

Agenda of Regular Meeting

The Board of Trustees

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

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, April 8, 2026, 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 at any time prior to the board meeting time.

Signs, placards, or banners shall not be allowed inside the Boardroom. Additionally, any citizen wishing to distribute printed handout materials to the Board or audience must submit the materials for review by 5:00 p.m. prior to the meeting to the Superintendent's Office. The Superintendent, or their designee, shall inform the speaker if the materials have been approved for distribution prior to the meeting. All printed handout materials shall be distributed to the Board or audience before or after public comment, but not during.

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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.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

San Elizario ISD Student

6

E. Pledge of Allegiance to the Texas State Flag

San Elizario ISD Student

7

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** (three-minute limit per speaker, unless otherwise noted)
3. **DISTRICT RECOGNITIONS**
 - A. Lower Valley Games Special Olympics - Student Athletes
Mr. Richard Salcido, Director, Special Education
 - B. District Military-Connected Students
Dr. Jeannie Meza-Chavez, Superintendent, and Campus Military Liaisons
 - C. San Elizario High School
 1. Business Professionals of America State Competition — Advanced Desktop Publishing — Gaviota Arias — State Champion
Ms. Sandra Sanchez, Career & Technical Education Administrator
 2. Speech and Debate Humorous Interpretation National Tournament Qualifier — Matias Lopez
Mr. Troy Enriquez, Principal, San Elizario High School
 - D. Teacher and Employee of the Month for Lorenzo G. Alarcon Elementary School
Ms. Monika Ruiz, Principal, Lorenzo G. Alarcon Elementary School
 1. Ms. Herlinda Rodriguez - Teacher of the Month
 2. Mr. Juan Rivera - Employee of the Month
 - E. Recognition of TEA 2025-2026 Educator Committee Attendee — Ms. Jasmine Estrada
Ms. Blanca Cruz, Associate Superintendent
 - F. National School Nurses Day
Ms. Blanca Cruz, Associate Superintendent
 - G. National School Library Month
Ms. Blanca Cruz, Associate Superintendent
 - H. Assistant Principal's Month
Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Blanca Cruz, Associate Superintendent
4. **NEW BUSINESS / BOARD ACTION ITEMS**
 - A. Board of Trustees Book Study — Start with Why by Simon Sinek 8
 - Chapter 10: Communication Is Not About Speaking: It's About Listening
 - Chapter 11: When Why Goes Fuzz
 - Chapter 12: Split Happens
 Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent
 - B. Student Outcome Goals 12
 1. Lorenzo G. Alarcon Elementary School — Monitoring Student Progress
Ms. Monika Ruiz, Principal, Lorenzo G. Alarcon Elementary School
 - C. Discussion and possible Board action to approve projects with remaining 2014 Bond Proceeds 31
Ms. Elizabeth Perez, Chief Financial Officer, and Mr. Jesus Martinez, Executive Director Support Services
 - D. Discussion and possible Board action to determine whether the district budget allows for the purchase of buses with Three-Point Seat Belts and review of district-collected Seat Belt data to fulfill SB 546 reporting requirements 33
Ms. Elizabeth Perez, Chief Financial Officer, and Mr. Jesus Martinez, Executive Director Support Services
 1. Senate Bill 546: School Bus Seat Belt Compliance Overview 48
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 - A. Financial Reports
Ms. Elizabeth Perez, Chief Financial Officer

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2.	Financial Statements	55
3.	Investment Report	59
4.	Budget Amendment	70
B.	Consider and possible Board action to approve New Lease Agreement for Copiers, Duplicators, Equipment, and Services with Complete Office Technologies, Inc. Ms. Elizabeth Perez, Chief Financial Officer	72
C.	Approval of Purchases exceeding \$25,000.00 Ms. Elizabeth Perez, Chief Financial Officer	
1.	Complete Office Technologies, Inc. — Not to Exceed \$91,372.92	78
D.	Consider and possible Board action to approve revision to policy CFB (LOCAL) Ms. Elizabeth Perez, Chief Financial Officer	84
E.	Consider and possible Board action to approve the 2026-2027 TEKS Certification and Allotment Form Ms. Blanca Cruz, Associate Superintendent	86
F.	Consider and possible Board action to approve the Region XIX Service Provider Agreement regarding the LASO Grant Award Ms. Blanca Cruz, Associate Superintendent	120
G.	Consider and possible Board action to approve Resolution in Support of Military-Connected Families Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Flor Sanchez, District Parent Liaison	130
H.	Consider and possible Board action to approve School Library Month Proclamation Ms. Blanca Cruz, Associate Superintendent	131
I.	Consider and possible Board action to approve the Resolution in Support of School Nurse Day Ms. Blanca Cruz, Associate Superintendent	132
J.	Consider and possible Board action to approve revisions to the 2026-2027 District Calendar Mr. Edgar Ponce, Research and Evaluation Administrator	133
K.	Consider approval of minutes for the following: Board of Trustees	
1.	February 25, 2026 - Special Board Meeting	138
2.	March 4, 2026 - Special Board Meeting	141
3.	March 5, 2026 - Team of 8 Training	146
L.	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. Vicente Rodriguez, Executive Director Technology	148
2.	Support Services Mr. Jesus Martinez, Executive Director Support Services	156
6.	PRESENTATIONS / REPORTS / INFORMATION	
A.	Presentations	
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2.	Teacher Incentive Allotment Update	193

Ms. Leticia De Santos, Instructional Programs Administrator

B. Reports	
1. School Board Continuing Education Report	209
Mr. Eduardo Chavez, Board President	
2. Goal Progress Monitoring	
Mr. Edgar Ponce, Research and Evaluation Administrator	
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b. GPM 2.2 - Reading Growth for K - 2nd grade	216
3. Meal Service Update	218
Ms. Aggie Reyes, Executive Director Child Nutrition Services	
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1. Enrollment Update	219
Dr. Jeannie Meza-Chavez, Superintendent	
2. Board Training	
a. NSBA 2026 – April 10 to 12, 2026, San Antonio, TX	220
b. TASB Regional Workshop — April 23, 2026 at 5:00 p.m. — San Elizario ISD Administrative Offices — Mission Trail Board Room	221
c. 2026 MASBA Conference — September 10 to 11, 2026 San Antonio, TX	224
d. TASA TASB Convention txEDCON26 - October 8 to 11, 2026 Houston, TX	226
3. 2026-2027 Regular Board Meeting Dates	227
Dr. Jeannie Meza-Chavez, Superintendent	
4. At-a-Glance End of Year Campus Award Ceremony Schedule	228
Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Blanca Cruz, Associate Superintendent	
7. EXECUTIVE SESSION	
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, 551.072 and 551.074, Texas Gov. Code:	
A. Discussion regarding Superintendent Support Plan	
8. THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION	
9. NEXT MEETING DATE:	
Wednesday, May 13, 2026, Regular Board Meeting at 5:30 p.m.	
Wednesday, May 20, 2026, Board Budget & Instruction Workshop at 5:30 p.m.	
Wednesday, June 10, 2026, Regular Board Meeting at 5:30 p.m.	
Wednesday, June 17, 2026, Board Budget Adoption Meeting at 5:30 p.m.	
10. ADJOURNMENT	

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.

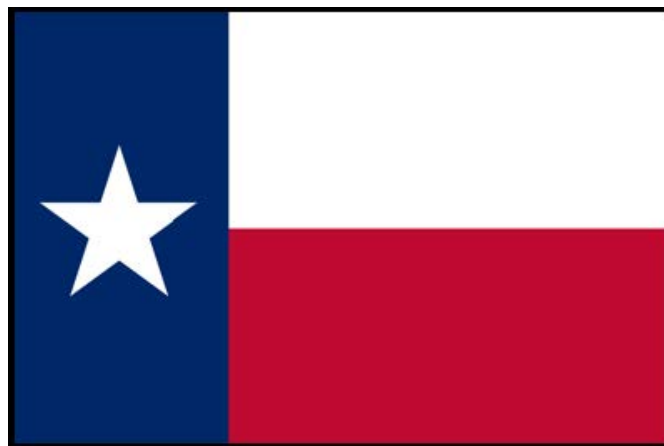
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (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.



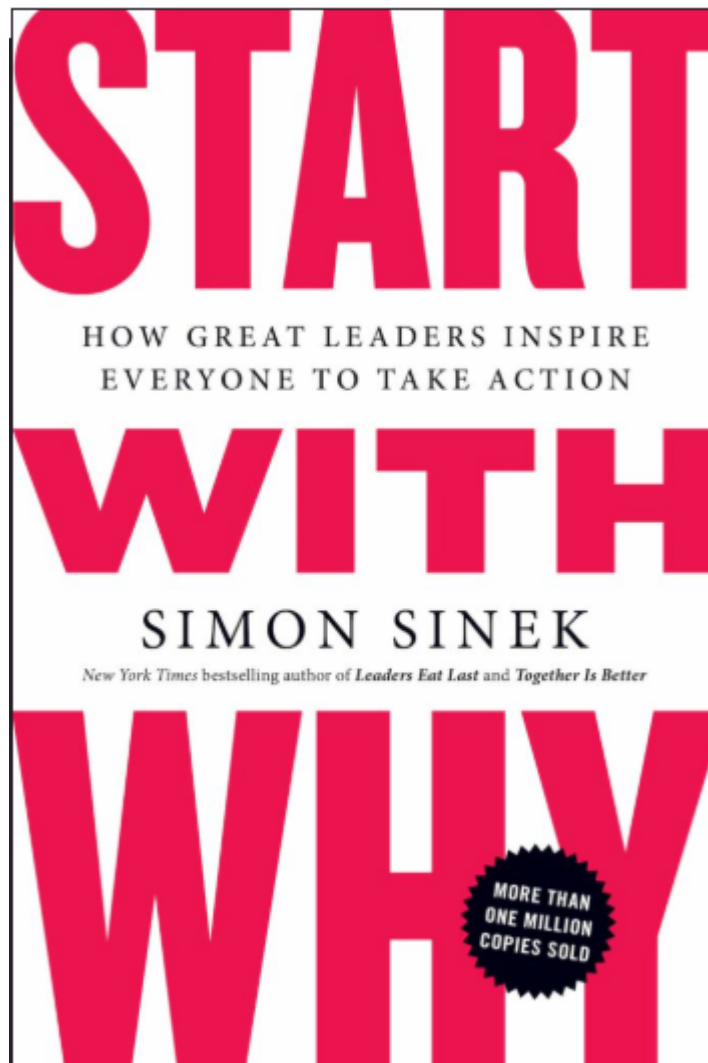
**I PLEDGE ALLEGIANCE TO THE FLAG
OF THE UNITED STATES OF AMERICA,
AND TO THE REPUBLIC FOR WHICH
IT STANDS, ONE NATION UNDER GOD,
INDIVISIBLE, WITH LIBERTY AND
JUSTICE FOR ALL.**

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





**San Elizario ISD Board of Trustees
Book Study 2025-2026**



**Start With WHY:
How Great Leaders Inspire Everyone to Take Action
by Simon Sinek**

August 13, 2025:

The book was sent to trustees before this meeting date to begin review.

September 16, 2025:

PART 1. A World That Doesn't Start With a Why

Chapter 1: pgs. 11-15 Assume You Know

Chapter 2: pgs.16-34 Carrots & Sticks

October 8, 2025:

PART 2. An Alternative Perspective

Chapter 3: pgs. 37-51 The Golden Circle

Chapter 4: pgs. 52-64 This Is Not Opinion; This Is Biology

November 12, 2025:

Chapter 5: pgs. 65-80 Clarity, Discipline and Consistency

January 14, 2026:

PART 3. Leaders Need A Following

Chapter 6: pgs. 83-114 The Emergence of Trust

Chapter 7: pgs. 115-130 How A Tipping Point Tips

February 11, 2026:

PART 4. How to Rally Those Who Believe

Chapter 8: pgs. 133-153 Start With Why, But Know How

Chapter 9: pgs. 154-159 Know Why – Know How – Then What?

March 4, 2026:

Chapter 10: pgs. 160-171 Communication Is Not About Speaking; It's About Listening

PART 5. The Biggest Challenge is Success

Chapter 11 pgs. 175-182 When Why Goes Fuzzy

April 8, 2026:

Chapter 12 pgs. 183-206 Split Happens

May 13, 2026:

PART 6. Discover WHY pg. 207

Chapter 13: pgs. 209-221 The Origins of A Why

Chapter 14: 222-225 The New Competition

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 1		
Chapter 2		
Chapter 3		
Chapter 4		
Chapter 5		
Chapter 6		
Chapter 7		
Chapter 8		
Chapter 9		
Chapter 10		

Quote Share Learning

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2. Record your rationale for selecting each of the two quotes

Chapter	Quote with page number	Rationale
Chapter 11		
Chapter 12		
Chapter 13		
Chapter 14		

Lorenzo G. Alarcon
Elementary

2025-2026
#WeareSomosSanEli

Progress
Monitoring



3rd Grade Reading

	STAAR 2025	4 and 8 Week Assessments	Interim
Approaches	73.24%		42.47%
EB	71.79%		37.5%
SPED	37.5%		8.33%
Meets	32.39%	44.68%	31.51%
EB	35.9%	33.75%	27.08%
SPED	0%	5%	8.33%
Masters	5.63%	9.45%	21.92%
EB	2.56%	7.43%	18.75%
SPED	0%	0%	0%



4th Grade Reading

	STAAR 2025	4 and 8 Week Assessments Average	Interim
Approaches	75.41%		50.67%
EB	63.41%		57.14%
SPED	66.67%		17.65%
Meets	32.79%	39.14%	41.33%
EB	24.39%	45.10%	47.62%
SPED	16.67%	3.57%	0%
Masters	8.2%	10.06%	26.67%
EB	2.44%	14.10%	28.57%
SPED	0%	0%	0%



5th Grade Reading

	STAAR 2025	4 and 8 Week Assessments Average	Interim
Approaches	60.53%		50.77%
EB	48.98%		40.48%
SPED	27.78%		28.57%
Meets	39.47%	57.55%	33.85%
EB	26.53%	57.76%	28.57%
SPED	5.56%	35.83%	28.57%
Masters	14.47%	11.79%	24.62%
EB	10.2%	11.20%	19.05%
SPED	0%	8.33%	28.57%



6th Grade Reading

	STAAR 2025	4 and 8 Week Assessments Average	Interim
Approaches	68.97%		52.56%
EB	48.35%		40.82%
SPED	40%		16.67%
Meets	38.51%	40.94%	37.18%
EB	16.48%	33.84%	22.45%
SPED	0%	18.65%	16.67%
Masters	14.94%	8.11%	23.08%
EB	3.3%	6.25%	14.29%
SPED	0%	4.96%	5.56%



1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students	4. Which changes will happen based on the data?	5. How can the Board Help?
<p>Based on the interim data, 4th grade SPED students are currently struggling to reach the meets level. The data shows 0% at the meets level which is lower than the meets level of performance for other content areas. I would like to point out that 4th grade overall had the highest percentage for Meets compared to the other grade levels.</p>	<p>Students received grade-level instruction, but foundational gaps and difficulty transferring learning to independent assessment conditions impacted results.</p> <p>Ongoing monitoring of implementation through walkthroughs, data meetings, and coaching. Ensuring accommodations are used consistently and effectively during instruction—not just during testing. . We are also looking into strengthening our Co-Teach model that includes the SPED and General Ed teacher.</p>	<p>This is working for students who have closed foundational gaps and can perform independently at the rigor expected on STAAR.</p>	<p>Increase targeted intervention in foundational reading skills, strengthen co-teach/resource alignment, and prioritize independent performance at STAAR rigor. Admin included the SPED teacher in accountability talks that created a plan for students utilizing iReady for frequently.</p>	<p>Continue supporting resources, staffing, and instructional time to strengthen foundational reading and targeted intervention.</p>



3rd Grade Math

	STAAR 2025	Bluebonnet Module Assessments	Interim
Approaches	61.43%		41.67%
EB	65.79%		37.75%
SPED	6.25%		27.27%
Meets	30%	38.21%	29.17%
EB	39.47%	29.48%	27.08%
SPED	0%	21.82%	9.09%
Masters	2.86%	13.28%	16.67%
EB	2.63%	8.76%	16.67%
SPED	0%	1.82%	9.09%



4th Grade Math

	STAAR 2025	Bluebonnet Module Assessments	Interim
Approaches	55.74%		35.62%
EB	46.34%		42.5%
SPED	50%		0%
Meets	27.87%	33.49%	24.66%
EB	17.07%	44.26%	27.5%
SPED	16.67%	3.23%	0%
Masters	6.56%	9.4%	15.07%
EB	4.88%	14.75	15%
SPED	16.67%	0%	0%



5th Grade Math

	STAAR 2025	Bluebonnet Module Assessments	Interim
Approaches	67.11%		32.26%
EB	59.18%		30%
SPED	55.56%		40%
Meets	30.26%	48.73%	16.13%
EB	26.53%	51.53%	12.5%
SPED	5.56%	53.12%	0%
Masters	3.95%	14.97%	1.61%
EB	2.04%	17.86%	0%
SPED	0%	25%	0%



6th Grade Math

	STAAR 2025	4 and 8 Week Assessments Average	Interim
Approaches	82.66%		53.85%
EB	76.92%		53.06%
SPED	60%		33.33%
Meets	46.82%	34.7%	39.74%
EB	35.16%	31.86%	36.73%
SPED	24%	22.92%	11.11%
Masters	15.61%	8.41%	24.36%
EB	8.79%	5.08%	22.45%
SPED	0%	4.17%	0%



1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
<p>Special Education students in 4th grade and 5th grade.</p>	<p>Students had access to grade-level instruction through Resource/Co-teach; however, foundational math gaps, reliance on supports, and difficulty applying skills independently at STAAR-level rigor impacted performance. We are also looking into strengthening our Co-Teach model that includes the SPED and General Ed teacher.</p>	<p>Students benefiting show stronger foundational math skills and can independently apply learning at the rigor of STAAR.</p>	<p>Increase focus on closing foundational math gaps, aligning supports, and prioritizing independent performance at STAAR rigor.</p>	<p>Continue to support resources, staffing, and instructional time to strengthen math intervention and student independence.</p>



5th Grade Science

	STAAR 2025	4 and 8 Week Assessments Average	Interim
Approaches	41.33%		24.62%
EB	35.42%		14.29%
SPED	0%		28.57%
Meets	8%	46.41%	7.69%
EB	4.17%	44.41%	2.38%
SPED	0%	29.79%	14.29%
Masters	4%	10.99%	6.15%
EB	2.08%	10.14%	2.38%
SPED	0%	8.51%	14.29%



1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data?	5. How can the Board Help?
<p>Emergent Bilingual students</p>	<p>Academic science vocabulary remains a challenge for emergent bilingual students. Teachers are utilizing Lead4ward’s Science 3D ELPS resources (including Spanish) with aligned SPED and general education collaboration.</p>	<p>Students are responding when academic vocabulary is developed, and they can independently apply science concepts at STAAR rigor.</p>	<p>Shift toward closing academic vocabulary gaps across both languages and ensuring students can independently meet STAAR-level rigor:</p> <ul style="list-style-type: none"> • Embed daily academic vocabulary routines in math (visuals, stems, structured student talk across both languages) • Provide targeted small group instruction based on student data to address gaps while maintaining grade-level expectations 	<p>Support systems that ensure assessment language decisions are aligned to students’ proficiency levels and readiness for STAAR expectations.</p>



Attendance

DISTRICT ATTENDANCE AVERAGE:

93.87%

2023-2024 End of Year	2024-2025 End of Year	2025-2026 Current
95.87%	96.06%	95.69%

2024-2025 Grade Level Attendance			
3rd	94.28%	5th	96.08%
4th	95.5%	6th	96.84%



1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
<p>The grade level with the lowest attendance percentage is 3rd grade.</p>	<p>Our youngest eagles have had the pattern of having the lowest attendance rate, but it is still higher than the district average. The rates increase as they get older. Our attendance clerk reaches out immediately when there are 3 unexcused absences and gets families on 45 Day plans immediately. We provide incentives such as pizza and/or popcorn parties, and our new incentive this year, Four to Soar. Students are recognized with Perfect Attendance awards.</p>	<p>Motivation always gets students to participate. Parents begin to trust that we have their child's best interest in mind and begin to send their children to school more consistently.</p>	<p>We will continue with our system and look for more ways to encourage participation in attendance and educating our parents on the importance of it and the laws surrounding it.</p>	<p>Continue supporting efforts to keep schools safe physically and mentally.</p>



Overall Improvements

2025-2026
#WeareSomosSanEli



🌟 Did You Send Your Child to School Today?

📅 Attendance = Student Success
When students miss school – even when they're not sick – learning gaps grow quickly.

📊 Did You Know?

- ✔ Missing just 2 days a month = nearly 10% of the school year
- ✔ Strong attendance helps students stay on grade level
- ✔ Daily routines build confidence and friendships
- ✔ Every missed day is learning that's hard to replace

❤️ If your child is healthy... school is the best place to be!

🦋 Every day counts. Every student matters.

ALARCON ELEMENTARY PRESENTS OUR **FALL FESTIVAL**

TICKET \$1

OCTOBER 30, 2025
TIME: 4:35-6:30 PM

GAMES - FOOD - FUN - PETTING ZOO - HAUNTED HOUSE

Performances by:
MARIACHI AGUILAS!
ALARCON BAND!

SALSA CONTEST!

12501 SOCORRO RD
SAN ELIZARIO TEXAS 79849

RELAXATION - CONFIDENCE - FOCUS - SUCCESS

SMILE, STRETCH, & GROW
YOGA SESSION

TESTING SEASON SUPPORT EVENT

QR CODE

MARCH 27, 2026
ALARCON CAFETERIA
3:00P.M.

LIMIT OF 20 PARENTS. SCAN THE QR CODE TO REGISTER.

ALARCON ELEMENTARY SCHOOL

Memorial Kite Fly

DEPUTY PETER HERRERA
DEPUTY EL PASO COUNTY SHERIFF
EOW 3/24/2019

In Loving Memory of
Deputy Peter J. Herrera

Friday, March 6, 2026
2:00 PM

Alarcón Elementary School
12501 Socorro Rd.
Students will fly kites in his honor

28
EOW: 3/24/2019 | #4928

THANK YOU VETERANS ★

Guests of Honor:

- Armando Alarcon
US Army
4 years
- Ivan Ramirez
Air Force National Guard
4 years
- Robert Seelig
US Army
8 years
- Luis Enrique Meraz
US Army
7 years
- Ismael Murillorey
US Army
18 years
- Claudia Cedillo
US Air Force
4 years
- Arturo De La Cruz
US Army
6 years
- Jonathan Sain
US Army
4 years
- John Peters
US Army
8 years
- Hector Diaz Jr
US Army
4.5 years
- Tavio Soto
US Air Force
22 years

Breakfast Sponsored by
Hortensia Seelig
in memory of
Arthur E. Seelig
US Army Veteran

LORENZO ALARCON ELEMENTARY

VETERAN'S DAY TRIBUTE

NOVEMBER 7, 2025

VETERANS DAY
HONORING ALL WHO SERVED

A Message from
Principal Monika Ruiz

At Alarcón Elementary, we are deeply grateful for the brave men and women who have served our country.

Today, we honor your courage, your sacrifice, and your example.

It is our privilege to welcome you to our Veterans Day Tribute and to thank you for inspiring our students to live with purpose, pride, and integrity.

Event Schedule

- 8:30 AM – Welcome and Opening Remarks**
Principal's Advisory Students
Principal Monika Ruiz
- 8:45 AM – Veterans escorted to campus to join students**
- 8:50 AM – Parade of Heroes**
Students and Veterans
- 9:05 AM – Pledge of Allegiance & National Anthem**
Led by Principal's Advisory Committee
- 9:10 AM – Veteran Tribute and Poems**
Led by Mrs. Galarza and GT students

The Meaning of Veterans Day

Veterans Day is not about mourning, but about gratitude – it's a day to celebrate the courage, commitment, and sacrifice of those who wore the uniform.

Unlike Memorial Day, which honors those who gave their lives, Veterans Day honors all who served, whether living or deceased.

Each November, our nation pauses to remember the courage of those who served in the United States Armed Forces.

Veterans Day is a time to honor those who have protected our freedoms and to teach our children that liberty is never free.

🦅 Once an Eagle, always an Eagle.

School Showcase



Lorenzo G. Alarcon
Elementary

2025-2026
#WeareSomosSanEli

Questions?





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: Elizabeth Perez, Chief Financial Officer
Jesus Martinez, Executive Director-Support Services
Subject: Discussion and possible Board action to approve projects with remaining 2014 Bond Proceeds
Date: April 8, 2026

HISTORY:

During the Regular Board meeting held on June 25, 2024, the delivery method (competitive sealed proposals) for the roof replacement at the auxiliary gym at Ann M. Garcia-Enriquez Middle School was approved by the Board. Administration reached out to a roofing engineering firm to acquire services and begin the process of construction documents, bidding specifications, and construction administration. Due to a backlog in work, a quote for services was provided February 2, 2026.

RATIONALE: In the time that has passed since, other items that have been deferred and have become pressing, could be considered. Since then, the Bond proceeds have accumulated interest, we have about \$413,000.00 remaining. Projects that could be accomplished in lieu of the GEMS Aux gym are:

- High school auxiliary gym evaporative coolers conversions to HVAC,
- High school automotive and building trades replacement of evaporative cooler/heat combo units
- Refinishing the high school auxiliary gym floor.

It is estimated that the remaining funds could cover the aforementioned projects.

BUDGET IMPACT:

The budget impact is contingent on the decision of the Board and final cost of projects chosen.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board to approve one of the following:

1. Proceed as previously approved, with the roof replacement at the auxiliary gym for Ann. M. Garcia-Enriquez Middle School.

