obsolete
24		IPAD	3600000877	1	Obsolete
25		IPAD	3600000861	1	Obsolete
26		Cart	3600000886	1	Obsolete
27					
28					
29					
30					

Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_



**Fixed Asset Discard List**

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Discard	IPAD	1502201318	1	Obsolete
2		IPAD	1502201952	1	Obsolete
3		IPAD	1502200915	1	Obsolete
4		IPAD	1502201146	1	Obsolete
5		IPAD	1502202603	1	Obsolete
6		IPAD	1502201241	1	Obsolete
7		IPAD	1502200820	1	Obsolete
8		IPAD	1502201014	1	Obsolete
9		IPAD	1502202031	1	Obsolete
10		IPAD	1502205537	1	Obsolete
11		IPAD	1502200733	1	Obsolete
12		IPAD	1502202233	1	Obsolete
13		IPAD	1502202316	1	Obsolete
14		IPAD	1502202353	1	Obsolete
15		IPAD	1502202436	1	Obsolete
16		IPAD	1502202515	1	Obsolete
17		IPAD	1502202603	1	Obsolete
18		IPAD	1502202651	1	Obsolete
19		IPAD	1502202821	1	Obsolete
20		IPAD	1502204612	1	Obsolete
21		IPAD	1502204933	1	Obsolete
22		IPAD	1502200651	1	Obsolete
23		IPAD	1502200610	1	Obsolete
24		IPAD	1502204850	1	Obsolete
25		IPAD	1502205454	1	Obsolete
26		IPAD	1502205419	1	Obsolete
27		IPAD	1502205250	1	Obsolete
28		IPAD	1502205202	1	Obsolete
29		IPAD	1502205120	1	Obsolete
30		IPAD	1502205033	1	Obsolete

Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_



**Fixed Asset Discard List**

**Campus** (Please Check Appropriate Campus)

SE High School    
  Middle School    
  Alarcon    
  Borrego    
  Sambrano

Other: \_\_\_\_\_

Excell      Loya

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Discard	Cart	201408295006	1	Obsolete
2		Cart	3600000307	1	Obsolete
3		IPAD	3600000288	1	Obsolete
4		IPAD	3600000284	1	Obsolete
5		IPAD	3600000280	1	Obsolete
6		IPAD	3600000278	1	Obsolete
7		IPAD	3600000287	1	Obsolete
8		IPAD	3600000290	1	Obsolete
9		IPAD	3600000296	1	Obsolete
10		IPAD	3600000286	1	Obsolete
11		IPAD	3600000292	1	Obsolete
12		IPAD	3600000293	1	Obsolete
13		IPAD	3600000279	1	Obsolete
14		IPAD	3600000295	1	Obsolete
15		IPAD	3600000289	1	Obsolete
16		IPAD	3600000281	1	Obsolete
17		IPAD	3600000291	1	Obsolete
18		IPAD	3600000283	1	Obsolete
19		IPAD	3600000282	1	Obsolete
20		IPAD	3600000294	1	Obsolete
21		IPAD	3600000277	1	Obsolete
22		IPAD		1	Obsolete
23		IPAD		1	Obsolete
24		IPAD		1	Obsolete
25		IPAD		1	Obsolete
26		IPAD		1	Obsolete
27		IPAD		1	Obsolete
28		IPAD		1	Obsolete
29		IPAD		1	Obsolete
30		IPAD		1	Obsolete

Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_



# Fixed Asset Discard List

**Campus** (Please Check Appropriate Campus)

SE High School   
  Middle School   
  Alarcon   
  Borrego   
  Loya   
  Sambrano

Other: \_\_\_\_\_

Excell

Loya

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Discard	IPAD	3600000423	1	Obsolete
2		IPAD	3600000424	1	Obsolete
3		IPAD	3600000425	1	Obsolete
4		IPAD	3600000426	1	Obsolete
5		IPAD	3600000427	1	Obsolete
6		IPAD	3600000428	1	Obsolete
7		IPAD	3600000429	1	Obsolete
8		IPAD	3600000430	1	Obsolete
9		IPAD	3600000431	1	Obsolete
10		IPAD	3600000432	1	Obsolete
11		IPAD	3600000433	1	Obsolete
12		IPAD	3600000434	1	Obsolete
13		IPAD	3600000435	1	Obsolete
14		IPAD	3600000436	1	Obsolete
15		IPAD	3600000437	1	Obsolete
16		IPAD	3600000438	1	Obsolete
17		IPAD	3600000439	1	Obsolete
18		IPAD	3600000440	1	Obsolete
19		IPAD	3600000441	1	Obsolete
20		IPAD	3600000442	1	Obsolete
21		Cart	3600000305	1	Obsolete
22					
23					
24					
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26					
27					
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Discard	Lenovo	3600001457	1	Obsolete
2		Lenovo	3600002707	1	Obsolete
3		Lenovo	3600002697	1	Obsolete
4		Lenovo	3600001426	1	Obsolete
5		Lenovo	3600002461	1	Obsolete
6		Lenovo	2600003580	1	Obsolete
7		Lenovo	2600001605	1	Obsolete
8		Samsung	1601133224	1	Obsolete
9		Cart	1601134848	1	Obsolete
10					
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Dell	3600003425	1	
2	Dell	3600005093	1	
3	Dell	3600003415	1	
4	Dell	3600003414	1	
5	Dell	3600003354	1	
6	Dell	3600003474	1	
7	Dell	3600004979	1	
8	Dell	3600003504	1	
9	Dell	3600003384	1	
10	Dell	3600003496	1	
11	Dell	3600003435	1	
12	Dell	3600003427	1	
13	Dell	3600003348	1	
14	Dell	3600003264	1	
15	Dell	3600003327	1	
16	Dell	3600002985	1	
17	Dell	3600006396	1	
18	Lenovo Chromebook	3600001488	1	
19	Samsung	1601071528	1	
20	Samsung	3600002642	1	
21	Dell	3600003349	1	
22	Dell	3600003386	1	
23	Dell	2600003725	1	
24	Dell	3600006374	1	
25	Dell	3600003356	1	
26	Lenovo Chromebook	3600001429	1	
27	Lenovo Chromebook	2600002324	1	
28	Dell	3600003408	1	
29	Dell	3600003299	1	
30	Dell	3600003358	1	

Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

**Campus** (Please Check Appropriate Campus)

SE High School   
  Middle School   
  Alarcon   
  Borrego   
  Loya   
  Sambrano

Other: \_\_\_\_\_

Excell

Loya

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Dell	3600003376	1	Absolute
2	Dell	3600003430	1	Absolute
3	Dell	3600005017	1	Absolute
4	Dell	3600002960	1	Absolute
5	Ergotron Cart	12857660065	1	Absolute
6	Ergotron Cart	1501134218	1	Absolute
7	Dell	3600004985	1	Absolute
8	Dell	3600003488	1	Absolute
9	Dell	3600003242	1	Absolute
10	Dell	3600003331	1	Absolute
11	Dell	3600004401	1	Absolute
12	Dell	3600003309	1	Absolute
13	Dell	3600003491	1	Absolute
14	Dell	2600005760	1	Absolute
15	Dell	3600003290	1	Absolute
16	Dell	3600003512	1	Absolute
17	Microsoft Surface	1603030016	1	Absolute
18	Samsung	1501080737	1	Absolute
19	Lenovo	3600001642	1	Absolute
20	Lenovo	2600003708	1	Absolute
21	Lenovo	3600002636	1	Absolute
22	Lenovo	3600002666	1	Absolute
23	Lenovo	3600002410	1	Absolute
24	Lenovo	2600003059	1	Absolute
25	Lenovo	3600002403	1	Absolute
26	Lenovo	2600002327	1	Absolute
27	Lenovo	2600002989	1	Absolute
28				
29				
30				

Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	300	Desktop Computer	1402114648	1	The computer is out-of-date.
2					
3					
4					
5					
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28					
29					
30					

Date: \_\_\_\_\_

1/5/2024

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_



# Fixed Asset Discard List

Campus (Please Check Appropriate Campus)

SE High School  Middle School

Alarcon

Other: \_\_\_\_\_

Excell

Loya

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	311	Printer	806100812	1	Obsolete
2	311	Printer	1403210823	1	Obsolete
3	311	Computer	C3BMFZ1	1	Obsolete
4					
5					
6					
7					
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29					
30					

Date: \_\_\_\_\_

Authorized Campus  
Signature \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	Coaches office	Dell Desktop CPU	1204035045	1	Have not used it in over 2 years
2	(volleyball)	Dell Monitor	1105034402	1	"
3		Cisco Telephone	no school bar code	1	"
4					
5					
6					
7					
8					
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Date 6/14/2024

Authorized Campus

Signature\_\_ Catalina Mendez

Page \_\_\_\_ of \_\_\_\_



**Fixed Asset Discard List**

Other: \_\_\_\_\_



**Campus** (Please Check Appropriate Campus)

SE High School  Middle School

Alarcon

Excell

Loya

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	317	Labtop	C79D4-9YBP6-VGFJR-9MW93-XFJP6	1	Very old and does not work anymore.
2					
3					
4					
5					
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30					

Date 6/3/2024

Authorized Campus

Signature\_\_ James McLain

Page \_\_\_\_ of \_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	312	Printer	910283931	1	Not Working
2					
3					
4					
5					
6					
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	226	Printer	No san eli serial #'s	2	Have not used them
2					
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	307	Printer	908251124	1	Old/no longer in use307
2	307	Desktop Computer	1402115244	1	Old/ Can no longer update
3					
4					
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	309	Laptop	#3600002935	1	keeping over the summer
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29					
30					

Date: 6/3/2024

Authorized Campus

Signature Tiffany Rodriguez



# Fixed Asset Discard List

**Campus** (Please Check Appropriate Campus)

SE High School   
  Middle School   
  Alarcon   
  Borrego   
  Loya   
  Sambrano

Other: \_\_\_\_\_

Excell

Loya

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	400	Printer	1502111951	1	Not being used
2		Printer	1404152554	1	Not being used
3		Printer	0910024028	1	Not being used
4		Printer	1506035623	1	Not being used
5					
6					
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	228	Enfocus	907292352	1	Obsolete
2		Dell	3600002059	1	Obsolete
3		Dell	3600002055	1	Obsolete
4		Dell	3600002087	1	Obsolete
5		Microsoft Surface	1602193613	1	Obsolete
6		Dell	3600002931	1	Obsolete
7		Dell	3600003212	1	Obsolete
8		Dell	3600002117	1	Obsolete
9		Compaq	3956944438	1	Obsolete
10		Dell	3600002929	1	Obsolete
11		Dell	1503173421	1	Obsolete
12					
13					
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School  Middle School

Alarcon

Borrego

Sambrano

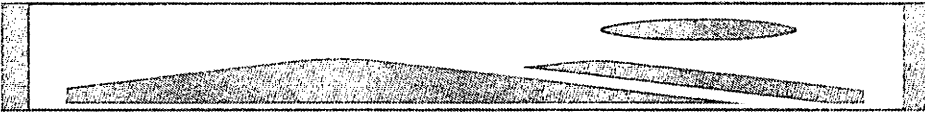
Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Library TV Zenith	93030	1	Discard Not working
2	Library TV Zenith	93029	1	Discard Not working
3	Library VHS Player Zenith	1003231550	1	Discard Not working
4	Library VHS Player Panasonic	404303507	1	Discard
5	Library VHS Player Panasonic	404301123	1	Discard
6	Library VHS Player Panasonic	404300916	1	Discard
7	Library Display Table Furniture		1	Discard
8	Library Display Table Furniture		1	Discard
9	Library door like Furniture		3	Discard
10	Library White Board w/stand		1	Discard
11	Library Typewriter		1	Discard
12	Library book scanner		1	Discard
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Date: \_\_\_\_\_

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

	Room#	Description	Tag Number/Serial	Qty	Comments/
1	501 / Shop	DELL Latitude E5440	1412182735	1	Broken Laptop
2	501 / Shop	DELL Latitude E5440	1412182808	1	Broken Laptop
3	501 / Shop	DELL Latitude E5440	1412182840	1	Broken Laptop
4	501 / Shop	DELL Latitude E5440	1412182543	1	Broken Laptop
5					
6					
7					
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30					

Date: 6/3/2024

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_

# Human Resources



**SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**  
*Soaring to Excellence*

9/18/2024 9:25

**Fixed Asset Discard List**

Other (Technology, Maintenance, etc.)

