

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, October 14, 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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.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 5
San Elizario ISD Student
- E. Pledge of Allegiance to the Texas State Flag 6
San Elizario ISD Student
- F. **San Elizario ISD Mission Statement**
The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

- Mr. Eduardo Chavez, Board President
2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)
 3. **DISTRICT RECOGNITIONS**
 - A. Athletic Recognitions

Mr. Cesar Morales, Executive Director of Athletics

 1. San Elizario High School Varsity Team Tennis District Champions
 2. Ann M. Garcia-Enriquez Middle School — 7th grade Girls Basketball District Champions
 3. Ann M. Garcia-Enriquez Middle School — 8th grade Boys Basketball District Champions
 - B. October is Principal's Month

Dr. Jeannie Meza-Chavez, Superintendent
 - C. Texas Education Human Resources Day 7

Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Gina Ramirez, Executive Director, Human Resources
 - D. Recognition of National School Lunch Week

Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Aggie Reyes, Executive Director, Child Nutrition Services
 4. **NEW BUSINESS / BOARD ACTION ITEMS**
 - A. Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2025-2026 8

Rating

Ms. Elizabeth Perez, Chief Financial Officer

 1. Powerpoint Presentation 20
 - B. Discussion regarding topics for Quarterly Meeting #2 scheduled for Wednesday, November 4, 2026
Board of Trustees
 - C. TASB - District Facility Assessment Report Virtual Presentation 34

Mr. James Reese, TASB Regional Manager of Facility Services
 - D. Discussion and possible Board action to approve the Long-Range Facilities Planning (LRFP) Committee roster and the Board's Charge to the Committee 35

Mr. Jesus Martinez, Executive Director, Support Services
 5. **CONSENT AGENDA** - Consider and possible Board action on
 - A. Financial Reports

Ms. Elizabeth Perez, Chief Financial Officer

 1. Tax Report 40
 2. Financial Statements 42
 3. Investment Report 46
 4. Budget Amendment 57
 - B. Consider and possible Board action on Resolutions
 1. Texas Education Human Resources Day Resolution 60

Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Gina Ramirez, Executive Director, Human Resources
 2. National School Lunch Week Resolution 61

Ms. Aggie Reyes, Executive Director Child Nutrition Services
 - C. Consider and possible Board action to approve the Athletic Trainer Support Contract Agreement with El Paso Children's Hospital Corporation dba El Paso Children's Hospital 62

Dr. Jeannie Meza-Chavez, Superintendent, and Mr. Cesar Morales, Executive Director, Athletics

D.	Consider and possible Board action to approve El Paso Children's Hospital MOU regarding Project ADAM Ms. Messina Holguin, District Lead Nurse	85
E.	Consider and possible Board action to approve the Emergence Health Network MOU regarding School-Based Crisis Intervention Team Dr. Jeannie Meza-Chavez, Superintendent	92
F.	Consider and possible Board action to approve the Grade Conversion Scale K-12 Ms. Sandra Sanchez, Career and Technical Education Administrator	100
G.	Consider and possible Board action to approve offering Innovative Courses: Making Connections I and II in 8th grade Ms. Sandra Sanchez, Career and Technical Education Administrator	107
H.	Consider and possible Board action to approve the Board Operating Procedures Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent	120
I.	Consider and possible Board action to approve revision to policy DNA(LOCAL) Ms. Gina Ramirez, Executive Director, Human Resources	188
J.	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	190
K.	Consider approval of minutes for the following: Board of Trustees	
	1. September 8, 2026 - Regular Board Meeting	195
6.	PRESENTATIONS / REPORTS / INFORMATION	
A.	Reports	
	1. Bilingual/ESL Program Evaluation for School Year 2025-2026 Ms. Leticia De Santos, Instructional Programs Administrator	204
	2. Gifted and Talented Program Evaluation for School Year 2025-2026 Ms. Leticia De Santos, Instructional Programs Administrator	222
	3. Annual Report on Cooperative Purchasing Fees for FY 2026-2027 Ms. Elizabeth Perez, Chief Financial Officer	248
	4. Child Nutrition Services Reports Ms. Aggie Reyes, Executive Director, Support Services	
	a. Meal Service Update	250
	b. The Fresh Fruit & Vegetable Program	251
	c. Farm Fresh Student Engagement Grant	253
	5. Enrollment Update Dr. Jeannie Meza-Chavez, Superintendent	255
B.	Information	
	1. Board Training	
	a. NSBA 2027 – April 2 to 4, 2027 Washington, D.C.	256
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, 551.074, 551.082, and 551.0821, Texas Gov. Code:	

- A. Discussion regarding Superintendent's evaluation date
 - B. Discussion regarding student discipline in connection with employee assault charges and matters related thereto
 - C. Discussion regarding Superintendent and Chief Financial Officer's duties and responsibilities in reference to Finance Department
8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
- A. Possible Board action on matters discussed in Closed Session
 - B. Discussion and possible Board action to approve date to conduct Superintendent's Annual Evaluation
Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent
9. **NEXT MEETING DATE:**
- Wednesday, November 4, 2026, at 5:30 p.m. — Quarterly Meeting #2
 - Wednesday, November 18, 2026, at 5:30 p.m. — Regular Board Meeting
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.