OR

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.



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
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2. Rescind previously approved roof replacement at the auxiliary gym for Ann. M. Garcia-Enriquez Middle School and move forward with the high school auxiliary gym evaporative coolers conversions to HVAC, high school automotive and building trades replacement of evaporative cooler/heat combo units and the refinishing of the high school auxiliary gym floor.

For Approval? Yes No

If not, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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A Proud Community of Champions – Soaring to Excellence!



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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
 Jesus Martinez, Executive Director-Support Services
Subject: Discussion and possible Board action to determine whether the district budget allows for the purchase of buses with Three-Point Seat Belts and review of district-collected Seat Belt Data to fulfill SB 546 reporting requirements
Date: April 8, 2026

HISTORY: Senate Bill 546 (89th Legislature), effective September 1, 2025, amends Texas Transportation Code §547.701 to require that all buses operated by or contracted for use by a school district for the transportation of school children be equipped with three-point seat belts for every passenger, including the driver.

RATIONALE: The purpose of this agenda item is to provide the Board with data and cost information to determine whether it is financially feasible, within the current budget, to purchase buses equipped with 3-point (lap/shoulder) seat belts to replace 27 buses that are not equipped accordingly (table below). In accordance with Texas Transportation Code 547.701(e)(1), the Board of Trustees must determine whether the district’s budget can support the purchase of such buses.

Below is a summary of the current bus fleet inventory:

Total fleet (all buses)	39
Already equipped with 3-point seat belts	8
Surplus buses (excluded from retrofit plan)	4
Buses out of compliance per Senate Bill 546	27

The estimated cost to purchase 27 new buses to replace the buses that do not have 3-point seat belts is **\$4,392,800.00**.

If the Board determines that the budget does not allow for the purchase of new buses with 3-point seat belts, the district should prepare a report to be presented to the Board during a public meeting. The report will need to include the following:

1. The number of buses operated by or contracted for use by the district that:
 - a. Are not equipped with seat belts; **19 buses**

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- b. Are equipped with two-point seat belts; **8 buses**
 - c. Are equipped with three-point seat belts; **8 buses**
2. The estimated cost to the district to retrofit 27 buses with three-point seat belts is **\$586,372.00 (Freight charges are not included)**

As part of the estimated cost reporting, school systems will be able to participate in a TEA grant opportunity related to seat belt installation.

BUDGET IMPACT:

There is currently no budget impact on this item.

The following estimates will be provided to TEA:

1. The estimated cost to purchase 27 new buses to replace the buses that do not have 3-point seat belts is **\$4,392,800.00**.
2. The estimated cost to equip 27 buses with three-point seat belts is **\$586,372.00**. (Freight charges are not included)

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board to approve one of the following determinations:

1. The Board determines that the district's budget does not allow for the purchase of buses equipped with three-point seat belts and authorizes the Superintendent or designee to submit to the Texas Education Agency the estimated cost to equip each bus operated by, and/or contracted for use by the district with three-point seat belts, pursuant to SB 546.

OR

2. The Board determines that the district's budget does allow for the purchase of buses equipped with three-point seat belts and authorizes the Superintendent or designee to plan for the purchase of such buses, pursuant to SB 546.

For Approval? Yes No

If not, 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.

SB 546 Reporting on School Bus Seat Belt Costs Quick Start Guide



Office of School Safety and Security

Purpose of the Study

This study is being conducted in response to Senate Bill 546, which amended Transportation Code §547.701(f) and requires that all school buses transporting children be equipped with three-point seat belts for every passenger. As part of this legislation, the Texas Education Agency (TEA) will gather data from each school district regarding their current bus fleet and the estimated cost to retrofit those buses with three-point seat belts.

GETTING STARTED WITH SB 546 REPORTING

Step 1: Board Determines Financial Feasibility

The board must first decide whether purchasing buses equipped with 3-point seat belts fits within the district's budget and plan for the purchase. If the board determines it is financially feasible and plans to proceed, reporting can be completed in Sentinel at this stage. *If not, continue to Step 2.*

Step 2: Seat Belt Inventory

Identify the number of buses in the fleet (district-owned or contracted) that fall into each category:

- Fully equipped with 3-point seat belts
- Equipped only with lap belts (2-point)
- Mix of 3-point and lap belts
- Some seats with 3-point, others with no seat belts

Plan for reporting and ensure you don't miss deadlines. Scan the QR code to add important dates to your calendar.



Step 2a: Retrofit Cost Estimate (District-Owned Buses)

Request an itemized estimate to retrofit buses that require installation of 3-point seat belts to comply with **Transportation Code §547.701(f)**.

Step 2b: Cost Estimate (Contracted Bus Services)

Confirm that the bus service contract explicitly requires all buses used for student transportation to have every seat equipped with 3-point seat belts.

Step 3: Present to Board

In a public board meeting, present:

- The number of buses operated by or contracted for use by the district that:
 - Are not equipped with seat belts
 - Are equipped only with two-point seat belts
 - Are equipped with three-point seat belts
- The estimated cost to equip all buses with three-point seat belts

Step 4: Report to Agency

Report counts, costs, and board documentation in Sentinel by **May 30, 2026**.

Quick Checklist

- Step 1: Confirm Financial Feasibility**
Determine if the budget allows for purchasing buses with 3-point seat belts and plan accordingly.
- Step 2: Gather Inventory and Cost Estimates**
Determine seat belt types in current fleet and obtain an estimate to retrofit buses with 3-pt seat belts.
- Step 3: Present to the Board**
Share inventory and cost estimates in a public meeting; retain agenda and minutes for reporting.
- Step 4: Report to Agency**
Complete the required reporting within the Bus Reporting Module of Sentinel by May 29, 2026.



Guidebook for SB 546 Reporting on School Bus Seat Belt Costs

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Background

Senate Bill 546, passed during the 89th Texas Legislature, strengthens standards for school buses transporting students in Texas. The bill amends Texas Transportation Code §547.701, with the addition of subsection (f), requiring that all school buses operated by or contracted for use by a school district be equipped with three-point seat belts for every passenger, including the driver.

If a school board determines that the district's budget does not allow for the purchase of buses equipped with three-point seat belts, the district must present a report in a public board meeting that includes:

1. The number of buses operated by or contracted for use by the district that:
 - a. are not equipped with seat belts;
 - b. are equipped with two-point seat belts;
 - c. are equipped with three-point seat belts; and
2. The estimated cost to the district to equip all buses with three-point seat belts.

The same information must be provided to the Texas Education Agency.



Additional information can be found at:

[Senate Bill 546 89th Legislature](#)

[Transportation Code §547.701](#)

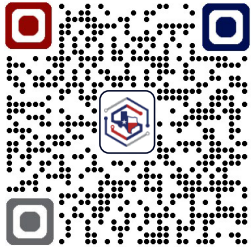
Guidebook for SB 546 Reporting on School Bus Seat Belt Costs



Key Dates

Plan Ahead with These Important Dates

The reporting window opens on **November 11, 2025**, and all submissions must be finalized by **May 29, 2026**. Please note that your submission may require uploading board agendas and meeting minutes. This means the information must be presented in a public board meeting, so be sure to allow enough time for that step in your planning.

Date	Event	
10/30/2025	Office Hours – 10:00 A.M. CST	<p>Easily add these key dates to your calendar:</p>  <p>Download ICS File</p>
11/6/2025	Office Hours – 10:00 A.M. CST	
11/11/2025	Study Opens	
11/13/2025	Office Hours – 10:00 A.M. CST	
11/20/2025	Office Hours – 10:00 A.M. CST	
2/5/2026	Office Hours – 10:00 A.M. CST	
2/26/2026	Office Hours – 10:00 A.M. CST	
3/2/2026	3 Months Remaining to Return the Report	
4/9/2026	Office Hours – 10:00 A.M. CST	
4/16/2026	Office Hours – 10:00 A.M. CST	
4/23/2026	Office Hours – 10:00 A.M. CST	
4/30/2026	Office Hours – 10:00 A.M. CST	
5/1/2026	Last Month to Hold Board Meeting for 5/29 Deadline	
5/29/2026	Study Closes	



Pathway to Reporting



1. Ensure Proper Access to Reporting Tools in Sentinel

Required reporting will take place in Sentinel, within the new Bus Reporting Module. Superintendents and their designees will have access to this module without further action. To grant access to additional users, superintendents or designees can navigate to Tools → Security within Sentinel and assign the Bus Reporting Module as needed.

2. Acknowledge SB 546 Reporting Requirements

To ensure all schools systems are aware of the required reporting and have adequate time to complete the required actions, all districts are required to access the Bus Reporting Module in Sentinel, acknowledge the SB 546 Seat Belt Reporting information, and indicate whether they provide any form of student transportation, district-owned or contracted. If the district does not provide busing, the reporting requirement is considered complete, and the study will automatically close.

3. Determine Your Reporting Obligation

If busing is provided for students, determine the following:

- Are all LEA-owned buses equipped with 3-point seat belts for both the driver and every passenger seat?
- Does the bus transportation contract explicitly state that all buses used to transport students are to be equipped with 3-point seat belts the driver and all passenger seats?

If both questions can be answered “yes” for the applicable transportation type(s), no cost estimate reporting is required. Proceed to Sentinel, respond to the verification questions, affirm the information as true and correct, and the reporting requirement will be considered complete.

If unable to answer “yes” for the applicable transportation type(s), proceed to Step 1.



Need a Sample?

Check out the **Reporting Form Sample** for a preview of the survey.

4. Engage the Board to Determine Financial Feasibility

The board is responsible for determining whether the district’s budget can support purchasing buses equipped with three-point seat belts, as required by Texas Transportation Code §547.701(e)(1). If the board confirms that funds are available for new buses with three-point seat belts, the district should retain a copy of that decision for reporting purposes.

Guidebook for SB 546 Reporting on School Bus Seat Belt Costs

5. Gather the Required Information

If you have LEA-owned buses, assess your fleet and determine how many of each bus you own:

- fully equipped with driver and passenger 3-point seat belts
- fully equipped with passenger 2-point (lap) seat belts
- no passenger seat belts
- mix of 3-point and 2-point seat belts
- mix of 3-point and no passenger belts
- mix of lap belts and no passenger belts

6. Review Warranty Impact

Determine whether any buses remain covered by a manufacturer or other warranty. Contact the manufacturer to confirm if installing 3-point seat belts would void that warranty. If so, record the number of affected buses, as this figure will need to be reported later.



**Don't know
where to begin?**

Reach out to your **Education Service Center** for help locating vendors who offer this service or to connect with districts that have already completed similar work.

7. Obtain Cost Estimates

Based on the collected seat belt data, contact vendors to obtain cost estimates for retrofitting buses so that all seats are equipped with 3-point seat belts. *Make sure to keep a written copy of each estimate, as this information will be needed later in the study.*

8. Presentation to the Board

If the board determines the budget does not allow for the purchase of buses with 3-point seat belts, the district should prepare a report to be presented to the board during a public meeting. The report will need to include:

1. The number of buses operated by or contracted for use by the district that:
 - a. are not equipped with seat belts;
 - b. are equipped with two-point seat belts;
 - c. are equipped with three-point seat belts; and
2. The estimated cost to the district to equip all buses with three-point seat belts.

You must retain a copy of the board agenda and minutes to upload when completing the study.

9. Complete the Report in Sentinel

Log in to Sentinel and navigate to the Bus Reporting Module. From there, follow the steps to submit your report and upload both the cost estimate and the required board documents.

Guidebook for SB 546 Reporting on School Bus Seat Belt Costs



Tools and Guidance

A collection of tools and guidance materials has been prepared to support the board and district in answering questions, gathering information, and completing the study. Office Hours are also available for additional questions. To register, log in to Sentinel and check the Events section.

TOOL OR GUIDANCE DOCUMENT	SOURCE	SUMMARY	LINK
S.B. 546	Texas Capitol	Final language for S.B. No 546	SB 546
Transportation Code §547.701	Texas Capitol	Texas Transportation Code §547.701	Transportation Code §547.701
To the Administrator Addressed	Texas Education Agency	TAA released on 10/23/2025	Appendix A
Quick Start Guide	Texas Education Agency	Quick Start Guide in a single page format	Appendix B
Data Collection Form Example	Texas Education Agency	Preview of Report	Appendix C

Additional questions can be emailed to the Office of School Safety and Security at SafeSchools@tea.texas.gov



Grant Opportunity

A grant opportunity will be made available to eligible school systems after reporting closes. Notifications will be sent by email and through Sentinel.



Appendices

Appendix A: To the Administrator Addressed

Appendix B: Quick Start Guide

Appendix C: SB 546 Seat Belt Study Reporting Form (SAMPLE)

Insert TAA Here when Finalized

Appendix A

SB 546 Reporting on School Bus Seat Belt Costs Quick Start Guide



Appendix B

Office of School Safety and Security

Purpose of the Study

This study is being conducted in response to Senate Bill 546, which amended Transportation Code §547.701(f) and requires that all school buses transporting children be equipped with three-point seat belts for every passenger. As part of this legislation, the Texas Education Agency (TEA) will gather data from each school district regarding their current bus fleet and the estimated cost to retrofit those buses with three-point seat belts.

GETTING STARTED WITH SB 546 REPORTING

Step 1: Board Determines Financial Feasibility

The board must first decide whether purchasing buses equipped with 3-point seat belts fits within the district’s budget and plan for the purchase. If the board determines it is financially feasible and plans to proceed, reporting can be completed in Sentinel at this stage. *If not, continue to Step 2.*

Step 2: Seat Belt Inventory

Identify the number of buses in the fleet (district-owned or contracted) that fall into each category:

- Fully equipped with 3-point seat belts
- Equipped only with lap belts (2-point)
- Mix of 3-point and lap belts
- Some seats with 3-point, others with no seat belts

Plan for reporting and ensure you don't miss deadlines. Scan the QR code to add important dates to your calendar.



Step 2a: Retrofit Cost Estimate (District-Owned Buses)

Request an itemized estimate to retrofit buses that require installation of 3-point seat belts to comply with **Transportation Code §547.701(f)**.

Step 2b: Cost Estimate (Contracted Bus Services)

Confirm that the bus service contract explicitly requires all buses used for student transportation to have every seat equipped with 3-point seat belts.

Step 3: Present to Board

In a public board meeting, present:

- The number of buses operated by or contracted for use by the district that:
 - Are not equipped with seat belts
 - Are equipped only with two-point seat belts
 - Are equipped with three-point seat belts
- The estimated cost to equip all buses with three-point seat belts

Step 4: Report to Agency

Report counts, costs, and board documentation in Sentinel by **May 30, 2026**.

Quick Checklist

- Step 1: Confirm Financial Feasibility**
Determine if the budget allows for purchasing buses with 3-point seat belts and plan accordingly.
- Step 2: Gather Inventory and Cost Estimates**
Determine seat belt types in current fleet and obtain an estimate to retrofit buses with 3-pt seat belts.
- Step 3: Present to the Board**
Share inventory and cost estimates in a public meeting; retain agenda and minutes for reporting.
- Step 4: Report to Agency**
Complete the required reporting within the Bus Reporting Module of Sentinel by May 29, 2026.

SB 546 Seat Belt Costs Reporting Form (SAMPLE)

Step 1: Initial Determination

Does your Local Education Agency provide buses for students (owned or contracted)?

Yes No

(If No, stop here and close the study.)

Step 2: Bus Compliance

Are all buses used to transport students, whether contracted or owned, fully equipped with 3-point seat belts as required Texas Transportation Code, §547.701?

Yes No (If Yes, confirm on pop-up and close study)

Step 3: Board Determination

Has the district's board determined that purchasing buses equipped with 3-point seat belts fits within the district's budget and plans to proceed with purchasing buses to come into alignment with Transportation Code §547.701(f)??

Yes No *(If Yes, upload agenda/minutes from board meeting. Close survey)*

Upload agenda/minutes: [Attach File]

Step 4: Bus Ownership

Select ownership type:

Owned Contracted Both

Step 5: Bus Type and Seat Belt Status

Enter the number of buses in each category:

- Fully equipped with 3-point seat belts: _____
- Equipped only with lap belts (2-point): _____
- No passenger seat belts: _____
- Mix of 3-point and lap belts: _____
- Some seats with 3-point, others with no seat belts: _____
- Some seats with lap belts, others with no seat belts: _____

Step 6a: Cost Estimates – Owned Buses

- Total retrofit cost (whole dollars): \$ _____
- Number of buses affected if warranty voided: _____
- Upload retrofit cost estimate (PDF): [Attach File]

Step 6b: Cost Estimates – Contracted Buses

- Annual cost difference for revised contract: \$ _____
- Upload cost documentation: [Attach File]

Step 7: Board Presentation Documentation Upload

- Upload agenda and minutes from public board meeting: [Attach File]



Senate Bill 546: School Bus Seat Belt Compliance Overview

Senate Bill 546 – School Bus Seat Belt Compliance

- Texas Senate Bill 546 amended Texas Transportation Code 547.701
- Requires three-point seat belts for every passenger and driver on all school buses
- Requires public board presentation when full compliance is not immediately financially feasible
- Requires reporting to TEA through Sentinel by May 29, 2026

Board Role Under SB 546

- Board must determine financial feasibility of purchasing buses
- If the Board determines that the current budget does not allow for the purchase of buses, it must review fleet seat belt status in a public meeting
- The district must report:
 1. Number of buses with no seat belts
 2. Number of buses with two-point (lap) seat belts
 3. Number of buses with three-point seat belts
 4. Estimated cost to reach full three-point compliance

Inventory and Cost Estimates

Total fleet (all buses)	39
Already equipped with 3-point seat belts	8
Contingency buses (excluded from retrofit plan)	4
Buses requiring retrofit or replacement	27

- Fully equipped with 3-point seat belts: **8 Buses**
- Equipped with 2-point (lap) seat belts: **8 Buses**
- Are not equipped with seat belts: **19 Buses**
- Estimated cost to equip 27 buses with 3-point seat belts: **\$586,372**
 - *Note: Freight charges are not included*
- Estimated cost to purchase 27 buses with 3-point seat belts : **\$4,392,800**

Questions



Discussion



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: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Tax Report
Date: April 8, 2026

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 September 16, 2025, Board meeting for a total rate of \$0.8853. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$0.7156 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 2025 tax year which is based on the levy billed on October 1, 2025.

BUDGET: Collections as of February 28, 2026, are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,241,900	\$531,652	\$2,773,553	
Current Year Collections	\$1,863,935	\$442,021	\$2,305,956	\$2,305,956
Current Year Levy Outstanding	\$377,965	\$89,632	\$467,597	
Prior Year Collections				\$88,074
Penalty & Interest Collections				\$36,178
Total Collections				\$2,430,208

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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EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2025 through 2/28/2026

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 2025	-	-	51,076.15	51,076.15	51,076.15	51,076.15	1.84%	9,028.77	9,028.77
Oct 2025	28,774.29	28,774.29	8,712.45	59,788.60	37,486.74	88,562.89	3.19%	1,764.61	10,793.38
Nov 2025	135,401.54	164,175.83	13,113.12	72,901.72	148,514.66	237,077.55	8.55%	1,901.28	12,694.66
Dec 2025	855,586.24	1,019,762.07	17,065.33	89,967.05	872,651.57	1,109,729.12	40.01%	3,006.28	15,700.94
Jan 2026	975,567.45	1,995,329.52	17,666.72	107,633.77	993,234.17	2,102,963.29	75.82%	2,836.55	18,537.49
Feb 2026	317,514.31	2,312,843.83	9,730.40	117,364.17	327,244.71	2,430,208.00	87.62%	3,749.59	22,287.08
Mar 2026									
Apr 2026									
May 2026									
Jun 2026									
Jul 2026									
Aug 2026									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/25/2025	2,756,631.77	N/A	N/A	Total Levy Collected	2,305,955.98	88,073.60	2,394,029.58
Levy-Billed 10/1/2025	2,817,941.38	635,963.53	3,453,904.91	Total Penalty & Interest	6,887.85	29,290.57	36,178.42
Adjusted Levy YTD	2,773,552.79	597,129.90	3,370,682.69	Total Levy + P&I	2,312,843.83	117,364.17	2,430,208.00
Increase/Decrease	(44,388.59)	(38,833.63)	(83,222.22)	Taxes as percent of levy	83.14%	3.18%	86.32%
Levy Outstanding	467,596.81	509,056.30	976,653.11	P&I as percent of levy	0.25%	1.06%	1.31%
				Total as percent of levy	83.39%	4.24%	87.63%
				Collection Fee	337.18	21,949.90	22,287.08
				Total Collected YTD	2,313,181.01	139,314.07	2,452,495.08



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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: April 8, 2026

HISTORY: The district’s fiscal year runs from July 1st through June 30th. The district’s fiscal accounts are audited annually, and the results were presented at a special meeting in February.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of February 28, 2026, 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.

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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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 ONE MONTH ENDING FEBRUARY 28, 2026

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	\$ 3,093,147	\$ 3,093,147	2,420,582	\$ (672,565)
5800	State Program Revenues	31,231,757	31,440,069	21,596,595	(9,843,474)
5900	Federal Program Revenues	4,305,000	4,305,000	2,287,400	(2,017,600)
5020	Total Revenues	<u>38,629,904</u>	<u>38,838,216</u>	<u>26,304,577</u>	<u>(12,533,639)</u>
EXPENDITURES:					
Current:					
0011	Instruction	19,734,074	19,947,780	13,364,341	6,583,439
0012	Instructional Resources and Media Services	67,426	67,426	40,220	27,205
0013	Curriculum and Instructional Staff Development	859,460	859,460	506,696	352,764
0021	Instructional Leadership	744,080	774,432	496,645	277,787
0023	School Leadership	2,102,639	2,113,090	1,317,392	795,698
0031	Guidance, Counseling and Evaluation Services	1,503,569	1,502,069	826,260	675,810
0032	Social Work Services	50,039	100,039	64,451	35,588
0033	Health Services	427,494	427,494	318,930	108,564
0034	Student (Pupil) Transportation	1,421,379	1,421,379	933,819	487,560
0035	Food Services	3,310,425	3,310,425	2,186,699	1,123,726
0036	Extracurricular Activities	909,279	1,024,279	758,226	266,053
0041	General Administration	1,707,954	1,857,954	1,166,081	691,873
0051	Facilities Maintenance and Operations	5,317,942	5,314,942	2,679,379	2,635,562
0052	Security and Monitoring Services	608,150	1,111,663	813,212	298,451
0053	Data Processing Services	1,170,851	1,170,851	798,690	372,160
0061	Community Services	15,030	15,030	7,060	7,970
Debt Service:					
0071	Debt Service	319,725	283,815	193,351	90,464
Capital Outlay:					
0081	Facilities Acquisition and Construction	-	-	-	-
Intergovernmental:					
0099	Other Intergovernmental Charges	51,700	51,700	22,892	28,808
6030	Total Expenditures	<u>40,321,216</u>	<u>41,353,829</u>	<u>26,494,345</u>	<u>14,859,484</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(1,691,312)</u>	<u>(2,515,613)</u>	<u>(189,768)</u>	<u>2,325,845</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	9,913	(15,087)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>25,000</u>	<u>25,000</u>	<u>9,913</u>	<u>(15,087)</u>
1200	Net Changes in Fund Balances	<u>(1,666,312)</u>	<u>(2,490,613)</u>	<u>(179,855)</u>	<u>2,310,758</u>
0100	Fund Balance - July 1 (Beginning)	-	14,185,974	14,185,974	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (1,666,312)</u>	<u>\$ 11,695,361</u>	<u>\$ 14,006,119</u>	<u>\$ 2,310,758</u>

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ONE MONTH ENDING FEBRUARY 28, 2026

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	\$ 527,252	\$ 527,252	\$ 484,762	\$ (42,490)
5800	State Program Revenues	1,245,681	1,245,681	1,150,870	(94,811)
5020	Total Revenues	<u>1,772,933</u>	<u>1,772,933</u>	<u>1,635,632</u>	<u>(137,301)</u>
EXPENDITURES:					
Debt Service:					
0071	Debt Service	<u>1,727,225</u>	<u>1,727,225</u>	<u>407,614</u>	<u>1,319,611</u>
6030	Total Expenditures	<u>1,727,225</u>	<u>1,727,225</u>	<u>407,614</u>	<u>1,319,611</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>45,708</u>	<u>45,708</u>	<u>1,228,018</u>	<u>1,182,310</u>
OTHER FINANCING SOURCES (USES):					
7915	Transfers In	-	-	\$ -	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
1200	Net Changes in Fund Balances	45,708	45,708	1,228,018	1,182,310
0100	Fund Balance - July 1 (Beginning)	-	341,499	341,499	-
3000	Fund Balance - June 30 (Ending)	<u>\$ 45,708</u>	<u>\$ 387,207</u>	<u>\$ 1,569,517</u>	<u>\$ 1,182,310</u>

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE ONE MONTH ENDING FEBRUARY 28, 2026

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 588,917	\$ 47,070	\$ 635,988
Total Operating Revenues	<u>588,917</u>	<u>47,070</u>	<u>635,988</u>
OPERATING EXPENSES:			
Professional and Contracted Services	1,197,859	133,677	1,331,536
Other Operating Costs	179,355	-	179,355
Total Operating Expenses	<u>1,377,214</u>	<u>133,677</u>	<u>1,510,891</u>
Operating Income (Loss)	<u>(788,297)</u>	<u>(86,607)</u>	<u>(874,904)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	120	37,109	37,229
Total Nonoperating Revenues (Expenses)	<u>120</u>	<u>37,109</u>	<u>37,229</u>
Income (Loss) Before Transfers	(788,177)	(49,498)	(837,675)
Transfer In	<u>-</u>	<u>-</u>	<u>-</u>
Change in Net Position	<u>(788,177)</u>	<u>(49,498)</u>	<u>(837,675)</u>
Total Net Position - July 1 (Beginning)	<u>(558,907)</u>	<u>909,946</u>	<u>351,039</u>
Total Net Position - June 30 (Ending)	<u>\$ (1,347,084)</u>	<u>\$ 860,448</u>	<u>\$ (486,636)</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: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: April 08, 2026

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 the investment report for the month of February 28, 2026.