HK

Excell

Loya

**Campus**

(Please Check Appropriate Campus)

SE High School

GE Middle School

Alarcon

Borrego

Sambrano

#	Room #	Description	Tag #	Qty.	Comments / Reason
1	H102	Dell Laptop	1301110005	1	obsolete
2	H102	Dell Computer	2600000745	1	obsolete
3	H102	Dell Computer	1204121501	1	obsolete
4	H102	Microsoft Surface Laptop	2600001820	1	Broken screen
5					
6					
7					
8					
9					
10					
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Date: 9/18/2024 9:25

Signature

# Nutrition Services



Technology Department  
Fixed Asset Discard List

Other: \_\_\_\_\_

Excell  Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	B129	SURGE PROTECTOR	0911024556	1	OBSOLETE
2	B129	DELL COMPUTER	1203063646	1	OBSOLETE
3	B129	INTEL PC	1203063208	1	OBSOLETE
4	B129	KEY BOARD AND MOUSE	NO TAG	5	OBSOLETE
5	B129	COMPUTER INTEL	1405074905	1	OBSOLETE
6	B129	DELL MONITOR	1009233033	1	OBSOLETE
7	B129	DELL PC	1008244817	1	OBSOLETE
8	B129	SURGE PROTECTOR	0911024907	1	OBSOLETE
9	B129	SHARP CASH REGISTER	0903065237	1	OBSOLETE
10	B129	HP FAX 3180 MODEL	1002024823	1	OBSOLETE
11	B129	DELL OPTIPLEX	00006377	1	OBSOLETE
12	B129	POS SYSTEM ELO	0911054414	1	OBSOLETE
13	B129	POS SYSTEM ELO	0911021120	1	OBSOLETE
14	B129	COMPUTER MONITOR	1210252619	1	OBSOLETE
15	B129	COMPUTER PC	1210252423	1	OBSOLETE
16	B129	DELL COMPUTER	2600002226	1	OBSOLETE
17	B129	SPEAKERS PAIRS	NO TAG	1	OBSOLETE
18	B129	DELL BATTERY	NO TAG	1	OBSOLETE
19					
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30					

Date : 9-11-24

Authorized Campus

Signature \_\_\_\_\_

Page \_\_\_\_\_ of \_\_\_\_\_



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Jesus Martinez, Executive Director-Support Services  
**Subject:** September 2024, Non-Technology Fixed Asset Discards  
**Date:** October 9, 2024

---

### HISTORY:

Campuses and departments periodically replace obsolete, broken, or non-repairable items. We assist campuses and departments in removing these items to maximize space and minimize unnecessary item accumulation.

### RATIONALE:

To prevent unnecessary accumulation of obsolete, broken, or non-repairable fixed assets at all our campuses and departments, discard requests are now submitted monthly until further notice.

### BUDGET:

No budget Impact

### ADMINISTRATIVE RECOMMENDATION:

For the Board of Trustees to declare the listed fixed assets as surplus or discards and authorize the administration to sell or dispose of them by any reasonable means.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

---

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

A Proud Community of Champions – Soaring to Excellence!

Warehouse Department  
Fixed Asset Discard List



Other: \_\_\_\_\_

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School  
CNS

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	B126 Student Lunch Plates	no Tag	100	obsolete
2	B126 Student Lunch Plates	No Tag	91	obsolete
3	B126 Student Lunch Plates	No Tag	103	obsolete
4	B126 Student Plates	No Tag	101	obsolete
5	B126 Cuisinart Blender	0702264455	1	Not working
6	B126 Manual Can Opener	1207243724	1	Not working
7	B126 Edlund Scale	No Tag	1	Not Working
8	B126 Waring Blender	1208175855	1	Not working
9	B126 Waring Blender	15060222147	1	Not working
10	B126 Hamilton Beach Mixer	0101011185	1	Not workong
11	B126 Food Processor	0000115600	1	Not Working
12	B126 Blue Office Chair	no tag	1	Obsolete
13	B126 Blue Office Chair	no tag	1	obsolete
14	B126 Brown Office Chair	Not tag	1	obsolete
15	B126 Small Mixer adapters	no tag	9	obsolete
16	B126 Cuisinart Blender	0511035316	1	obsolete
17	B126 Manual Can Opener	0704092828	1	obsolete
18	B126 Waring Small Blender	1306060751	1	obsolete
19	B126 Manual Can Opener	1308280411	1	obsolete
20	B126 Waring Blender	0808211508	1	obsolete
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Date: 9-11-24

Authorized Campus \_\_\_\_\_  
Signature [Signature]

Page 1 of 1



Child Nutrition Service Dept

Warehouse Dept  
Fixed Asset Discard List

Other: CNS Dept

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	H111 sm white and blue saucer	dish no tag	35	obsolete
2	H111 Plastic Pitcher	No tag	1	obsolete
3	H111 White and blue line dinner	plate no tag	17	obsolete
4	H111 Grey and white dinner plate	no tag	10	obsolete
5	H111 white gravy container	no tag	1	obsolete
6	H111 white dinner plate	no tag	10	obsolete
7	H111 white dinner cups	no tag	8	obsolete
8	H111 white bowls	no tag	3	obsolete
9	H111 clear dessert bowls	no tag	5	obsolete
10	H111 white saucer plates	no tag	10	obsolete
11	H111 Elite 48 piece dinner plates	no tag	48	Obsolete
12	H111 Elite 48 piece dinner plates	No Tag	48	Obsolete
13	H111 Dinner Plates Agua/White	No Tag	10	Obsolete
14	H111 White creamers	No Tag	4	obsolete
15	H111 White large bowl	No Tag	1	chipped
16	H111 Clear plastic Pitcher	No Tag	1	obsolete
17	H111 White with blue dinner plates	No Tag	6	obsolete
18	H111 White with blue saucer plates	No Tag	8	obsolete
19	H111 Blue saucer plates	No Tag	18	obsolete
20	H111 Utensils mix	No Tag	22	obsolete
21				
22				
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Date: 9-12-24

Authorized Campus

Signature [Signature]

Page 1 of 1

Warehouse Department  
Fixed Asset Discard List



Other: \_\_\_\_\_

Excell  Loya *CNS*

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

CNS Department

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	D106 Coffee Maker	1003232343	1	obsolete
2	D106 Scale	0501042004	1	obsolete
3				
4				
5				
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Date: 9-4-24

Authorized Campus

Signature *[Handwritten Signature]* *9-4-24*

Page 1 of 1

WAREHOUSE

Fixed Asset Discard List



Other: \_\_\_\_\_

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

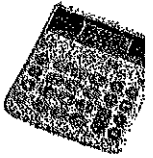
CNS Department

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	E127	Kitchen Aid Mixer	1105203343	1	OBSOLETE
2	E127	2 Slot ToaSter	SERIAL# 15112 r6	1	OBSOLET
3	E127	Mixing bowls	no tag	2	OBSOLETE
4	E127	WARING BLENDER	1506022502	1	OBSOLETE
5	E127	2 door shelf	1756700581	1	obsolete
6					
7					
8					
9					
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Date: 9/4/24

Authorized Campus  
Signature [Signature]

Page 1 of 1



# Fixed Asset Discard List

Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Custodial Vacuum	1604190001	1	Damaged
2	Vacuum	2600001764	1	Damaged
3	Vacuum	2600001763	1	Damaged
4	Vacuum	2600000766	1	Damaged
5				
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Date: 9/18/24

Authorized Campus  
Signature \_\_\_\_\_



# Fixed Asset Discard List

Other: SECURITY

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Loya  
 Sambrano

Excell

Loya

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	0102	2011 FORD RANGER	1	OBSOLETE - ENGINE
2	(5-4)	1101045551		NOT WORKING
3				VEHICLE 5-4
4				REPLACED WITH
5				VEHICLE 5-12
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Date: 9-19-2024

Authorized Campus

Signature [Signature]

Page 1 of 1

## Special Meeting

Tuesday, September 17, 2024 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

### 1. GENERAL FUNCTIONS

#### 1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

#### 1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President  
Ms. Myrna Hernandez, Board Vice-President  
Ms. Sandra Licon, Board Secretary  
Mr. Lorenzo Luevano, Board Trustee  
Ms. Monica Chavez, Board Trustee

The following Board of Trustees were absent:

Ms. Guadalupe Caro, Board Trustee  
Mr. Axel Lopez, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance.

Mr. Axel Lopez arrived at the meeting at 5:34 p.m.

#### 1.C. Establish Quorum

#### 1.D. The Pledge of Allegiance

#### 1.E. Texas Pledge of Allegiance

#### 1.F. San Elizario ISD Mission Statement

The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

### 2. OPEN FORUM (five-minute limit per speaker, unless otherwise noted)

Mr. Joe Saldivar, presented during open forum. Mr. Saldivar advised Board members he and his film crew would be filming around exterior school property due to the film "Spirit of El Paso."

### **3. DISTRICT RECOGNITIONS**

#### **3.A. Bee Real 2024 San Elizario ISD Participants**

Mr. Lorenzo Luevano recognized all district employees and students that participated at Bee Real 2024 event.

#### **3.B. Teacher and Employee of the Month for San Elizario High School**

Mr. Troy Enriquez, San Elizario High School Principal, recognized Ms. Christina Martinez as the Teacher of the Month and Ms. Eva Martinez as the Employee of the Month for San Elizario High School.

#### **3.C. Introduction of new Human Resources Coordinator - Ms. Stephanie Ruiz**

Dr. Jeannie Meza-Chavez introduced Ms. Stephanie Ruiz as the new Human Resources Coordinator.

#### **3.D. Introduction of new Instructional Programs Administrator - Ms. Leticia De Santos**

Dr. Jeannie Meza-Chavez introduced Ms. Leticia De Santos as the new Instructional Programs Administrator.

#### **3.E. Introduction of new Associate Superintendent - Ms. Blanca Cruz**

Dr. Jeannie Meza-Chavez introduced Ms. Blanca Cruz as the new Associate Superintendent.

### **4. NEW BUSINESS / BOARD ACTION ITEMS**

#### **4.A. Team Building Training as required by statute, provided by MoakCasey, LLC., to include introduction to the Strategic Planning Process**

Dr. Jodi Duron provided the Team Building Training to include the introduction to the Strategic Planning Process.

#### **4.B. Advocacy & Engagement Board Training, provided by MoakCasey, LLC., to include Setting the Belief(s) Statement with the Strategic Advisory Committee**

Dr. Jodi Duron provided the Advocacy & Engagement Board Training to include Setting the Belief(s) Statement.

#### 4.C. Book Study Discussion on: *The Governance Core*

The Board of Trustees and Dr. Jeannie Meza-Chavez shared quotes and comments on chapters 3 and 4 of *The Governance Core*.

##### 4.C.1. Chapter 3: Superintendent Governance Mindset

##### 4.C.2. Chapter 4: Welcoming New Trustees

#### 4.D. Student Outcome Goals

##### 4.D.1. San Elizario High School - Monitoring Student Progress

Mr. Troy Enriquez presented the San Elizario High School - Monitoring Student Progress Presentation.

Mr. Lorenzo Luevano stated that when he was in High School, Teachers would partner him with a student who was struggling. This helped Mr. Luevano review the learned strategies and helped the struggling student understand and learn it from a different point of view.

Ms. Myrna Hernandez asked what support is being provided for bilingual students.

Mr. Troy Enriquez provided the current support that is being provided to bilingual students.

Ms. Myrna Hernandez asked how they are tracking support for the Special Ed Students.

Mr. Troy Enriquez stated they are tracking the times on paper logs but will be implementing a Google Form for it to be tracked digitally.

Mr. Eduardo Chavez stated he found the information presented helpful and transparent.

No More Questions.

4.E. Public Hearing on Proposed Tax Rate for the 2024-2025 fiscal year

Mr. Norberto Rivas presented the proposed Tax Rate for the 2024-2025 fiscal year.

Mr. Norberto Rivas opened the floor for public input.

No public input.

4.F. Consider and possible Board action on Adoption of Resolution Setting Tax Rate for the 2024-2025 School Year

Motion to approve Adoption of Resolution Setting Tax Rate for the 2024-2025 School Year. This motion, made by Lorenzo Luevano and seconded by Sandra Licon, Passed.

Guadalupe Caro:	Absent
Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Yea
Lorenzo Luevano:	Yea
Yea: 6, Nay: 0, Absent: 1	

4.G. Discussion and budget update for the 2024-2025 School Year

Mr. Norberto Rivas presented the budget update for the 2024-2025 School Year.

Mr. Eduardo Chavez stated he would like the district to look into TRS and compare with current health fund. The health fund has a history of being in a deficit every year.

Mr. Sandra Licon stated she would like more information on how TRS would help our fund balance.

Mr. Norberto Rivas stated he would provide information on the impact of TRS on the health fund balance during the next meeting.

No more questions.

4.H. Consider and possible Board action to amend the 2024-2025 general fund budget

Mr. Norberto Rivas presented the proposed amendment to the 2024-2025 general fund budget.

Motion to approve the amendment to the 2024-2025 general fund budget. This motion, made by Sandra Licon and seconded by Myrna Hernandez, Passed.

Guadalupe Caro: Absent  
Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Yea  
Lorenzo Luevano: Yea  
Yea: 6, Nay: 0, Absent: 1

5. **CONSENT AGENDA** - Consider and possible Board action on

Motion to approve the Consent Agenda as presented. This motion, made by Lorenzo Luevano and seconded by Monica Chavez, Passed.