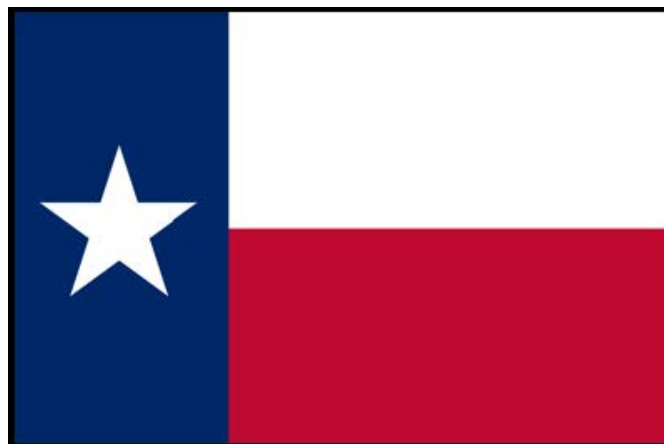
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

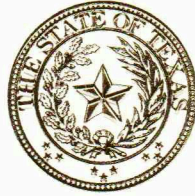
- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.



**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."





STATE OF TEXAS
OFFICE OF THE GOVERNOR

Texas is proud to recognize the commitment of the many dedicated professionals who work to ensure that a quality education system places our students on the path toward a lifetime of excellence and achievement. An integral part of the success of our schools is the human resource professionals who play a critical role in our education system.

While these services are vital throughout all industries, human resources professionals are particularly important in education. These hardworking men and women are skilled and efficient in talent acquisition, retention, and implementing effective human resources practices. By recognizing potential teachers, human resources professionals surround our students with highly capable educators who will develop the next generation into the leaders of tomorrow.

At this time, I encourage all Texans to recognize the importance of human resources in education. I commend the profession's continued commitment to meeting the needs of students and teachers alike, as these professionals pave the way for a better, brighter tomorrow for the future leaders of our great state.

Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim October 14, 2026, to be

Education Human Resources Day



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

In testimony whereof, I have hereunto affixed my signature this the 24th day of August, 2026.

A handwritten signature of Greg Abbott in black ink.

Governor of Texas



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
Subject: Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2025-2026 Rating
Date: October 14, 2026

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

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

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

RATIONALE: The determination of the rating is as follows:

Determination of Rating		2025-26 Rating	2024-25 Rating
A.	Did the school district fail any of the critical indicators 1, 2, 3 or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.		
B.	Determine the rating by the applicable number of points.		
	A= Superior Achievement	90 – 100	90 – 100
	B = Above Standard Achievement	80 – 89	80 – 89
	C = Meets Standard Achievement	70 – 79	70 – 79
	F = Substandard Achievement	< 70	< 70

The district's 2025-26 rating based on school year 2024-25 data was an 'A = Superior Achievement' with a score of 100 out of 100.

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San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
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A comparison of ratings from prior year for the districts within El Paso County is as follows:

CDN	School District	2025-26 Score	2024-25 Score	2023-24 Score
071901	Clint ISD	98	98	98
071902	El Paso ISD	92	94	92
071903	Fabens ISD	79	98	98
071904	San Elizario ISD	100	98	95
071905	Ysleta ISD	82	88	88
071906	Anthony ISD	98	92	92
071907	Canutillo ISD	78	80	94
071908	Tornillo ISD	98	98	84
071909	Socorro ISD	76	66	94

In the attachment included, you will find the following:

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

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

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No

If no, please check one: ☒ Presentation ☐ Report ☐ Information

Please check if applicable: ☒ Attachment Included

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User: Elizabeth Perez
User Role: District
Assigned District: 071904

RATING YEAR

2025-2026

DISTRICT NUMBER

district #

Appeal Summary

Select An Option

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Financial Integrity Rating System of Texas

2025-2026 RATINGS BASED ON SCHOOL YEAR 2024-2025 DATA - DISTRICT STATUS DETAIL

Name: SAN ELIZARIO ISD(071904)	Publication Level 1: 8/6/2026 3:21:50 PM
Status: Passed	Publication Level 2: 8/7/2026 3:50:39 PM
Rating: A = Superior Achievement	Last Updated: 8/7/2026 3:50:39 PM
District Score: 100	Passing Score: 70

#	Indicator Description	Updated	Score
1	<u>Was the complete annual financial report (AFR) and data submitted to the TEA on or before February 27, 2026?</u>	6/4/2026 6:18:41 PM	Yes
2	<u>Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</u>	6/4/2026 6:18:41 PM	Yes

3	<u>Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)</u>	6/4/2026 6:18:41 PM	Yes
4	<u>Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	6/4/2026 6:18:41 PM	Yes Ceiling Passed
			1 Multiplier Sum
5	<u>Was the total net position in the governmental activities column in the Statement of Net Position (net of accretion of interest and premiums for capital appreciation bonds, net pension liability, and other post-employment benefits) greater than zero? (If it is not, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement, unless the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership. If the school district has an increase of students in membership over 5 years of 7 percent or more or 1,000 or more students in membership, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/4/2026 6:18:41 PM	Ceiling Passed
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails</u>	6/4/2026 6:18:41 PM	Ceiling Passed