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

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 One Month Ending February 28, 2026

	General Fund	\$ 286,708.57
	Interest & Sinking (Debt Service) Fund	\$ 10,993.24
	Capital Projects Fund	\$ 11,195.04
	Health Insurance Fund	\$ 119.74
	Workers Compensation Fund	\$ 37,108.83
	Total	\$ 346,125.42

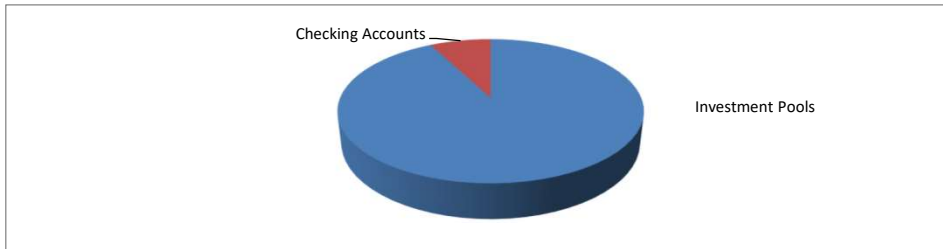
We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Elizabeth Perez
Chief Financial Officer

March 24, 2026
Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 15,754,704	92.32%	Overnight
Checking Accounts	\$ 1,311,074	7.68%	Overnight
	\$ 17,065,778		



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-25	31-Jul-25	Overnight	\$ 838,994.15	1.20%	\$ 886.16
01-Aug-25	31-Aug-25	Overnight	\$ 607,050.05	1.20%	\$ 842.36
01-Sep-25	30-Sep-25	Overnight	\$ 239,186.25	1.00%	\$ 689.70
01-Oct-25	31-Oct-25	Overnight	\$ 813,294.44	1.00%	\$ 743.11
01-Nov-25	30-Nov-25	Overnight	\$ 1,143,751.69	0.80%	\$ 790.98
01-Dec-25	31-Dec-25	Overnight	\$ 1,244,437.27	0.60%	\$ 682.71
01-Jan-26	31-Jan-26	Overnight	\$ 1,260,446.55	0.60%	\$ 732.85
01-Feb-26	28-Feb-26	Overnight	\$ 1,032,820.60	0.60%	\$ 637.74
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Net Earnings Allowance: **\$ 6,005.61**

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-25	31-Jul-25	Overnight	\$ 132,847.70	0.00%	\$ -
01-Aug-25	31-Aug-25	Overnight	\$ 143,984.60	0.00%	\$ -
01-Sep-25	30-Sep-25	Overnight	\$ 156,125.25	0.00%	\$ -
01-Oct-25	31-Oct-25	Overnight	\$ 170,901.90	0.00%	\$ -
01-Nov-25	30-Nov-25	Overnight	\$ 190,086.11	0.00%	\$ -
01-Dec-25	31-Dec-25	Overnight	\$ 199,193.51	0.00%	\$ -
01-Jan-26	31-Jan-26	Overnight	\$ 208,789.29	0.00%	\$ -
01-Feb-26	28-Feb-26	Overnight	\$ 219,912.12	0.00%	\$ -
01-Mar-26	31-Mar-26	Overnight		0.00%	\$ -
01-Apr-26	30-Apr-26	Overnight		0.00%	\$ -
01-May-26	31-May-26	Overnight		0.00%	\$ -
01-Jun-26	30-Jun-26	Overnight		0.00%	\$ -

Net Earnings Allowance: **\$ -**

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-25	31-Jul-25	Overnight	\$ 1,922,931.48	4.44%	\$ 5,819.01
01-Aug-25	31-Aug-25	Overnight	\$ 716,792.31	4.43%	\$ 4,460.75
01-Sep-25	30-Sep-25	Overnight	\$ 4,426,993.63	4.39%	\$ 3,748.94
01-Oct-25	31-Oct-25	Overnight	\$ 3,306,062.05	4.28%	\$ 13,746.31
01-Nov-25	30-Nov-25	Overnight	\$ 2,741,365.93	4.14%	\$ 9,131.80
01-Dec-25	31-Dec-25	Overnight	\$ 5,345,560.39	4.03%	\$ 12,179.74
01-Jan-26	31-Jan-26	Overnight	\$ 5,593,957.40	3.91%	\$ 17,984.60
01-Feb-26	28-Feb-26	Overnight	\$ 4,616,935.06	3.83%	\$ 14,774.83
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: **\$ 81,845.98**

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-25	31-Jul-25	Overnight	\$ 217,776.80	4.42%	\$ 813.98
01-Aug-25	31-Aug-25	Overnight	\$ 218,598.17	4.42%	\$ 817.23
01-Sep-25	30-Sep-25	Overnight	\$ 219,382.50	4.37%	\$ 784.33
01-Oct-25	31-Oct-25	Overnight	\$ 220,177.10	4.26%	\$ 794.60
01-Nov-25	30-Nov-25	Overnight	\$ 220,916.97	4.09%	\$ 739.87
01-Dec-25	31-Dec-25	Overnight	\$ 221,659.83	3.96%	\$ 742.86
01-Jan-26	31-Jan-26	Overnight	\$ 222,385.37	3.85%	\$ 725.54
01-Feb-26	28-Feb-26	Overnight	\$ 223,033.68	3.80%	\$ 648.31
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: **\$ 6,066.72**

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-25	31-Jul-25	Overnight	\$ 4,761,132.40	4.31%	\$ 17,348.31
01-Aug-25	31-Aug-25	Overnight	\$ 3,100,267.40	4.31%	\$ 16,865.29
01-Sep-25	30-Sep-25	Overnight	\$ 2,597,252.22	4.25%	\$ 9,705.71
01-Oct-25	31-Oct-25	Overnight	\$ 2,640,827.00	4.14%	\$ 9,218.52
01-Nov-25	30-Nov-25	Overnight	\$ 2,763,254.65	3.97%	\$ 8,798.82
01-Dec-25	31-Dec-25	Overnight	\$ 3,290,804.87	3.81%	\$ 9,541.79
01-Jan-26	31-Jan-26	Overnight	\$ 4,016,687.16	3.70%	\$ 11,602.38
01-Feb-26	28-Feb-26	Overnight	\$ 4,560,788.20	3.67%	\$ 12,509.17
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 95,589.99

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-25	31-Jul-25	Overnight	\$ 3,698,009.69	4.41%	\$ 13,812.13
01-Aug-25	31-Aug-25	Overnight	\$ 3,711,822.53	4.39%	\$ 13,812.84
01-Sep-25	30-Sep-25	Overnight	\$ 3,725,114.46	4.35%	\$ 13,291.93
01-Oct-25	31-Oct-25	Overnight	\$ 3,738,663.74	4.28%	\$ 13,549.28
01-Nov-25	30-Nov-25	Overnight	\$ 3,751,303.72	4.11%	\$ 12,639.98
01-Dec-25	31-Dec-25	Overnight	\$ 3,763,968.94	3.97%	\$ 12,665.22
01-Jan-26	31-Jan-26	Overnight	\$ 3,776,309.85	3.85%	\$ 12,340.91
01-Feb-26	28-Feb-26	Overnight	\$ 3,787,336.69	3.80%	\$ 11,026.84
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 103,139.13

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-25	31-Jul-25	Overnight	\$ 14,782.53	0.68%	\$ 8.55
01-Aug-25	31-Aug-25	Overnight	\$ 15,560.42	0.68%	\$ 8.73
01-Sep-25	30-Sep-25	Overnight	\$ 17,899.36	0.64%	\$ 8.78
01-Oct-25	31-Oct-25	Overnight	\$ 18,729.30	0.58%	\$ 8.95
01-Nov-25	30-Nov-25	Overnight	\$ 19,385.43	0.48%	\$ 7.55
01-Dec-25	31-Dec-25	Overnight	\$ 20,237.33	0.48%	\$ 8.10
01-Jan-26	31-Jan-26	Overnight	\$ 20,833.91	0.48%	\$ 8.37
01-Feb-26	28-Feb-26	Overnight	\$ 21,131.01	0.48%	\$ 7.72
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 66.75

Total General Fund Interest Earned **\$ 286,708.57**

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-25	31-Jul-25	Overnight	\$ 141,771.92	4.44%	\$ 532.47
01-Aug-25	31-Aug-25	Overnight	\$ 142,305.81	4.43%	\$ 533.89
01-Sep-25	30-Sep-25	Overnight	\$ 142,818.86	4.39%	\$ 513.05
01-Oct-25	31-Oct-25	Overnight	\$ 143,338.42	4.28%	\$ 519.56
01-Nov-25	30-Nov-25	Overnight	\$ 143,825.62	4.14%	\$ 487.20
01-Dec-25	31-Dec-25	Overnight	\$ 144,317.40	4.03%	\$ 491.78
01-Jan-26	31-Jan-26	Overnight	\$ 144,796.85	3.91%	\$ 479.45
01-Feb-26	28-Feb-26	Overnight	\$ 145,221.82	3.83%	\$ 424.97
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 3,982.37

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-25	31-Jul-25	Overnight	\$ 163,823.95	4.31%	\$ 592.59
01-Aug-25	31-Aug-25	Overnight	\$ 169,462.90	4.31%	\$ 608.66
01-Sep-25	30-Sep-25	Overnight	\$ 177,880.42	4.25%	\$ 608.36
01-Oct-25	31-Oct-25	Overnight	\$ 186,226.39	4.14%	\$ 644.13
01-Nov-25	30-Nov-25	Overnight	\$ 213,529.07	3.97%	\$ 651.18
01-Dec-25	31-Dec-25	Overnight	\$ 337,067.14	3.81%	\$ 834.38
01-Jan-26	31-Jan-26	Overnight	\$ 507,484.28	3.70%	\$ 1,359.14
01-Feb-26	28-Feb-26	Overnight	\$ 635,066.75	3.67%	\$ 1,712.43
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 7,010.87

Total Debt Service Fund Interest Earned **\$ 10,993.24**

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-25	31-Jul-25	Overnight	\$ 414,582.28	4.31%	\$ 1,513.14
01-Aug-25	31-Aug-25	Overnight	\$ 416,099.83	4.31%	\$ 1,517.55
01-Sep-25	30-Sep-25	Overnight	\$ 417,553.80	4.25%	\$ 1,453.97
01-Oct-25	31-Oct-25	Overnight	\$ 419,022.50	4.14%	\$ 1,468.70
01-Nov-25	30-Nov-25	Overnight	\$ 420,388.83	3.97%	\$ 1,366.33
01-Dec-25	31-Dec-25	Overnight	\$ 421,747.87	3.81%	\$ 1,359.04
01-Jan-26	31-Jan-26	Overnight	\$ 423,071.88	3.70%	\$ 1,324.01
01-Feb-26	28-Feb-26	Overnight	\$ 424,264.18	3.67%	\$ 1,192.30
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 11,195.04

Total Capital Projects Fund Interest Earned **\$ 11,195.04**

Health Insurance Fund

Wells Fargo- Health Insurance						
<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-25	31-Jul-25	Overnight	\$ 75,186.24	0.68%	\$	20.16
01-Aug-25	31-Aug-25	Overnight	\$ 46,781.69	0.68%	\$	22.23
01-Sep-25	30-Sep-25	Overnight	\$ 30,805.10	0.64%	\$	20.44
01-Oct-25	31-Oct-25	Overnight	\$ 14,884.65	0.57%	\$	7.42
01-Nov-25	30-Nov-25	Overnight	\$ 18,432.76	0.48%	\$	22.64
01-Dec-25	31-Dec-25	Overnight	\$ 27,712.09	0.48%	\$	6.19
01-Jan-26	31-Jan-26	Overnight	\$ 4,249.79	0.48%	\$	9.03
01-Feb-26	28-Feb-26	Overnight	\$ 8,511.31	0.48%	\$	11.63
01-Mar-26	31-Mar-26	Overnight				
01-Apr-26	30-Apr-26	Overnight				
01-May-26	31-May-26	Overnight				
01-Jun-26	30-Jun-26	Overnight				
					Interest Earned:	<u>\$ 119.74</u>
Total Health Insurance Fund Interest Earned						<u>\$ 119.74</u>

Workers Compensation Fund

Wells Fargo- Worker's Compensation						
<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-25	31-Jul-25	Overnight	\$ 19,529.14	0.68%	\$	11.76
01-Aug-25	31-Aug-25	Overnight	\$ 18,657.22	0.68%	\$	11.08
01-Sep-25	30-Sep-25	Overnight	\$ 17,909.80	0.64%	\$	9.58
01-Oct-25	31-Oct-25	Overnight	\$ 11,620.08	0.58%	\$	7.32
01-Nov-25	30-Nov-25	Overnight	\$ 10,052.10	0.48%	\$	4.27
01-Dec-25	31-Dec-25	Overnight	\$ 6,196.47	0.48%	\$	3.45
01-Jan-26	31-Jan-26	Overnight	\$ 20,566.82	0.48%	\$	4.34
01-Feb-26	28-Feb-26	Overnight	\$ 28,699.21	0.48%	\$	7.72
01-Mar-26	31-Mar-26	Overnight				
01-Apr-26	30-Apr-26	Overnight				
01-May-26	31-May-26	Overnight				
01-Jun-26	30-Jun-26	Overnight				
					Interest Earned:	<u>\$ 59.52</u>

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-25	31-Jul-25	Overnight	\$ 1,329,979.23	4.42%	\$	4,971.01
01-Aug-25	31-Aug-25	Overnight	\$ 1,334,970.11	4.42%	\$	4,990.88
01-Sep-25	30-Sep-25	Overnight	\$ 1,339,759.96	4.37%	\$	4,789.85
01-Oct-25	31-Oct-25	Overnight	\$ 1,344,612.54	4.26%	\$	4,852.58
01-Nov-25	30-Nov-25	Overnight	\$ 1,349,130.89	4.09%	\$	4,518.35
01-Dec-25	31-Dec-25	Overnight	\$ 1,353,667.52	3.96%	\$	4,536.63
01-Jan-26	31-Jan-26	Overnight	\$ 1,358,098.34	3.85%	\$	4,430.82
01-Feb-26	28-Feb-26	Overnight	\$ 1,362,057.53	3.80%	\$	3,959.19
01-Mar-26	31-Mar-26	Overnight				
01-Apr-26	30-Apr-26	Overnight				
01-May-26	31-May-26	Overnight				
01-Jun-26	30-Jun-26	Overnight				
					Interest Earned:	<u>\$ 37,049.31</u>
Total Worker's Compensation Fund Interest Earned :						<u>\$ 37,108.83</u>

First Public
12007 Research Blvd.
Austin, Texas 78759
800-558-8875 • firstpublic.com

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

A TASBO Strategic Partner



The Official Investment Pool of



Lone Star Monthly Performance Update

The Lone Star Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, charges, 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.

First Public is a registered broker dealer with the Securities and Exchange Commission, the Financial Industry Regulatory Authority, and the Municipal Securities Rulemaking Board. First Public is not acting as a municipal advisor and is not providing advice or recommending any action to any municipal entity (including governmental entities under Section 15B of the U.S. Securities Exchange Act) or any of such entity's obligated persons. First Public does not assume or owe any fiduciary duty under Section 15B of the U.S. Securities Exchange Act with respect to the information contained herein. Please consult your professional and legal advisors and fiduciaries before acting on any of this information.

Fund Performance Update

February 28, 2026

Comments by Mellon, Investment Manager

The US Treasury yield curve flattened significantly in the month of February as yields fell as much as 31 basis points (bps) on the long end of the curve. The equity markets were flat to lower during the month as the Dow Jones Industrial Average, S&P 500, and Nasdaq-100 indexes returned +0.2%, -0.9%, and -3.4%, respectively. There was no Federal Open Market Committee (FOMC) meeting in February. Federal Reserve (Fed) minutes from the January meeting showed that members remain split between downside risks to employment and requiring more evidence of disinflation. What was notable was that several officials would have favored a balanced description of future policy decisions, increasing hawkishness relative to recent prior meetings. At the end of February, the US and Israel launched attacks on Iranian military targets as well as Iran's political leadership with President Trump calling for regime change. Iran has retaliated with strikes on targets in the Gulf States and Israel. This significantly increases uncertainty going forward. A drawn-out conflict could weigh on global markets. It also adds to uncertainty of the global energy markets.

Active Participants This Month

Schools and Colleges	606
Other Governmental Entities	96
<i>Total</i>	<i>702</i>



Thank you for celebrating 30+ years with us!

Throughout the coming year, the following list will be updated as we recognize all ongoing accounts that have been with Lone Star for 30 years or more.

Shelbyville ISD	Vega ISD	Dime Box ISD
Munday ISD	Frisco ISD	Los Fresnos CISD
Lampasas ISD	Manor ISD	Mercedes ISD
Elysian Fields ISD	Bushland ISD	Alvin ISD
Santa Fe ISD	Splendora ISD	Eagle Mountain-Saginaw
Needville ISD	Vidor ISD	Houston CC
McLennan CC	Pasadena ISD	City of Jacksonville
Crystal City ISD	Anthony ISD	

Government Overnight Fund

Return Information

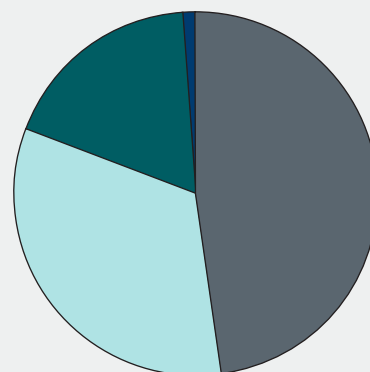
February 28, 2026

Average Monthly Return (a)	3.67%
SEC 7-day Fund Yield (b)	3.68%
Weighted Average Maturity One (c)	25 days
Weighted Average Maturity Two (c)	99 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	2,601,417,176.77	2,601,417,176.77
US Treasuries	1,392,169,212.13	1,392,421,983.09
Agencies	3,811,448,605.38	3,811,497,810.96
Money Market Funds	76,813,499.11	76,813,499.11
Total Assets	7,881,848,493.39	7,882,150,469.93

Investment Distribution



Agencies	48%
Cash Repo	33%
Treasuries	18%
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

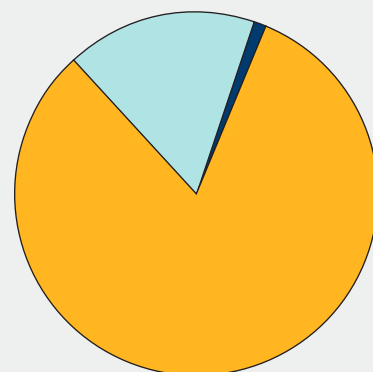
February 28, 2026

Average Monthly Return (a)	3.80%
SEC 7-day Fund Yield (b)	3.80%
Weighted Average Maturity One (c)	50 days
Weighted Average Maturity Two (c)	81 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	876,285,050.90	876,285,050.90
US Treasuries	-	-
Agencies	-	-
Commercial Paper	4,108,870,155.82	4,108,593,757.86
Money Market Funds	51,560,864.74	51,560,864.74
Total Assets	5,036,716,071.46	5,036,439,673.50

Investment Distribution



Commercial Paper	82%
Cash/Repo	17%
Money Market	1%

(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

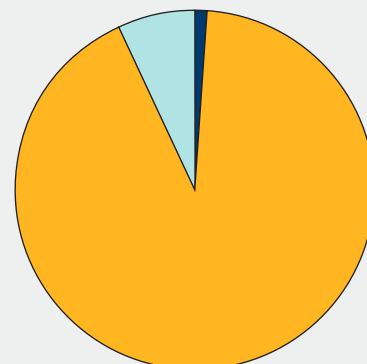
February 28, 2026

Average Monthly Return (a)	3.83%
SEC 7-day Fund Yield (b)	3.82%
Weighted Average Maturity One (c)	58 days
Weighted Average Maturity Two (c)	93 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

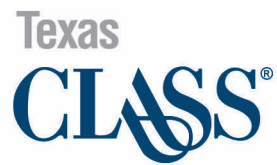
	Book Value	Market Value
Cash/Repo	962,614,717.46	962,614,717.46
US Treasuries	-	-
Agencies	-	-
Commercial Paper	13,087,766,485.31	13,086,926,490.56
Money Market Funds	58,100,131.46	58,100,131.46
Total Assets	14,108,481,334.23	14,107,641,339.48

Investment Distribution



Commercial Paper	92%
Cash/Repo	7%
Money Market	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
02/01/2026	0.00000000	3.8297%
02/02/2026	0.000104999	3.8325%
02/03/2026	0.000104901	3.8289%
02/04/2026	0.000104631	3.8190%
02/05/2026	0.000104301	3.8070%
02/06/2026	0.000312357	3.8003%
02/07/2026	0.00000000	3.8003%
02/08/2026	0.00000000	3.8003%
02/09/2026	0.000103464	3.7896%
02/10/2026	0.000103659	3.7836%
02/11/2026	0.000103894	3.7929%
02/12/2026	0.000103855	3.7921%
02/13/2026	0.000415708	3.7944%
02/14/2026	0.00000000	3.7944%
02/15/2026	0.00000000	3.7944%
02/16/2026	0.00000000	3.7944%
02/17/2026	0.000103753	3.7870%
02/18/2026	0.000104552	3.8163%
02/19/2026	0.000104465	3.8132%
02/20/2026	0.000312360	3.8004%
02/21/2026	0.00000000	3.8004%
02/22/2026	0.00000000	3.8004%
02/23/2026	0.000103972	3.7948%
02/24/2026	0.000103990	3.7957%
02/25/2026	0.000104082	3.7990%
02/26/2026	0.000104077	3.7988%
02/27/2026	0.000208098	3.7981%
02/28/2026	0.00000000	3.7981%

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
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: April 8, 2026

HISTORY: The District’s 2025-2026 budget was officially approved at the June 18, 2025 special Board meeting.

RATIONALE: In accordance with CE(LOCAL), the Board shall approve amendments to the budget when a change is made, increasing any one of the functional spending categories or increasing revenue object accounts and other resources. The purpose of this agenda item is to align the budget with the correct function code in the following areas:

- **Budget Alignment**
 - **Function 51 (Facilities Maintenance and Operations):** To decrease function 51 by \$214,142 to reconcile functions, and account for costs in the correct function code.
 - **Function 13 (Curriculum Development and Instructional Staff Development):** To increase function 13 by \$37,000 to reconcile functions, and account for costs in the correct function code.
 - **Function 33 (Health Services):** To increase function 33 by \$11,700 to reconcile functions, and account for costs in the correct function code.
 - **Function 34 (Student Transportation):** To increase function 34 by \$10,442 to reconcile functions, and account for costs in the correct function code.
 - **Function 36 (Extracurricular Activities):** To increase function 36 by \$140,000 to pay for State competition expenses, reconcile functions, and account for costs in the correct function code.
 - **Function 52 (Security and Monitoring Services):** To increase function 52 by \$15,000 to reconcile functions, and account for costs in the correct function code.

BUDGET: The proposed budget amendment can be seen in the attachment enclosed.

ADMINSTRATIVE RECOMMENDATION: The administrative recommendation is to approve the budget amendment 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.

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL FUND		<u>2025-2026</u>	<u>2025-2026</u>	<u>4/8/2026</u>	<u>2025-2026</u>
		Adopted REVENUES	Amended REVENUES	(a) Budget Alignment	Proposed REVENUES
REVENUES					
5700	Local and Intermediate Sources	\$ 3,093,147	\$ 3,093,147		\$ 3,093,147
5800	State Sources	31,231,757	31,440,069		\$ 31,440,069
5900	Federal Programs	4,305,000	4,305,000		\$ 4,305,000
<i>Total Revenues</i>		<u>38,629,904</u>	<u>38,838,216</u>		<u>38,838,216</u>
EXPENDITURES					
		EXPENDITURES	EXPENDITURES		EXPENDITURES
11	Instruction	19,734,074	19,997,312		19,997,312
12	Instructional Resources and Media Services	67,426	65,926		65,926
13	Curriculum and Instructional Staff Development	859,460	848,673	37,000	885,673
21	Instructional Leadership	744,080	774,432		774,432
23	School Leadership	2,102,639	2,132,964		2,132,964
31	Guidance, Counseling and Evaluation Services	1,503,569	1,489,259		1,489,259
32	Social Work Services	50,039	100,039		100,039
33	Health Services	427,494	427,494	11,700	439,194
34	Student (Pupil) Transportation	1,421,379	1,423,048	10,442	1,433,490
35	Food Services	3,310,425	3,311,330		3,311,330
36	Cocurricular/Extracurricular Activities	909,279	1,027,613	140,000	1,167,613
41	General Administration	1,707,954	1,872,013		1,872,013
51	Facilities Maintenance and Operations	5,317,942	5,371,942	(214,142)	5,157,800
52	Security and Monitoring Services	608,150	1,117,824	15,000	1,132,824
53	Data Processing Services	1,170,851	1,175,786		1,175,786
61	Community Services	15,030	15,030		15,030
71	Debt Service	319,725	283,815		283,815
81	Facilities Acquisition and Construction	0	0		0
99	Other Intergovernmental Charges	51,700	51,700		51,700
<i>Total Expenditures</i>		<u>40,321,216</u>	<u>\$ 41,486,201</u>	<u>\$ -</u>	<u>\$ 41,486,201</u>
REVENUES OVER(UNDER) EXPENDITURES		<u>\$ (1,691,312)</u>	<u>\$ (2,647,985)</u>		<u>\$ (2,647,985)</u>



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez- Chief Financial Officer
Vicente Rodriguez – Executive Director-Technology
Subject: Consider and Possible Board Action to approve New Lease Agreement for Copiers, Duplicators, Equipment and Services with Complete Office Technologies, Inc.
Date: April 8, 2026

HISTORY:

The district's current three-year copy machine and duplicating machine lease will expire on June 30, 2026. The existing lease includes 36 copy machines (2 with color-copying capabilities) and 2 high-speed duplicator machines, for a total of 38 units. The monthly cost is \$7,541.01, which includes unlimited black-and-white copies, a cost of \$0.045 per color copy, and the PaperCut software.