Guadalupe Caro: Absent  
Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Yea  
Lorenzo Luevano: Yea  
Yea: 6, Nay: 0, Absent: 1

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Purchase Orders exceeding \$25,000.00

- PO# 51854 - Labatt Food Service LLC - \$85,000.00
- PO# 51855 - City Fence & Pipe Co - \$75,658.00

5.A.5. Budget Amendment

5.B. Consider and possible Board action to approve request for competitive sealed

proposals for risk management insurance provider (RFP#25-1161)

- 5.C. Consider and possible Board action to approve the final payment to AREDI Enterprises, LLC for the modifications to room 510 - Health Science Classroom PO#51358
- 5.D. Consider and possible Board action on acceptance of certified values as Certified by the Chief Appraiser on July 25, 2024
- 5.E. Consider and possible Board action on the Aliviane - Memorandum of Understanding and Agreement
- 5.F. Consider and possible Board action on Creative Kids MOU
- 5.G. Consider and possible Board action to approve revision to the 2024-2025 District Calendar
- 5.H. 2024-2025 District and Campus Improvement Plans
  - 5.H.1. San Elizario Independent School District
  - 5.H.2. San Elizario High School
  - 5.H.3. Ann M. Garcia-Enriquez Middle School
  - 5.H.4. Lorenzo G. Alarcon Elementary School
  - 5.H.5. Alfonso Borrego, Sr. Elementary School
  - 5.H.6. Josefa L. Sambrano Elementary School
  - 5.H.7. Lorenzo G. Loya Primary School
- 5.I. Consider and possible Board action on disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.
  - 5.I.1. Technology Department
  - 5.I.2. Support Services Department
- 5.J. Consider and possible Board action on approval of minutes for the following:
  - 5.J.1. August 14, 2024 - Regular Board Meeting

**6. PRESENTATION / REPORTS / INFORMATION**

- 6.A. Presentations
  - 6.A.1. No items
- 6.B. Reports

6.B.1. Progress Monitoring - Student  
Outcome Goal 3 - Overall CCMR  
Percentage for San Elizario High School

6.B.2. Annual Report on Cooperative  
Purchasing Fees for FY 2023-2024

6.B.3. Meal Service Update

6.B.3.a. July 2024

6.B.3.b. August 2024

6.C. Information

6.C.1. Board Training

6.C.1.a. TASA | TASB Convention  
txEDCON24 - September 27 - September  
29, 2024 in San Antonio, TX

6.C.1.b. Far West Texas School Boards  
Association Meetings

- Saturday, November 16, 2024 -  
8:30 am to 4:30 pm
- Thursday, February 27, 2025 -  
5:30 pm to 8:30 pm (Team of 8)
- Tuesday, May 6, 2025 - 5:00 pm  
to 9:00 pm
- Saturday, July 12, 2025 - TBD

6.C.2. Update on FB (EXHIBIT), DIA  
(EXHIBIT) and FFH(EXHIBIT)

**7. EXECUTIVE SESSION**

The Board entered a closed meeting at **9:26 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071 and 551.074, Texas Gov. Code:

7.A. Discussion on Employee / Board /  
Superintendent Communication

7.B. Discussion on Special Education  
Department personnel matters

7.C. Discussion regarding the Administration's  
recommendation for the Assistant Principal  
positions at San Elizario High School

7.D. Discussion regarding the Administration's  
recommendation for the Principal position  
at Lorenzo G. Alarcon Elementary School

7.E. Discussion regarding the Administration's  
recommendation for the Executive Director  
of Human Resources position

**8. THE BOARD WILL RETURN TO OPEN SESSION TO TAKE  
POSSIBLE ACTION ON THE MATTERS DISCUSSED IN  
EXECUTIVE SESSION**

The Board returned to open session at **10:54 p.m.** to take possible action on the matters

discussed in Executive Session.

8.A. Discussion and possible Board action to approve the Administration's recommendation for the Assistant Principal positions at San Elizario High School

Motion to approve the Administration's recommendation of Valerie Chavez and Laura Silva for the two Assistant Principal positions at San Elizario High School. This motion, made by Myrna Hernandez and seconded by Monica Chavez, Passed.

Guadalupe Caro: Absent  
Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Yea  
Lorenzo Luevano: Yea  
Yea: 6, Nay: 0, Absent: 1

8.B. Discussion and possible Board action to approve the Administration's recommendation for the Principal position at Lorenzo G. Alarcon Elementary School

Motion to approve the Administration's recommendation of Monika Ruiz for the Principal position at Lorenzo G. Alarcon Elementary School. This motion, made by Lorenzo Luevano and seconded by Axel Lopez, Passed.

Guadalupe Caro: Absent  
Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Yea  
Lorenzo Luevano: Yea  
Yea: 6, Nay: 0, Absent: 1

8.C. Discussion and possible Board action to approve the Administration's recommendation for the Executive Director of Human Resources position

Motion to approve the Administration's recommendation of Gina Ramirez for the Executive Director of Human Resources position. This motion, made by Sandra Licon

and seconded by Lorenzo Luevano, Passed.

Guadalupe Caro: Absent  
Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Yea  
Lorenzo Luevano: Yea  
Yea: 6, Nay: 0, Absent: 1

9. **NEXT MEETING DATE:**

Regular Board Meeting: Wednesday, October 9,  
2024, at 5:30 p.m.

10. **ADJOURNMENT**

Motion to adjourn the meeting at 10:59 p.m.  
This motion, made by Sandra Licon and  
seconded by Myrna Hernandez, Passed.

Guadalupe Caro: Absent  
Eduardo Chavez: Yea  
Monica Chavez: Yea  
Myrna Hernandez: Yea  
Sandra Licon: Yea  
Axel Lopez: Yea  
Lorenzo Luevano: Yea  
Yea: 6, Nay: 0, Absent: 1

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Board President

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Board Secretary



San Elizario ISD  
P.O. Box 920  
San Elizario, TX 79849  
Phone: 915.872.3900  
Fax: 915.872.3903

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Ms. Leticia de Santos, Instructional Programs Administrator  
**Subject:** Bilingual/ESL Programs Evaluation  
**Date:** October 9, 2024

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**HISTORY:** Texas public school districts are required to evaluate their Bilingual and ESL education programs yearly. The goal of the program evaluation is to determine whether a district's students who are served in the programs are progressing academically based on the program in place in the district and to modify areas where change is needed.

**RATIONALE:** The evaluation reports to the Board of Trustees on the academic progress of SEISD emergent bilingual students as stated in the Texas Administrative Code Chapter 89 (Adaptations for Special Populations) Subchapter BB—Commissioner's Rules Concerning State Plan for Educating English Learners.

**BUDGET:** The budget is not affected by this report.

**ADMINISTRATIVE RECOMMENDATION:** The results are being presented to the Board of Trustees as a report-only item; no recommendation for approval is required.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

A Proud Community of Champions – Soaring to Excellence!

# **San Elizario Independent School District**

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**Bilingual / ESL**

**Program Evaluation Report**

**2023-2024**



**Leticia de Santos, Instructional Programs Administrator**

**San Elizario Independent School District  
Board of Trustees**

**Eduardo Chavez, Board President**

**Myrna Hernandez, Board Vice President**

**Sandra Licon, Board Secretary**

**Lupe Caro, Board Trustee**

**Monica Chavez, Board Trustee**

**Axel Lopez, Board Trustee**

**Lorenzo Luevano, Board Trustee**

**Dr. Jeannie Meza-Chavez, Superintendent**

**Blanca Cruz, Associate Superintendent**

**1050 Chicken Ranch Rd., San Elizario, TX 79849 (915) 872-3900**

## Table of Contents

Summary.....	3
Demographic Information.....	3
Program Objectives.....	4
Program Mission .....	4
Program Description .....	4,5
Characteristics of the Bilingual/ESL Program .....	5
Expected Outcomes .....	6
Eligibility Criteria .....	6
Funding Source .....	7
Bilingual/ESL Staff (FTE's) .....	7
Reclassification .....	8
Professional Development .....	9
Texas English Language Proficiency Assessment System (TELPAS) .....	10
State of Texas Assessment of Academic Readiness (STAAR).....	10
Recommended Action Plan .....	11
Appendix 1 .....	11

## Summary

The State of Texas mandates all school districts conduct a yearly evaluation of their Bilingual Education and/or English as a Second Language Program. While the evaluation is geared to meet the State and Federal requirements, the district, as a whole, benefits from the data and the findings. Students, teachers, administrators and community members are all stakeholders in this process.

The purpose of the evaluation is to fulfill the requirement of Chapter 89, Adaptations for Special Populations, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners.

In compliance with the Texas Education Codes 29.051, 29.062, and 42.153 and Chapter 89.1265 of the Texas Administrative Code, San Elizario Independent School District (SEISD) provides Bilingual and ESL programs which incorporate a sheltered English approach, and a native language development component to meet the cognitive, linguistic, and affective needs of students identified as Emergent Bilingual (EB) students.

## Demographic Information

San Elizario ISD is located in El Paso County, a few miles outside the city limits of the city of El Paso, which is the largest city on the Texas/Mexico border. Starting a new school year, the district's student enrollment is currently 2,921. In the 2023-2024 school year, San Elizario Independent School District had a student enrollment of 3,012 at the end of the school year. At this time, our student enrollment shows a decrease of 91 students. A financially impoverished district, SEISD has 92.72% of its families classified as economically disadvantaged. The district's enrollment reflects its border location with a Hispanic student population of 99.20%.

In the 2023-2024 school year, 1,900 (63.14%) students were identified as Emergent Bilingual. Of those, 1,579 were served through the Bilingual / ESL programs. Among the students who received program services, were the following:

- 955 students received Bilingual services in grades PK through 6 (Elementary)
- 706 students received ESL services in grades 7-12 (Secondary)
- 44 students were served in an Alternative Bilingual Program (first semester only)

## Program Objectives

The San Elizario Bilingual/ESL Department is committed to providing instructional support to Bilingual/ESL certified teachers and students alike to ensure consistency and continuity within the program. The department will ensure that all English Learners receive academic opportunities to address their needs in order to meet the state’s rigorous academic standards. In addition, teachers will have the support that is necessary to serve their students with research-based best practices for academic achievement.

## Bilingual/ESL Program Mission

The San Elizario Independent School District Bilingual and ESL Department will promote high academic achievement in all content areas through rigorous instruction by meeting the affective, linguistic, and cognitive needs of all English Learners.

## Dual Language Program Mission

The San Elizario Independent School District Dual Language Program will develop highly competent bilingual students while fostering academic success and cultural awareness by meeting the affective, linguistic, and cognitive needs in both languages.

## Program Description

The SEISD programs ensure that the affective, linguistic, and cognitive domains are addressed for all emergent bilingual students. The goal of the bilingual program is to facilitate high academic, high self-esteem, and timely acquisition of the second language. Elementary school administrators and their facilities shall implement the district bilingual education philosophy and its corresponding curriculum. This plan renders a challenge to educators and facilitates a means for the transformation of dated beliefs/values as well as rendering an enrichment program for all EL students.

Elementary Bilingual Program Models:

### Grades PK-4<sup>th</sup>

The San Elizario Independent School District implements a one-way transitional dual-language program model in grades PK-4<sup>th</sup>. The program will grow incrementally, adding an additional grade year after year. Research shows that the dual language program produces high levels of success for emergent bilingual students. Students are immersed in both languages in all content areas and use their first language to learn academics in a natural way.

### Grades 5-6

The San Elizario Independent School District implements a Transitional bilingual/*early exit* model at the elementary level. This program model serves students identified as limited English proficient in both English and Spanish and transfers the student to English-only instruction. This model provides instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting a student to an all-English program of instruction will occur no earlier than third grade and no earlier than two years or later than five years after the student enrolls in school. A student who has met exit criteria may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

Secondary ESL Program Model:

### Grades 7-12

The San Elizario Independent School District implements an English as a second language/*pull-out* program model. This is an English program that serves only students identified as English language learners by providing an ESL certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out inclusionary delivery model.

All programs address the affective, linguistic, and cognitive needs of the students. Student identification, placement, monitoring, and exiting of the program is overseen by the Language Proficiency Assessment Committee (LPAC), which ensures that the established requirements in Chapter 89 Subchapter BB are being followed.

## **Characteristics of the Bilingual / ESL Programs**

- Respects and utilizes the students' natural language, culture, background, and interests in the learning process.
- Provides high exposure to oral and written forms of English and Spanish from the onset of the student's schooling, thus promoting bi-literacy.
- Accelerates academic progress through the use of a student-centered curriculum.
- Capitalizes on the natural integration of thought, speech, and written language.
- Targets English language arts instruction over a period of four years to allow for both social and academic fluency.
- Maximizes potential learning by integrating language arts, both English and Spanish and content area concepts and skills.

## Expected Outcomes

The expected outcomes of the programs are to prepare and enable limited English proficient students to acquire sufficient comprehension, listening, speaking, reading, and writing skills in English in order to participate successfully in a general education English classroom by:

- Providing an educational program to address the needs of students who are identified as Emergent Bilingual (EB)
- Providing all English Learners, the opportunity to master Texas Essential Knowledge and Skills (TEKS) in the areas of reading, mathematics, science, and social studies.
- Conducting the Bilingual / ESL program in such a way as to gain the understanding and active support of all segments of the community
- Providing limited EL students the opportunity to develop confidence, self-assurance, and a positive identity with their cultural heritage.

## Eligibility Criteria

Students eligible for the program are those whose primary language is a language other than English. Students are flagged initially during the registration process after answering a Home Language Survey to identify the primary language spoken at home and the language of preference of the child. If the answer to either of the questions on the Home Language Survey is any other than English, an identification and placement assessment is administered, and overseen by the LPAC committee. After the student's oral language proficiency is assessed in both languages (LAS), the LPAC committee convenes to make a recommendation for placement. The timeline for this process is 4 calendar weeks. Additionally, the LPAC has a 10-day timeline to notify parents of the committee recommendation, share information about the benefits of the program, and finally, obtain parent approval for participation in the approved academic setting. English proficient students may also enroll in a bilingual education program according to TEC 29.058.