	<u>indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>		
7	<u>Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.</u>	6/4/2026 6:18:41 PM	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	6/4/2026 6:18:41 PM	10
9	<u>Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.</u>	6/4/2026 6:18:41 PM	10
10	<u>Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?</u>	6/4/2026 6:18:41 PM	10
11	<u>Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's increase of students in membership over 5 years was 7 percent or more or 1,000 or more students in membership, then the school district passes this indicator.)</u>	6/4/2026 6:18:41 PM	10
12	<u>What is the correlation between future debt requirements and the district's assessed property value?</u>	6/4/2026 6:18:41 PM	10
13	This indicator is not being evaluated.		10
14	<u>Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.</u>	6/4/2026 6:18:41 PM	10
15	<u>Was the school district's actual average daily attendance (ADA) within the allotted range of the district's biennial ADA projection submitted to TEA by the school district? If the school district did not submit ADA projections to TEA, it must certify TEA's projections to pass this indicator. See ranges below in the Determination of Points section.</u>	6/4/2026 6:18:41 PM	5

16	<u>Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/4/2026 6:18:41 PM	Ceiling Passed
17	<u>Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	6/4/2026 6:18:41 PM	Ceiling Passed
18	<u>Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</u>	6/4/2026 6:18:41 PM	10
19	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	6/4/2026 6:18:41 PM	5
20	<u>Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?</u>	6/4/2026 6:18:41 PM	Ceiling Passed
21	<u>Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?</u>	6/4/2026 6:18:41 PM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum

			(100 Ceiling)
			100 Score

DETERMINATION OF RATING

- A.

Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.
- B.

Determine the rating by the applicable number of points.
- A = Superior Achievement

90-100
- B = Above Standard Achievement

80-89
- C = Meets Standard Achievement

70-79
- F = Substandard Achievement

<70

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

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

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 5, 6, 16, 17, 20, or 21? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement

Indicator 5 (Total Net Position) - Negative total net position and do not have 7% or more or 1,000 or more increase in growth in students in membership over 5 years.	79	C = Meets Standard Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 21 (FSP Repayment Plan) - Response to indicator is <i>Yes</i> .	70	C = Meets Standard Achievement

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

THE [TEXAS EDUCATION AGENCY](#)

1701 NORTH CONGRESS AVENUE • AUSTIN, TEXAS, 78701 • (512) 463-9734

FIRST 5.16.0.7

Comparison of the Indicators with the Previous Year

#	<u>Indicators</u>	2025-26 Score	2024-25 Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA on or before February 27, 2026?	Yes	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Yes	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Yes	Yes
4	Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS) and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 days, A= Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	Yes Ceiling Passed	Yes Ceiling Passed
5	Was the total net position in governmental activities column in the Statement of Net Position greater than zero?	Ceiling Passed	Ceiling Passed
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	Ceiling Passed	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general funds for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	10	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	10	8
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	10	10
10	Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	10	N/A

Comparison of the Indicators with the Previous Year

#	<u>Indicators</u>	2025-26 Score	2024-25 Score
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?	10	10
12	What is the correlation between future debt requirements and the district's assessed property value?	10	10
13	This indicator is not being evaluated.	10	10
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff). If the student enrollment did not decrease, the school district will automatically pass this indicator.	10	10
15	Was the school district's actual average daily attendance (ADA) within the allotted range of the district's biennial ADA projection(s) submitted to TEA by the school district? If the school district did not submit ADA projections to TEA, it must certify TEA's projections to pass this indicator.	5	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B=Above Standard Achievement.)	Ceiling Passed	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C=Meets Standard Achievement.)	Ceiling Passed	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state or federal funds? (The AICPA defines material noncompliance.)	10	10
19	Did the school district post the required information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	5	5
20	Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	Ceiling Passed	Ceiling Passed
21	Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of Foundation School Program (FSP) funds because of a financial hardship?	Ceiling Passed	Ceiling Passed

Required Disclosures

1. Superintendent's Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2026. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. **If published on the Internet**, the contract is to remain accessible for twelve months: <https://www.seisd.net/superintendent/superintendent-s-contract>

2. Reimbursements Received by the Superintendent & Board Members for Fiscal Year 2025

Description of Reimbursements	Dr. Jeannie Meza-Chavez	Guadalupe Caro	Eduardo Chavez	Monica Chavez	Myrna Hernandez	Sandra Licon	Axel Lopez	Lorenzo Luevano
Lodging	\$2,860.78	\$913.92	\$913.92	\$0.00	\$1,363.56	\$1,492.01	\$913.92	\$1,941.65
Meals	\$0.00	\$177.00	\$177.00	\$177.00	\$327.00	\$327.00	\$177.00	\$327.00
Transportation	\$2,275.02	\$373.96	\$240.90	\$299.96	\$935.92	\$350.96	\$278.96	\$1,009.26
Other - Registration Fees	\$2,905.00	\$385.00	\$385.00	\$385.00	\$705.00	\$705.00	\$385.00	\$705.00
Total	\$8,040.80	\$1,849.88	\$1,716.82	\$861.96	\$3,331.48	\$2,874.97	\$1,754.88	\$3,982.91

Note – The spirit of the rule is to capture all “reimbursements” for fiscal year 2025, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order. Reimbursements to be reported per category include:

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

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

For the Twelve-Month Period Ended June 30, 2025	Name(s) of Entity(ies)	Summary Amount
Superintendent – Dr. Jeannie Meza-Chavez	N/A	\$0.00

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

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

For the Twelve-Month Period Ended June 30, 2025	Name	Summary Amount
Superintendent	Dr. Jeannie Meza-Chavez	\$0.00
Board Member	Guadalupe Caro	\$0.00
Board Member	Eduardo Chavez	\$0.00
Board Member	Monica Chavez	\$0.00
Board Member	Myrna Hernandez	\$0.00
Board Member	Sandra Licon	\$0.00
Board Member	Axel Lopez	\$0.00
Board Member	Lorenzo Luevano	\$0.00