The proposed lease term for the new contract is 48 months, beginning July 1, 2026, and ending June 30, 2030. The quote presents two options for copy machines, including two with color capabilities featuring unlimited black-and-white copies, a per-copy color rate, and upgraded models for all equipment.

Based on equipment usage and accessory needs, Option 2 is recommended. Additionally, the District intends to continue its partnership with Complete Office Technologies, Inc., an awarded vendor under BuyBoard, for the new lease term.

RATIONALE:

The following two options were received from the current vendor, Complete Office Technologies, Inc.

Option 1:

This option reflects the same configuration currently in use with **Sharp Advanced Series** devices and **Duplo duplicators**. The pricing consists of the following equipment:

1. **33 Sharp BP-71M55 – 55 PPM Mono Workgroup Document Systems**
 - 24 units with (2) 550-sheet drawers, stand, and inner finisher stapling unit
 - 9 units with (2) 550-sheet drawers, stand, inner finisher stapling unit with hole punch
2. **2 Sharp BP-71C55 – 55 PPM Color Workgroup Document Systems**
 - Both units with (2) 550-sheet drawers, stand, and inner finisher with hole punch
3. **1 Sharp BP-B540WR – 40 PPM Mono Desktop Document System**
 - Includes 600-sheet drawer, stand, and inner finisher stapling unit.

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4. 2 Duplo DP-A120 II – 130 PPM Duplicators with stand

Lease Term	Monthly Cost	Color CPC Charge
36 Mo Lease	\$8,492.00	\$0.045 per copy
48 Mo Lease	\$7,614.41	\$0.045 per copy

Option 2 (Vendor Recommendation):

This is the recommended configuration from Complete Office Technologies, Inc. based on actual usage and accessory needs.

1. **33 Sharp BP-71M55 – 55 PPM Mono**, with (2) 550-sheet drawers, stand only, no stapling units.
2. **1 Sharp BP-71C55 – 55 PPM Color**, with (2) 550-sheet drawers stand, stapling, and hole punch (Superintendent’s Office)
3. **1 Sharp BP-71C65 – 65 PPM Color**, with (2) 550-sheet drawers stand, no stapling unit (Print Shop)
4. **1 Sharp BP-70M75 – 75 PPM Mono**, with (2) 550-sheet drawers, 2100 tandem drawers and stapling unit (Garcia Parent Center)
5. **1 Sharp BP-71M55 – 55 PPM Mono**, full-size, with (2) 550-sheet drawers, no stapling unit (Reception Area)

Lease Term	Monthly Cost	Color CPC Charge
36 Mo Lease	\$8,156.93	\$0.045 per copy
48 Mo Lease	\$7,351.67	\$0.045 per copy

BUDGET IMPACT:

If Option 1 from Complete Office Technologies, Inc. is selected, the total monthly expense will be \$7,614.41 for a 48-month lease, resulting in an annual cost of \$91,372.92

If Option 2 from Complete Office Technologies, Inc. is approved, the total monthly expense will be \$7,351.67 for a 48-month lease term, resulting in an annual cost of \$88,220.04.

The new lease agreement will be funded through the General Fund.

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Option 2, based on a 48-month term, provides a cost advantage compared to the current arrangement. This recommendation is further supported by the district's long-standing, positive relationship with the vendor, who has consistently met service and performance expectations.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board to approve Option 2 from Complete Office Products, Inc. for the 48-month new lease agreement commencing on July 1, 2026. This approach will provide upgraded equipment, leverage the existing Papercut implementation at no extra expense to the district, and achieve savings on monthly lease payments.

For Approval? Yes No

If not, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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San Elizario ISD

Date: 03/18/2026

Maria Ochoa
915-533-6901
maria@cotelpaso.com



About Complete Office Technologies Inc,

The company was built on the idea that customer service, upon delivery of new equipment, is paramount to the success of our relationship. Delivering a copier and then connecting it to the network is just the beginning. We believe that continued **training** is a critical part of our business function.

Our team continuously strives to integrate our values in our day-to-day business interactions. As a growing women-owned locally business in El Paso, we realize that our support of each customer is critical to our reputation and future success.

However, we find it important to elaborate why a business relationship between San Elizario ISD and Complete Office Technologies is a great fit. Our team, being members of communities such as Clint, Fabens, and Socorro, understand that our clients value and rely on our team's communication, professionalism, dependability, and reliability of the products we offer.

Maria Ochoa, Owner, and Business Leader of Complete Office Technologies gained extensive knowledge through her 27+ years within this industry. Her experience includes working for a local dealership, as well as a manufacturer managing the public sector accounts such as all El Paso ISD's, City, County, Ft Bliss. This combination allowed Maria a unique perspective in providing customer service.

Maria surrounded herself with a technical support team that's been in the industry since the equipment was analog stand-alone copiers to now digital multifunction machines. These qualified technicians constantly are being trained and certified by the manufacture, for every product we offer making sure they stay up to date with all firmware updates, knowledge of equipment we offer being crossed trained to be able to provide our clients best customer service.

Technicians assigned to San Elizario, Roberto Estrada graduate of Socorro started working on copiers in 1983 he is trained from single functions to production multifunction devices, as well as other products we offer. Armando Hernandez graduated of Fabens started in the industry 2001 also trained to work on all devices, software solutions, and IT support.

We chose to become an authorized dealer and represent Sharp Electronics products. Why? Sharp was founded in 1912 is a Global technology leader with global resources financially stable with the financial backing of Foxconn. Sharp has received prestigious awards for product line of the year, recognized by Source well Legendary Award and most recently 2022 best manufacturer, many other awards. Sharp's support to its dealers is outstanding with them always working side by side to assist in every account no matter the size the account. Having the support of our manufacturers is key for our success.

Our Proposal

Option 1: This option is same configuration as you currently have Sharp Advance Series devices and Duplo duplicators. The pricing consists of the following equipment.

1. 33 Sharp BP-71M 55 Page Per Minute Mono Workgroup Document System
 - A. 24 BP-71M55 with 2 550 sheet drawers-stand and inner finisher-stapling unit
 - B. 9 BP-71M55 with 2 550 sheet drawers-stand and inner finisher-stapling/whole punch
2. 2 Sharp BP-71C55 55 Page Per Minute Color Workgroup Document System
 - C. 2 BP-71C55 with 2 550 sheet drawers-stand, inner finisher-w hole punch
3. 1 Sharp BP-B540WR 40 Page Per Minute Mono Desktop Document System
 - D. BP-B540WR with 600 sheet drawers, stand and inner finisher-stapling.
4. 3 Duplo DP-A120 II 130 Page Per Minute duplicator with stand

PRICING SUMMARY

36 Mo Lease	48 Mo Lease	Color CPC Charge	Mono Charge
\$ 8492.00	\$7614.41	\$.045 each	\$ 0.00

Option 2: This is Complete Office Technologies, Inc, recommendation based on the usage of the equipment and accessories.

1. 33 Sharp BP-71M55 55 PPM Mono with 2 550 sheet drawers-stand
2. 1 Sharp BP-71C55 55 PPM Color with 2 550 drawers-stand, stapling -hole punch (Superintendent)
3. 1 Sharp BP-71C65 65 PPM Color with 2 550 sheet drawers-stand (Print Shop)
4. 1 Sharp BP-70M75 75 PPM Mono with 2 550 drawers, 2100 tandem drawers and stapling (Garcia parent center)
5. 1 Sharp BP-71M55 55 PPM Mono full-size with 2 550 sheet drawers-stand (reception area)

ALTERNATIVE PRICING SUMMARY

36 Mo Lease	48 Mo Lease	Color CPC Charge	Mono Charge
\$ 8156.93	\$ 7351.67	\$.045 each	\$ 0.00

Stapling unit	36 Mo Lease	48 Mo Lease	
BPFN18	\$ 15.53	\$ 12.18	

NOTE: Superintendent and Garcia parent center are the only devices that include stapling unit. All other devices are not included please see stapling unit pricing if you would like to include it.



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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez-Chief Financial Officer
Vicente Rodriguez – Executive Director-Technology
Subject: Purchase over \$25,000.00 – Complete Office Technologies, Inc.
Date: April 8, 2026

HISTORY:

The district's current three-year copy machine and duplicating machine lease will expire on June 30, 2026. The existing lease includes 36 copy machines (2 with color-copying capabilities) and 2 high-speed duplicator machines, for a total of 38 units. The monthly cost is \$7,541.01, which includes unlimited black-and-white copies, a cost of \$0.045 per color copy, and the PaperCut software.

The proposed lease term for the new contract is 48 months, beginning July 1, 2026, and ending June 30, 2030. The quote presents two options for copy machines, including two with color capabilities featuring unlimited black-and-white copies, a per-copy color rate, and upgraded models for all equipment.

Based on equipment usage and accessory needs, Option 2 is recommended. Additionally, the District intends to continue its partnership with Complete Office Technologies, Inc., an awarded vendor under BuyBoard, for the new lease term.

RATIONALE:

The following two options were received from the current vendor, Complete Office Technologies, Inc.

Option 1:

This option reflects the same configuration currently in use with **Sharp Advanced Series** devices and **Duplo duplicators**. The pricing consists of the following equipment:

1. **33 Sharp BP-71M55 – 55 PPM Mono Workgroup Document Systems**
 - 24 units with (2) 550-sheet drawers, stand, and inner finisher stapling unit
 - 9 units with (2) 550-sheet drawers, stand, inner finisher stapling unit with hole punch
2. **2 Sharp BP-71C55 – 55 PPM Color Workgroup Document Systems**
 - Both units with (2) 550-sheet drawers, stand, and inner finisher with hole punch
3. **1 Sharp BP-B540WR – 40 PPM Mono Desktop Document System**
 - Includes 600-sheet drawer, stand, and inner finisher stapling unit.
4. **2 Duplo DP-A120 II – 130 PPM Duplicators with stand**

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Lease Term	Monthly Cost	Color CPC Charge
36 Mo Lease	\$8,492.00	\$0.045 per copy
48 Mo Lease	\$7,614.41	\$0.045 per copy

Option 2 (Vendor Recommendation):

This is the recommended configuration from Complete Office Technologies, Inc. based on actual usage and accessory needs.

1. **33 Sharp BP-71M55 – 55 PPM Mono**, with (2) 550-sheet drawers, stand only, no stapling units.
2. **1 Sharp BP-71C55 – 55 PPM Color**, with (2) 550-sheet drawers stand, stapling, and hole punch (Superintendent’s Office)
3. **1 Sharp BP-71C65 – 65 PPM Color**, with (2) 550-sheet drawers stand, no stapling unit (Print Shop)
4. **1 Sharp BP-70M75 – 75 PPM Mono**, with (2) 550-sheet drawers, 2100 tandem drawers and stapling unit (Garcia Parent Center)
5. **1 Sharp BP-71M55 – 55 PPM Mono**, full-size, with (2) 550-sheet drawers, no stapling unit (Reception Area)

Lease Term	Monthly Cost	Color CPC Charge
36 Mo Lease	\$8,156.93	\$0.045 per copy
48 Mo Lease	\$7,351.67	\$0.045 per copy

BUDGET IMPACT:

The budget impact is contingent on Board approval of the new lease agreement for Copiers, Duplicators, Equipment and Services provided by Complete Office Technologies, Inc.

If Option 1 from Complete Office Technologies, Inc. is selected, the total monthly expense will be \$7,614.41 for a 48-month lease, resulting in an annual cost of \$91,372.92

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.



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

If Option 2 from Complete Office Technologies, Inc. is selected, the total monthly cost will be \$7,351.67 for a 48-month lease, resulting in an annual cost of \$88,220.04.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board to approve the purchase over \$25,000.00 for Complete Office Technologies, Inc.

For Approval? Yes No

If not, 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 ISD

Date: 03/18/2026

Maria Ochoa
915-533-6901
maria@cotelpaso.com

SHARP.

About Complete Office Technologies Inc,

The company was built on the idea that customer service, upon delivery of new equipment, is paramount to the success of our relationship. Delivering a copier and then connecting it to the network is just the beginning. We believe that continued **training** is a critical part of our business function.

Our team continuously strives to integrate our values in our day-to-day business interactions. As a growing women-owned locally business in El Paso, we realize that our support of each customer is critical to our reputation and future success.

However, we find it important to elaborate why a business relationship between San Elizario ISD and Complete Office Technologies is a great fit. Our team, being members of communities such as Clint, Fabens, and Socorro, understand that our clients value and rely on our team's communication, professionalism, dependability, and reliability of the products we offer.

Maria Ochoa, Owner, and Business Leader of Complete Office Technologies gained extensive knowledge through her 27+ years within this industry. Her experience includes working for a local dealership, as well as a manufacturer managing the public sector accounts such as all El Paso ISD's, City, County, Ft Bliss. This combination allowed Maria a unique perspective in providing customer service.

Maria surrounded herself with a technical support team that's been in the industry since the equipment was analog stand-alone copiers to now digital multifunction machines. These qualified technicians constantly are being trained and certified by the manufacture, for every product we offer making sure they stay up to date with all firmware updates, knowledge of equipment we offer being crossed trained to be able to provide our clients best customer service.

Technicians assigned to San Elizario, Roberto Estrada graduate of Socorro started working on copiers in 1983 he is trained from single functions to production multifunction devices, as well as other products we offer. Armando Hernandez graduated of Fabens started in the industry 2001 also trained to work on all devices, software solutions, and IT support.

We chose to become an authorized dealer and represent Sharp Electronics products. Why? Sharp was founded in 1912 is a Global technology leader with global resources financially stable with the financial backing of Foxconn. Sharp has received prestigious awards for product line of the year, recognized by Source well Legendary Award and most recently 2022 best manufacturer, many other awards. Sharp's support to its dealers is outstanding with them always working side by side to assist in every account no matter the size the account. Having the support of our manufacturers is key for our success.

Our Proposal

Option 1: This option is same configuration as you currently have Sharp Advance Series devices and Duplo duplicators. The pricing consists of the following equipment.

1. 33 Sharp BP-71M 55 Page Per Minute Mono Workgroup Document System
 - A. 24 BP-71M55 with 2 550 sheet drawers-stand and inner finisher-stapling unit
 - B. 9 BP-71M55 with 2 550 sheet drawers-stand and inner finisher-stapling/whole punch
2. 2 Sharp BP-71C55 55 Page Per Minute Color Workgroup Document System
 - C. 2 BP-71C55 with 2 550 sheet drawers-stand, inner finisher-w hole punch
3. 1 Sharp BP-B540WR 40 Page Per Minute Mono Desktop Document System
 - D. BP-B540WR with 600 sheet drawers, stand and inner finisher-stapling.
4. 3 Duplo DP-A120 II 130 Page Per Minute duplicator with stand

PRICING SUMMARY

36 Mo Lease	48 Mo Lease	Color CPC Charge	Mono Charge
\$ 8492.00	\$7614.41	\$.045 each	\$ 0.00

Option 2: This is Complete Office Technologies, Inc, recommendation based on the usage of the equipment and accessories.

1. 33 Sharp BP-71M55 55 PPM Mono with 2 550 sheet drawers-stand
2. 1 Sharp BP-71C55 55 PPM Color with 2 550 drawers-stand, stapling -hole punch (Superintendent)
3. 1 Sharp BP-71C65 65 PPM Color with 2 550 sheet drawers-stand (Print Shop)
4. 1 Sharp BP-70M75 75 PPM Mono with 2 550 drawers, 2100 tandem drawers and stapling (Garcia parent center)
5. 1 Sharp BP-71M55 55 PPM Mono full-size with 2 550 sheet drawers-stand (reception area)

ALTERNATIVE PRICING SUMMARY

36 Mo Lease	48 Mo Lease	Color CPC Charge	Mono Charge
\$ 8156.93	\$ 7351.67	\$.045 each	\$ 0.00

Stapling unit	36 Mo Lease	48 Mo Lease	
BPFN18	\$ 15.53	\$ 12.18	

NOTE: Superintendent and Garcia parent center are the only devices that include stapling unit. All other devices are not included please see stapling unit pricing if you would like to include it.



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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez – Chief Financial Officer
Subject: Consider and possible Board action to approve revised policy CFB (LOCAL)
Date: April 8, 2026

HISTORY: Policy CFB (LOCAL) governs the District’s capitalization threshold. The District has an established capitalization threshold of \$5,000 for classifying individual capital assets in alignment with prior guidance under generally accepted accounting principles (GAAP) and the Texas Education Agency’s Financial Accountability System Resource Guide (FASRG). Over time, inflation, rising equipment costs, and evolving governmental accounting practices have prompted guidance updates to reassess and adjust thresholds to ensure efficient and meaningful financial reporting.

The policy has been reviewed and updated to reflect federal and TEA guidance.

RATIONALE: Policy CFB (LOCAL) Increasing the capitalization threshold from \$5,000 to \$10,000 allows the District to better align with current school business practices and improve operational efficiency by reducing the administrative burden associated with tracking and depreciating lower-cost items. This change ensures that financial reporting remains focused on assets that are material in value, thereby enhancing clarity and usefulness of financial statements. Additionally, maintaining flexibility for the Superintendent to establish thresholds for groups of assets ensures that items which may be immaterial individually but significant in the aggregate are still appropriately accounted for. This approach supports compliance with GAAP, the TEA FASRG, and applicable federal requirements, while promoting responsible stewardship and accurate reporting of District resources.

BUDGET IMPACT: There is no anticipated budget impact associated with this update.

ADMINISTRATIVE RECOMMENDATION: Administration recommends that the Board of Trustees approve the revised Policy CFB (LOCAL) for implementation in the 2025–2026 school 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.

**Capitalization
Threshold**

The capitalization threshold for purposes of classifying individual capital assets shall be ~~\$5,000~~\$10,000.

The Superintendent shall determine the capitalization threshold for a group of assets, the individual cost of which does not exceed the capitalization threshold above but for which the cost in the aggregate is significant.



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MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Associate Superintendent
Leticia De Santos, Instructional Programs Administrator
Subject: 2026-2027 TEKS Certification and Allotment Form
Date: April 8, 2026

HISTORY:

Per Texas Education Code 31.004, school districts are required to certify annually to the State Board of Education and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education. Additionally, by Texas Administrative Code 19 TAC 66.105, school districts are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children’s Internet Protection Act, 47 USC 254 (h)(5)(B) and (C).

RATIONALE:

This is an annual requirement that must be received by TEA in order for the district to use its EMAT funds.

BUDGET IMPACT:

Once approved by the school board and received by TEA, this item will not directly impact the district budget unless the EMAT funds are not enough to cover the cost of the curriculum. At that point, the district would have to supplement the cost.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is that the Board of Trustees review and approve the TEKS Certification and Allotment document.

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.

Certification of Provision of Instructional Materials Survey 2026–27

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Survey Prewrite Form

2026–27 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code \(TEC\) §31.1011](#) local school systems are required to annually certify to the State Board of Education (SBOE) and TEA commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, school systems are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) TEC, Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The Certification 2026–27 Survey includes a section for school systems to certify they meet this requirement.

TEA utilizes the following tools for the Certification of Provision of Instructional Materials process:

- **Certification 2026–27 Prewrite Form:** The prewrite form is a fillable and printable PDF intended to mirror the online survey and provide guidance for successful survey completion. The prewrite form should be completed offline and presented to the board of trustees or governing body for ratification and signatures.
- **Certification 2026–27 Survey:** The survey is a web-based application where school systems will submit the responses collected on the Certification 2026–27 Prewrite Form and upload the signature page.
 - The Certification 2026–27 Survey will be open for submissions beginning **Tuesday, February 17, 2026.**

The 2026–27 Certification of Provision of Instructional Materials process requires:

- The completion of the Certification 2026–27 Prewrite Form,
- Ratification by the local school system's board of trustees or governing body in an open, public-noticed meeting, and
- Submission of the Certification 2026–27 Survey and upload the last page of the ratified Certification 2026–27 Prewrite Form.

TEA recommends that local school systems complete the prewrite form and survey by **May 1, 2026**. The prewrite form and survey can be found on the [Certification of Provision of Instructional Materials](#) web page.

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2026, and is scheduled to reopen on May 15, 2026. Completion of the Certification process **is required** to regain access to allotment funds when EMAT reopens.

Certification 2026–27 Survey submissions received after May 15, 2026, are typically processed within five business days of receipt, and access to allotment funds in EMAT will follow.

Certification of Provision of Instructional Materials Process Steps

1. **Review the Certification 2026–27 Prewrite Form:** Print the fillable Certification 2026–27 Prewrite Form on the [Certification of Provision of Instructional Materials](#) web page.
2. **Gather information:** The form may require consultation with content area leaders or other local school system staff.
3. **Complete Certification 2026–27 Prewrite Form:** Complete the prework form by hand or digitally.
4. **Schedule and obtain needed signatures:** Coordinate placement of the Certification 2026–27 Prewrite Form on the agenda of an open, publicly noticed board meeting and secure formal ratification by the local school system’s board of trustees or governing body.
5. **Submit Certification 2026–27 Survey:** Complete the online Certification 2026–27 Survey by answering the questions. Inside the survey, upload the last page of the signed and ratified Certification 2026–27 Prewrite Form from step 4.

The survey will be open for submissions beginning Tuesday, February 17, 2026, and will be located on the [Certification of Provision of Instructional Materials](#) web page.

Additional Supports

For the Certification of Provision of Instructional Materials process, local school systems are highly encouraged to:

- View detailed Instructional Materials Review and Approval (IMRA) reports for all instructional materials reviewed through the IMRA process at im.tea.texas.gov.
- Refer to the IMRA List of [SBOE-Approved Instructional Materials](#) and [SBOE-Rejected Instructional Materials](#).
- Attend the TEA webinar about the Certification of Provision of Instructional Materials process for 2026–27 on **Tuesday, February 17th, at 11:00 a.m. CST**. [Registration](#) is required.
- Attend TEA office hours to get help and support with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 2nd, at 11:00 a.m. CST | [Register on Zoom](#)
 - Thursday, March 5th, at 11:00 a.m. CST. | [Register on Zoom](#)
- View the [Certification of Provision of Instructional Materials Resource List | 2026–27](#)
- Request a copy of the previous year’s submission (if needed) by submitting a [Help Desk Ticket](#).

For questions about the Certification of Provision 2026–27 Pework Form, survey, or process, please submit a [Help Desk ticket](#).

Terminology

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier one or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

Qualtrics Survey and Pework Form Guidance

Please note that the format of the Certification 2026–27 Pework Form **will not** match the appearance of the official Certification 2026–27 Qualtrics Survey. While the **questions are identical**, this form uses **open-ended text boxes** for responses. In the survey, the questions will be presented with **drop-down menus** containing predefined answer choices.

To help support completion of the Certification 2026–27 Pework Form accurately—and to ensure responses align with the options that will appear in the survey—an [additional resource](#) is provided. The Certification of Provision of Instructional Materials Resource List provides all the instructional materials that will appear in the survey's questions with drop-down menus.

Please ensure the naming convention for the products you list on this form mirrors the naming convention on the resource list (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align with the predefined answer choices provided on the survey drop-down menus.

If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, you will be asked to manually enter the publisher and product name(s).

It is highly recommended to refer to [this resource](#) while completing this prework form.

Instructional Materials Procurement Reminder

Beginning in the 2026–27 school year, local school systems may not locally adopt, use, or spend any funds to procure materials placed on the list of SBOE-Rejected Instructional Materials (TEC, §§31.024 and 31.106).

Certification 2026–27 Survey Questions

Background Information

QUESTION 1.0:

Name of person completing this form:

Blanca Cruz

QUESTION 1.1:

Your email address:

bacruz@seisd.net

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

Local School System Information

Please note: The information provided will be publicly accessible. Only school-related details should be entered in the fields below (e.g., use work-related email addresses).

QUESTION 2.0:

Region #

19

QUESTION 2.1:

School system name and number

San Elizario ISD #071-904

QUESTION 2.2:

Name of superintendent

Jeannie Meza-Chavez

QUESTION 2.3:

Email address of the superintendent

Jmeza@seisd.net

QUESTION 2.4:

Name of the school board president or officer of the governing body

Eduardo Chavez

QUESTION 2.5:

Email address of the school board president or officer of the governing body

Chaveze@seisd.net

QUESTION 2.6:

Date of the local board of trustees or governing body meeting at which the certification prework form was presented and approved?

Reading Language Arts Certification

Scope and Sequence: All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the local school system level and generally consistent across classrooms within the same grade level?

Yes

No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA and/or Phonics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

HMH-Texas Houghton Mifflin Harcourt into Reading
TEKS Resource System/TCMPC
Learning A-Z (Supplemental)
iReady (Supplemental)
IXL (Supplemental)
Summit K-12 (Supplemental)

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Reading Language Arts, Edition 1 (grades K-5) in their classroom on a regular basis?

NA

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Foundational Skills, Edition 1 (grades K-3) in their classroom on a regular basis?