## Funding Source

State funding program intent code 25

Federal funding Title III Part A

2023-2024 - Summary of BIL Funds Spent by Organization		
Organization	Program Intent Code (25) Bilingual Education	Program Intent Code (25) Bilingual Education - ESSER
San Elizario High School (001)	\$ 27,223	\$ 24,237
Garcia Enriquez Middle School (041)	\$ 82,775	\$ 15,252
Alarcon Elementary (101)	\$ 72,848	\$ 16,723
Loya Primary (102)	\$ 28,672	\$ 1,921
Sambrano Elementary (103)	\$ 96,209	\$ 32,118
Borrego Elementary (104)	\$ 61,413	\$ 16,057
Summer School (699)	\$ 15,438	\$ -
Departments (8XX)	\$ 118,471	\$ -
<i>Subtotal by Funding Source</i>	\$ 503,049	\$ 106,308
	<b>Grand Total</b>	<b>\$ 609,358</b>

2023-2024 - Summary of BIL Funds Spent by Activity		
Activity	Program Intent Code (25) Bilingual Education	Program Intent Code (25) Bilingual Education - ESSER
Campus Allocations	\$ 124,302	\$ 13,941
Department Allocation	\$ 117,558	\$ -
Supplemental Bilingual Instructional Aides	\$ 52,528	\$ 92,367
Summer School	\$ 15,438	\$ -
Stipends for Bilingual Teachers	\$ 193,223	\$ -
<i>Subtotal by Funding Source</i>	\$ 503,049	\$ 106,308
	<b>Grand Total</b>	<b>\$ 609,358</b>

## Bilingual / ESL Staff (FTE's)

In accordance with the Texas Education Code, San Elizario ISD assigns appropriately certified teachers to the required bilingual and ESL programs. The following table shows the total of Bilingual / ESL educators per grade level for the 2023-2024 school year:

Grade Level	Number of FTE
PK3 – PK4	5 Bilingual Teachers
Kinder	5 Bilingual Teachers
1 <sup>st</sup> grade	5 Bilingual Teachers
2 <sup>nd</sup> grade	7 Bilingual Teachers
3 <sup>rd</sup> grade	6 Bilingual Teachers
4 <sup>th</sup> grade	6 Bilingual Teachers
5 <sup>th</sup> grade	4 Bilingual Teachers
6 <sup>th</sup> grade	6 Bilingual Teachers
Middle School	4 ESL teachers
High School	7 ESL teacher
<b>Total BIL/ESL staff</b>	<b>55 teachers</b>

## Reclassified Students in 2023-2024

The bilingual model calls for a timeline to exit bilingual students in a period between 2-5 years of instruction. Although a timeline is not specifically defined in the ESL Pull-out program, the same amount of years is expected to be sufficient in order to acquire enough English language acquisition to be mainstreamed.

At San Elizario ISD this year, a total of 94 students met the Exit Criteria set by the Texas Education Agency, compared to a total of 11 from the previous year. Students who meet Exit Criteria are then reclassified in PEIMS as Non-LEP students. The state does not require the continuation of language support after exit criteria is met. These student's academic performance is monitored, however, for two years after they are reclassified to ensure academic success.

### 2022-2023 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 <sup>rd</sup>	1	1
4 <sup>th</sup>	0	0
5 <sup>th</sup>	0	0
6 <sup>th</sup>	0	0
7 <sup>th</sup>	0	0
8 <sup>th</sup>	2	1
9 <sup>th</sup>	3	0
10 <sup>th</sup>	2	0
11 <sup>th</sup>	1	0
12 <sup>th</sup>	0	0
<b>Total = 11</b>	<b>9</b>	<b>2</b>

### 2023-2024 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 <sup>rd</sup>	5	0
4 <sup>th</sup>	6	1
5 <sup>th</sup>	18	2
6 <sup>th</sup>	16	1
7 <sup>th</sup>	11	2
8 <sup>th</sup>	20	7
9 <sup>th</sup>	4	3
10 <sup>th</sup>	14	5
11 <sup>th</sup>	0	0
12 <sup>th</sup>	0	0
<b>Total = 115</b>	<b>94</b>	<b>21</b>

Source: End of Year LPAC Minutes per campus

Emergent Bilingual/English Learner Reclassification Criteria Chart					
<p>At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.</p>					
Grade(s)	1 <sup>st</sup> /2 <sup>nd</sup>	3 <sup>rd</sup> through 8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup> /12 <sup>th</sup>
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) <b>Advanced High</b> in each domain of Listening, Speaking, Reading, and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 <sup>th</sup> percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 <sup>th</sup> percentile or above on each
Subjective Teacher Evaluation	Form: <a href="#">Emergent Bilingual/English Learner Reclassification Rubric</a>				
<p>*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.</p> <p>Notes:</p> <ul style="list-style-type: none"> <li>Students for whom the LPAC recommends the use of Oral Administration or Content and Language Supports as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.</li> <li>EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: <a href="#">Individualized Reclassification Process for a Student with a Significant Cognitive Disability</a>.</li> <li>For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.</li> <li>For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading and Language Arts are available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.</li> <li>The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.</li> </ul>					
<p>Additional information:</p> <ul style="list-style-type: none"> <li><a href="#">TEA Approved Norm-Reference Standardized Achievement Test</a> (new site)</li> <li><a href="#">State Assessments for English Learners</a></li> <li><a href="#">Guidance Related to ARD Committee and LPAC Collaboration</a></li> </ul>					

## Professional Development

This section contains the staff development model used by SEISD. Professional Development is multifaceted and it is one of the most important components of increasing student academic achievement. Providing quality professional development is critical. It is the catalyst for building leadership at the teacher level. The focus is to build teacher capacity and ultimately, improve student achievement.

The following are specific professional development sessions that were provided by the Bil/ESL Department for teachers and administrators and were geared toward Emergent Bilingual support (additional training and/or PLCs were provided at the campus level).

1. Latino Literacy Parent Sessions

This project is designed to establish family reading routines for Spanish and English-speaking parents and their children. It involves family reading, vocabulary development, and English-language development for Latino parents and their children.

2. Dual Language Classroom: Essentials

Teachers engaged in interactive activities that could quickly be implemented in their classrooms, while also learning/supporting the three goals of dual language education.

3. C6 Biliteracy Instructional Framework: Lesson Planning for the Dual Language Classroom

This 2-day session provided teachers the opportunity to create lessons that allow ELs to access grade-level standards regardless of language proficiency in either program language.

4. TELPAS Updates

These sessions explored support to teachers with various effective and research-based strategies and activities to meet the needs of emergent bilingual students. The training was designed to give teachers ideas on digital tools to use to positively impact academic language learners' achievement across all content areas that they will need to meet these requirements, including integrating the ELPS into instruction and ways to align linguistic accommodations to the TELPAS descriptors.

5. Mission: Progressing Together

Community members were provided a session on the benefits of participation in the bilingual and dual language programs presented by ESC Region personnel. The session discussed strategies, outcomes, and research findings.

6. Bridging/Metalinguistic

Teachers were engaged in discussions regarding EBs and their achievement and progress using bridging (using similarities/differences of two languages).

## Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS is an assessment program for Emergent Bilingual students (EBs). TELPAS assesses the English language proficiency of K-12 ELLs in four language domains- listening, speaking, reading, and writing. English language proficiency assessments in grades K-12 are federally required to evaluate the progress that EBs make in becoming proficient in the use of academic English. The assessment components for grades K-1 and 2-12 differ in the following ways:

- Grades K-1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- Grades 2-12: TELPAS includes online listening, speaking, reading, and writing tests.

The entire district EB population has struggled in this area, as students are still uncomfortable with this testing process. Therefore, TELPAS results have suffered, thus making the exit criteria difficult to attain.

The English Language Proficiency Standards (ELPS) are second language acquisition curriculum standards that support the ability of EBs to acquire the academic English they need for meaningful engagement in subject-area instruction and are an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum.

## State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) assessment is the state's student testing program. The assessments are based on the Texas Essential Knowledge and Skills (TEKS), which are the state curriculum standards. Beginning in grade 3 through high school, students test in the core subject areas of reading, writing, mathematics, science, and social studies.

The STAAR measures the state-wide curriculum in Reading in grades 3 through 8; in Math in grades 3 through 8; in Science in grades 5 and 8; and in Social Studies in grade 8. A Spanish STAAR is available for students in grades 3, 4, and 5 only. The state assessments also include five end-of-course (EOC) tests administered at the high school level; English I, Algebra I, Biology in grade 9, English II in grade 10, and U.S. History in grade 11.

## Recommended Action Plan

After analyzing the data provided in this document, the following are recommendations for the 2024-2025 academic school year:

- Implement purposeful PLCs for teaching the specificity of TEKS and creating exit tickets to check for understanding daily
- Conduct TELPAS PLCs where teachers have discussions focused on the monitoring of student growth in all domains
- Continue to provide professional development sessions that will support emergent bilingual students as well as program teachers
- Increase communication with parents at all levels to emphasize the vital role they play in their children's education
- Support and provide timely feedback to all EB teachers through learning walks
- Support and monitor all secondary EB teachers for implementation of language acquisition strategies and best practices for all students through RLA classes
- Continue to monitor and support the Dual Language program roll-out plan
- Ensure implementation of ELPS by all teachers
- Continue discussions with all stakeholders on data analysis, needs assessment, improvement planning, program implementation, and monitoring

## Appendix 1

The following is TELPAS and STAAR assessment data for the 2023-2024 academic school year.

- TELPAS Overall Scores
- District Emergent Bilingual Summary STAAR/EOC
- STAAR Comparison data

## Appendix 1

### TELPAS Overall

<b>2024 TELPAS Overall</b>	
<b>All Students</b>	
Total Students	1793
Lower/Same Level	61%
1 Level Higher	24%
2 Levels Higher	2%
3 Levels Higher	0%
No Rating	1%
Beginning	15%
Intermediate	38%
Advanced	37%
Advanced High	10%

### District Emergent Bilingual Summary EOC—Grades 9-12; All students vs. EB’s

<b>EOC Exams Grades 9-12; 2024</b>	<b>Social Studies</b>	<b>Reading/ELA</b>	<b>Science</b>	<b>Mathematics</b>
<b>All Students</b>				
Total Students	253	602	313	343
Approaches Grade Level (TX)	96%	55%	84%	76%
Meets Grade Level (TX)	53%	37%	34%	21%
Masters Grade Level (TX)	18%	4%	5%	12%
<b>Currently Emergent Bilingual</b>				
Total Students	138	387	208	218
Approaches Grade Level (TX)	93%	42%	80%	69%
Meets Grade Level (TX)	34%	20%	21%	11%
Masters Grade Level (TX)	6%	0%	1%	4%

Grades 7-8 STAAR; 2024; All students vs. EB's

Grades 7-8 STAAR; 2024	Reading/ELA	Mathematics	Social Studies	Science
<b>All Students</b>				
Total Students	414	354	214	211
Approaches Grade Level (TX)	64%	46%	35%	55%
Meets Grade Level (TX)	34%	16%	8%	23%
Masters Grade Level (TX)	9%	1%	3%	5%
<b>Currently Emergent Bilingual</b>				
Total Students	255	238	130	128
Approaches Grade Level (TX)	49%	41%	19%	41%
Meets Grade Level (TX)	16%	11%	2%	12%
Masters Grade Level (TX)	2%	0%	1%	2%

Grades 3-6 STAAR 2024; All students vs. EB's

Grades 3-6 STAAR; 2024	Reading/ELA	Mathematics	Science
<b>All Students</b>			
Total Students	786	785	188
Approaches Grade Level (TX)	67%	65%	43%
Meets Grade Level (TX)	38%	31%	14%
Masters Grade Level (TX)	12%	7%	2%
<b>Currently Emergent Bilingual</b>			
Total Students	492	490	109
Approaches Grade Level (TX)	57%	58%	35%
Meets Grade Level (TX)	27%	22%	10%
Masters Grade Level (TX)	8%	4%	1%

## STAAR Comparison data

Grades 3-6; 2023 vs. 2024; All students and EB's	2024 Reading/ELA	2023 Reading/ELA	2024 Mathematics	2023 Mathematics	2024 Science	2023 Science
<b>All Students</b>						
Total Students	786	770	785	767	188	198
Approaches Grade Level (TX)	67%	65%	65%	72%	43%	58%
Meets Grade Level (TX)	38%	33%	31%	34%	14%	27%
Masters Grade Level (TX)	12%	11%	7%	9%	2%	10%
<b>Currently Emergent Bilingual</b>						
Total Students	492	478	490	477	109	121
Approaches Grade Level (TX)	57%	53%	58%	65%	35%	50%
Meets Grade Level (TX)	27%	21%	22%	24%	10%	17%
Masters Grade Level (TX)	8%	5%	4%	5%	1%	6%

Grades 7-8 STAAR; 2023 vs. 2024; All students and EB's	2024 Reading/ELA	2023 Reading/ELA	2024 Mathematics	2023 Mathematics	2024 Social Studies	2023 Social Studies	2024 Science	2023 Science
<b>All Students</b>								
Total Students	414	477	354	427	214	265	211	266
Approaches Grade Level (TX)	64%	71%	46%	62%	35%	46%	55%	58%
Meets Grade Level (TX)	34%	36%	16%	23%	8%	17%	23%	26%
Masters Grade Level (TX)	9%	10%	1%	3%	3%	5%	5%	8%
<b>Currently Emergent Bilingual</b>								
Total Students	255	293	238	276	130	164	128	165
Approaches Grade Level (TX)	49%	59%	41%	54%	19%	31%	41%	47%
Meets Grade Level (TX)	16%	20%	11%	16%	2%	7%	12%	15%
Masters Grade Level (TX)	2%	1%	0%	1%	1%	1%	2%	2%

EOC's; 2023 vs. 2024; All students and EB's	2024 Reading/ELA	2023 Reading/ELA	2024 Mathematics	2023 Mathematics	2024 Social Studies	2023 Social Studies	2024 Science	2023 Science
<b>All Students</b>								
Total Students	602	661	343	381	253	266	313	356
Approaches Grade Level (TX)	55%	64%	76%	78%	96%	93%	84%	85%
Meets Grade Level (TX)	37%	34%	21%	29%	53%	55%	34%	35%
Masters Grade Level (TX)	4%	3%	12%	12%	18%	17%	5%	9%
<b>Currently Emergent Bilingual</b>								
Total Students	387	408	218	216	138	134	208	232
Approaches Grade Level (TX)	42%	52%	69%	73%	93%	87%	80%	80%
Meets Grade Level (TX)	20%	19%	11%	24%	34%	43%	21%	19%
Masters Grade Level (TX)	0%	0%	4%	4%	6%	7%	1%	1%

End of Report  
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San Elizario ISD  
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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Ms. Blanca Cruz, Associate Superintendent  
**Subject:** Gifted and Talented Program Evaluation for 2023-2024  
**Date:** October 9, 2024

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### HISTORY:

San Elizario ISD has a Gifted and Talented program serving 182 students in grades 1-12. The Texas State Plan for the Education of Gifted/Talented Students is the Texas Education Agency's guiding document for the development and management of district GT programs.