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

5. Business Transactions Between School District and Board Members

For the Twelve-Month Period Ended June 30, 2025	Name	Summary Amount
Superintendent	Dr. Jeannie Meza-Chavez	\$0.00
Board Member	Guadalupe Caro	\$0.00
Board Member	Eduardo Chavez	\$0.00
Board Member	Monica Chavez	\$0.00
Board Member	Myrna Hernandez	\$0.00
Board Member	Sandra Licon	\$0.00
Board Member	Axel Lopez	\$0.00
Board Member	Lorenzo Luevano	\$0.00

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



Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2025- 2026 Rating

October 14, 2026

Annual Financial Management Report

- Each Texas school district is required to prepare an Annual Financial Management Report that includes the following:
 - TEA Financial Management Performance Rating

The district's financial management performance rating issued by the Texas Education Agency (TEA), based on financial indicators established by the Commissioner of Education under the state's Financial Accountability System.
 - Current and Prior-Year Performance

The district's performance on each financial accountability indicator for both the current year and the preceding year, providing a basis for reviewing changes in financial performance over time.
 - Additional Required Information

Any additional financial management information required by the Commissioner of Education.

Determination of Rating		2025-26 Rating	2024-25 Rating
A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.		
B.	Determine the rating by the applicable number of points.		
	A = Superior Achievement	90-100	90-100
	B = Above Standard Achievement	80-89	80-89
	C = Meets Standard Achievement	70-79	70-79
	F = Substandard Achievement	<70	<70
		The district's 2025-26 rating based on school year 2024-25 data was an 'A=Superior Achievement' with a score of 100 out of 100.	



Financial Integrity Rating System of Texas

2025-2026 RATINGS BASED ON SCHOOL YEAR 2024-2025 DATA - DISTRICT STATUS DETAIL

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

Status: **Passed**

Rating: A = Superior Achievement

District Score: 100

Publication Level 1: 8/6/2026 3:21:50 PM

Publication Level 2: 8/7/2026 3:50:39 PM

Last Updated: 8/7/2026 3:50:39 PM

Passing Score: 70

#	<u>Indicators</u>	2025-26 Score	2024-25 Score
1	<u>Was</u> the complete annual financial report (AFR) and data submitted to the TEA on or before February 27, 2026?	Yes	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Yes	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Yes	Yes

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

7	Was the number of days of cash on hand and current investments in the general funds for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	10	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	10	8
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	10	10
10	Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	10	N/A

#	<u>Indicators</u>	2025-26 Score	2024-25 Score
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?	10	10
12	What is the correlation between future debt requirements and the district's assessed property value?	10	10
13	This indicator is not being evaluated.	10	10
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff). If the student enrollment did not decrease, the school district will automatically pass this indicator.	10	10
15	Was the school district's actual average daily attendance (ADA) within the allotted range of the district's biennial ADA projection(s) submitted to TEA by the school district? If the school district did not submit ADA projections to TEA, it must certify TEA's projections to pass this indicator.	5	5

16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B=Above Standard Achievement.)	Ceiling Passed	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds and free from substantial doubt about the school district's ability to continue as a going concern? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C=Meets Standard Achievement.)	Ceiling Passed	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state or federal funds? (The AICPA defines material noncompliance.)	10	10

19	Did the school district post the required information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	5	5
20	Did the school district's administration and school board members discuss any changes and/or impact to local, state, and federal funding at a board meeting within 120 days before the district adopted its budget?	Ceiling Passed	Ceiling Passed
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Description of Reimbursements	Dr. Jeannie Meza-Chavez	Guadalupe Caro	Eduardo Chavez	Monica Chavez	Myma Hernandez	Sandra Licon	Axel Lopez	Lorenzo Luevano
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For the Twelve-Month Period Ended June 30, 2025	Name(s) of Entity(ies)	Summary Amount
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Required Disclosures

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Board Member	Myrna Hernandez	\$0.00
Board Member	Sandra Licon	\$0.00
Board Member	Axel Lopez	\$0.00
Board Member	Lorenzo Luevano	\$0.00

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





San Elizario ISD
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Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Jesus Martinez, Executive Director-Support Services
Subject: TASB-District Facility Assessment Report-Presentation by Mr. James Reese, TASB
Regional Manager of Facility Services
Date: October 14, 2026

HISTORY:

On February 11, 2026, during the Regular Board meeting, information was presented to the Board regarding declining enrollment and sustainability. In the presentation, information regarding facility assessments and long-range facility planning was shared. The board directed administration to procure the services. On March 4, 2026, the Board approved the TASB agreement for the facility assessments and long-range facility planning.

RATIONALE: The District Facility Assessments have been completed. Mr. James Reese, TASB Regional Manager of Facility Services will provide an overview of the results.

BUDGET IMPACT:

No budget impact.

ADMINISTRATIVE RECOMMENDATION:

This is a presentation only; no action is needed.

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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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Jesus Martinez, Executive Director-Support Services
Subject: Consider and Possible Board Action to Approve the Long-Range Facility Planning (LRFP) Committee Roster and the Board's Charge to the Committee
Date: October 14, 2026

HISTORY:

On February 11, 2026, during the Regular Board meeting, information was presented to the Board regarding declining enrollment and sustainability. In the presentation, information regarding facility assessments and long-range facility planning was presented. The board directed administration to procure the services. On March 4, 2026, the Board approved the TASB agreement for facility assessments and the agreement for long-range facility planning services.