NA

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Spanish RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

HMH-Texas Houghton Mifflin Harcourt Arriba la Lectura
TEKS Resource System/TCMPC
Learning A-Z (Supplemental)
iReady (Supplemental)
IXL (Supplemental)
Summit K-12 (Supplemental)

QUESTION 7.1:

(If above answer includes Aprendizaje Bluebonnet instructional materials):

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Artes del lenguaje y lectura, (grados K-5) in their classroom on a regular basis?

N/A

QUESTION 7.2:

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Destrezas fundamentales, (grados K-3) in their classroom on a regular basis?

N/A

English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

Yes

No

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

SAVVAS-My Perspectives
TEKS Resource System/TCMPC
Newsela (Supplemental)
Summit k-12 (Supplemental)
IXL (Supplemental)
Amira (Supplemental)

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

SAVVAS-My Perspectives
TEKS Resource System/TCMPC
IXL (Supplemental)
Newsela (Supplemental)
Edgenuity (Supplemental)

Mathematics Certification

Scope and Sequence: All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the school system-level and generally consistent across classrooms within the same grade level?

Yes

No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

Bluebonnet Learning
Bluebonnet Learning Spanish
iReady (Supplemental)
IXL (Supplemental)
Lowman (Supplemental)

QUESTION 14.1:

(If above answers include Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning, Edition 1 (grades K–5) in their classroom on a regular basis?

1,116

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

- Yes
- No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Bluebonnet Learning IXL (Supplemental) Lowman (Supplemental)
--

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

590

Advanced Mathematics 6–8 Instructional Materials

QUESTION 17.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **advanced mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Advanced Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Carnegie Learning
Lowman (Supplemental)

Mathematics 9–12 TEKS Coverage Certification

QUESTION 18.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 19.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Carnegie Learning-Bluebonnet Learning
Agile Minds
IXL (Supplemental)
Lowman (Supplemental)

Social Studies Certification

Scope and Sequence: All Grade Levels Social Studies

QUESTION 20.0:

Are instructional materials for social studies managed at the school system level and generally consistent across classrooms within the same grade level?

- Yes
- No

Social Studies K–5 TEKS Coverage Certification

QUESTION 21.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Social Studies K–5 Instructional Materials

QUESTION 22.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

SAVVAS-Texas My World TEKS Resource System/TCMPC Reading A-Z (Supplemental)

Social Studies 6–8 TEKS Coverage Certification

QUESTION 23.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies 6–8 Instructional Materials

QUESTION 24.0:

Select **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided

on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

HMH-World Studies/Texas History/US History
TEKS Resource System/TCMPC
Lowman (Supplemental)
IXL (Supplemental)
Newsela (Supplemental)

Social Studies 9–12 TEKS Coverage Certification

QUESTION 25.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes
- No

Social Studies 9–12 Instructional Materials

QUESTION 26.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

HMH-The Americans/World Geography/World History
McGraw Hill-Personal Financial Literacy & Economics
TEKS Resource System/TCMPC
Edgenuity (Supplemental)
Newsela (Supplemental)
Summit K-12 (Supplemental)

Science Certification

Scope and Sequence: All Grade Levels Science

QUESTION 27.0:

Are instructional materials for science managed at the school system level and generally consistent across classrooms within the same grade level?

Yes

No

Science K–5 TEKS Coverage Certification

QUESTION 28.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science K–5 Instructional Materials

QUESTION 29.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw Hill
iReady (Supplemental)
IXL (Supplemental)

Science 6–8 TEKS Coverage Certification

QUESTION 30.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 31.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

SAVVAS
IXL (Supplemental)
Lowman (Supplemental)

Science 9–12 TEKS Coverage Certification

QUESTION 32.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 9–12 Instructional Materials

QUESTION 33.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

SAVVAS
IXL (Supplemental)

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0:

Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your local school system used, or plan to use, [Instructional Materials Review and Approval \(IMRA\)](#) reports to inform local adoption decisions for ELAR, SLAR, phonics, and mathematics instructional materials?

Yes

No

QUESTION 35.1:

If “Yes” is selected: In which subject area(s) have you used the IMRA reports to obtain information about the quality of products? *

English reading language arts

Spanish reading language arts

English phonics

Spanish phonics

Full-subject, Tier one mathematics

Supplemental mathematics

QUESTION 35.2:

On a scale from 0 to 10, how likely are you to recommend the use of IMRA reports to support local adoption of HQIM? 0 (Not at all) to 10 (Extremely likely) *

- 0.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your local school system leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Eduphoria"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text"/>			

QUESTION 37.0:

What approach does your school system take to making full-subject instructional materials available to teachers and staff?

- Teachers access educational applications through a Single Sign On platform (e.g., Clever, ClassLink)
- Teachers access educational applications within a Learning Management System (e.g., Schoology, Google Classroom, Canvas, Moodle)
- Teachers log directly to publisher curriculum platforms (e.g., HMH Ed, Savvas Realize, Amplify, Great Minds)
- Teachers access copied files or links within a Learning Management System (e.g., Google Classroom, Canvas, Moodle)
- Teachers access copied files or links within a Student Information System (e.g., PowerSchool, Infinite Campus, Skyward)
- Teachers access copied files or links in a shared cloud drive (e.g., Google Drive, OneDrive, Dropbox)
- Teachers access copied files or links through a district resource portal (e.g., SharePoint, Google Site, intranet)
- Other (Please Explain):

Other Certified Subject Areas

QUESTION 38.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills, as referenced in [Texas Education Code 28.002](#): [multiple select]

- Languages other than English (LOTE)
- Health, with emphasis on the importance of proper nutrition and exercise
- Physical education
- Fine arts
- Career and Technical Education (CTE)
- Technology applications
- Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature.
- Personal financial literacy
- None

Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA)

District County Number (6-digit ID):

071-904

District Name:

San Elizario ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan the last page of this form and submit it to TEA through the electronic Qualtrics Certification of Provision of Instructional Materials Survey.

- The Certification 2026–27 Survey will be available on the Certification of Provision of Instructional Materials web page and open for submissions beginning **Tuesday, February 17, 2026.**



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: LASO Award Service Provider Agreement
Date: April 8, 2026

HISTORY:

The Texas Education Agency is providing a grant opportunity to strengthen academic outcomes while supporting teachers, leaders, and staff. The Learning Acceleration Support Opportunities (LASO) includes a program called LIFT - Leadership & Instructional Foundations for Texas, and LIFT Add-On: School Improvement PLC Supports. The district has applied for both grant opportunities. In the process, the district also selected Region 19 as the service provider. This means that ESC Region 19 staff would assist the district in carrying out the grant activities.

RATIONALE:

These grants will enable our district to continue the Texas Strategic Leadership initiatives, teacher coaching, and PLC structures. The LIFT program is inclusive of all these supports. If the district is approved, *it must* enter into an agreement with a service provider and as per grant requirements must use 70% of the LIFT amount and 50% of the LIFT add-on amount to pay the service provider. The allotments that the district may receive for Year 1 are as follows:

LIFT: \$554,000 (70% = 387,800)
LIFT SI Add-on: \$120,000 (50% = \$60,000)

The support plan is included in the attachment.

BUDGET IMPACT:

If the district is awarded the grant, the amount paid to the service provider will be \$447,800 and it would be 100% funded by the federal grant.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board of Trustees to review and approve the ESC Region 19 Service Provider Agreement contingent on the LASO award.

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.



6611 Boeing Drive
 El Paso, Texas 79925-1010 (915) 780-1919
 HYPERLINK "http://www.esc19.net" www.esc19.net
 FAX: (915) 780-6537

EDUCATION SERVICE CENTER
 REGION 19 • EL PASO, TX

**Checklist for Developing New Professional Staff
 Development/New Services**

ESC Department/Program: Leadership & Accountability

Name of service requestor: Superintendent Dr. Meza-Chavez and Assistant Superintendent Dr. Cruz

Contact information: bcruz@seisd.net

Step	Category	Planning Activity
1 Review Request for Service (Input)	Needs Determination	Input sources identified: Describe customer need and process used to determine need (data, grant, local/state/federal requirements, etc.) – attach associated documents as appropriate. <u>San Elizario ISD has requested engagement in LIFT services to support the strengthening of instructional systems and leadership practices aligned to district priorities. Through a collaborative Needs Assessment process, San Elizario ISD and ESC Region 19 will identify and prioritize focus areas to ensure services are strategically aligned and designed to drive meaningful improvement.</u>
	Audience	Describe projected audience: <u>San Elizario ISD leadership and teachers</u>
	Staffing	Describe staffing: ESC-R19 staff delivery of professional development/service <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no indicate desired staffing requirements: Sessions will be conducted by TIL Coaches/ESC Region 19.
	Special Needs	Indicate special requirements (materials, equipment, e-learning, etc.)
	Completion of planning verification (planner) _____ (Signature) <u>3/27/26</u> (Date)	
Approval (department administrator) <u>[Signature]</u> (Signature) <u>3/27/26</u> (Date)		
Not approved: _____ (Indicate reason and procedure for notifying organizational contact person)		
2 Develop the Design	Objectives	Design Activity (Attach documents as needed) Summarize objectives of the professional development event/service to be provided: <ul style="list-style-type: none"> Strengthen the implementation of high-quality instructional materials through aligned instructional frameworks, internalization practices, and consistent classroom execution. Develop leader capacity at the district and campus levels to conduct calibrated observations and deliver actionable feedback that improves teacher practice. Establish and sustain performance management systems that connect observation data, student outcomes, and coaching actions. Ensure consistent use of collaborative structures (e.g., PLCs, leader meetings) to support internalization, rehearsal, and continuous improvement.
	Content/Nature of Services	Describe professional content to be delivered (topic, concepts, etc.)/services to be provided: *Please see attachment with details of Scope of Work.

	Resources	<p>Identify resources: Room – cost and capacity, planning time, printed materials, equipment, advertising, software, etc:</p> <ol style="list-style-type: none"> <u>LIFT Needs Assessment tools and protocols to guide identification of district priorities and system strengths/gaps</u> <u>Observation and Feedback tools, including content-specific classroom observation instruments aligned to high-quality instructional materials</u> <u>Coaching frameworks and planning tools aligned to the See It / Name It / Do It cycle</u> <u>Instructional framework development and refinement tools aligned to research-based instructional strategies</u> <u>Professional learning materials, including leader training decks, participant guides, and implementation resources</u> <u>PLC and internalization protocols to support lesson preparation, rehearsal, and collaborative planning</u> <u>Performance management tools and templates to support data tracking, action planning, and progress monitoring</u> <u>Data analysis resources, including dashboards and protocols for reviewing student and instructional data</u> <u>Ongoing implementation support through coaching sessions, calibration activities, and feedback cycles</u> <p>**Please see attachment with details of Scope of Work.</p>
	Staff	Describe staff (internal or external) who will deliver the professional development/service: Sessions will be facilitated by ESC 19 LIFT District and Campus Coaches
	Financial Information	<p>Total = LIFT- \$387,800.00 (reflects required AP 70% charge Y1) LIFT SI Add-on- \$60,000.00 (reflects required AP 50% charge Y1)</p> <p>Grand Total Amount: \$447,800.00 Responsible Party: San Elizario ISD, Contact Superintendent Assistant Superintendent Dr. Cruz</p>
3 Review Design	Review	Design reviewed with requesting organization to verify design (customer contact or document review)
	Change	Changes/revisions to design made, if needed – summarize changes
	Validation	Design approved by appropriate administrator and/or customer/client
	Completion of design (planner)	_____ (Signature) <u>3/27/26</u> (Date)
	Approval/agreement (Department Administrator)	_____ (Signature) <u>3/27/26</u> (Date)
	Requesting Organization Approval	_____ (Signature) _____ (Date) (One copy forwarded to requesting organization; one copy for department files)

4 Implement Design (Output)	Event Registration	<p>Professional development activity is required to be registered with Events Management and participant registration arranged through Click & Learn. Provide Click & Learn Event #: _____</p>
	Contract	Contract and other forms completed (if outside consultant used)
	Advertise	Advertisement prepared (if appropriate)
	Resources	Supplies and equipment secured; handouts and power points arranged/developed/obtained
	Implement	Activity/service completed
	Completion of design implementation (planner)	_____ (Signature) _____ (Date)

<p>5 Assess Design</p>	<p>Evaluate</p>	<p>Evaluation administered and reviewed.</p>
<p>6 Review</p>	<p>Review Data</p>	<p>Review of event/service conducted by consultant/staff to determine improvements, continuance or discontinuance of the activity</p>
<p>7 Implement Change</p>	<p>Identify Changes</p>	<p>Indicate changes made, if any (attach records of changes made)</p>
<p>8 Maintain Records</p>	<p>Records</p>	<p>All process records (input, design, review, output, assessment, and change) maintained in a binder/folder</p>
<p>9 Document Change</p>	<p>Approve Change (only if changes have been made)</p>	<p>Design and Development Change Verification (process) - design and development output meets design and development inputs as verified throughout the design process</p> <p>Verification by Consultant: _____ Date: _____</p> <p>Design and Development Change Validation – completed professional staff development design meets the requirements for the specified purpose</p> <p>Validation by Managing Administrator: _____ Date: _____</p> <p>Validation by Requestor (if applicable): _____ Date: _____</p>

ESC Region 19 LIFT – Year 1 Scope of Work

District: San Elizario ISD

Year: 2026-2027

Contract Dates: April 2026 to June 2027

Primary Strategic Focus: TBD Needs Assessment

Grant Award: LIFT- \$554,000

LIFT SI Add-on- \$120,000

I. District Context & Strategic Focus

This Scope of Work outlines ESC Region 19’s Year 1 Leadership & Instructional Support model under LIFT (Leadership & Instructional Foundations for Texas). Year 1 services are intentionally structured to strengthen the instructional systems that drive sustained improvement in classroom practice — including high-quality instructional materials implementation, calibrated observation & feedback, and leader capacity development.

The Year 1 roadmap establishes a disciplined cadence of needs assessment, action planning, coaching cycles, and performance monitoring designed to increase implementation fidelity and feedback precision across campuses.

Sustained progress in Year 1 depends on maintaining coaching cadence and shared commitment to the instructional priorities outlined in this model. Both structural consistency and active belief in the work are essential to achieving lasting impact.

II. Coaching Structure & System Roles

The coaching structure below is designed to ensure aligned system leadership, consistent implementation support, and clear accountability across district and campus levels.

Role	Name	Primary Responsibilities
District Coach (DC)	Rachel Anderson	District strategy, superintendent/principal supervisor alignment, system coherence, monthly district cadence

Campus Coach (CC)	Luis Loera	Campus implementation support, leader coaching, observation & feedback cycles, data action follow-through
Campus Coach (CC)	Erica Garcia	Campus implementation support, leader coaching, observation & feedback cycles, data action follow-through
Campus Coach (CC)	Maria Casas	Campus implementation support, leader coaching, observation & feedback cycles, data action follow-through

**All coaching follows a consistent See It / Name It / Do It cycle to ensure feedback precision and leader growth.*

III. Year 1 Service Commitments

Service Category	Service Type	Frequency	Primary Audience
System Alignment	Needs Assessment & Action Planning	Initial (April-May)	Superintendent / Cabinet / Leadership Teams
System Alignment	District Strategy Meetings	1x per month	Superintendent / Cabinet / Principal Supervisors
System Alignment	Performance & Data Reviews	Quarterly + Midyear	District & Campus Leadership
Leader Capacity Building	Upfront Leader Training	1-2 annually	District & Campus Leaders
Leader Capacity Building	Principal / Leader Coaching	1-2x per month (phase dependent)	Principals / Principal Supervisors

Campus Implementation	Campus Coaching & Implementation Support	Minimum 2x per month	Campus Leadership Teams
Campus Implementation	Classroom Observations	1x per month (2x for SI PLC campuses)	Campus Leaders
Campus Implementation	PLC Observations	4 annually (8 for SI PLC campuses)	PLC Teams
Professional Learning	Additional PD (as scoped)	3-5 annually	Leaders and/or Teachers

**Service frequency and coaching cadence are structured to build system coherence and leader capacity. Adjustments to scheduling may occur due to district calendar constraints; however, significant disruption to cadence may impact Year 1 implementation outcomes and will require strategic realignment.*

**Service frequency assumes active district participation and protection of scheduled coaching time to ensure intended impact.*

IV. Year 1 Implementation Roadmap

Year 1 services are sequenced to build leader capacity, strengthen implementation systems, and ensure sustained instructional impact. This roadmap may be adapted to district calendar constraints while maintaining overall service frequency and strategic focus.

Month	Milestones / Submissions	Touchpoints with school systems
April 2026	By April 1: 1) Executed Contract submitted*	Required onsite supports: 1) LIFT Needs Assessment 2) Relevant capacity building
May 2026		Required onsite supports: a. LIFT Needs Assessment b. Relevant capacity building c. Action Plan

<p style="text-align: center;">June 2026</p>	<p>By June 15:</p> <ul style="list-style-type: none"> ● Needs Assessment submitted* <p>By June 30:</p> <ul style="list-style-type: none"> ● Leader enrollment completed ● Action Plan Submitted* ● Exchange Onboarding submitted* ● Connection to the Exchange completed* ● (Optional) Assessment Audit submitted 	<p>Required onsite supports:</p> <ul style="list-style-type: none"> ● LIFT Action Plan Meeting ● Relevant capacity building
<p style="text-align: center;">July 2026</p>		<p>Required onsite supports:</p> <ul style="list-style-type: none"> ● Relevant capacity building
<p style="text-align: center;">August 2026</p>	<p>By August 1:</p> <ul style="list-style-type: none"> ● School System and Attendance Data Touchpoint Schedule Submitted <p>By end of August:</p> <ul style="list-style-type: none"> ● Classroom observation submission ● PLC observation submission ● BOY LEA Leader Survey 	<p>Required onsite supports:</p> <ul style="list-style-type: none"> ● Classroom observation at each campus ● PLC observation ● Performance Management Stepback meeting ● Relevant capacity building
<p style="text-align: center;">September 2026</p>	<p>By end of September:</p> <ol style="list-style-type: none"> a) Instructional Insights App Access Confirmation b) Classroom observation submission 	<p>Required onsite supports:</p> <ul style="list-style-type: none"> ● Classroom observation at each campus ● Performance Management Stepback meeting ● Relevant capacity building
<p style="text-align: center;">October 2026</p>	<p>By end of October:</p> <ul style="list-style-type: none"> ● Classroom observation submission ● BOY Performance Management Stepback submission 	<p>Required onsite supports:</p> <ol style="list-style-type: none"> 1. Classroom observation at each campus 2. BOY Performance Management Stepback meeting 3. Relevant capacity building
<p style="text-align: center;">November 2026</p>	<p>By end of November:</p> <ul style="list-style-type: none"> ● Classroom observation submission 	<p>Required onsite supports:</p> <ul style="list-style-type: none"> ● Classroom observation at each campus

	<ul style="list-style-type: none"> ● PLC observation submission ● Performance Management Stepback submission 	<ul style="list-style-type: none"> ● PLC observation ● Performance Management Stepback meeting ● Relevant capacity building
December 2026	By end of December: <ul style="list-style-type: none"> ● Classroom observation submission ● MOY LEA Leader Survey 	Required onsite supports: <ul style="list-style-type: none"> ● Classroom observation at each campus ● Performance Management Stepback meeting ● Relevant capacity building
January 2027	By end of January: <ul style="list-style-type: none"> ● Classroom observation submission 	Required onsite supports: <ul style="list-style-type: none"> ● Classroom observation at each campus ● Performance Management Stepback meeting ● Relevant capacity building
February 2027	By end of February: <ul style="list-style-type: none"> ● Instructional Framework submitted ● Adoption Decisions submitted ● Updated Action Plan submitted ● Classroom observation submission ● PLC observation submission ● Performance Management Stepback submission 	Required onsite supports: <ul style="list-style-type: none"> ● Classroom observation at each campus ● PLC observation ● Performance Management Stepback meeting ● Relevant capacity building
March 2027	By end of March: <ul style="list-style-type: none"> b. Classroom observation submission 	Required onsite supports: <ol style="list-style-type: none"> 3) Classroom observation at each campus 4) Performance Management Stepback meeting 5) Relevant capacity building

V. Indicators of System Strength (Year 1)

- Increased inter-rater reliability in classroom observations aligned to high-quality instructional materials
- Improved precision and actionability of leader feedback conversations
- Consistent execution of priority instructional strategies across campuses
- Clear alignment between action planning, coaching cycles, and classroom implementation

VI. Partnership & Documentation Commitments

The District Coach serves as the primary strategic liaison to ensure alignment between district priorities and Year 1 implementation goals. Campus Coaches provide structured implementation support aligned to the established cadence.

All coaching activities, action steps, and deliverables will be documented and shared with district leadership to ensure transparency and measurable progress.

ESC Region 19 and district leadership jointly commit to protecting service cadence and maintaining shared ownership of Year 1 instructional priorities. Sustained implementation requires both consistent structures and collective belief in the work necessary to strengthen instructional systems.

If service cadence is materially disrupted or district engagement significantly shifts, ESC Region 19 and district leadership will reconvene to realign expectations, timelines, and Year 1 priorities to ensure continued progress toward instructional system strengthening.



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
A Proud Community of Champions – Soaring to Excellence



San Elizario Independent School District
Resolution in Support of Military-Connected Families

April 8, 2026

WHEREAS, our country owes the daily freedoms to the members of the Armed Forces, their family members and loves ones who share in their service, and sacrifice, and

WHEREAS, 90 military children are enrolled in the San Elizario Independent School District; and April is the Month of the Military child

WHEREAS, we acknowledge that military families face unique challenges due to deployment, reintegration, service in combat zones and frequent relocations based on duty assignments; and

WHEREAS, military children should be acknowledged for the sacrifices they make and celebrated for the courage they display as the children of our nation’s armed service members; and

WHEREAS, the San Elizario Independent School District is committed to meeting the unique needs of all students, especially those of military youth

THEREFORE, be it RESOLVED, the San Elizario Independent School District offers our gratitude and support for all military personnel, their families and veterans;

RESOLVED, the San Elizario Independent School District will establish a trained point of contact at each building to support military families;

RESOLVED, the San Elizario Independent School District will make every effort to connect military families with the resources they need;

RESOLVED, that the School Board of San Elizario officially supports all military children and families; and be it

FURTHER RESOLVED, that the School Board of San Elizario encourages all school staff and community members to initiate support and participate in appreciation activities designed to recognize the exceptional role and unique sacrifices our military-connected youth make in our nation’s best interest.

Board President

Date



PROCLAMATION

**SCHOOL LIBRARY MONTH
APRIL 8, 2026**

WHEREAS, the school library program is to ensure that students and staff are effective users of ideas and information; and

WHEREAS, the school librarian's role is to provide the leadership and expertise necessary to ensure that the library program is an integral part or the instructional program of the school; and

WHEREAS, the Board of Trustees has entrusted the school librarian in each school to teach the skills of locating and using information through traditional resources and new technologies, to provide literature appreciation activities, and to guide and encourage content and recreational reading to every student; and

WHEREAS, lifelong learning begins and is developed through the school library curriculum of the elementary and secondary schools; and

WHEREAS, the school library program contributes to the individual growth and development of all students, while fostering both excellence and equity in education; and

WHEREAS, the school staff of the San Elizario Independent School District have dedicated themselves to work for quality library programs for all students;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the San Elizario Independent School District does hereby proclaim April 2026 as School Library Month in all of the public schools of San Elizario Independent School District and calls upon school administrators, teachers, students and citizens of San Elizario to recognize and support this action and to participate throughout the month of April in the celebration of School Library Month.

Eduardo Chavez, Board President

Guadalupe Caro, Board Trustee

Myrna Hernandez, Board Vice-President

Axel Lopez, Board Trustee

Sandra Licon, Board Secretary

Lorenzo Luevano, Board Trustee

Monica Chavez, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent

Proclamation
National School Nurse Day
April 8, 2026

Whereas, students are the future and, by investing in them today, we are ensuring our world for tomorrow; and

Whereas, families deserve to feel confident that their children will be cared for when they are at school; and

Whereas, all students have a right to have their physical and mental health needs safely met while in the school setting; and

Whereas, students today face more complex and life-threatening health problems requiring care in school; and

Whereas, school nurses have served a critical role in improving public health and in ensuring student's academic success for more than 120 years; and

Whereas, school nurses address the home and community factors (e.g. social determinants) that impact students' health; and

Whereas, school nurses are professional nurses that advance the well-being, academic success, and life-long achievements of all students by serving on the frontlines and providing a critical safety net for our nation's most fragile children; and

Whereas, school nurses act as a liaison to the school community, families, and healthcare providers on behalf of children's health by promoting wellness and improving health outcomes for our nation's children; and

Whereas, school nurses support the health and educational success of children and youth by providing access to care when children's cognitive development is at its peak; and

Whereas, school nurses are members of school-based teams (e.g. school health services, 504/IEP, disaster/emergency planning) providing care coordination to address the school population; and

Whereas, school nurses understand the link between health and learning and are in a position to make a positive difference for children every day, therefore be it

Resolved, that the **National Association of School Nurses** celebrates and acknowledges the accomplishments of school nurses everywhere and their efforts to meet the needs of today's students by providing and advocating for quality student-centered care and offers gratitude for the nation's school nurses, who contribute to our local communities by supporting students to stay healthy, in school, safe, and ready to learn, and keeping parents and guardians at work, not just on this **National School Nurse Day**, but in every opportunity throughout the year.

Now, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the San Elizario Independent School District, do hereby proclaim Wednesday, May 6, 2026, as "School Nurse Day" in all the public schools of San Elizario Independent School District, and commend its observance to all school administrators, teachers, students, and citizens of San Elizario.

Eduardo Chavez, Board President

132 Dr. Jeannie Meza-Chavez, Superintendent



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: Edgar Ponce – Administrator, Research and Evaluation
Subject: Revision to 2026-2027 District Calendar
Date: April 8, 2026

HISTORY:

The original approval of a four-day calendar of the 2026-2027 school year was approved by the board on February 12, 2025.