### RATIONALE:

A program evaluation is conducted annually for the GT program to determine the alignment of the district GT program to the Texas State Plan for the Education of Gifted/Talented Students. There are 6 overall areas to be evaluated:

Fidelity of Services  
Student Assessment  
Service Design  
Curriculum and Instruction  
Professional Learning  
Family/Community Involvement

For each of these six areas, descriptors are in the “Accountability” column, and possible descriptors are in the “Exemplary” column. In a few instances, no descriptor in the Accountability column indicates that that area is not required for the district GT program. We aim to be ‘in compliance’ by meeting the criteria outlined in each row, which has an accountability descriptor.

This program evaluation is for the 2023-2024 school year and has revealed 2 areas of work to be addressed before the 2024-2025 GT Program Evaluation.

1. SEISD will train the Board of Trustees on the Texas State Plan for GT during the 2024-2025 school year.
2. SEISD will involve parents in creating the annual program evaluation in the early fall of 2025 as we conduct the GT annual program evaluation for 2024-2025.

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The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.



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**BUDGET:**

There is no budget for this item.

**ADMINISTRATIVE RECOMMENDATION:**

It is recommended that the Board review the GT Program Evaluation for 2023-2024 as presented.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.



**Gifted and Talented (GT) Program Evaluation  
San Elizario ISD  
2023-2024**

## State Goal for Gifted Services

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

## Fidelity of Services

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

Accountability	Exemplary	District Evaluation
<p>1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).</p>		<p>San Elizario ISD follows student assessment processes and services as outlined in the student assessment section (2) of the Texas State Plan for the Education of Gifted/Talented Students.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>1.2. Gifted/talented education policies and procedures are reviewed and recommendations for improvements are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.</p>		<p>There are GT Coordinators at every campus. GT Coordinators meet monthly to discuss GT policies and procedures. GT Coordinators are also trained annually during the required “GT Coordinator Annual Training,” which took place on August 18, 2023. Parents and community members are addressed during the GT awareness sessions which are available in English and Spanish. These are placed on our SEISD website and via the Smore newsletter. Parents and community members are invited to provide feedback during the awareness process.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.</p>		<p>The finance department provides funding for the GT program as per a formula determined by Mr. Rivas, CFO. Each campus Principal is responsible for overseeing their GT budget and following any Finance Department policies related to spending deadlines.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Evaluation
1.5 Annual evaluation activities are conducted for the purpose of continued service development.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.	<p>The district performs evaluation activities annually for determination of depth and breadth of GT services. We have not presented annual evaluations to the Board.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
1.6 Long-range evaluation of services is based on evidence obtained through gifted/ talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).		<p>San Elizario ISD's primary curriculum for GT students comes from the Texas Performance Standards Projects. This is provided during the weekly pullout in grades 1-6 and during the advisory period in grades 7-8. Evidence consists of products produced by the students related to these projects. Their products are used to improve the project design for the following year.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.		<p>All campus Principals and Assistant Principals are trained in the required GT 30 hours of core instruction. These campus administrators oversee the campus GT program.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.		<p>During the initial selection of adopted resources in the core content areas (RLA, math, science, and social studies), committees must evaluate whether these resources provide differentiated instruction activities and guidance. There is a rubric that is followed to make this determination.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Evaluation
1.9 Curriculum for gifted/talented students is modified based on annual evaluations.	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.	<p>Our GT curriculum is based on the Texas Performance Standards Projects. GT Coordinators are trained annually, and this curriculum is evaluated and reviewed. Changes are made based on feedback from the prior year, in which the GT Coordinators noted items that needed to be changed or modified. We do not collaborate with specialists.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
1.10 Develop a comprehensive manual or program guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.	1.10.1 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.	<p>SEISD has a comprehensive program guide for GT in the form of a Smore newsletter. This newsletter is on our website year-round, and contains descriptions of assessment, curriculum, nomination processes, family/community events, and training. We do not report this to the state.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.		<p>We identify areas out of compliance as part of our annual program evaluation. These areas are addressed during the annual GT Coordinator training in the form of the “Timelines” document and embedded within the GT Coordinator’s training presentation and associated materials.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.		<p>The district guides the Principals in GT spending by asking them to set aside monies in training and testing, amounts determined by current fiscal year spending. This occurs annually during the budget development process and is shared with Principals via email. Principals are reminded to examine current fiscal year spending to guide their GT budgets for the upcoming year. Campus GT Coordinators are asked to meet with Principals regularly to discuss expenditure requests. All expenditures are approved by the Finance Department.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Evaluation
	1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.	SEISD does not provide release time nor extended contracts for this purpose.  <i>District Evaluation for 2023-2024: N/A since there is no "Accountability" descriptor.</i>

## Student Assessment

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

Accountability	Exemplary	District Evaluation
2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).	2.1.1 Board-approved policies are reviewed at least once every three years and modified as needed.	Written policies are found in EHBB—Special Programs: Gifted and Talented Students. These policies are reviewed and updated when G/T policy from TASB is reviewed and updated. They are not updated on a 3-year schedule. TASB updates these policies when TEA adopts revisions to the Texas State Plan for the Education of G/T Students. Parents may view these policies online at <a href="http://www.seisd.net">www.seisd.net</a> or on the GT page under Planning and Instruction.  <i>District Evaluation for 2023-2024: Accountability</i>
2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.		Referral procedures take place during the nomination and screening processes in August/September. All information sent home is shared in English and Spanish. Information is found on our website and in the Smore newsletter.  <i>District Evaluation for 2023-2024: Accountability</i>

Accountability	Exemplary	District Evaluation
<p>2.3 Referral forms for assessment of gifted/ talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.</p>	<p>2.3.1 Referral forms for assessment of gifted/ talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.</p>	<p>Referral forms for assessment of gifted and talented students are made available on our district website and embedded within the Smore newsletter. All information sent home is shared in English and Spanish. We do not automatically provide a translator or interpreter.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.</p>		<p>Families and staff are informed of assessment results and placement decisions when determinations are made in the spring semester. Letters are sent home in English and Spanish. Teachers who nominated a student are informed of the results. These letters detail the appeals process and invite them to ask any clarifying questions.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>2.5 An awareness session providing an overview of the assessment procedures and services for gifted/ talented students is offered for families by the district and/or campus prior to the referral period.</p>		<p>The GT awareness session in English and Spanish is produced annually as a YouTube video. This is made available on our website and in the Smore newsletter. Each campus also sends a QR code home to parents via a flyer or Class Dojo message, which directs them to our website and Smore newsletter.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Evaluation
2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.		Any family meeting related to GT is provided in English with Spanish translation.  <i>District Evaluation for 2023-2024: Accountability</i>
2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).		Policies for transfer students, furloughs, and exits as well as appeals are written in district policy EHBB.  <i>District Evaluation for 2023-2024: Accountability</i>
2.8 Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.	There is a policy EHBB Local which details provisions for transfer students, both interdistrict and intradistrict.  <i>District Evaluation for 2023-2024: Accountability</i>
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student’s assessment data by the sending district.		These records are procured by T-REX. If a student is coded as GT but no records exist, the Registrar contacts the sending district for records. Students will not be coded GT without records that verify the student meets SEISD GT criteria.  <i>District Evaluation for 2023-2024: Accountability</i>
2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.		Policies for furloughs are found in EHBB Local and follow 2.10 mandates.  <i>District Evaluation for 2023-2024: Accountability</i>

Accountability	Exemplary	District Evaluation
2.11 Policy related to reassessment of gifted/ talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.		Policies for reassessment are found in EHBB Local and follow 2.11 mandates.  <i>District Evaluation for 2023-2024: Accountability</i>
2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student’s educational needs.	2.12.1 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student’s educational needs.	Exit Provisions policies are found in EHBB Local and are followed. Local policy does not mandate interventions prior to exiting. Exit policy follows 2.12 mandates.  <i>District Evaluation for 2023-2024: Accountability</i>
2.13 Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.		Appeal policies are outlined in EHBB Local and follow 2.13.  <i>District Evaluation for 2023-2024: Accountability</i>
2.14 Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board approved policy (19 TAC §89.1(1)).	2.14.1 The identification process for gifted/ talented services is ongoing, and assessment of students occurs at any time the need arises.	EHBB Local outlines identification policies, which adhere to 2.14. SEISD provides nomination and testing processes annually.  <i>District Evaluation for 2023-2024: Accountability</i>
2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.	2.15.1 Assessment opportunities for gifted/ talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.	Assessment opportunities for gifted/talented identification are made available to students at least once per school year.  <i>District Evaluation for 2023-2024: Accountability</i>
2.16 Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).	2.16.1 Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.	Identified GT students are served in the 4 core content areas which are the areas that are tested.  <i>District Evaluation for 2023-2024: Accountability</i>

Accountability	Exemplary	District Evaluation
<p>2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.</p>		<p>SEISD assesses potential GT students using multiple measures. We use a creativity instrument, a math/science achievement test, and a nonverbal assessment. We also use work samples. Parents and teachers contribute observational information as well. In total, we have 10-11 measures that are examined for nominees prior to selection.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.</p>		<p>Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>2.19 Students are assessed in languages they understand or with nonverbal assessments.</p>		<p>Students are assessed in English or Spanish as per identified need. We also use a nonverbal assessment (CogAT).</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.</p>		<p>All kindergarten students are screened for gifted and talented potential annually. Students who meet the criteria outlined on the screener are automatically tested with parent permission.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>2.21 At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at or show the potential of accomplishment relative to age peers.</p>		<p>At the kindergarten level, we use 10 criteria to determine gifted and talented identification.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Evaluation
2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.		<p>We use 11 criteria in grades 1-12 to determine gifted and talented identification. These criteria are both qualitative and quantitative.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
2.23 If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.		<p>We do not provide gifted services to serve artistic, creative, and leadership abilities.</p> <p><i>District Evaluation for 2023-2024: N/A due to unavailability of services</i></p>
2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).		<p>All students are considered during the nomination process for testing and possible identification.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.		<p>Our population in SEISD is over 99% Hispanic. Our Gifted and talented population is over 99% Hispanic.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
2.26 Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/ talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).		<p>All GT Committees include 3 or more members who have been trained in the GT 30 core hours with annual 6-hour updates. They meet annually to review all nominee information.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Evaluation
<p>2.27 The selection committee is formed of members who have completed training as required by 19 TAC §89.2.</p>	<p>2.27.1 The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2-3).</p>	<p>All GT Committees include 3 or more members who have been trained in the GT 30 core hours with annual 6-hour updates.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>2.28 A balanced examination of all assessment data collected through the district’s gifted/ talented assessment process is conducted and used by the selection committee in making identification decisions.</p>	<p>2.28.1 Additional data beyond that collected through the district’s standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.</p>	<p>We use 10-11 determination criteria from a variety of areas, including both qualitative and quantitative measures.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.</p>		<p>We do progress checks on our GT students’ progress every 9-weeks, looking for possible struggles in both academics and with mental health concerns. Academics concerns are determined by grading policies and assessment results. If there are any concerns noted, they are communicated to parents.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

## Service Design

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Accountability	Exemplary	District Notes
<p>3.1 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).</p>	<p>3.1.1 Specialists and advocates for gifted/ talented students are consulted in the development of program policies and options.</p>	<p>SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year. We do not consult specialists. Parents are informed of these options as part of our program information which is in the Smore newsletter.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</p>		<p>Campus GT Coordinators send information about special opportunities home. Anything that goes home is sent in English and Spanish.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.</p>	<p>3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career &amp; technical education.</p>	<p>SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. TPSP projects are comprehensive, structured, sequenced, and appropriately challenging.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Notes
3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).		<p>Gifted/talented students are provided opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options. This is shared with GT Coordinators as part of their initial training.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.		<p>Flexible grouping patterns and independent investigations are provided throughout the program design/services. This is shared with GT Coordinators as part of their initial training.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	3.6.1 Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.	<p>We provide some options with GT Family Events occurring outside of the school day.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).		<p>EHDC Local Policy outlines credit by examination policies without prior instruction. Early graduation policy is outlined in EIF-Academic Achievement: Graduation Local Policy.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.		<p>Flexible pacing is encouraged as part of basic differentiated instruction pedagogy. All teachers have been trained on differentiated instruction as part of their initial 30 hours of GT training. Acceleration is also part of differentiated instruction. Each teacher makes these determinations based on GT student need.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Notes
3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.		EHDE (Legal) outlines distance learning policy. EHDD (Legal) outlines Dual Credit policy.  <i>District Evaluation for 2023-2024: Accountability</i>
3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.	3.10.1. A person or persons with a gifted/ talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district’s K–12 gifted/ talented education services.	In 2023-2024, Lisa Renegar led the district-level GT program. Ms. Renegar possesses 30 hours of GT training, is current with 6-hour updates, and has a GT Supplemental Endorsement.  <i>District Evaluation for 2023-2024: Exemplary</i>
3.11 Develop and implement services to address the social and emotional needs of gifted/ talented students and their impact on student learning.		All district instructional staff, administrators, and counselors are trained in the initial GT 30 hours, which includes a Social/Emotional course that must be taken. Any student that is in need of social/emotional help is referred to the campus counselor and parents are notified.  <i>District Evaluation for 2023-2024: Accountability</i>
	3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.	All teachers may access the cumulative folder which contain GT testing information. We do not have individual IEP’s for GT students as this is not required by Texas.  <i>District Evaluation for 2023-2024: N/A due to no criteria in the “Accountability” column.</i>