RATIONALE: The TASB Facility Assessments have been completed; the next step is to start the long-range facility plan (LRFP) process. TASB will assist in the development and completion of a long-range facility plan for district facility needs and efficient long-term use and management of district facilities. Part of the process includes establishing a LRFP committee which needs Board approval. In addition, the Board's approval of the Board's charge to the committee is needed before the first committee meeting takes place.

Committee member representation was determined using TASB's recommended LRFP Committee Formula, which identifies representation from various district and community stakeholder groups. To solicit participation, the District emailed all district personnel with information regarding the LRFP Committee and provided a survey link for interested employees to sign up.

The District also extended invitations via email to the City Mayor and all City Council members. High school student representation was coordinated through the High School Student Activities Manager, as the TASB formula specifically identifies high school students as the student representatives on the committee.

Additionally, all members of the Board of Trustees were contacted via email and provided an opportunity to submit recommendations for committee membership. The proposed committee roster was developed from these outreach efforts while following the stakeholder representation identified in TASB's LRFP Committee Formula.

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BUDGET IMPACT:

No budget impact.

ADMINISTRATIVE RECOMMENDATION:

The recommendation is for the Board of Trustees to approve the Long-Range Facility Planning (LRFP) Committee Roster and the Board's Charge to the Committee. Both items are part of the LRFP process.

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!

LONG RANGE FACILITY PLANNING COMMITTEE FORMULA

VOTING MEMBERS		
AREA/PROGRAM/CAMPUS	REPRESENTATIVE	QUANTITY
COMMUNITY	CITY GOVERNMENT, COUNTY GOVERNMENT, CIVIC CLUBS, BUSINESS LEADERS, CLERGY, FMR ISD BOARD MEMBERS, COMMUNITY MEMBER WITHOUT KIDS IN THE DISTRICT	5
KEY INDUSTRY	MEDICAL, MANUFACTURING, SERVICE	1 PER ORG.
HS	PARENTS	5
	STUDENTS	6
	TEACHERS/STAFF	5
MS	PARENTS	5
	TEACHERS/STAFF	5
ES	PARENTS	5
	TEACHERS/STAFF	5
ECC	PARENTS	3
	TEACHERS/STAFF	3
BOOSTER CLUBS	ATHLETIC, BAND, CTE, FFA	1 PER ORG.
DISTRICT (BELOW DIRECTOR)	STAFF	5

SUPPORT TEAM (NON-VOTING MEMBERS)		
ORGANIZATION	REPRESENTATIVE	QUANTITY
SCHOOL BOARD	1-3 MEMBERS FIXED OR ROTATING	3
ISD ADMINISTRATION	- SUPERINTENDENT - ASST. SUPERINTENDENTS - PROGRAM DIRECTORS (M&O, TECH, FOOD SVC, ATHLETICS, CTE, SPED, C&I) - TECH SUPPORT/PUBLIC RELATIONS - ADMINISTRATIVE ASSISTANT(S)	5 - 10
CONSULTANTS	TASB	1
	FINANCIAL ADVISOR	1
	DEMOGRAPHICS	1



San Elizario Independent School District

Long Range Facility Planning Committee Roster

Name	Mailing Address	Phone			Email	EFISD Affiliation (Primary) DROP DOWN MENU
		Home	Mobile	Work		
Ms. Savanah Alarcon	12076 Socorro Rd. San Elizario, Tx 79849		719-243-1720		salarconplace4@cityofsanelizario.com	Government
Mr. Thomas Black					tblackplace5@cityofsanelizario.com	Government
Ms. Cristina Garcia	1409 Enrique Perez Cir. San Elizario, Tx. 79849		915-282-0541		d4nivelador@gmail.com	Parent - High School
Ms. Margarita Ituarte	PO Box 2572		915-356-6786		ituartem@yahoo.com	Parent - High School
Mr. Sergio Jasso	11406 Flor Veronica Dr, Socorro, TX. 79927	915-525-8569	915-525-8569	915-872-3970	Scjasso@seisd.net	Parent - Middle School
Ms. Diana Aguilera			915-637-0216		dguerr50@gmail.com	Parent - Early Childhood
Ms. Sarah Ponce De Leon			915-346-5666		poncedeleonsarah@gmail.com	Parent - Early Childhood
Ms. Anali Valencia	14582 Berrel PL, El Paso, TX. 79928				alinartz90@gmail.com	Parent - Elementary
Mrs. Alicia Araujo	PO Box 423, San Elizario Tx. 79840				shortalicia13@yahoo.com	Parent - Elementary
Mr. Cesar Guzman	San Elizario High School			915-872-3970		Student - High School
Ms. Savannah Hernandez	San Elizario High School			915-872-3970		Student - High School
Ms. Maya Arredondo	San Elizario High School			915-872-3970		Student - High School
Ms. Amaris Telles	San Elizario High School			915-872-3970		Student - High School
Mr. Aidan Uribe	San Elizario High School			915-872-3971		Student - High School
Mr. Isaac Valenzuela	San Elizario High School			915-872-3972		Student - High School
Ms. Nancy Jacquez	13801 Desert Highlands Ln.	915-296-2183	915-296-2183	ext.3793	njacquez@seisd.net	Staff - High School
Mr. Roderick Pearson	12465 Kari Anne Dr. El Paso, TX 79928		915-307-1077		rpearson@seisd.net	Staff - High School
Ms. Maria Crews	P.O. Box 102, San Elizario TX 79849	None	915-472-3151	Ext 3748	maria9594@gmail.com	Staff - High School
Ms. Marie Salcido	P O Box 1206 SE TX 79849	N.A.	915-268-9438	3375	msalcido@seisd.net	Staff - Middle School
Mr. Alexander Corona	acorona@seisd.net	915-740-4258	915-740-4258	3960	acorona@seisd.net	Staff - Middle School
Ms. Martha Granados	310 Borrego rd A		915 867-1105		Mgranados@seisd.net	Staff - Middle School
Ms. Tina Delgado	13680 Socorro Road			915-872-3926	tgonzales@seisd.net	Staff - District
Dr. Jeannie Meza-Chavez	10150 Chicken Ranch Road			915-872-3900	jmeza-chavez@seisd.net	Support Team - District
Dr. Blanca Cruz	10150 Chicken Ranch Road			915-872-3900	bcruz@seisd.net	Support Team - District