RATIONALE:

After reviewing the calendar, it was noted that some days in the original calendar had to get adjusted based on instructional needs, feedback from district leadership and new information received from EPCC regarding the spring break week.

Additional Workdays- Professional Employees

The recommendation is to add 9 Monday workdays for professional employees. Teachers will engage in instructional planning activities and professional development. All other employees will also have training activities, district-level planning, and additional worktime. The district will remain close to the public. However, offices will be open in-district to serve employees. All students will remain on a 4-day instructional week.

October 2026

The original calendar included the fall intersession from September 29th to October 2nd, 2026. Additionally, the second week, October 6th to October 9th, 2026, has traditionally been a week without students or teachers in which only certain groups of employees worked.

The proposed change would include a district closure for the second week of October (October 6th to October 9th, 2026). This means that employees who traditionally worked those days will have to work 4 Mondays in exchange for the district closure. The designated make-up days were strategically planned to help and support in closing up Quarter 1, prepare for Spring Interim Testing, prepare for TELPAS testing, end of year activities, and preparation for summer submissions. These days may also support other activities/meetings that will protect instructional time.

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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March 2027

The post-secondary institutions have spring break between March 15th and March 19, 2027. To better serve our dual-credit students and ensure alignment, the spring 2027 intersession was moved up a week. Original spring intersession was March 2nd to March 5th and district spring break was March 9th to March 12, 2027. The adjusted calendar would now have spring intersession March 9th to March 12th, 2027, and spring break (Holiday/District Closure similar to 2025-2026 school year) would be March 16th to March 19, 2027.

Student Half-Days

Student half days have been removed to maximize instructional time as requested by teachers across the district; this will also help with attendance as half-days usually have poor student attendance. As a result, 855 instructional minutes were added.

A detail list of changes is included in the next page

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Below is a comprehensive list of the adjustments presented:

<i>2nd Monday of every Month except for Fall and Spring Break as well as on April - 9 Days Total</i>		
Month	Day	
July	13	
August	10	
September	14	
October	N/A	
November	9	
December	14	
January	11	
February	8	
March	N/A	
April	5	First Monday of the Month to prepare for STATE testing
May	10	

Fall Intersession		District Closure of Second Week Oct. 6 - Oct. 9, 2026
Spring Intersession		Moved Up One Week (From 3.2.27 - 3.12.27 to 3.9.27 - 3.19.27 and District Closure Second Week 3.16.27-3.19.27) Match EPPC Closure
Half Day Early Release		Sept. 25, 2026 (Student Half Day Removed, Teacher Guided Planning Removed)
Half Day Early Release		Oct. 30, 2026 (Student Half Day Removed, Teacher PD Removed)
Half Day Early Release		Jan. 29, 2027 (Student Half Day Removed, Teacher Guided Planning Removed)
Half Day Early Release		Feb. 12, 2027 (Student Half Day Removed, Teacher Professional Development Removed)
Minutes Adjusted		PPK-11 went from 76,800 to 77,655 adding 855 minutes
Minutes Adjusted		12th Grade went from 76,515 to 77,370 adding 855 minutes

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BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the 2026-2027 School Calendar.

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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2026-2027 District Calendar San Elizario ISD

Annual Instructional Minutes

Required Total for Grades PPK-12: 75,600
SEISD Instructional Minutes: 77,655 (Grades PPK-11); 77,370 (Grade 12)

Early Release for Students

Oct. 30, Dec. 18

Grading Periods

1st 9-Weeks July 21--Sept. 25
2nd 9-Weeks Oct. 13--Dec. 18
3rd 9-Weeks Jan. 6--Feb. 26
4th 9-Weeks Mar. 16--May 28

Graduation Day--May 28, 2027

Holidays / District Closure

July 1-3 Independence Day Closure
Sept. 29-Oct. 2 Fall Intersession
Oct. 6-Oct. 9 Fall Break
Nov. 11 Veterans Day
Nov. 24-27 Thanksgiving Break
Dec. 22-Jan. 1 Winter Holidays
Mar. 9-12 Spring Intersession
Mar. 16-19 Spring Break
Mar. 26 Good Friday

Inclement Weather Makeup Days (as needed)

May 10, May 17

Parent/Teacher Conferences--Fall and Spring

GEMS Sept. 8 and Feb. 16
SEHS Sept. 10 and Feb. 18
Alarcon/Borrogo Oct. 20 and Apr. 6
Loya/Sambrano Oct. 22 and Apr. 8

Smart Snack Exemption Days

Oct. 30, Dec. 18, Feb. 12, Mar. 25, May 28

Student Learning Days (149 Days)

Fall Semester: 75 Spring Semester: 74

Teacher Professional Development

July 10 (New Teacher Orientation), July 15, 17 (1/2 day),
July 13, 14, 16 (Full days), Aug. 10 (Full day),
Sept. 14 (Full Day), Nov. 9 (Full Day),
Dec. 14 (Full day), Jan. 5 (1/2 day), Jan. 11 (Full Day),
Feb. 8 (Full Day), Apr. 5 (Full Day), May 10 (Full Day)

Teacher Workdays

July 15 (1/2 day), July 17(1/2 day), Dec. 18 (1/2 day),
Jan. 5 (1/2 day), June 1 (Full day)

LEGEND

~	Graduation Day	◻	Mindful Eagle Mondays
◻	Teacher Workday	◻	190+ day Employee Workday
◻	First or Last Day of 9-Weeks	◻	Intersession
◻	Teacher Guided Planning	◻	Inclement Weather Makeup
◻	Early Release for Students	◻	Holiday/District Closure
◻	Teacher Professional Development	◻	Smart Snack Exemption Day
◻	New Teacher Orientation	◻	TELPAS State Testing Window
◻	Parent / Teacher Conferences	◻	STAAR State Testing Window
◻	Prof. Employee Workday (Non-Teacher)	◻	

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*Note: State Testing Windows are subject to change as per TEA.

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	*16	*17	*18	*19	20
21	22	*23	*24	*25	*26	27
28						

March 2027						
S	M	T	W	T	F	S
	1	*2	*3	*4	*5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	*23	*24	*25	26	27
28	29	30	31			

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Special Meeting

Wednesday, February 25, 2026 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

Eduardo Chavez:	Present
Monica Chavez:	Present
Myrna Hernandez:	Present
Sandra Licon:	Present
Axel Lopez:	Present
Lorenzo Luevano:	Present
Alexis Tellez:	Present

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

Board Trustee Monica Chavez stepped out at 6:08 p.m. and returned at 6:10 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 (three-minute limit per speaker, unless otherwise noted)

3. DISTRICT RECOGNITIONS

3.A. UIL Girls Wrestling Individual 5A 145 Weight Class State Tournament Champion – Rubie Chavez

Mr. Cesar Morales recognized Rubie Chavez for attaining the UIL Girls Wrestling Individual 5A 145 Weight Class State Tournament Championship Title.

Dr. Jeannie Meza-Chavez recognized Rubie Chavez for her achievement.

Board Members recognized Rubie Chavez for

her achievement.

4. NEW BUSINESS / BOARD ACTION ITEMS

4.A. Discussion and possible Board action on approval of the Annual Financial Report for the Fiscal Year Ended June 30, 2025

Ms. Elizabeth Perez and Gibson Ruddock Patterson, LLC. presented the Annual Financial Report for the Fiscal Year Ended June 30, 2025

Motion to approve the Annual Financial Report for the Fiscal Year Ended June 30, 2025. This motion, made by Sandra Licon and seconded by Myrna Hernandez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Did not vote (Trustee stepped out)
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0

5. PRESENTATIONS / REPORTS / INFORMATION

5.A. Information

5.A.1. Board Training

5.A.1.a. NSBA 2026 - April 10 to 12, 2026, San Antonio, TX

6. NEXT MEETING DATE:

Regular Board Meeting: Wednesday, March 4, 2026, at 5:30 p.m.
Team of Eight Training: Thursday, March 5, 2026, at 5:30 p.m.

7. ADJOURNMENT

Motion to adjourn meeting at 6:11 p.m. This motion, made by Lorenzo Luevano and seconded by Monica Chavez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 7, Nay: 0

Board President

Board Secretary

Special Meeting

Wednesday, March 4, 2026 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

Eduardo Chavez:	Present
Monica Chavez:	Present
Myrna Hernandez:	Present
Sandra Licon:	Present
Axel Lopez:	Present
Lorenzo Luevano:	Present
Alexis Tellez:	Present

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

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 (three-minute limit per speaker, unless otherwise noted)

3. DISTRICT RECOGNITIONS

3.A. San Elizario High School Cheerleading Squad - 4A Game Division Champions - 18th Annual UTEP Cheerleading Championship

Mr. Cesar Morales recognized the San Elizario High School Cheerleading Squad for their achievements up to this day.

3.B. San Elizario High School Boys Varsity Basketball Team - Bi-District Champions

3.C. San Elizario High School Girls Varsity Basketball Team - Bi-District Champions

3.D. Teacher and Employee of the Month for Lorenzo G. Loya Primary School

Ms. Julissa Esquivel recognized Ms. Carla Montoya as Teacher of the Month and Ms.

Diamond Salas as Employee of the Month for
Lorenzo G. Loya Primary School

3.D.1. Carla Montoya - Teacher of the
Month

3.D.2. Diamond Salas - Employee of the
Month

3.E. Ann M. Garcia-Enriquez Middle School

3.E.1. Academic Regional UIL Event

Mr. Alexander Corona recognized
students and coached for their Academic
Regional UIL Event achievements

3.E.2. Science Fair Sweepstakes

Mr. Alexander Corona and Ms. Eva
Quezada recognized students for their
achievements in the Science Fair
Sweepstakes.

Special recognition to the following:
Samai Gonzalez for being the GEMS
Science Fair Sweepstakes Winner

Valentina Marin for qualifying for the
State Science Fair competition by
attaining 2nd Place Materials Science
at the Sun City Regional Science Fair.

4. NEW BUSINESS / BOARD ACTION ITEMS

4.A. Leadership TASB Session III Presentation

Mr. Lorenzo Luevano presented the
Leadership TASB Session III Presentation

4.B. Student Outcome Goals

4.B.1. Lorenzo G. Loya Primary School –
Monitoring Student Progress

Ms. Julissa Esquivel presented the
Lorenzo G. Loya Primary School –
Monitoring Progress Presentation.

Ms. Alexis Tellez asked if teachers
received training for testing.

Ms. Julissa Esquivel stated they do get
training and will be getting the
updated training to be ready for next
school year.

Ms. Alexis Tellez asked if other test
options are available that would work
better for PK3 and PK4 students.

Ms. Julissa Esquivel provided

information on test information she has researched.

Ms. Blanca Cruz stated Loya currently uses the CIRCLE testing to align both PK3 and PK4 with data and TIA.

Ms. Alexis Tellez asked if the special education population is larger in PK3 or PK4.

Ms. Julissa Esquivel stated the special education population grew this school year.

Ms. Myrna Hernandez asked what type of Special Education units Loya currently has.

Mr. Julissa Esquivel stated Loya currently has Early Child Special Education units.

Ms. Alexis Tellez asked if we still have an Autism Specialist.

Dr. Jeannie Meza-Chavez said yes.

No more questions.

5. **CONSENT AGENDA** - Consider and possible Board action on

Motion to approve the consent agenda with the exception of items 5B, 5.C.1, and 5.C.2.

This motion, made by Alexis Tellez and seconded by Myrna Hernandez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea

Yea: 7, Nay: 0

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Budget Amendment

5.B. Consider and possible Board action to approve the Texas Association of School Boards Facility Services Master Agreements for the Education Facility Assessment and the Long-Range Facility Plan Services

Motion to approve items 5B, 5.C.1, and 5.C.2. This motion, made by Sandra Licon and seconded by Lorenzo Luevano, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 7, Nay: 0

5.C. Purchases exceeding \$25,000.00

5.C.1. Texas Association of School Boards Education Facility Assessment – \$32,000.00

5.C.2. Texas Association of School Boards Long-Range Facility Plan Services – \$25,000.00

5.D. Consider approval of minutes for the following:

5.D.1. February 11, 2026 - Regular Board Meeting

5.E. 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.

5.E.1. Technology Department

5.E.2. Support Services Department

6. PRESENTATION / REPORTS / INFORMATION

6.A. Presentations

6.B. Reports

6.B.1. Goal Progress Monitoring

6.B.1.a. (HB3) GPM 1.3 - Progress Monitoring - Grade 3 Math Growth

6.B.1.a.1. Presentation

6.B.2. Mid-Year Academic Growth Check-in

6.B.2.a. Attachment #1 – 2026 Spring Interim Performance

6.B.2.b. Attachment #2 – BOY to MOY Comparison – Josefa L. Sambrano Elementary School

6.B.3. SEISD Teacher Staffing Review

6.B.4. Meal Service Update

6.C. Information

6.C.1. Board Training

6.C.1.a. NSBA 2026 – April 10 to 12, 2026, San Antonio, TX

6.C.1.b. 2026 MASBA Conference – September 10 to 11, 2026 | San Antonio, TX

6.C.1.c. TASA | TASB Convention txEDCON26 – October 8 to 11, 2026 | Houston, TX

7. **NEXT MEETING DATE:**

Regular Board Meeting: Wednesday, April 8, 2026, at 5:30 p.m.

8. **ADJOURNMENT**

Motion to adjourn the meeting at 7:01 p.m.

This motion, made by Sandra Licon and seconded by Monica Chavez, Passed.

Eduardo Chavez: Yea

Monica Chavez: Yea

Myrna Hernandez: Yea

Sandra Licon: Yea

Axel Lopez: Yea

Lorenzo Luevano: Yea

Alexis Tellez: Yea

Yea: 7, Nay: 0

Board President

Board Secretary

Special Meeting - Team of 8 Training

Thursday, March 5, 2026 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

Eduardo Chavez:	Present
Monica Chavez:	Present
Myrna Hernandez:	Present
Sandra Licon:	Present
Axel Lopez:	Present
Lorenzo Luevano:	Present
Alexis Tellez:	Absent

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 (three-minute limit per speaker, unless otherwise noted)

3. NEW BUSINESS / BOARD ACTION ITEMS

3.A. Team of Eight (8) Training as authorized by 19 Texas Administrative Code Section 6.1.1(b) (4)

The Board entered a closed meeting at **5:33 p.m.** to consult with legal counsel regarding legal issues in connection with Team of 8 training under Sec. 551.071 Texas Gov. Code: board went into closed session

The Board returned to open session at **8:25 p.m.** No Actions Items.

4. ADJOURNMENT

Motion to adjourn the meeting at **8:25 p.m.**

This motion, made by Monica Chavez and seconded by Axel Lopez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yes
Sandra Licon: Yes
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 7, Nay: 0

Meeting was called to order at 8:25 p.m.

To note that Trustee Alexis Tellez arrived at 5:37 p.m.

Motion to adjourn the meeting at **8:26 p.m.**

This motion, made by Sandra Licon and seconded by Myrna Hernandez, Passed.

Eduardo Chavez: Yea
Monica Chavez: No Vote (Stepped out of meeting)
Myrna Hernandez: Yes
Sandra Licon: Yes
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0

Board 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: Vicente Rodriguez, Executive Director of Technology
Subject: March 2026 Technology Fixed Asset Discard
Date: April 08, 2026

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 the 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!

Lorenzo G.

Alarcon

Elementary



Fixed Asset Discard List

Other: _____

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

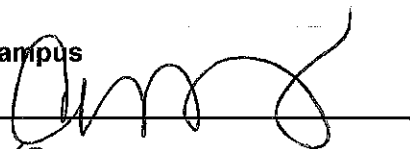
Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	101	Lenovo	3600004271	1	Discard	Obsolete
2	101	Lenovo	3600004133	1	Discard	Obsolete
3	101	Lenovo	2600004796	1	Discard	Obsolete
4	101	Lenovo	3600004344	1	Discard	Obsolete
5	101	Lenovo	3600004270	1	Discard	Obsolete
6	101	Lenovo	2600004812	1	Discard	Obsolete
7	101	Lenovo	2600004846	1	Discard	Obsolete
8	101	Lenovo	2600004803	1	Discard	Obsolete
9	101	Lenovo	2600004828	1	Discard	Obsolete
10	101	Lenovo	3600004197	1	Discard	Obsolete
11	101	Lenovo	3600004810	1	Discard	Obsolete
12	101	Lenovo	3600004204	1	Discard	Obsolete
13	101	Lenovo	3600004346	1	Discard	Obsolete
14	101	Lenovo	3600004303	1	Discard	Obsolete
15	101	Lenovo	3600004207	1	Discard	Obsolete
16	101	Lenovo	2600004802	1	Discard	Obsolete
17	101	Lenovo	3600004151	1	Discard	Obsolete
18	101	Lenovo	2600004848	1	Discard	Obsolete
19	101	Lenovo	3600004184	1	Discard	Obsolete
20	101	Lenovo	2600004845	1	Discard	Obsolete
21	101	Lenovo	2600004850	1	Discard	Obsolete
22	101	Lenovo	3600004284	1	Discard	Obsolete
23	101	Lenovo	3600004180	1	Discard	Obsolete
24	101	Lenovo	3600004160	1	Discard	Obsolete
25	101	Lenovo	3600004852	1	Discard	Obsolete
26	101	Lenovo	3600004361	1	Discard	Obsolete
27	101	Lenovo	3600004353	1	Discard	Obsolete
28	101	Lenovo	3600004200	1	Discard	Obsolete
29	101	Lenovo	2600004817	1	Discard	Obsolete
30	101	Lenovo	2600004715	1	Discard	Obsolete

Date: 2/20/26

2/5/2026

Authorized Campus

Signature 



Fixed Asset Discard List

Other: _____

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

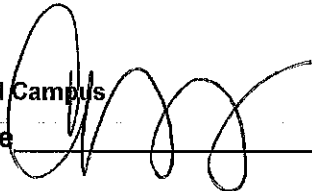
Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	101	Lenovo	3600004349	1	Discard	Obsolete
2	101	Lenovo	3600001535	1	Discard	Obsolete
3	101	Lenovo	2600002393	1	Discard	Obsolete
4	101	Lenovo	3600004230	1	Discard	Obsolete
5	101	Lenovo	3600004291	1	Discard	Obsolete
6	101	Lenovo	3600004166	1	Discard	Obsolete
7	101	Lenovo	3600004256	1	Discard	Obsolete
8	101	Lenovo	3600004226	1	Discard	Obsolete
9	101	Lenovo	3600004264	1	Discard	Obsolete
10	101	Lenovo	3600004167	1	Discard	Obsolete
11	101	Lenovo	3600004217	1	Discard	Obsolete
12	101	Lenovo	3600004260	1	Discard	Obsolete
13	101	Lenovo	3600004278	1	Discard	Obsolete
14	101	Lenovo	3600004150	1	Discard	Obsolete
15	101	Lenovo	3600004134	1	Discard	Obsolete
16	101	Lenovo	3600004162	1	Discard	Obsolete
17	101	Lenovo	3600004362	1	Discard	Obsolete
18	101	Lenovo	3600004195	1	Discard	Obsolete
19	101	Lenovo	3600004360	1	Discard	Obsolete
20	101	Lenovo	3600004348	1	Discard	Obsolete
21	101	Lenovo	3600004251	1	Discard	Obsolete
22	101	Lenovo	3600004307	1	Discard	Obsolete
23	101	Lenovo	3600004189	1	Discard	Obsolete
24	101	Lenovo	2600004720	1	Discard	Obsolete
25	101	Lenovo	3600004135	1	Discard	Obsolete
26	101	Lenovo	3600004158	1	Discard	Obsolete
27	101	Lenovo	3600004253	1	Discard	Obsolete
28	101	Lenovo	2600004717	1	Discard	Obsolete
29	101	Lenovo	3600004359	1	Discard	Obsolete
30	101	Lenovo	3600004286	1	Discard	Obsolete

Date: 2/20/20

2/5/2026

Authorized Campus
Signature 

Fixed Asset Discard List

Other: _____



Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alamosa

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	101	Lenovo	3600004221	1	Discard	Obsolete
2	101	Lenovo	2600004819	1	Discard	Obsolete
3	101	Lenovo	3600004293	1	Discard	Obsolete
4	101	Lenovo	3600004301	1	Discard	Obsolete
5	101	Lenovo	3600004268	1	Discard	Obsolete
6	101	Lenovo	2600004714	1	Discard	Obsolete
7	101	Lenovo	3600004292	1	Discard	Obsolete
8	101	Lenovo	3600004257	1	Discard	Obsolete
9	101	Lenovo	3600004176	1	Discard	Obsolete
10	101	Lenovo	3600004191	1	Discard	Obsolete
11	101	Lenovo	3600004139	1	Discard	Obsolete
12	101	Lenovo	3600004227	1	Discard	Obsolete
13	101	Lenovo	3600004190	1	Discard	Obsolete
14	101	Lenovo	3600004218	1	Discard	Obsolete
15	101	Lenovo	2600005364	1	Discard	Obsolete
16	101	Lenovo	3600004298	1	Discard	Obsolete
17	101	Lenovo	3600004288	1	Discard	Obsolete
18	101	Dell	2600008137	1	Discard	Obsolete
19	101	iPad	1104070442	1	Discard	Obsolete
20	101	Hp	2600004526	1	Discard	Obsolete
21	101	Hp	2600004604	1	Discard	Obsolete
22	101	Hp	2600004621	1	Discard	Obsolete
23	101	Hp	2600004569	1	Discard	Obsolete
24	101	Hp	2600004576	1	Discard	Obsolete
25	101	Hp	2600004595	1	Discard	Obsolete
26	101	Hp	2600004575	1	Discard	Obsolete
27	101	Lenovo	3600003128	1	Discard	Obsolete
28	101	Hp	2600004542	1	Discard	Obsolete
29	101	Hp	2600004624	1	Discard	Obsolete
30	101	Hp	2600004588	1	Discard	Obsolete

Date: 2/5/2026

Authorized Campus

Signature _____

Page 3 of 5



Fixed Asset Discard List

Other: _____

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Borrego

Excell Loya

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	101	Hp	2600004527	1	Discard	Obsolete
2	101	Hp	2600004535	1	Discard	Obsolete
3	101	Hp	2600004598	1	Discard	Obsolete
4	101	Hp	2600004573	1	Discard	Obsolete
5	101	Hp	2600004548	1	Discard	Obsolete
6	101	Hp	2600004626	1	Discard	Obsolete
7	101	Hp	2600004599	1	Discard	Obsolete
8	101	Hp	2600004578	1	Discard	Obsolete
9	101	Hp	2600004636	1	Discard	Obsolete
10	101	Hp	2600004597	1	Discard	Obsolete
11	101	Hp	2600004609	1	Discard	Obsolete
12	101	Hp	2600004555	1	Discard	Obsolete
13	101	Hp	2600004592	1	Discard	Obsolete
14	101	Hp	2600004585	1	Discard	Obsolete
15	101	Hp	2600004583	1	Discard	Obsolete
16	101	Dell	3600005412	1	Discard	Obsolete
17	101	Dell	3600005411	1	Discard	Obsolete
18	101	Lenovo	3600003099	1	Discard	Obsolete
19	101	Lenovo	2600004856	1	Discard	Obsolete
20	101	Hp	5CD045HGX8	1	Discard	Obsolete
21	101	Hp	5CD045HGWR	1	Discard	Obsolete
22	101	Hp	5CD045HGXW	1	Discard	Obsolete
23	101	Lenovo	MP1YXL2N	1	Discard	Obsolete
24	101	Lenovo	MP1YYEN2	1	Discard	Obsolete
25	101	Lenovo	P26KDQW	1	Discard	Obsolete
26	101	Lenovo	MP1YXHSL	1	Discard	Obsolete
27	101	Lenovo	MP1Y45HB	1	Discard	Obsolete
28	101	Lenovo	P206DZY0	1	Discard	Obsolete
29	101	Lenovo	MP1YX5B9	1	Discard	Obsolete
30	101	Hp	5CD045HH5F	1	Discard	Obsolete

Date: 2/20/26 2/5/2026

Authorized Campus
Signature [Handwritten Signature]

Page 4 of 5



Fixed Asset Discard List

Center: _____

E cell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Barrero

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	101	Lenovo	MP1Y40RJ	1	Discard	Obsolete
2	101	Lenovo	P2033BQ2	1	Discard	Obsolete
3	101			1	Discard	Obsolete
4	101			1	Discard	Obsolete
5	101			1	Discard	Obsolete
6	101			1	Discard	Obsolete
7	101			1	Discard	Obsolete
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15	101			1	Discard	Obsolete
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25	101			1	Discard	Obsolete
26	101			1	Discard	Obsolete
27	101			1	Discard	Obsolete
28	101			1	Discard	Obsolete
29	101			1	Discard	Obsolete
30	101			1	Discard	Obsolete

Date: 2/20/26 2/5/2026

Authorized Campus Signature [Signature]

Page 5 of 5



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: February 2026, Non-Technology Fixed Asset Discards
Date: April 8, 2026

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!



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	Rack	15020	1	Damaged
2				
3				
4				
5				
6				
7				
8				
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10				
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29				
30				

Date: 3-25-26

Authorized Campus

Signature [Handwritten 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	Cafeteria Hand sanitizer dispenser		2	They are in good condition
2				
3				
4				
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30				

Date: 3-29-20

Authorized Campus

Signature Ursula Lopez

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	Cafeteria	Commercial Table	200800	1	This is broken and stain
2	Cafeteria	Commercial Scale	TR2505316V0760	1	It doesn't weig well
3	Cafeteria	Commercial Skillet	J98429-1-1	1	It doesn't work anymore
4					
5					
6					
7					
8					
9					
10					
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12					
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26					
27					
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29					
30					

3-25-26

Date: _____ Feb,26,2026

Authorized Campus

Signature *[Handwritten Signature]*

Page 1 of 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: Richard Salcido, Director of Special Education
Subject: Special Education Annual Presentation
Date: April 8, 2026

HISTORY:

Annual Special Education Department presentation

RATIONALE:

Summary of enrollment data, special education staffing, Results-Driven Accountability findings, and key legislative updates

BUDGET IMPACT:

There is no budget impact on this item.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board to review the information presented.