## Curriculum and Instruction

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

Accountability	Exemplary	District Notes
<p>4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).</p>	<p>4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.</p>	<p>SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year. Parents are informed of these options as part of our program information which is in the Smore newsletter.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p>		<p>SEISD uses the “Genius Hour” learning approach, which helps students both determine and begin to pursue their individual area of interest. This is seen in the first TPSP project entitled “Pursuit of Passion.” The GT pullout and advisory periods both have GT students doing guided and independent research, culminating in projects that are presented to family and community.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).</p>	<p>4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/ or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.</p>	<p>SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.</p>		<p>SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. This comprises the mainstay of our GT curriculum. Projects are presented to the families and communities at the end of the school year.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p>		<p>These opportunities are driven by each child's teacher. Should a GT student demonstrate the ability to accelerate in a particular subject area, teachers may do so as part of differentiated instruction. All teachers have been trained in differentiation.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p>		<p>Flexible pacing is taught as a basic part of differentiated instruction. All teachers have been trained in flexible pacing and this technique is employed at teacher discretion.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.</p>		<p>Scheduling modification is taught as a basic part of differentiated instruction. All teachers have been trained in modified scheduling and this technique is employed at teacher discretion.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>4.8 Provisions to improve services to gifted/ talented students are included in district and campus improvement plans (TEC §§11.251-11.253).</p>	<p>4.8.1 Resources and release time for staff are provided for curriculum development for gifted/talented services.</p>	<p>Each campus improvement plan, as well as the district improvement plan, specifically reference gifted and talented education. These plans focus on teacher training, student identification and testing, and service design.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.</p>		<p>Adapting or modifying the core curriculum is the definition of differentiated instruction. All teachers have been fully trained. Teachers of students with special needs follow the student’s IEP. Teachers of English learners will employ strategies to make content comprehensible so students can develop academic language.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
	<p>4.10.1 Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.</p>	<p>SEISD does not provide release time for vertical teaming.</p> <p><i>District Evaluation for 2023-2024: N/A</i></p>

## Professional Learning

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

Accountability	Exemplary	District Notes
<p>5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district’s defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district’s gifted/talented services (19 TAC §89.2(1)).</p>		<p>A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district’s defined gifted/talented services. SEISD requires that ALL teachers, counselors, administrators, and certified librarians are fully GT trained. We do not have EXCLUSIVE GT classes or course sections, so we do not have to provide this training prior to teacher assignment.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>5.2 Teachers without required training who are assigned to provide instruction and services that are part of the district’s defined gifted/ talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).</p>		<p>Teachers without required training who are assigned to provide instruction and services that are part of the district’s defined gifted/ talented services are required to complete the thirty (30) hour training within one semester. All SEISD teachers who are newly hired must complete their training, or produce proof of prior training, by the end of the fall semester.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.</p>	<p>5.3.1 District support in the form of release time or tuition assistance is available for graduate studies in gifted/ talented education for teachers who provide services to gifted/talented students.</p> <p>5.3.2 Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education.</p> <p>5.3.3 Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p>	<p>Teachers are encouraged to obtain additional professional learning and do so on an ongoing basis via professional development opportunities. Due to the Teacher Incentive Allotment, teachers are also encouraged to research master teacher certification.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p>		<p>Each year, a decision is reached at the district level regarding the GT 6-hour update that will be provided the following year. This is chosen due to identified need. For instance, if social/emotional concerns are emergent during a school year, then the GT update the following year might be focused on this topic for the following year. This is written into the campus and district improvement plans and in the annual professional development schedule.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>5.5 Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p>	<p>5.5.1 Mentors and others who offer specialized instruction for gifted/ talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/ talented students.</p>	<p>Opportunities for professional learning in the area of gifted/talented education is provided during the annual GT 6-hour update, and in the GT 30-hour core coursework provided for new teachers. Information on both is disseminated via email to all professionals in the district.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>5.6 Teachers who provide instruction and services that are a part of the district’s defined gifted/ talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).</p>	<p>5.6.1 Teachers who provide instruction and services that are a part of the district’s defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services.</p> <p>5.6.2 All staff receive an orientation to the district’s gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/ talented.</p>	<p>All SEISD teachers, regardless of assignment, receive a GT 6-hour annual update that is aligned to state teacher GT education standards. This is usually centered on differentiated instruction or nature and needs of gifted learners.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>5.7 Annually, each teacher new to the district receives an orientation to the district’s gifted/ talented identification processes and the district’s services for gifted/talented students.</p>		<p>Every teacher receives an orientation to SEISD’s GT identification processes via the GT Awareness video in the fall semester. This video also includes GT service design information.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/ talented students (19 TAC §89.2(4)).</p>	<p>5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>	<p>All administrators and teachers receive an annual GT 6-hour update that is focused on nature and needs or service options that centers on differentiated instruction.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
<p>5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/ talented students, service options for gifted/ talented students, and social emotional learning (19 TAC §89.2(4)).</p>	<p>5.9.1 Counselors who work with gifted/ talented students receive a minimum of six (6) hours annually of professional development in gifted/ talented education.</p>	<p>All Counselors receive an annual GT 6-hour update that is focused on nature and needs or service options that centers on differentiated instruction. Annual 6-hour updates also include social/emotional aspects. Our courses are usually self-chosen mini modules in which the educator can choose specific courses.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Notes
5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/ Talented Students (19 TAC §89.5).	5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.	SEISD has thus far not provided Board training on gifted and talented education.  <i>District Evaluation for 2023-2024: NEED TO ADDRESS</i>
5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).	5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, advanced degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.	GT Coordinators are trained annually during the early fall semester. During this training, we evaluate our professional learning activities and discuss possibilities for the 6-hour annual GT update.  <i>District Evaluation for 2023-2024: Accountability</i>

## Family/Community Involvement

The district involves family and community members in services designed for gifted/talented students throughout the school year.

Accountability	Exemplary	District Notes
6.1 Written policies are developed on gifted/ talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).		The Board of Trustees has approved all Gifted and Talented policies for SEISD. Parents may view local GT policies online at <a href="http://www.seisd.net">www.seisd.net</a> .  <i>District Evaluation for 2023-2024: Accountability</i>
6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.		Parents are invited to provide feedback on gifted and talented identification and assessment procedures as part of the KOI observation inventory, that is part of our process.  <i>District Evaluation for 2023-2024: Accountability</i>

Accountability	Exemplary	District Notes
6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.		<p>Parents and community members receive information annually via all-call, website postings, and the Smore newsletter. Campuses also send information home via flyers or Class Dojo.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.	6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.	<p>Parents and community members are invited to participate in GT Family Events on a monthly basis at rotating campuses.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
6.5 An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).		<p>Parents are made aware of GT learning opportunities via the GT awareness videos and the Smore newsletter. These sources of information detail our program offerings, which encompass an array of learning experiences.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
6.6 Products and achievements of gifted/talented students are shared with the community.		<p>Each campus (K-8) hosts an event at the end of the school year to share GT projects with the families and the community.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>
6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.		<p>The Smore newsletter serves as an orientation to the GT program in SEISD. This is shared with current GT families as well as prospective GT families.</p> <p><i>District Evaluation for 2023-2024: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).</p>		<p>A program evaluation is compiled annually by the district coordinator. This has not been shared with the Board of Trustees previously. The data, however, is used to drive changes to improvement plans. Parents are also not included in the evaluation process.</p> <p><i>District Evaluation for 2023-2024: AREAS TO ADDRESS—Parent involvement in evaluation, Board presentation of program evaluation.</i></p>
	<p>6.9.1 Community volunteers are organized and provided an orientation about working with gifted/talented students.</p>	<p><i>District Evaluation for 2023-2024: N/A; there is no Accountability” criterion for this area.</i></p>
	<p>6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/ talented students.</p>	<p><i>District Evaluation for 2023-2024: N/A; there is no Accountability” criterion for this area.</i></p>
	<p>6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.</p>	<p><i>District Evaluation for 2023-2024: N/A; there is no Accountability” criterion for this area.</i></p>
	<p>6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.</p>	<p><i>District Evaluation for 2023-2024: N/A; there is no Accountability” criterion for this area.</i></p>
	<p>6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.</p>	<p><i>District Evaluation for 2023-2024: N/A; there is no Accountability” criterion for this area.</i></p>
	<p>6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/ community advisory committee.</p>	<p><i>District Evaluation for 2023-2024: N/A; there is no Accountability” criterion for this area.</i></p>

## Final Findings of 2023-2024 Gifted and Talented Program Evaluation

### Areas to Address:

5.10 Professional Learning—Train the Board of Trustees on the Texas State Plan for the Education of Gifted/Talented Students in 2024-2025.

6.8 Family/Community Involvement—Involve parents in the annual GT Program Evaluation and provide findings to the Board of Trustees in 2024-2025.

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Texas State Plan  
for the Education of  
**GIFTED/TALENTED  
STUDENTS**

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# **TEXAS STATE PLAN FOR THE EDUCATION OF GIFTED/TALENTED STUDENTS**

**Revised April 2019**

**Texas Education Agency  
1701 North Congress Avenue  
Austin, Texas 78701**

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July 2019

I am pleased to support the State Board of Education's (SBOE's) recent approval of a revised Texas State Plan for the Education of Gifted/Talented Students (State Plan). The 2019 version of this document provides accountability standards and guidance to districts as they meet the unique needs of an important special population in Texas.

The Texas Education Code (TEC) requires that the SBOE periodically update a state plan for the education of gifted/talented (G/T) students to guide school districts in establishing and improving services for identified students (TEC §29.123). The SBOE approved the updated language in June 2019. The 2019 State Plan is formatted to accomplishable standards for accountability while recognizing exemplary actions. The accountability standards clarify requirements so that districts may more easily understand and meet them. It also makes use of language and recommendations which closely correspond to current research regarding best practices for G/T services.

The State Plan references and recommends the Texas Performance Standards Project (TPSP). First established through the General Appropriations Act of the 76th Texas Legislature, the TPSP is now established by TEC §39.236 (added by House Bill 3, 81st Texas Legislature) as the primary tool for assessing the effectiveness of gifted services. I am pleased to support the TPSP, the first assessment program of its kind in the nation for evaluation of G/T services.

Finally, the 2019 State Plan is fully aligned with the TEC requiring the responsibility for compliance monitoring of educational programs (TEC §7.028).

Through implementing the SBOE's newly-approved State Plan beginning in school year 2019-2020, Texas districts will be better equipped to impact the educational experience for their G/T students.

Mike Morath  
Commissioner of Education

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# Table of Contents

FOREWORD .....	1
FIDELITY OF SERVICES .....	2
STUDENT ASSESSMENT.....	4
SERVICE DESIGN.....	7
CURRICULUM AND INSTRUCTION .....	9
PROFESSIONAL LEARNING.....	10
FAMILY/COMMUNITY INVOLVEMENT .....	12
TEXAS EDUCATION CODE, CHAPTER 29. EDUCATIONAL PROGRAMS, SUBCHAPTER D. EDUCATIONAL PROGRAMS FOR GIFTED AND TALENTED STUDENTS.....	14
TEXAS EDUCATION CODE, CHAPTER 42. FOUNDATION SCHOOL PROGRAM, SUBCHAPTER C. SPECIAL ALLOTMENTS.....	15
TEXAS ADMINISTRATIVE CODE, TITLE 19, PART II; CHAPTER 89. ADAPTATIONS FOR SPECIAL POPULATIONS; SUBCHAPTER A. GIFTED/TALENTED EDUCATION .....	16
GLOSSARY .....	18
COMPLIANCE STATEMENT .....	20

# FOREWORD

In 1977, the Texas Legislature passed its first legislation concerning the education of gifted/talented (G/T) students. In 1979, state funds for providing services to G/T children were made available, but providing such services was optional for school districts. In 1987, the Texas Legislature mandated that all school districts must identify and serve G/T students at all grade levels. In 1990, the *Texas State Plan for the Education of Gifted/Talented Students* (State Plan) was adopted by the Texas State Board of Education (SBOE) that included a commitment to high-level learning opportunities for G/T learners expressed in the following goal:

## STATE GOAL FOR SERVICES FOR GIFTED/TALENTED STUDENTS

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

In 1999, the 76<sup>th</sup> Texas Legislature introduced Rider 69, which spurred the initial development and ongoing refinement of the Texas Performance Standards Project for Gifted/Talented Students (TPSP) as a vehicle through which districts might address the stated goal. With the TPSP and ongoing research to inform and improve practice, Texas educators are committed to meeting the unique needs of G/T students and to expanding the ways to do so. To learn more about programs and resources for G/T education in Texas, visit the Texas Education Agency (TEA) G/T website at

[https://tea.texas.gov/Academics/Special\\_Student\\_Populations/Gifted\\_and\\_Talented\\_Education/Gifted\\_Talented\\_Education](https://tea.texas.gov/Academics/Special_Student_Populations/Gifted_and_Talented_Education/Gifted_Talented_Education), contact a local Texas public school district or regional education service center (ESC), or email TEA at [gtd@tea.texas.gov](mailto:gtd@tea.texas.gov).