Mr. Jesus Martinez	10150 Chicken Ranch Road			915-872-3900	j.martinez@seisd.net	Support Team - District
Mr. Vicente Rodriguez	10150 Chicken Ranch Road			915-872-3900	vicrodriguez@seisd.net	Support Team - District
Ms. Aggie Reyes	10150 Chicken Ranch Road			915-872-3900	agreyes@seisd.net	Support Team - District
Mr. Cesar Morales	10150 Chicken Ranch Road			915-872-3900	cemorales@seisd.net	Support Team - District
Ms. Elizabeth Perez	10150 Chicken Ranch Road			915-872-3900	EPerez@seisd.net	Support Team - District
Ms. Gina Ramirez	10150 Chicken Ranch Road			915-872-3900	GiRamirez@seisd.net	Support Team - District
Mr. Eduardo Chavez	10150 Chicken Ranch Road			915-872-3900	chavez@seisd.net	Support Team - District
Ms. Myrna Hernandez	10150 Chicken Ranch Road			915-872-3900	hernandezmy@seisd.net	Support Team - District
Ms. Sandra Licon	10150 Chicken Ranch Road			915-872-3900	slicon@seisd.net	Support Team - District
Mr. James Reese	12007 Research Blvd. Austin, Texas 78759		361-728-5901	512-505-2884	james.Jreese@tasb.org	Support Team - Consultant



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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Tax Report
Date: October 14, 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 July 31, 2026 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,238,904	\$530,942	\$2,769,846	
Current Year Collections	\$2,031,118	\$481,667	\$2,512,785	\$2,512,785
Current Year Levy Outstanding	\$207,786	\$49,275	\$257,060	
Prior Year Collections				\$141,078
Penalty & Interest Collections				\$75,742
Total Collections				\$2,729,605

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 7/31/2026

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	3.20%	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	8.56%	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	40.06%	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	75.92%	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	87.74%	3,749.59	22,287.08
Mar 2026	107,441.96	2,420,285.79	17,395.49	134,759.66	124,837.45	2,555,045.45	92.25%	3,641.30	25,928.38
Apr 2026	58,335.73	2,478,621.52	9,994.45	144,754.11	68,330.18	2,623,375.63	94.71%	3,198.25	29,126.63
May 2026	22,776.18	2,501,397.70	8,930.78	153,684.89	31,706.96	2,655,082.59	95.86%	3,501.31	32,627.94
Jun 2026	25,122.93	2,526,520.63	15,939.25	169,624.14	41,062.18	2,696,144.77	97.34%	2,130.42	34,758.36
Jul 2026	15,784.79	2,542,305.42	17,675.77	187,299.91	33,460.56	2,729,605.33	98.55%	5,545.04	40,303.40
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	2,512,785.25	141,077.74	2,653,862.99
Levy-Billed	10/1/2025	2,817,941.38	635,963.53	3,453,904.91	Total Penalty & Interest	29,520.17	46,222.17	75,742.34
Adjusted Levy YTD		2,769,845.64	620,872.56	3,390,718.20	Total Levy + P&I	2,542,305.42	187,299.91	2,729,605.33
Increase/Decrease		(48,095.74)	(15,090.97)	(63,186.71)	Taxes as percent of levy	90.72%	5.09%	95.81%
Levy Outstanding		257,060.39	479,794.82	736,855.21	P&I as percent of levy	1.07%	1.67%	2.74%
					Total as percent of levy	91.79%	6.76%	98.55%
					Collection Fee	6,268.79	34,034.61	40,303.40
					Total Collected YTD	2,548,574.21	221,334.52	2,769,908.73



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: October 14, 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 July 31, 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.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No