For Approval? Yes No

If not, 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!

Special Education Department

San Elizario Independent School District



Annual Special Education Report
2025-2026



San Elizario ISD - Special Education Department

Mission Statement

The San Elizario ISD Special Education Department provides services to students who have qualified for specially designed instruction and/or related services. All students receive a free and appropriate public education in the least restrictive environment through a continuum of services offered to maximize each student's academic and functional abilities.

Vision Statement

To foster an inclusive environment for exceptional students to thrive in school and beyond.

District Special Education Student Snapshot



Special Education Eligibility Definitions

In Texas, students can qualify for Special Education under **13 eligibility categories**, which align with the federal IDEA disability categories and are defined in the **Texas Administrative Code (TAC §89.1040)**.

1. **Auditory Impairment (AI), Deaf or Hard of Hearing (DHH)**
 2. **Autism (AU)**
 3. **Deafblindness (DB)**
 4. **Emotional Disturbance (ED)**
 5. **Intellectual Disability (ID)**
 6. **Multiple Disabilities (MD)**
 7. **Orthopedic Impairment (OI)**
 8. **Other Health Impairment (OHI)** — includes ADHD and many medical/health conditions
 9. **Specific Learning Disability (SLD)** — includes dyslexia, dyscalculia, etc.
 10. **Speech or Language Impairment (SLI)**
 11. **Traumatic Brain Injury (TBI)**
 12. **Visual Impairment (VI)**
 13. **Noncategorical Early Childhood (NCEC)** — ages 3–5 when disability type is not yet clearly defined
- * **Developmental Delay (DD)** – replacing NCEC – extends to ages 3-9



Current Special Education Counts Served by Disability

As of February 17, 2026, the San Elizario ISD Special Education Department is serving a total of **528 students**. Of these students, **156 students** are identified with two disabilities, and **18 students** are identified with three or more disabilities.

Campus	AI/DHH	AU	DB	ED	ID	MD	OI	OHI	SLD	SLI	TBI	VI	NCEC/DD	Campus Total
Loya	1	12	0	0	0	0	0	0	0	50	0	1	11	75
Sambrano	1	15	0	0	6	0	0	14	19	100	0	0	5	160
Alarcon	1	0	0	4	1	0	0	13	35	22	0	0	0	76
Borrego	1	14	0	3	11	0	0	9	63	48	0	2	1	152
GEMS	3	3	0	6	3	0	0	11	47	9	0	0		82
SEHS	3	15	1	10	7	0	1	18	89	10	0	3		157
District Total:	10	59	1	23	28	0	1	65	253	239	0	6	17	702



Special Education Programs Offered at San Elizario ISD

Program	Description
Life Skills (LS)	Students who have significant cognitive disabilities and require intensive, individualized instruction in functional and adaptive skills.
Social Emotional Support (SES)	Specialized educational setting for students who require intensive and specialized support to manage significant social, emotional, and/or behavioral challenges that impede their educational progress.
Structured Learning and Communication (SLC)	Specialized instructional setting designed for students with moderate to severe disabilities, particularly those on the autism spectrum, who require a high degree of structure, consistency, and individualized support to address their academic, social, behavioral, and communication needs.
Academic Self-Contained (ASC)	Self-contained classrooms are considered when a student's Individualized Education Program (IEP) team determines that their needs cannot be adequately met in a less restrictive environment, like an inclusion classroom, even with supplementary aids and services.
Resource (Res)	Specialized educational setting where students with disabilities receive targeted, individualized instruction and support from a special education teacher.
Co-Teach (CT)	Collaborative approach where a general education teacher and a special education teacher share responsibility for planning, instructing, and assessing a diverse group of students, which includes those with disabilities.
In Class Support/ Support Facilitation (SF)	An inclusive service delivery model where special education personnel, such as a special education teacher or paraprofessional, provide support to both the general education teacher and students with disabilities within the general education classroom.
External Support/Mainstream	Provides special education and related services to students with disabilities within the general education classroom, while also providing additional support outside of the regular classroom environment as needed.



Additional Special Education Services

Services	Description
Auditory Services	Encompass comprehensive hearing care, including diagnostic evaluations, hearing aid fittings, maintenance, and treatment for tinnitus or balance disorders.
Occupational Therapy	Supports students' academic and functional performance by addressing fine motor, sensory processing, and self-care skills needed for learning
Physical Therapy	Focuses on improving a student's functional mobility, strength, and balance to fully participate in their educational environment.
Special Education Counseling	Provides specialized, goal-focused counseling, and fosters social-emotional growth for students with disabilities.
Dyslexia	Difficulty with decoding, spelling, and reading fluency, requiring tailored, systematic instruction.
Homebound	Provide certified instruction to special education students confined to home or hospital for at least four weeks due to severe medical or mental health conditions, aiming to maintain academic progress.
Private/Homeschool	Homeschooling in Texas is legally classified as private schooling, requiring no state registration, teacher certification, or curriculum approval. Parents must use a bona fide (genuine) curriculum, such as workbooks or online programs, covering reading, spelling, grammar, math, and good citizenship.
Texas School for the Blind and Visually Impaired (TSBVI)	Serves students ages birth-22 who are blind, visually impaired, or deafblind in Texas through a variety of educational programs and services. Located in Austin, TX.
Regional Day School Program for the Deaf (RDSPD)	The El Paso RDSPD is dedicated to serving students with hearing loss that significantly impacts the development of language and/or performance in school through a variety of programming options. Located at Burgess High School.

Current Special Education Counts by Instructional Setting

Setting	Loya	Sambrano	Alarcon	Borrego	GEMS	San Elizario HS	District Total
Life Skills		4		3	4	8	19
SLC		6		6			12
SES			5		4		7
ASC		15		16	6	18	55
Resource		18	15	38	14	12	97
Co-Teach		1	3	11	24	68	107
Support Facilitation	3	4	8	7	11	11	44
Mainstream	1	1	2	3	3	16	26
Speech Only	22	42	5	10	1	0	80
Speech	1	12	3	6		0	22
Dyslexia Instruction	0	4	13	10	2	1	30
Early Childhood	23						23
Visually Impaired	1	0	0	2	0	3	6
Homebound	0	0	0	0	0	1	1
*Private School	0	0	0	0	0	1	1
*Homeschool	0	0	0	1	0	0	1
*Texas School for the Blind and Visually Impaired (TSBVI)	0	0	0	0	0	1	1
*Regional Day School Program for the Deaf (RDSPD)	0	0	0	168 ⁰	0	1	1



Special Education Population: 4-Year Trend

Total Population			
Year	Texas	Region 19	SEISD
21-22	5,427,370	166,550	3,193
22-23	5,518,432	165,778	3,177
23-24	5,531,236	163,415	3,009
24-25	5,544,255	160,879	2,927
25-26			2,798

Special Education Population			
Year	Texas	Region 19	SEISD
21-22	635,097	20,111	431
22-23	702,785	21,102	464
23-24	774,489	22,269	480
24-25	856,651	23,634	481
25-26			528

Special Education Percentage			
Year	Texas	Region 19	SEISD
21-22	11.70%	12.08%	13.50%
22-23	12.74%	12.73%	14.60%
23-24	14.00%	13.63%	15.85%
24-25	15.45%	14.69%	16.43%
25-26			18.87%

Prior Year Source: Texas Academic Performance Reports (TAPR)

*Dyslexia added to Special Education beginning the 25-26 School Year



District Special Education Faculty and Staff Snapshot



San Elizario ISD Special Education Employees

Job Title	Campus/Location	Counts
Aides	All campuses	23
Autism Specialist	Excell/All campuses	1
Behavior Interventionist/Dyslexia	Excell/All campuses	1
Clerks	Excell	2
Counselor	Excell/All campuses	1
Diagnostician	Excell/All campuses	4
Director	Excell	1
Job Coach	Excell/San Elizario HS/Garcia-Enriquez MS	1
Clerks	Excell	2
Secretary	Excell	1
Speech Language Pathologist (SLP)	Excell/All campuses	5
Teachers	All Campuses	29
Teacher – Visually Impaired/Dyslexia	Excell/All campuses	1



San Elizario ISD Contracted Employees

Job Title	Campus/Location	Counts
Auditory Impairment	Excell/All campuses	1
License Specialist in School Psychology (LSSP)	Excell/All campuses	1
Occupational Therapist	Excell/All campuses	1
Physical Therapist (vacant)	Excell/All campuses	1
Transition Specialist	Excell/GEMS/SEHS	1



Special Education Data



2025 Results Driven Accountability District Report

Special Education (SPED)

Domain I - Academic Achievement (Indicators 1-3)

Domain II - Post-Secondary Readiness (Indicators 4-5)

Domain III - Disproportionate Analysis (Indicators 6-15)



Texas Education Agency's 2025 RDA Special Education Determination Level Framework

Performance Level	Description
Best Performance (PL 0)	Strong results, minimal TEA concern.
High Performance (PL 1)	Better than statewide average.
Moderate Concern (PL 2)	Some performance issues.
Significant Concern (PL 3)	Low statewide performance.
Lowest Performance (PL 4)	Highest level of concern/intervention.
Not Assigned (NA)	When the LEA cannot be evaluated due to a lack of data. Usually occurs when there are no students in that specific population.
Special Analysis (SA)	Used to assign a performance level when an LEA has very small student populations that do not meet standard size
No Data	The LEA had no students in the specific population being measured for that indicator.
Required Improvement (RI)	When a (LEA) has achieved the highest possible performance rating (PL 0) for a specific indicator by meeting the <u>Required Improvement (RI)</u> criteria



Texas Education Agency's 2025 RDA Special Education Determination Level Framework

Determination Level	Description
Meets Requirements (DL1)	Indicates the LEA is meeting IDEA requirements and demonstrates adequate performance.
Needs Assistance (DL2)	Indicates performance concerns that require state monitoring and intervention supports. TEA may take enforcement actions if an LEA remains at DL2 for multiple years.
Needs Intervention (DL3)	Indicates significant performance issues requiring targeted or intensive interventions. If an LEA remains at DL3 for three or more consecutive years, TEA is required to take enforcement action.
Needs Substantial Intervention (DL4)	Indicates severe noncompliance or substantial failure to meet IDEA conditions. TEA may take immediate enforcement action at this level.

Performance Level's measure performance on the **components**.
Determination Level's measures the performance of the **system**.



Domain I – Academic Achievement

Indicator 1

1. SPED STAAR 3-8 Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	40.8	91	223	2
	2024			104	225	
	2023			105	191	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	38.9	88	226	3
	2024			92	224	
	2023			76	195	
<i>(iii) Science</i>	2025	65.0 - 100	25.0	19	76	3
	2024			24	67	
	2023			22	75	
<i>(iv) Social Studies</i>	2025	65.0 - 100	28.1	9	32	3
	2024			7	32	
	2023			10	40	



Domain I – Academic Achievement

Indicator 2

2. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Mathematics</i>	2025	70.0 - 100	71.4	15	21	0
	2024			*	*	
	2023			*	*	
<i>(ii) Reading Lang. Arts</i>	2025	70.0 - 100	66.7	14	21	NA SA
	2024			*	*	
	2023			*	*	
<i>(iii) Science</i>	2025	65.0 - 100	60.0	*	*	NA SA
	2024			*	*	
	2023			*	*	
<i>(iv) Social Studies</i>	2025	65.0 - 100	*	*	*	No Data
	2024			*	*	
	2023			*	*	



Domain I – Academic Achievement

Indicator 3

3. SPED STAAR EOC Passing Rate						
		PL 0 Cut Points	Rate	Passed	Tested	Performance Level
<i>(i) Algebra I</i>	2025	65.0 - 100	58.3	28	48	1
	2024			29	49	
	2023			30	41	
<i>(ii) Biology</i>	2025	75.0 - 100	66.7	28	42	1
	2024			31	44	
	2023			33	42	
<i>(iii) U.S. History</i>	2025	70.0 - 100	89.2	33	37	0
	2024			14	18	
	2023			29	32	
<i>(iv) English I and II</i>	2025	60.0 - 100	23.7	28	118	3
	2024			27	105	
	2023			28	79	



Domain II – Post Secondary Readiness

Indicator 4-5

4. SPED Graduation Rate					
	PL 0 Cut Points	Rate	Graduates	Class	Performance Level
2025	80.0 - 100	80.6	25	31	0
2024			17	23	
2023			21	32	

5. SPED Annual Dropout Rate (Grades 7-12)					
	PL 0 Cut Points	Rate	Dropouts	Attend	Performance Level
2025	0 - 1.8	3.4	7	205	2
2024			*	*	
2023			9	211	



Domain III – Disproportionate Analysis Indicator 6-10

6. SPED Regular Early Childhood Program Rate (preschool-aged)

	PL 0 Cut Points	Rate	Settings RECP	SPED Students	Performance Level
2025	30.0 - 100	42.0	*	*	0
2024			*	*	
2023			*	*	

7. SPED Regular Class ≥80% Rate (school-aged)

	PL 0 Cut Points	Rate	Settings ≥80%	SPED Students	Performance Level
2025	70.0 - 100	81.0	*	*	0
2024			*	*	
2023			*	*	

8. SPED Regular Class <40% Rate (school-aged)

	PL 0 Cut Points	Rate	Settings <40%	SPED Students	Performance Level
2025	0 - 10.0	12.6	*	*	0 RI
2024		15.3	*	*	
2023			*	*	

9. SPED Separate Settings Rate (school-aged)

	Separate Settings	SPED Students
2025	*	*

10. SPED Representation (Ages 3-21)

	SPED Students	All Students
2025	481	2,927

Domain III – Disproportionate Analysis Indicator 11-15

11. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

		SPED OSS/EXP≤10	SPED Students
2025		*	*

12. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED OSS/EXP>10	SPED Students	Performance Level
2025	0 - 1.0	*	*	*	0

13. SPED ISS ≤10 Days Rate (Ages 3-21)

		SPED ISS≤10	SPED Students
2025		*	*

14. SPED ISS >10 Days Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED ISS>10	SPED Students	Performance Level
2025	0 - 1.3	0.7	*	*	0

15. SPED Total Disciplinary Removals Rate (Ages 3-21)

	PL 0 Cut Points	Rate	SPED Removals	SPED Students	Performance Level
2025	0 - 19.0	26.2	*	*	1
2024	182		*	*	
2023			*	*	

RDA Special Education Determination Level Framework Overall Summary (Last 4 Years)

Year	Determination Level
2022	*Needs Intervention (DL 3)
2023	Needs Assistance (DL 2)
2024	Needs Assistance (DL 2)
2025	Needs Assistance (DL 2)

***If the LEA is a DL 3 or DL 4, this triggers intensive monitoring and mandatory improvement actions from TEA.**

***We are out of the Corrective Action Plan from 2022.**



Legislative Updates



Senate Bill 2

School Choice and Educational Savings Account (ESA)

- It establishes a statewide voucher-style ESA program starting in 2026–27.
- It provides up to \$30,000/year for students with disabilities for tuition, therapies, tutoring, etc.
- It requires public school districts to conduct evaluations and create ESA-specific IEPs for students seeking ESA eligibility, even if homeschooled or in private school.



House Bill 2

Funding for Initial Special Education Evaluations

HB 2 created Texas Education Code (TEC), §48.159, which provides \$1,000 for each full individual and initial evaluation (FIIIE) completed by a school system.



House Bill 2

Impact of HB 2 on Special Education Language Acquisition (SELA) Data Collection and Reporting

- HB 2 amended TEC, §29.316, which requires data collection and reporting of the language acquisition and literacy development of children eight years and younger who are deaf or hard of hearing (DHH).
- To accommodate the timeline for adopting commissioner rules to regulate TEC, §29.316, the SELA data collection in TSDS is suspended for the SY 2025–26.
- More information will be communicated on the tools and assessments that will be required and the timeline for that collection and reporting as we approach the SY 2026–27.



House Bill 2

Special Education Transportation

- The Transportation Allotment modified by HB 2 in TEC, §48.151, increases the special transportation rate for eligible students who receive this as a related service from \$1.08 per mile to \$1.13 per mile.



House Bill 2

College, Career, and Military Readiness (CCMR) Outcomes Bonus

- The College, Career, and Military Readiness (CCMR) Outcomes Bonus amount modified by HB 2 in TEC, §48.110, is increased for annual graduates in special education cohorts from \$2,000 to \$4,000.



House Bill 2

Additional Special Education Funding Changes

- HB 2 creates a new special education funding framework, beginning with **SY 2026–27**, which:
- Modifies special education funding to weights to be set by the commissioner using eight tiers of intensity; and
- Directs the commissioner to establish at least 4 service groups.





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[#SanEliManoAMano](#)



San Elizario ISD Special Education Department

#SanEliManoAMano

Questions?





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MEMORANDUM

To: Members of the Board of Trustees
From: Leticia de Santos, Administrator of Instructional Programs
Subject: Teacher Incentive Allotment (TIA) Updates
Date: April 8, 2026

HISTORY:

The Teacher Incentive Allotment was initially proposed as part of HB 3 in response to the growing need for reform in teacher compensation and retention. Before the passage of HB 3, teacher salaries in Texas had been relatively stagnant, leading to challenges in attracting and retaining highly qualified teachers, particularly in hard-to-staff areas such as math, science, bilingual education, and special education.

TIA was designed to address these concerns by offering a way to financially reward teachers based on their effectiveness, as determined through a variety of performance-based measures, including student outcomes. Implementing this initiative sought to improve educational equity by ensuring that the most effective educators were working where they were most needed.

RATIONALE:

San Elizario ISD implemented the Teacher Incentive Allotment (TIA) to support highly effective teachers' retention, recruitment, and recognition. Through this initiative, educators have the opportunity to earn a designation as a Recognized, Exemplary, or Master teacher, with the potential to receive additional compensation ranging from \$3,000 to \$32,000 based on their designation.

TIA has been instrumental in addressing hard-to-fill positions within the district, ensuring that top-tier educators are attracted and retained. Notably, 90% of the TIA funds are allocated directly to teacher salaries, and once a teacher earns a designation, they keep it for five years, regardless of their future placement. This initiative incentivizes teacher excellence and strengthens the district's ability to maintain a high-quality teacher.

Teacher Incentive Allotment Growth in the Number of Teachers Designated:

The number of designated teachers has significantly grown, increasing from **14 to 27** including 6 Master teachers, 12 Exemplary teachers, and 9 recognized teachers.

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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Teacher Incentive Allotment Expansion:

Additionally, the district has expanded the scope of content areas eligible for designation, allowing more teachers to earn a TIA designation. Moving forward, San Elizario ISD will continue to offer regular training for both teachers and administrators, continue to update the TIA guidebook, and explore the potential of expanding the TIA process to include all teachers in the district. This continued growth ensures that more educators have access to the benefits of the TIA and supports the district’s long-term goals for teacher retention and effectiveness.

Below is a side-by-side of the TIA-Qualified Areas:

2025-2026

2026-2027

Area	2025-2026 Instrument	Status	Area	2026-2027 Instrument	Status
Prek-3	CIRCLE	New	Prek-3	CIRCLE	Carried over
Pre-K 4	CIRCLE	Carried over	Pre-K 4	CIRCLE	Carried over
Kinder - 2nd Reading	MCLASS	Carried over	Kinder - 2nd Reading	MCLASS	Carried over
Kinder - 2nd Math	iReady	New	Kinder - 2nd Math	iReady	Carried over
3rd- 8th Reading	STAAR	Carried over	3rd- 8th Reading	STAAR	Carried over
3rd- 8th Math	STAAR	Carried over	3rd- 8th Math	STAAR	Carried over
5th & 8th Science	STAAR	Carried over	5th & 8th Science	STAAR	Carried over
Algebra I	STAAR	Carried over	Algebra I	STAAR	Carried over
English I	STAAR	Carried over	English I	STAAR	Carried over
English II	STAAR	New	English II	STAAR	Carried over
Biology	STAAR	Carried over	Biology	STAAR	Carried over
Special Education - Serving in Math and Reading	STAAR	NEW	Special Education - Serving in Math and Reading	STAAR	Carried over
Cosmetology I	Pre/Post Test	New	Cosmetology I	Pre/Post Test	Carried over
Graphic Design & Illustration II	Pre/Post Test	New	Graphic Design & Illustration I	Pre/Post Test	Carried over
Business Information Management	Pre/Post Test	New	Foundations of Business Communication & Technology I	Pre/Post Test	Carried over
			6th & 7th Science	Pre/Post Test	New
			7th Social Students	Pre/Post Test	New
			Geometry	Pre/Post Test	New
			World Geography	Pre/Post Test	New
			Chemistry	Pre/Post Test	New
			Spanish II	Pre/Post Test	New
			Life Skills and Structured Learning	Pre/Post Test	New
			Pre k-12th	Unique Learning System	New

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 IMPACT: As San Elizario ISD prepares for the upcoming expansions to the Teacher Incentive Allotment (TIA) plan, the district will utilize assessments that are already in use by either the state or the district, ensuring that no additional costs will be incurred for materials. The only exception is the inclusion of K-2 math, which will require the district to purchase the iReady assessment program for \$7,756.00 as well as TEKSready for \$4,903.50. However, aside from these purchases, the planned expansions will not result in any significant additional expenses for materials, allowing the district to effectively grow the TIA program without incurring substantial financial burdens.

ADMINISTRATIVE RECOMMENDATION:

For Approval? Yes No

If not, 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!

Teacher Incentive Allotment Spring 2026



HB3 Teacher Incentive Allotment

The Teacher Incentive Allotment (TIA) provides an accessible pathway for **effective teachers to earn a higher income while remaining in the classroom.**



Sustainable funding for teachers written into statute with no caps on teacher designations or allotment funds.



The Goals - Teacher Incentive Allotment (TIA)



The Teacher Incentive Allotment (TIA) 2024-2025 Totals

650

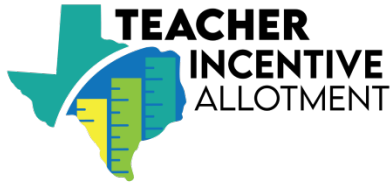
School Districts

42,000

Designated Teachers

\$475,000,000

2024-2025 TIA Allotment Funding



Soaring to Excellence





Average Funding for San Elizario ISD Teachers in 2024-2025

\$7,426
Recognized



90% must be spent on teacher compensation at the campus where the designated teacher works

\$14,853
Exemplary



- New Acknowledged level coming for 2026-2027
- Increase in payouts of current levels coming for 2026-2027

\$26,754
Master



Teacher Incentive Allotment



TEA in partnership with **Texas Tech University** will approve the local designation systems



1. System Review (TEA)

Districts submit application, which could include narrative components and artifacts, to TEA to demonstrate high-quality, valid, and reliable:

- ❑ Student growth measures
- ❑ Teacher observation systems



2. Data Review (TTU)

Districts submit evidence of teacher effectiveness to TTU to ensure the relative accuracy and reliability of:

- ❑ Student growth measures
- ❑ Teacher observations

TIA Phased in Approach

ACTIVE
National Board
Certified
Teachers,
TIA Designated
teachers

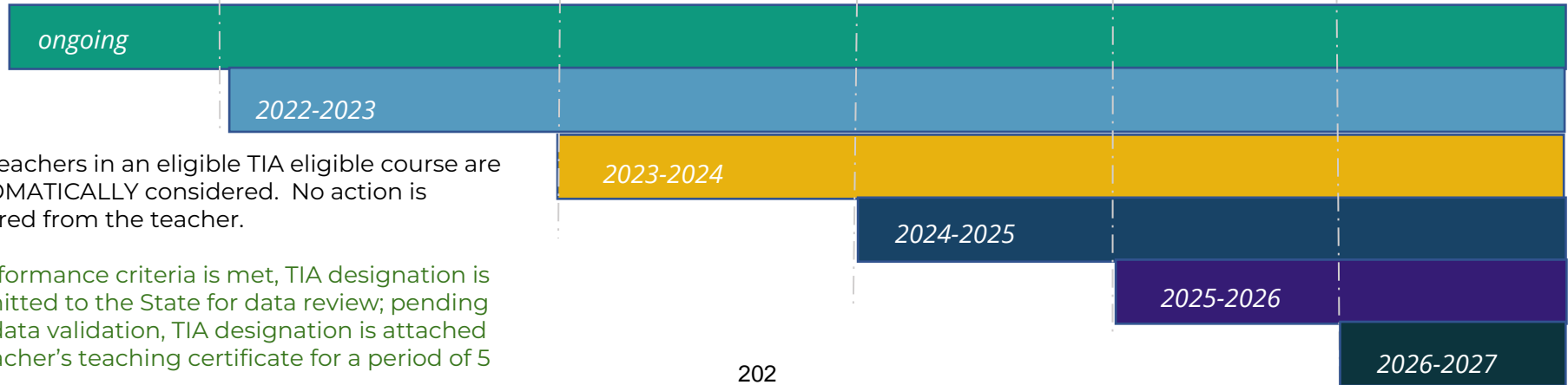
Phase 1:
2022-2023
Pre-K
Kindergarten - 2nd:
Reading
3rd - 6th: Reading & Math

Phase 2:
2023-2024
Phase 1 +
7th - 8th: Reading &
Math
Algebra I
English I

Phase 3:
2024-2025
Phase 1 & 2 +
5th & 8th Science
Biology

Phase 4:
2025-2026
Phase 1 - 3 +
English II

Phase 5:
2026-2027
See next slide for
full list



ALL teachers in an eligible TIA eligible course are AUTOMATICALLY considered. No action is required from the teacher.