Pursuant to Section 29.123 of the Texas Education Code (TEC), the State Plan forms the basis of G/T standards of services and divides them into the categories of accountability and exemplary. The plan offers an outline for services without prohibitive regulation. Districts are accountable for services as described in the State Plan where performance measures are included for six aspects of G/T service design. The accountability standards reflect actions required in state law and/or SBOE rule. Many districts, in collaboration with their communities, will provide more comprehensive services incorporating research-based best practices for G/T learners.

To offer some guidance to those districts and campuses, standards for “exemplary” performance are included in the plan and provide viable targets that local district educators seeking excellence, both for their district and for their students, may strive to attain.

The TEA assists districts in providing comprehensive services to G/T learners in the following ways:

- Provides information on best practices, developments, and achievements in the field of G/T education to all interested parties
- Develops materials designed to assist districts in the development and implementation of model assessment procedures and services
- Facilitates partnerships among parents, institutions of higher education, communities, and school districts to design comprehensive G/T services
- Sponsors demonstration projects and develops materials that support the implementation of Advanced Placement and International Baccalaureate programs that are differentiated for the G/T students
- Collaborates with business and industry to provide additional opportunities for G/T students
- Monitors and implements any state and/or federal legislation designed to provide educational opportunities for G/T students

Through the combined efforts of the TEA, the Education Service Centers, local district personnel, colleges and universities, and the communities they serve, *all* children will experience an academically challenging education that enables them to maximize their potential.

## FIDELITY OF SERVICES

**School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.**

Accountability	Exemplary
1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).	
1.2 Gifted/talented education policies and procedures are reviewed and recommendations for improvement are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.	
1.3 To the extent that state funding is provided for gifted/talented student education, no more than 45% of state funds allocated for gifted/talented education is spent on indirect costs as defined in the Financial Accountability Reporting Module (Financial Accountability Resource Guide). At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11).	1.3.1 To the extent that state funding is provided for gifted/talented student education, additional funding from business partnerships, scholarships, and other sources is used to supplement the state and local funding.
1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.	
1.5 Annual evaluation activities are conducted for the purpose of continued service development.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.
1.6 Long-range evaluation of services is based on evidence obtained through gifted/talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).	
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.	
1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.	
1.9 Curriculum for gifted/talented students is modified based on annual evaluations.	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.

**No longer applicable with the repeal of TEC§42.156**

<b>Accountability</b>	<b>Exemplary</b>
1.10 Develop a comprehensive manual or program guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.	1.10.1 Develop a comprehensive manual or program guide describing all gifted/ talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.
1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.	
1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.	
	1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/ talented services in the district.

## STUDENT ASSESSMENT

**Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.**

Accountability	Exemplary
2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).	2.1.1 Board-approved policies are reviewed at least once every three years and modified as needed.
2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.	
2.3 Referral forms for assessment of gifted/talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.	2.3.1 Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.
2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.	
2.5 An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.	
2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.	
2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).	
2.8 Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.	
2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.	

<b>Accountability</b>	<b>Exemplary</b>
2.11 Policy related to reassessment of gifted/ talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.	
2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.	2.12.1 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.
2.13 Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.	
2.14 Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board-approved policy (19 TAC §89.1(1)).	2.14.1 The identification process for gifted/ talented services is ongoing, and assessment of students occurs at any time the need arises.
2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.	2.15.1 Assessment opportunities for gifted/ talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.
2.16 Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).	2.16.1 Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.
2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.	
2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.	
2.19 Students are assessed in languages they understand or with nonverbal assessments.	
2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.	
2.21 At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at or show the potential of accomplishment relative to age peers.	

<b>Accountability</b>	<b>Exemplary</b>
2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.	
2.23 If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.	
2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).	
2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.	
2.26 Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).	
2.27 The selection committee is formed of members who have completed training as required by 19 TAC §89.2.	2.27.1 The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2-3).
2.28 A balanced examination of all assessment data collected through the district's gifted/talented assessment process is conducted and used by the selection committee in making identification decisions.	2.28.1 Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.
2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.	

## SERVICE DESIGN

**A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.**

<b>Accountability</b>	<b>Exemplary</b>
3.1 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).	3.1.1 Specialists and advocates for gifted/talented students are consulted in the development of program policies and options.
3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.	
3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.	3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education.
3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).	
3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.	
3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	3.6.1 Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.
3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).	
3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.	
3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.	

<b>Accountability</b>	<b>Exemplary</b>
3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K-12.	3.10.1. A person or persons with a gifted/talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district's K-12 gifted/talented education services.
3.11 Develop and implement services to address the social and emotional needs of gifted/talented students and their impact on student learning.	
	3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.

## CURRICULUM AND INSTRUCTION

**Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.**

Accountability	Exemplary
4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K-12, and parents are informed of the opportunities (19 TAC §89.3).	4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.
4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.	
4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).	4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.
4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.	
4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).	
4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.	
4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.	
4.8 Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).	4.8.1 Resources and release time for staff are provided for curriculum development for gifted/talented services.
4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.	
	4.10.1 Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.

## PROFESSIONAL LEARNING

**All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.**

Accountability	Exemplary
5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).	
5.2 Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).	
5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.	<p>5.3.1 District support in the form of release time or tuition assistance is available for graduate studies in gifted/talented education for teachers who provide services to gifted/talented students.</p> <p>5.3.2 Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education.</p> <p>5.3.3 Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p>
5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.	
5.5 Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.	5.5.1 Mentors and others who offer specialized instruction for gifted/talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/talented students.

<b>Accountability</b>	<b>Exemplary</b>
<p>5.6 Teachers who provide instruction and services that are a part of the district's defined gifted/ talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).</p>	<p>5.6.1 Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services.</p> <p>5.6.2 All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/ talented.</p>
<p>5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/ talented identification processes and the district's services for gifted/talented students.</p>	
<p>5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/ talented students (19 TAC §89.2(4)).</p>	<p>5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>
<p>5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/ talented students, service options for gifted/ talented students, and social emotional learning (19 TAC §89.2(4)).</p>	<p>5.9.1 Counselors who work with gifted/ talented students receive a minimum of six (6) hours annually of professional development in gifted/ talented education.</p>
<p>5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/ Talented Students (19 TAC §89.5).</p>	<p>5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.</p>
<p>5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).</p>	<p>5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/ talented certification, advanced degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.</p>
<p>5.12 Gifted/talented services staff are involved in planning, reviewing, and/or conducting the district's gifted/talented professional learning.</p>	

## FAMILY/COMMUNITY INVOLVEMENT

**The district involves family and community members in services designed for gifted/talented students throughout the school year.**

Accountability	Exemplary
6.1 Written policies are developed on gifted/talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).	
6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.	
6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.	
6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.	6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.
6.5 An array of learning opportunities is provided for gifted/talented students in grades K-12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).	
6.6 Products and achievements of gifted/talented students are shared with the community.	
6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.	
6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251-11.253).	
	6.9.1 Community volunteers are organized and provided an orientation about working with gifted/talented students.
	6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/talented students.
	6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.

<b>Accountability</b>	<b>Exemplary</b>
	6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.
	6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.
	6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/ community advisory committee.

# TEXAS EDUCATION CODE

## CHAPTER 29. EDUCATIONAL PROGRAMS

### Subchapter D. Educational Programs for Gifted and Talented Students

#### §29.121. Definition.

In this subchapter, "gifted and talented students" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area;
- (2) possesses an unusual capacity for leadership; or
- (3) excels in a specific academic field.

#### §29.122. Establishment.

- (a) Using criteria established by the State Board of Education, each school district shall adopt a process for identifying and serving gifted and talented students in the district and shall establish a program for those students in each grade level. A district may establish a shared services arrangement program with one or more other districts.
- (b) Each school district shall adopt a policy regarding the use of funds to support the district's program for gifted and talented students.

#### §29.124. Certification and Reporting Required.

- (a) Each school district shall annually certify to the commissioner that the district has established a program for gifted and talented students as required by this subchapter and that the program is consistent with the state plan developed under Section 29.123.
- (b) If the commissioner determines that a school district has failed to comply with Subsection (a) for a school year, the commissioner shall reduce the total amount of funding to which the district is entitled under Chapter 48 for that school year by an amount equal to the basic allotment multiplied by the product of:
  - (1) 0.12; and
  - (2) an amount equal to five percent of the students in average daily attendance in the district.
- (c) The commissioner may restore to a school district all or part of the funding withheld from the district's entitlement under Subsection (b) if during the school year the district complies with Subsection (a).
- (d) At the same time that a school district makes the certification required under Subsection (a), the district shall report to the commissioner regarding the use of funds on the district's program for gifted and talented students as provided by State Board of Education rule.
- (e) Nothing in this section may be construed as limiting the number of students that a school district may identify as gifted and talented or serve under the district's program for gifted and talented students.

# TEXAS EDUCATION CODE

## CHAPTER 42. FOUNDATION SCHOOL PROGRAM

### Subchapter C. Special Allotments

#### **§42.156. Gifted and Talented Student Allotment.**

(a) For each identified student a school district serves in a program for gifted and talented students that the district certifies to the commissioner as complying with Subchapter D, Chapter 29, a district is entitled to an annual allotment equal to the district's adjusted basic allotment as determined under Section 42.102 or Section 42.103, as applicable, multiplied by .12 for each school year or a greater amount provided by appropriation.

(b) Funds allocated under this section, other than the amount that represents the program's share of general administrative costs, must be used in providing programs for gifted and talented students under Subchapter D, Chapter 29, including programs sanctioned by International Baccalaureate and Advanced Placement, or in developing programs for gifted and talented students. Each district must account for the expenditure of state funds as provided by rule of the State Board of Education. If by the end of the 12th month after receiving an allotment for developing a program a district has failed to implement a program, the district must refund the amount of the allotment to the agency within 30 days.

(c) Not more than five percent of a district's students in average daily attendance are eligible for funding under this section.

(d) If the amount of state funds for which school districts are eligible under this section exceeds the amount of state funds appropriated in any year for the programs, the commissioner shall reduce each district's tier one allotments in the same manner described for a reduction in allotments under Section 42.253.

(e) If the total amount of funds allotted under this section before a date set by rule of the State Board of Education is less than the total amount appropriated for a school year, the commissioner shall transfer the remainder to any program for which an allotment under Section 42.152 may be used.

(f) After each district has received allotted funds for this program, the State Board of Education may use up to \$500,000 of the funds allocated under this section for programs such as MATHCOUNTS, Future Problem Solving, Odyssey of the Mind, and Academic Decathlon, as long as these funds are used to train personnel and provide program services. To be eligible for funding under this subsection, a program must be determined by the State Board of Education to provide services that are effective and consistent with the state plan for gifted and talented education. [Sections 42.157-42.200 reserved for expansion]

Texas Education Code as repealed by the 86th Legislature of the State of Texas. Effective September 1, 1995.

# TEXAS ADMINISTRATIVE CODE

## Title 19, Part II

### Chapter 89. Adaptations for Special Populations

#### Subchapter A. Gifted/Talented Education

##### §89.1 Student Assessment.

School districts shall develop written policies on student identification that are approved by the local board of trustees and disseminated to parents. The policies must:

- (1) include provisions for ongoing screening and selection of students who perform or show potential for performing at remarkably high levels of accomplishment in the areas defined in the Texas Education Code, §29.121;
- (2) include assessment measures collected from multiple sources according to each area defined in The Texas State Plan for the Education of Gifted/Talented Students;
- (3) include data and procedures designed to ensure that students from all populations in the district have access to assessment and, if identified, services for the gifted/ talented program;
- (4) provide for final selection of students to be made by a committee of at least three local district educators who have received training in the nature and needs of gifted students; and
- (5) include provisions regarding furloughs, reassessment, exiting of students from program services, transfer of students, and appeals of district decisions regarding program placement.

**Source: The provisions of the §89.1 adopted to be effective September 1, 1996, 21 TexReg 5690.**

##### §89.2 Professional Development.

School districts shall ensure that:

- (1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
- (2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
- (3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

**Source: The provisions of this §89.2 adopted to be effective September 1, 1996, 21 TexReg 5690; amended to be effective February 13, 2000, 25 TexReg 776.**

##### §89.3 Student Services.

School districts shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options must include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area(s) of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

**Source: The provisions of this §89.3 adopted to be effective September 1, 1996, 21 TexReg 5690.**

#### **§89.4 Fiscal Responsibility.**

Repealed. Please see §105.11 below.

**Source: The provisions of this §89.4 repealed to be effective May 23, 2011, 36 TexReg 3187.**

#### **§89.5 Program Accountability.**

School districts shall ensure that student assessment and services for gifted/talented students comply with accountability standards defined in the *Texas State Plan for the Education of the Gifted/Talented*.

**Source: The provisions of this §89.5 adopted to be effective September 1, 1996, 21 TexReg 5690.**

#### **§105.11. Maximum Allowable Indirect Cost.**

No more than 48% of each school district's Foundation School Program (FSP) special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, bilingual education and special language programs, and special education. No more than 45% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to gifted and talented education programs. No more than 42% of each school district's FSP special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to career and technical education programs. Indirect costs may be attributed to the following expenditure function codes: 34—Student Transportation; 41—General Administration; 81—Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, Financial Accountability System Resource Guide.

(b) For the 2012–2013 school year and each year thereafter, a school district may choose to use a greater indirect cost allotment under the Texas Education Code, §§ 42.151, 42.153, 42.154, and 42.156, to the extent the school district receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–2012 school year. The commissioner of education shall develop a methodology for a school district to make a determination under this section and may require any information necessary to implement this subsection. The commissioner's methodology must limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011–2012 school year.