If no, please check one: ☐ Presentation ☒ Report ☒ Information

Please check if applicable: ☒ Attachment Included

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

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 JULY 31, 2026

FOR THE ONE MONTH PERIOD JULY 31, 2020					Variance With
Data		Budgeted Amounts		Actual Amounts	Final Budget
Control				(GAAP BASIS)	Positive or
Codes		Original	Final		(Negative)
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 2,841,251	\$ 2,841,251	65,953	\$ (2,775,298)
5800	State Program Revenues	31,368,328	31,368,328	164,292	(31,204,036)
5900	Federal Program Revenues	3,265,400	3,265,400	145,001	(3,120,399)
5020	Total Revenues	37,474,979	37,474,979	375,246	(37,099,733)
EXPENDITURES:					
Current:					
0011	Instruction	20,018,979	20,018,979	1,271,333	18,747,647
0012	Instructional Resources and Media Services	68,527	68,527	1,655	66,872
0013	Curriculum and Instructional Staff Development	808,214	808,214	50,523	757,692
0021	Instructional Leadership	742,096	742,096	69,304	672,791
0023	School Leadership	1,895,275	1,895,275	163,365	1,731,910
0031	Guidance, Counseling and Evaluation Services	1,420,988	1,420,988	92,826	1,328,162
0032	Social Work Services	111,171	111,171	3,983	107,188
0033	Health Services	458,330	458,330	33,280	425,050
0034	Student (Pupil) Transportation	1,340,311	1,340,311	97,452	1,242,858
0035	Food Services	3,567,806	3,567,806	221,025	3,346,781
0036	Extracurricular Activities	973,845	973,845	70,956	902,889
0041	General Administration	1,858,998	1,858,998	151,412	1,707,586
0051	Facilities Maintenance and Operations	4,616,751	4,616,751	331,525	4,285,225
0052	Security and Monitoring Services	1,524,911	1,524,911	64,833	1,460,078
0053	Data Processing Services	1,107,226	1,107,226	123,765	983,461
0061	Community Services	15,881	15,881	636	15,245
Debt Service:		-	-		
0071	Debt Service	258,025	258,025	108,398	149,627
Capital Outlay:					
0081	Facilities Acquisition and Construction	-	-	-	-
Intergovernmental:					
0099	Other Intergovernmental Charges	52,000	52,000	49	51,951
6030	Total Expenditures	40,839,335	40,839,335	2,856,320	37,983,015
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(3,364,356)	(3,364,356)	(2,481,074)	883,282
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	-	(25,000)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	(681,199)	(681,199)	-	-
7080	Total Other Financing Sources (Uses)	(656,199)	(656,199)	-	(25,000)
1200	Net Changes in Fund Balances	(4,020,555)	(4,020,555)	(2,481,074)	858,282
0100	Fund Balance - July 1 (Beginning)	-	7,542,434	7,542,434	-
3000	Fund Balance - June 30 (Ending)	\$ (4,020,555)	\$ 3,521,879	\$ 5,061,360	\$ 858,282

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 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	\$ 519,000	\$ 519,000	\$ 8,860	\$ (510,140)
5800	State Program Revenues	1,150,000	1,150,000	-	(1,150,000)
5020	Total Revenues	1,669,000	1,669,000	8,860	(1,660,140)
	EXPENDITURES:				
	Debt Service:				
0071	Debt Service	1,626,000	1,626,000	-	1,626,000
6030	Total Expenditures	1,626,000	1,626,000	-	1,626,000
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	43,000	43,000	8,860	(34,140)
	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)	-	-	-	-
1200	Net Changes in Fund Balances	43,000	43,000	8,860	(34,140)
0100	Fund Balance - July 1 (Beginning)	-	413,696	413,696	-
3000	Fund Balance - June 30 (Ending)	\$ 43,000	\$ 456,696	\$ 422,556	\$ (34,140)

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE ONE MONTH ENDING JULY 31, 2026

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 18,620	\$ 5,835	\$ 24,455
Total Operating Revenues	<u>18,620</u>	<u>5,835</u>	<u>24,455</u>
OPERATING EXPENSES:			
Professional and Contracted Services	3,177	13,294	16,472
Other Operating Costs	<u>8,842</u>	<u>-</u>	<u>8,842</u>
Total Operating Expenses	<u>12,019</u>	<u>13,294</u>	<u>25,314</u>
Operating Income (Loss)	<u>6,601</u>	<u>(7,459)</u>	<u>(859)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	<u>8</u>	<u>4,448</u>	<u>4,457</u>
Total Nonoperating Revenues (Expenses)	<u>8</u>	<u>4,448</u>	<u>4,457</u>
Income (Loss) Before Transfers	6,609	(3,011)	3,598
Transfer In	<u>681,199</u>	<u>-</u>	<u>681,199</u>
Change in Net Position	687,808	(3,011)	684,797
Total Net Position - July 1 (Beginning)	<u>(1,384,268)</u>	<u>892,639</u>	<u>(491,629)</u>
Total Net Position - June 30 (Ending)	<u>\$ (696,460)</u>	<u>\$ 889,628</u>	<u>\$ 193,168</u>



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: October 14, 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 July 31, 2026.

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

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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San Elizario I.S.D.
Statement of Interest Earned
For The One Month Ending July 31, 2026

General Fund	\$	32,686.43
Interest & Sinking (Debt Service) Fund	\$	2,651.60
Capital Projects Fund	\$	1,329.22
Health Insurance Fund	\$	8.36
Workers Compensation Fund	\$	4,448.27
Total	\$	41,123.88

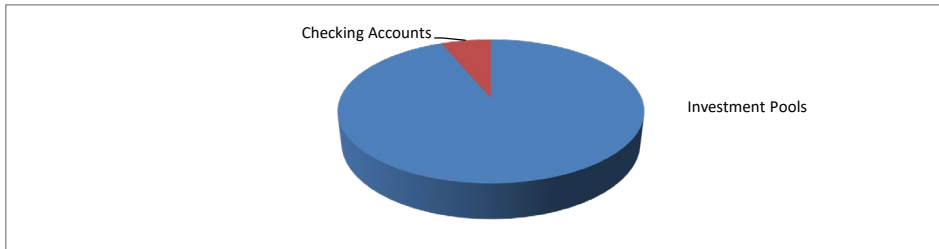
We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Elizabeth Perez
Chief Financial Officer