If performance criteria is met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to teacher's teaching certificate for a period of 5 years.



San Elizario ISD's TIA System for 2026-2027

Eligible Courses

- Pre-kindergarten
- Kindergarten - 8th: Reading & Math
- English I & English II
- Algebra I, Geometry
- 5th, 6th, 7th, & 8th Science,
- Biology, Chemistry
- 7th & 8th Social Studies
- US History & World Geography
- Spanish II
- Graphic Design & Illustration I, Foundations of Business Communication & Technology I, Cosmetology I
- Life Skills teachers and structured learning teachers Pre-kindergarten - 12th grade
- SPED resource/co-teach

Teacher Observation Instruction (Domain 2)

- Dimension 2.1 Achieving Expectations
- Dimension 2.2 Content Knowledge and Expertise
- Dimension 2.3 Communication
- Dimension 2.4 Differentiation
- Dimension 2.5 Monitor and Adjust

Learning Environment (Domain 3)

- Dimension 3.1 Classroom Environment, Routines, and Procedures
- Dimension 3.2 Managing Student Behavior
- Dimension 3.3 Classroom Culture

The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA decisions for Observation and Growth, as well as the inclusion of minimum performance requirements. Once analysis is complete, information is made publicly available.

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Soaring to Excellence



Data Validation Results of 2024-2025 Data

San Elizario **passed** Data Validation for **3 years in a row**

TEA/Texas Tech runs over 13 different checks on our TIA Data Submission

NOTE: Not all districts pass data validation

We received over 92% of the points. A very strong performance.

<i>Domain</i>	<i>Check</i>	<i>Possible Points</i>	<i>Results</i>	<i>Score</i>	<i>Weight</i>	<i>Score × Weight</i>
<i>A. Correlation between teacher observation ratings and student growth ratings</i>	C1	0-3	$r = 0.50$	3.00	× 10	30.00
	C2	0-3	$r = 0.38$	2.43	× 7	17.07
<i>B. Relationship between teacher designations and VAM</i>	C3	0-3	$s = 0.55$	2.62	× 3	7.87
	C4	0-3	$sp. \omega^2 = 0.03$	2.54	× 3	7.62
<i>C. Degree of reliability for observation and growth judgements</i>	C5	0-3	$sp. \omega^2 = -0.10$	3.00	× 2	6.00
	C6	0-3	$sp. \omega^2 = 0.03$	2.56	× 3	7.68
	C7	0-3	$sp. \omega^2 = -0.06$	3.00	× 2	6.00
<i>D. Comparison of district designation percentage to statewide performance standards</i>	C8	0-3	$s = 79\%$	3.00	× 1	3.00
	C9	0-3	$s = 98\%$	3.00	× 1	3.00
	C10	0-3	$w = 0.10$	2.99	× 3	8.97
<i>E. Supplemental checks</i>	C11	0-3	$\sigma = 0.10$	2.39	× 0	–
	C12	0-3	$\rho = 0.22$	1.48	× 0	–
	C13	0-3	$\rho = 0.45$	2.83	× 0	–
					Total	97.23 / 105



TIA Designated Teachers in San Elizario



9
Teachers



12
Teachers



6
Teachers

TIA Timeline - two year process



**June
2026**
Application
Approval
from TEA



**School
Year
2026-2027**
Teacher
observation &
student
growth data
collected



**October
2027**
Submit data
to TEA/Texas
Tech for
validation
**Must remain
a teacher in
district to be
submitted*



**February
2028**
Receive
notice from
TEA
**Approved or
denied as a
district*



**August
2028**
Teacher
receives TIA
payout
**Must remain
an employee
to receive
payout*



**September
2028**
District receives
TIA
reimbursement

What's Next

- TIA Application reviewed and approved by TEA in Spring 2026
- Update the TIA Field Guide, and publish it to district TIA webpage, include detailed information on our TIA system, including courses, student growth measures and information on earning and advancing a TIA designation level
- T-TESS Calibration training for all administrators for the 2026-2027 school year, training delivered in June.
- Update Teachers on TIA changes for the 2026-2027 school year.
- Continue to explore expansion to include Fine Arts and Physical Education





THANK
YOU

Any Questions?





April 8, 2026

School Board Members must complete continuing education training required by the State Board of Education(SBOE). SBOE requires the board to include a progress report of the trainings the board members have received to date in the minutes of the last regular meeting of the Board of Trustees held before an election of trustees. Tex. Educ. Code 11.159 (b); 19 Tex. Admin. Code 61.1.

The minutes of the last regular meeting of the Board of Trustees held before an election of trustees must reflect whether each trustee has met or is deficient in meeting the training required for the trustee as of the first anniversary of the date of the trustee's election or appointment.

SCRIPT:

Under State Board of Education Rule, completing required continuing education each year of service is a basic obligation and expectation of any sitting board member.

As Board President, I am required to announce the name of each member who:

- Has completed the required continuing education;
- Has exceeded the required continuing education; and
- Is deficient in meeting the required continuing education.

The requirements for training are measured as of the first anniversary of the date of the trustee's election or appointment or two-year anniversary of his or her previous training, as applicable.

There are eight training areas for board member continuing education:

1. Local District Orientation
2. Orientation to the Texas Education Code
3. Post-Legislative Update to the Texas Education Code
4. Team Building
5. Additional Continuing Education
6. Evaluating Student Academic Performance and Setting Goals
7. Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children
8. School Safety

To the extent applicable to each board member, I will announce the completion or deficiency as to required training.

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For members who still have time remaining to complete required training, I will announce those board members who have scheduled timely training and those who have not yet scheduled the training.

At the conclusion of this announcement, I will announce any board member's training in excess of the continuing education requirements.

1. Local District Orientation

The following new board members have completed the Local District Orientation: **Alexis Tellez**

2. Introduction to the Texas Education Code

The following new board members have completed the Introduction to the Texas Education Code: **Alexis Tellez**.

3. Post-Legislative Update to the Texas Education Code

The following board members have completed the Post-Legislative Update to the Texas Education Code: **Sandra Licon, Lorenzo Luevano**

The following board members have time remaining to complete the annual training on the Post-Legislative Update to the Texas Education Code: **Axel Lopez, Eduardo Chavez, Monica Chavez, Myrna Hernandez**

4. Team Building

The following board members have completed the annual team-building training: **Eduardo Chavez, Sandra Licon, Myrna Hernandez, Lorenzo Luevano, Axel Lopez, Monica Chavez, and Alexis Tellez**

5. Additional Continuing Education

The following Board members have completed the additional continuing education requirements: **Eduardo Chavez, Myrna Hernandez, Sandra Licon, Axel Lopez, Lorenzo Luevano, Monica Chavez, and Alexis Tellez**

6. Evaluating and Improving Student Outcomes

The following Board members have completed the biennial training on Evaluating and Improving Student Outcome: **Sandra Licon, Lorenzo Luevano, Alexis Tellez, Monica Chavez, Eduardo Chavez, Myrna Hernandez, and Axel Lopez**

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7. Identifying and Reporting Abuse, Trafficking, and Other Maltreatment of Children

The following board members have completed the biennial training on identifying and reporting abuse and trafficking: **Sandra Licon, Lorenzo Luevano, Eduardo Chavez, Monica Chavez, Myrna Hernandez, and Alexis Tellez**

The following board members are deficient in meeting the required biennial training on identifying and reporting abuse and trafficking: **Axel Lopez**

8. School Safety

The following board members have completed the biennial training on School Safety: **Sandra Licon, Lorenzo Luevano, Eduardo Chavez, Alexis Tellez, and Myrna Hernandez**

The following board members are deficient in the completion of the biennial training on School Safety: **Monica Chavez, and Axel Lopez**

Cybersecurity

The following board members have completed the annual training on Cybersecurity: **Myrna Hernandez, Lorenzo Luevano, Alexis Tellez, Sandra Licon, and Monica Chavez**

The following board members have time remaining to complete the annual training on Cybersecurity: **Eduardo Chavez**

The following board members are deficient in meeting the required annual training on Cybersecurity: **Axel Lopez**

Exceeding required Continuing Education

Board Member **Eduardo Chavez** exceeded the required amount of continuing education training by **12** additional hours.

Board Member **Myrna Hernandez** exceeded the required amount of continuing education training by **19** additional hours.

Board Member **Sandra Licon** exceeded the required amount of continuing education training by **39** additional hours.

Board Member **Axel Lopez** exceeded the required amount of continuing education training by **12** additional hours.



Board Member **Lorenzo Luevano** exceeded the required amount of continuing education training by **64.5** additional hours.

Board Member **Monica Chavez** exceeded the required amount of continuing education training by **12** additional hours.

Board Member **Alexis Tellez** exceeded the required amount of continuing education training by **22.5** additional hours.

OFFICE OF THE SUPERINTENDENT



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce, Research and Evaluation Administrator
Subject: (HB 3) GPM 2.1 Progress Monitoring—Reading Growth for Pre-K
Date: April 8, 2026

HISTORY:

As part of the HB3 progress monitoring requirements, the Board of Trustees has approved Student Outcome Goals and Goal Progress Measures. The purpose of this report is to provide feedback on Goal Progress Measure (GPM) 2.1, which focuses on the progress of Pre-K students in meeting reading skills benchmarks.

Goal Progress Measure (GPM) 2.1 (District; 1-year Goal)

- Each of the nine pre-reading skills (English) for all Pre-K students will increase by $\geq 4\%$ from BOY Wave 1 in Sept. of 2025 to MOY Wave 2 in Jan. of 2026 as measured by the CIRCLE School Average Growth Report.
- Each of the eight pre-reading skills (Spanish) for all Pre-K students will increase by $\geq 4\%$ from BOY Wave 1 in Sept. of 2025 to MOY Wave 2 in Jan. of 2026 as measured by the CIRCLE School Average Growth Report.

RATIONALE:

The CIRCLE Progress Monitoring System is a web-based, prekindergarten assessment system used by Pre-K teachers to determine their students' knowledge in key developmental areas. This tool prompts teachers to focus on lessons that target their students' least developed skills. Conducted three times per year, the assessments are sensitive to growth in children's skills over time.

In this report, we will look at Wave 2 reading scores and the comparison of reading growth from Wave 1 to Wave 2 based on the CIRCLE assessment will be examined. With deepening understanding regarding the CIRCLE assessment, we have opted to evaluate pre-reading skills using a different report parameter. We are now using the average scores for each skill instead of the overall percent meeting benchmarks. Additionally, with the clarity that each of the pre-reading skills is weighted separately, we can no longer take a straight average for Wave 2.

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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Pre-K Reading Wave 2	Percent of students Meeting on Track (English Test)	Percent of students Meeting on Track (Spanish Test)
Early Writing Skills/Escritura temprana	61%	91%
Book and Print Knowledge/Libras y material impreso	88%	89%
Story Retell and Comprehension/Recontrar y comprehension	78%	89%
Letter-Sound Correspondence/Sonidos de letras	88%	92%
Syllabication/Division Silabica	62%	73%
Onset-Rime	50%	
Alliteration/Aliteracion	36%	21%
Rhyming/Rimas	52%	52%
Rapid Letter Naming/Letras rapidas	53%	39%

In the table above illustrates the percentage of students that are on track based on the 9 pre-reading skills for English and the 8 pre-reading skills for the Spanish test assessed with CIRCLE.

Pre-K--Wave 1 to Wave 2 Growth in Reading (English)

Pre-K Reading Wave 2	Wave 1	Wave 2	Total Points	Wave 1 Percent	Wave 2 Percent	Difference
Early Writing Skills	3.96	7.52	20	20%	38%	18%
Book and Print Knowledge	3.6	8.55	11	33%	78%	45%
Story Retell and Comprehension	2.47	4.55	6	41%	76%	35%
Letter-Sound Correspondence	2.35	8.46	12	20%	71%	51%
Syllabication	1.77	5.21	7	25%	74%	49%
Onset-Rime	0.4	2.43	5	8%	49%	41%
Alliteration	1.05	4	7	15%	57%	42%
Rhyming	1.33	5.69	9	15%	63%	48%
Rapid Letter Naming	6.77	11.96	52	13%	23%	10%

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As seen on the table above, there were 9 pre-reading skills assessed with CIRCLE. Each skill is assigned a total point value which represents the highest number of attainable points. For instance, Early Writing Skills has a total point value of 20. At Wave 2, our students earned 7.52 points out of 20 possible points, which reflects a percentage of 38%. We can see growth of +18% from Wave 1 to Wave 2 in that skill. Our Pre-K students showed significant gains in all 9 pre-reading skills from Wave 1 to Wave 2.

Pre-K--Wave 1 to Wave 2 Growth in Reading (Spanish)

Pre-K Reading Wave 2	Wave 1	Wave 2	Total Points	Wave 1 Percent	Wave 2 Percent	Difference
Escritura temprana	4.22	12.26	20	21%	61%	40%
Libras y material impreso	2.92	8.3	11	27%	75%	49%
Recontrar y comprehension	3.32	5.29	6	55%	88%	33%
Sonidos de letras	1.1	6.73	12	9%	56%	47%
Division Silabica	1.44	5.14	7	21%	73%	53%
Aliteracion	0.58	3.44	7	8%	49%	41%
Rimas	0.58	4.43	9	6%	49%	43%
Letras rapidas	1.6	6.9	54	3%	13%	10%

Note: There was also significant growth for the Pre-K students tested in Spanish in each of the 8 pre-reading skills measured.

BUDGET IMPACT:

There is no budget impact associated with this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of GPM 2.1 as presented

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce, Research and Evaluation Administrator
Subject: (HB 3) GPM 2.2 Progress Monitoring—Grades K-2 Reading
Date: April 8, 2026

HISTORY:

As part of the HB 3 progress monitoring requirements, the Board of Trustees has approved Student Outcome Goals and Goal Progress Measures. The purpose of this report is to provide feedback on HB 3 Goal Progress Measure (GPM) 2.2, which focuses on reading growth for students in grades K-2.

RATIONALE:

Goal Progress Measure (GPM) 2.2 (District; 1-year Goal)

- The mClass MOY (DIBELS) reading assessment will help identify what percent of students are at grade level based on the recommended composite score. (English) K ≥ 371, 1st ≥ 389, 2nd ≥ 389
- The mClass MOY (Lectura) reading assessment will help identify what percent of students are at grade level based on the recommended composite score. (Spanish) K ≥ 352, 1st ≥ 390, 2nd ≥ 388

MOY Reading English

Well below Below At Above

Population	Measure	Levels	Students
Grade K	Composite Score	BOY	37
		MOY	39
Grade 1	Composite Score	BOY	78
		MOY	75
Grade 2	Composite Score	BOY	78
		MOY	74

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As per the information above, 47 students (64%) 2nd graders are well below grade level in their composite score during the middle of the year assessment.

MOY Reading Spanish

Well below Below At Above

Population	Measure	Levels		Students
Grade K	Composite Score	BOY	 15% 3% 52% (50) 30% (29)	97
		MOY	 25% (23) 17% 34% (32) 24% (22)	93
Grade 1	Composite Score	BOY	 40% (39) 11% 35% (35) 14%	99
		MOY	 44% (43) 8% 33% (33) 15%	99
Grade 2	Composite Score	BOY	 31% (31) 7% 32% (31) 30% (30)	99
		MOY	 24% (24) 14% 36% (36) 26% (26)	100

As per the information above, 24 students (24%) 2nd graders are well below grade level in their composite score in the MOY improving from 31 students being well below grade level at the beginning of the year (BOY)

Data above shows that there needs to be additional adjustments in order to ensure more students are at grade level.

BUDGET IMPACT:

There is no budget associated this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of GPM 2.2 as presented

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: March 2026 – Meal Service Update
Date: April 8, 2026

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 has served 22,772 student meals through March 24th, plus 3,740 intersession meals. These include breakfast, lunch, snacks, and supper meals.

Child Nutrition Services participated in the following events:

Our eggcellent duo delivered classroom meals and passed out pencils and stickers to students during School Breakfast Week. We raffled goodie bags or gift cards at all schools.

Intersession meal services took place at San Elizario HS, Borrego, and Sambrano. Meal counts were steady all week thanks to the support of school Principals who brought students to eat in the cafeteria.

The Taste of San Eli during Parent-Teacher Conferences is scheduled on March 31st at Alarcon & Borrego.

A treat was added to the student tray for the Easter holiday.

Health Inspections are complete, and we end the school year with a 99.58%.

CNS received the Cream of the Crop recognition for connecting students with local fruits and vegetables. We are proud to represent San Elizario ISD at the upcoming TDA MegaCon Conference.

Thank you for your continued support.

BUDGET IMPACT: 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

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.

San Elizario Independent School District

Enrollment Counts

Campus	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Enrolled	PY Enr	G/L	CTE	SPEC ED	LEP	GT	MIG	
Borrego Elementary						118	143	146	117							524	517	7		108	316	39	2	
L.G. Alarcon Elementary School						72	74	64	79							289	298	-9		53	181	26	3	
Lorenzo Loya Primary	11	182														193	192	1		39	106	0	0	
Sambrano Elementary School			135	179	179											493	560	-67		110	306	20	2	
Garcia-Enriquez Middle School										195	198					393	410	-17	100	66	226	53	8	
San Elizario High School												213	225	231	232	901	968	-67	740	133	477	90	8	
Grade Level Totals	11	182	135	179	179	190	217	210	196	195	198	213	225	231	232	2793	2945	-152	840	509	1612	228	23	
Prior Year Grade Level Totals	23	169	166	194	200	210	204	205	196	211	199	227	284	221	236									
GL	-12	13	-31	-15	-21	-20	13	5		-16	-1	-14	-59	10	-4									




Save the Date — Registration & Housing Opens August 2025


This national event that brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning. Join us in San Antonio for an empowering experience of national school board leadership learning and networking with like-minded professionals.



Regional Workshop 2026: San Elizario, Region 19

 April 23, 2026

 06:00 PM CDT - 10:00 PM CDT

 1050 Chicken Ranch Road, San Elizario, TX, 79849
San Elizario ISD

 TASB Registrar

[Register](#)

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Fee

\$35, includes dinner

Agenda

4:30 p.m.

Registration

5-5:15 p.m.

Welcome

5:15-6:15 p.m.

The How and Why of Superintendent Evaluation

Yes, it's required by law. Even so, the school board that understands its leadership role will recognize the superintendent evaluation process as a priceless opportunity to advance the district, fortify the board-superintendent relationship, and model professionalism. In this session, familiarize yourself with the legal basics of superintendent evaluation and consider options for creating a collaborative process from identifying goals through conducting the summative evaluation.

6:15-7 p.m.

Dinner

7-8 p.m.

Legal Update

This presentation with a TASB attorney will update you on legal developments from the courts, commissioner, and attorney general, as well as regulatory agencies. You'll hear the latest legal news affecting public school employees, students, parents, business operations, governance, and more.

8-9 p.m.

Let's Talk About It: Good Governance (Panel Session)

School districts across the state might face similar challenges, but your regional context can influence how they play out in your particular district. Join the conversation with a panel of trustees from Region 19 to discuss challenges and solutions from a local perspective.

Continuing Education



Continuing Education Credit

This event is eligible for TEA-approved Continuing Education Credit (CEC) for board members. For questions about CEC, contact the TASB CEC team at cec@tasb.org.

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2026 MASBA NATIONAL CONFERENCE ([HTTPS://MASBATX.ORG/](https://masbatx.org/))

Sep 10, 2026 - Sep 11, 2026

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The Westin Riverwalk, San Antonio

Welcome!

With over **14 million Latino students across the nation**, it's crucial for school board members to be equipped with the knowledge and tools necessary to lead them to success.

Join us for an enriching and insightful experience, where we bring together educational leaders, policymakers, and advocates to explore innovative strategies and best practices in serving the needs of diverse student populations.

At our conference, attendees will have the opportunity to engage in dynamic discussions, participate in interactive workshops, and hear from renowned speakers who are passionate about advancing educational equity and excellence for Latino students.

[TAKE A GLANCE AT OUR 2026 CONFERENCE AGENDA.](#)

Event Details

WHEN

September 10th, 2026 (2 PM CDT) -
September 11th, 2026 (10 PM CDT)

[Add to Calendar](#)

WHERE

The Westin Riverwalk, San Antonio
420 West Market Street
San Antonio, TX 78205-2920

Register Now

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Conference Countdown

Stay tuned as the countdown ticks away, marking the moments until we convene. Don't miss out!

196

Days

20

Hours

8

Minutes

14

Seconds



MASBA - School Board Members for Latino Equity, is a voluntary, non-profit education association that has served school boards since 1970. Our mission is to empower school board members to be culturally conscious leaders for the advancement of the Latino/Mexican American community. Our vision is an equitable public education system.

MASBA-School Board Members for Latino Equity

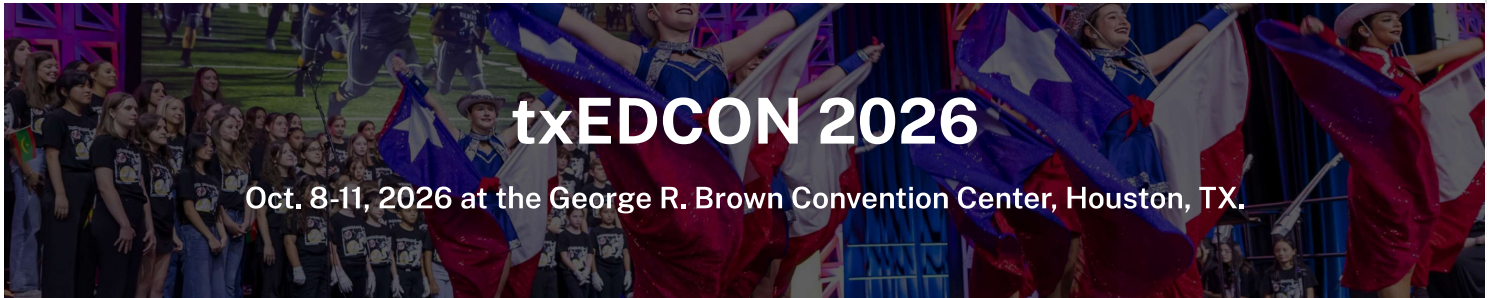
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SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

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2026 - 2027 Board Meeting Dates	
July 2026	No Board Meeting
Wednesday, August 12, 2026	Regular Board Meeting
Tuesday, September 8, 2026	Regular Board Meeting *MASBA Sept 10 – 11 *Homecoming Parade (pending game schedule)
Wednesday, October 14, 2026	Regular Board Meeting *TASA/TASB txEDCON26 Oct 8 - 11
Wednesday, November 18, 2026	Regular Board Meeting *Veteran’s Day
December 2026	No Board Meeting
Wednesday, January 13, 2027	Regular Board Meeting
Wednesday, February 10, 2027	Regular Board Meeting
Wednesday, March 3, 2027	Regular Board Meeting *Spring Intersession
Wednesday, April 14, 2027	Regular Board Meeting
Wednesday, May 12, 2027	Regular Board Meeting
Wednesday, May 19, 2027	Board Budget Workshop
Wednesday, June 9, 2027	Regular Board Meeting
Wednesday, June 16, 2027	Regular Board Meeting for Budget Adoption

OFFICE OF THE SUPERINTENDENT

PO Box 920 San Elizario, Texas 79849-0920 — Phone:(915) 872-3900

2025-2026 End of Year Campus Award Ceremony Schedule

School Campus	Dates – Grade Level – Time
 <p data-bbox="632 302 1037 418">Lorenzo G. Loya Primary School</p>	<p data-bbox="1060 293 1854 391">May 27 – PreK3 – 1:00 pm 2:45 pm May 28 – PreK4 – 10:00 am 1:00 pm 2:30 pm May 29 – Water Celebration – All Day During each PE Class Time</p>
 <p data-bbox="573 483 1037 602">Josefa L. Sambrano Elementary School</p>	<p data-bbox="1060 477 1581 574">May 22 – Kindergarten – 8:30 am 1:30 pm May 27 – 1st Grade – 8:30 am 1:30 pm May 28 – 2nd Grade – 8:30 am 1:30 pm</p>
 <p data-bbox="564 654 1037 773">Lorenzo G. Alarcon Elementary School</p>	<p data-bbox="1060 651 1419 781">May 26 – 4th Grade – 9:00 am May 26 – 3rd Grade – 2:00 pm May 27 – 5th Grade – 2:00 pm May 28 – 6th Grade – 9:30 am</p>
 <p data-bbox="560 829 1037 948">Alfonso Borrego Sr. Elementary School</p>	<p data-bbox="1060 824 1419 954">May 27 – 3rd Grade – 9:00 am May 27 – 6th Grade – 3:00 pm May 28 – 4th Grade – 9:00 am May 28 – 5th Grade – 3:00 pm</p>
 <p data-bbox="451 1003 1037 1122">Ann M. Garcia-Enriquez Middle School</p>	<p data-bbox="1060 998 1780 1062">May 27 – 7th Grade – 6:00 pm May 28 – 8th Grade Transition Ceremony – 6:00 pm at SEHS</p>
 <p data-bbox="441 1175 1037 1224">San Elizario High School</p>	<p data-bbox="1060 1180 1724 1411">May 21 – 06:00 pm – Athletic Banquet May 22 – 3:00 pm – Rose Ceremony (11th & 12th) May 24 – 08:00 am – Senior Mass & Religious Services May 26 – 09:00 am – Senior Graduation Campus Walk May 27 – 10:00 am – Senior Field Trip May 28 – 03:00 pm – Senior Golden Eagle Ceremony May 29 – 07:00 pm – Senior Graduation</p>