**Source: The provisions of this §105.11 adopted to be effective September 1, 1996, 21 TexReg 5710; amended to be effective December 5, 2004, 29 TexReg 11347; amended to be effective December 31, 2009, 34 TexReg 9439; amended to be effective December 26, 2011, 36 TexReg 8825.**

## Glossary

Term	Definition
<b>Acceleration</b>	<p>Acceleration is an academic intervention that matches the level, complexity, and pace of the curriculum with the readiness and motivation of the student. It involves mastering knowledge and skills at a rate faster or at an age earlier than the norm.</p> <p>From <i>A Nation Deceived</i>—Colangelo, N., Assouline, S., &amp; Gross, M. U. M. (2004). <i>A nation deceived: How schools hold back America's brightest students</i> (Vol. 1). Iowa City: University of Iowa, Connie Belin &amp; Jacqueline N. Blank International Center for Gifted Education and Talent Development</p>
<b>Area of Giftedness</b>	the specific set of abilities in which a student performs or shows potential to perform at a remarkably high level of accomplishment
<b>Array of Learning Experiences</b>	a menu of challenging activities or opportunities that fit the unique interests and abilities of advanced-level students
<b>Artistically Gifted</b>	possessing outstanding ability in the visual and/or performing arts
<b>Complexity</b>	extension of content in, between, and across disciplines through the study of themes, problems, and issues; seeing relationships between and among ideas in/within the topic, discipline, and disciplines; examining relationships in, between, and across disciplines over time and from multiple points of view
<b>Concurrent Enrollment</b>	the practice of enrolling in a college or university to earn college or university credit while in high school
<b>Continuum of Learning Experiences</b>	articulated intellectual, artistic, creative, and/or leadership activities and opportunities that build upon one another each year a student is in school
<b>Creatively Gifted</b>	possessing outstanding imagination, thinking ability, innovative or creative reasoning ability, ability in problem solving, and/or high attainment in original or creative thinking
<b>Credit by Exam (CBE)</b>	method in which a student may receive credit for a subject/course or accelerate through a grade by taking one or more exams
<b>Depth</b>	exploration of content within a discipline to include analyzing from the concrete to the abstract, the familiar to the unfamiliar, the known to the unknown; exploring the discipline by going beyond facts and concepts into generalizations, principles, theories, laws; investigating the layers of experience within a discipline through details, patterns, trends, unanswered questions, and/or ethical considerations
<b>Differentiation</b>	modification of curriculum and instruction according to content, pacing, process, and/or product to meet unique student needs in the classroom
<b>Diversity</b>	the presence of difference between individuals and among groups including but not limited to age, socioeconomic, education, race and ethnicity, gender, sexual orientation, culture, and religious beliefs

Term	Definition
<b>Dual Credit</b>	an opportunity for a student to earn high school credit for successful completion of a college course
<b>Flexible Pacing</b>	Flexible pacing is defined as placing students at an appropriate instructional level and allowing them to move forward in the curriculum as they master content and skills. Flexible pacing is achieved by such methods as continuous progress, compacted course, advanced level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination.
<b>Foundation Curricular Areas</b>	English language arts/reading, mathematics, science, and social studies
<b>Furlough</b>	a leave of absence from program services
<b>Gifted in Leadership</b>	possessing the natural ability to influence others; possessing skills in interpersonal relationships demonstrated, for example, by outstanding ability in such activities as student government
<b>Gifted in Specific Academic Fields</b>	possessing superior ability or potential in a specific course of study such as English language arts/reading, mathematics, science, or social studies
<b>Gifted/Talented Services</b>	services and activities not ordinarily provided by the school that are specifically designed to fully develop the capabilities of students who give evidence of high achievement or capability in areas such as intellectual, creative, artistic, or leadership capacity
<b>Independent Study</b>	self-directed learning strategy where the teacher acts as guide or facilitator, and the student plays a more active role in designing and managing his or her own learning
<b>Intellectually Gifted</b>	possessing superior intelligence, with potential or demonstrated accomplishments in several fields of study; ability to perform complex mental tasks
<b>Mentor</b>	an individual who shares his or her expertise with a student of similar career or field-of-study aspirations
<b>Qualitative Measures</b>	performance indicators that cannot be recorded numerically and that include observations, anecdotal records, checklists, interviews, student products, performances, etc.
<b>Quantitative Measures</b>	performance indicators that can be expressed in terms of definite numbers or amounts such as scores on achievement tests
<b>Texas Performance Standards Project (TPSP)</b>	statewide standards and assessment system which includes instructional materials designed to provide assistance as districts achieve the state goal for gifted/talented students (complete information at <a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a> )
<b>Twice-Exceptional</b>	<p>A “twice-exceptional learner” is a child or youth who performs at—or shows the potential for performing at—a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:</p> <ol style="list-style-type: none"> <li>1. exhibits high performance capability in an intellectual, creative, or artistic area;</li> <li>2. possesses an unusual capacity for leadership; or</li> <li>3. excels in a specific academic field (<a href="#">TEC 29.121</a>)</li> </ol> <p>and who also gives evidence of one or more disabilities as defined by federal or state eligibility criteria.</p>

## COMPLIANCE STATEMENT

### **TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION**

Reviews of local education agencies pertaining to compliance with the Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a nonsegregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

### **TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.**

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/ Affirmative Action employer.



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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Sandra Sanchez, CTE Administrator  
**Subject:** CTE Program Evaluation  
**Date:** October 9, 2024

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### HISTORY:

The goal of administration is to align the CTE programs with industry, provide opportunities to earn industry-based certifications approved by TEA, provide work-based learning opportunities, and ensure equitable access to all. The information was compiled to inform the Board of Trustees of the CTE programs offered to students. Additionally, information on the number of certifications by program is being provided.

- 2019-2020 SY
  - The State CCMR Report only showed 1 certification from Cosmetology.
  - No other certifications reported in prior years.
- 2020-2021 SY (COVID)
  - Training was provided to all the CTE teachers heading a program of study.
  - Teachers renewed their industry certifications which had expired and certified in the current approved TEA Industry Based Certifications.
  - The expectation and goal: to start certifying students in each of the CTE POS.
- 2021-2022 SY
  - 5 Teachers resigned (Engineering, Teaching & Learning, Culinary, A/V Production & Professional Communications).
  - **CLOSED** - Teaching & Learning Career Pathway at the start of the school year.
  - Left 4 vacancies in Engineering, Culinary, A/V Production and Professional Communications.
  - CTE Teachers that remained started certifying students.
  - Law Enforcement program was approved by the Texas Department of Public Safety – Texas Online Private Security (TOPS) to become a Texas licensed security school for Level 2 Non-Commissioned Officers.
  - One teacher was promoted to Instructional Coach which created a vacancy in Information Technology.

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- 2022-2023 SY
  - TEA begins the phase out several certifications. TEA approves new certifications which are added to the list with new vendors.
  - 4 new teachers hired throughout the year.
  - Teachers were provided training, new curriculum, shadowing opportunities, attended the alternative certification program and the CTE new teacher training.
  - Emergency Medical Technician program is opened in collaboration with EPCC.
  - The remaining CTE teachers have started to increase their student certifications.
  - The National Institute for Automotive Service Excellence (ASE) granted approval for SEHS automotive program to start student certification.
  - 2 teachers resign (Engineering and Information Technology).
  - **CLOSED** – Information technology program at the end of the school year.
  - 1 vacancy left for Engineering.
  
- 2023-2024 SY
  - TEA relocates Biomedical Science from STEM to Health Science career cluster.
  - One new teacher was hired for Engineering and resigned mid-year.
  - GEMS teacher is moved parttime to SEHS to teach Engineering in the morning to start the program anew.
  - The National Center for Construction Education and Research (NCCER) approved to sponsor SEHS Construction/Plumbing program of study and allows SEHS to use their curriculum and provide students NCCER certifications.
  - National Occupational Competency Testing Institute (NOCTI) approved SEHS to become a testing site for Business Administration program of study.
  - Biomedical Science teacher is trained to have the students take the Biotechnology Aptitude and Competency Exam to be certified as a BACE-Biomedical Lab Technician.
  - Teachers were sent to training and shadowing opportunities were provided.
  - Patient Care Technician program is opened in collaboration with EPCC.
  - Health Science program of study is created, and a health science teacher hired.

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**RATIONALE:** The evaluation informs us of the professional development that may be needed. Gives insight on the instructional delivery and any supports that are needed to increase the rigor and create higher-quality career pathways for students to have access to and to remain in compliance with TEA.

**BUDGET:** There is no impact to the budget.

**ADMINSTRATIVE RECOMMENDATION:** For information only.

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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A Proud Community of Champions – Soaring to Excellence!

### CTE Certifications from 2019-2024

Career Pathway	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024 <b>TEA Phase-out</b>
Automotive Approved Class Size- 16				Sm Egn Rpr Certified - 2 CCMR - 2	Brakes Certified - 0 CCMR - 0
A/V Production Approved Class Size- 25				Prog Year 2	Prog Year- 2
Biomedical Science (pending)		EOC	EOC	EOC	EOC
Business Administration Approved Class Size- 25			MOS Certified - 14 CCMR - 9	MOS Certified – 82 CCMR - 51	<b>MOS</b> /NOCTI Certified – 24 CCMR - 6
Construction Approved Class Size- 15		OSHA Certified – 5 CCMR - 5	OSHA Certified-5 CCMR - 5	OSHA Certified -8 CCMR - 8	<b>OSHA</b> /NCCER Certified – 8 CCMR - 3
Cosmetology Approved Class Size- 25	1		Cosmetologist Certified – 10 CCMR - 10	Cosmetologist Certified – 10 CCMR - 10	Cosmetologist Certified – 12 CCMR - 12
Culinary Arts Approved Class Size- 15				ServSafe Mgr Certified – 3 CCMR - 3	ServSafe Mrg Certified – 6 CCMR - 6
Engineering Approved Class Size- 25		<b>New Teacher</b>	<b>New Teacher</b>	<b>New Teacher</b>	Prog Year - 2
Graphic Design Approved Class Size- 18		Adobe Illustrator Certified – 1 CCMR - 1	Adobe Illustrator Certified – 10 CCMR - 10	Adobe Illustrator Certified – 12 CCMR - 12	Adobe Illustrator Certified – 16 CCMR - 16
Health Science Approved Class Size: EMT 12				EMT Certified – 7 CCMR - 7	EMT Certified – 9 CCMR 9
HVAC		HVAC Certified – 4 CCMR - 4	CLOSED	CLOSED	CLOSED
Information Technology Approved Class Size- 25		CISCO Certified – 1 CCMR - 1	CISCO Certified - 2 CCMR - 2	CLOSED	CLOSED
Law Enforcement Approved Class Size- 25		Level 2 Certified – 9 CCMR - 9	Level 2 Certified – 7 CCMR - 7	Level 2 Certified – 7 CCMR - 7	Level 2 Certified – 16 CCMR - 7
Medical Assistant		Medical Assistant Certified – 4 CCMR - 4	CLOSED	CLOSED	CLOSED
Teaching & Learning		<b>Resigned</b>	CLOSED	CLOSED	CLOSED



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**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Ms. Aggie Reyes, Executive Director of Child Nutrition Services  
**Subject:** September 2024 – Meal Service Update  
**Date:** October 9, 2024

**HISTORY:** The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

**RATIONALE:** The Child Nutrition Services Department served 69,338 student meals in the month of September 2024. This count includes breakfast, lunch, snack, and supper meals.

Happy to report we have more students participating in the supper program at GEMS, High School, and the Boys & Girls Club this school year.

Child Nutrition Services participated in the following activities in the month of September: Meals were provided for students participating in tennis, football, band, and cheerleaders at San Elizario High School.

Cookies were prepared to celebrate dot day at GEMS.

The Taste of San Eli was offered at GEMS and High School during parent/teacher conferences.

Feeding kids is a work of heart, and we are fully committed.

**BUDGET:** No budget impact.

**ADMINISTRATIVE RECOMMENDATION:** No Recommendation

**For Approval?**  Yes  No

**If no, please check one:**  Presentation  Report  Information

**Please check if applicable:**  Attachment Included

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# SAVE THE DATES

## **FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING**

*TOPICS: ONBOARDING NEW BOARD MEMBERS, ACCOUNTABILITY, SAFETY, MENTAL HEALTH*

SATURDAY, NOVEMBER 16, 2024

8:30 A.M.— 4:30 P.M.

PASO DEL NORTE CONFERENCE ROOM 1 & 2

BREAKFAST AND LUNCH WILL BE PROVIDED

## **FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING**

*TOPICS: TEAM BUILDING-TEAM OF 8*

THURSDAY, FEBRUARY 27, 2025

5:30 P.M.— 8:30 P.M.

STARLIGHT EVENT CENTER—SCENIC DRIVE ROOM

DINNER WILL BE PROVIDED

## **FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION SPRING WORKSHOP**

*TOPICS: TBD*

TUESDAY, MAY 6, 2025

5:00 — 9:00 P.M.

PASO DEL NORTE CONFERENCE ROOM 1 & 2

DINNER WILL BE PROVIDED

## **FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING**

*TOPICS: TBD*

THURSDAY, JULY 12, 2025

TIME AND LOCATION TBD

LAS CLASES DE ESPAÑOL DE  
SAN ELIZARIO HIGH SCHOOL TIENEN EL  
HONOR DE INVITARLE A UNA CHARLA CON  
LAS CONDUCTORAS DE UNIVISION 26

*Entre amigas...*

**No estás sola**

MIÉRCOLES 20 DE  
NOVIEMBRE

6:00PM

**AUDITORIO DE SEHS**

Entrada Gratuita

**HABRÁ MUCHAS SORPRESAS**

No Niños<sup>275</sup> Por Favor