September 22, 2026
Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 13,250,476	93.68%	Overnight
Checking Accounts	\$ 894,430	6.32%	Overnight
	<u>\$ 14,144,906</u>		



General Fund

Wells Fargo- General Operating Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-26	31-Jul-26	Overnight	\$ 606,613.98	0.60%	\$ 448.93
01-Aug-26	31-Aug-26	Overnight		1.20%	\$ -
01-Sep-26	30-Sep-26	Overnight		1.00%	\$ -
01-Oct-26	31-Oct-26	Overnight		1.00%	\$ -
01-Nov-26	30-Nov-26	Overnight		0.80%	\$ -
01-Dec-26	31-Dec-26	Overnight		0.60%	\$ -
01-Jan-27	31-Jan-27	Overnight		0.60%	\$ -
01-Feb-27	28-Feb-27	Overnight		0.60%	\$ -
01-Mar-27	31-Mar-27	Overnight		0.60%	\$ -
01-Apr-27	30-Apr-27	Overnight		0.60%	\$ -
01-May-27	31-May-27	Overnight		0.60%	\$ -
01-Jun-27	30-Jun-27	Overnight		0.60%	\$ -
Net Earnings Allowance:					\$ 448.93

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-26	31-Jul-26	Overnight	\$ 232,554.58	0.00%	\$ -
01-Aug-26	31-Aug-26	Overnight		0.00%	\$ -
01-Sep-26	30-Sep-26	Overnight		0.00%	\$ -
01-Oct-26	31-Oct-26	Overnight		0.00%	\$ -
01-Nov-26	30-Nov-26	Overnight		0.00%	\$ -
01-Dec-26	31-Dec-26	Overnight		0.00%	\$ -
01-Jan-27	31-Jan-27	Overnight		0.00%	\$ -
01-Feb-27	28-Feb-27	Overnight		0.00%	\$ -
01-Mar-27	31-Mar-27	Overnight		0.00%	\$ -
01-Apr-27	30-Apr-27	Overnight		0.00%	\$ -
01-May-27	31-May-27	Overnight		0.00%	\$ -
01-Jun-27	30-Jun-27	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-26	31-Jul-26	Overnight	\$ 1,609,572.89	3.84%	\$ 4,542.81
01-Aug-26	31-Aug-26	Overnight		4.43%	\$ -
01-Sep-26	30-Sep-26	Overnight		4.39%	\$ -
01-Oct-26	31-Oct-26	Overnight		4.28%	\$ -
01-Nov-26	30-Nov-26	Overnight		4.14%	\$ -
01-Dec-26	31-Dec-26	Overnight		4.03%	\$ -
01-Jan-27	31-Jan-27	Overnight		3.91%	\$ -
01-Feb-27	28-Feb-27	Overnight		3.83%	\$ -
01-Mar-27	31-Mar-27	Overnight		3.80%	\$ -
01-Apr-27	30-Apr-27	Overnight		3.82%	\$ -
01-May-27	31-May-27	Overnight		3.81%	\$ -
01-Jun-27	30-Jun-27	Overnight		3.82%	\$ -
Interest Earned:					\$ 4,542.81

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-26	31-Jul-26	Overnight	\$ 226,586.09	3.79%	\$ 727.44
01-Aug-26	31-Aug-26	Overnight		4.42%	\$ -
01-Sep-26	30-Sep-26	Overnight		4.37%	\$ -
01-Oct-26	31-Oct-26	Overnight		4.26%	\$ -
01-Nov-26	30-Nov-26	Overnight		4.09%	\$ -
01-Dec-26	31-Dec-26	Overnight		3.96%	\$ -
01-Jan-27	31-Jan-27	Overnight		3.85%	\$ -
01-Feb-27	28-Feb-27	Overnight		3.80%	\$ -
01-Mar-27	31-Mar-27	Overnight		3.78%	\$ -
01-Apr-27	30-Apr-27	Overnight		3.77%	\$ -
01-May-27	31-May-27	Overnight		3.76%	\$ -
01-Jun-27	30-Jun-27	Overnight		3.78%	\$ -
Interest Earned:					\$ 727.44

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-26	31-Jul-26	Overnight	\$ 4,897,577.54	3.64%	\$ 15,070.85
01-Aug-26	31-Aug-26	Overnight		4.31%	\$ -
01-Sep-26	30-Sep-26	Overnight		4.25%	\$ -
01-Oct-26	31-Oct-26	Overnight		4.14%	\$ -
01-Nov-26	30-Nov-26	Overnight		3.97%	\$ -
01-Dec-26	31-Dec-26	Overnight		3.81%	\$ -
01-Jan-27	31-Jan-27	Overnight		3.70%	\$ -
01-Feb-27	28-Feb-27	Overnight		3.67%	\$ -
01-Mar-27	31-Mar-27	Overnight		3.66%	\$ -
01-Apr-27	30-Apr-27	Overnight		3.64%	\$ -
01-May-27	31-May-27	Overnight		3.61%	\$ -
01-Jun-27	30-Jun-27	Overnight		3.64%	\$ -
Interest Earned:					\$ 15,070.85

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-26	31-Jul-26	Overnight	\$ 3,847,646.07	3.78%	\$ 12,336.20
01-Aug-26	31-Aug-26	Overnight		4.39%	\$ -
01-Sep-26	30-Sep-26	Overnight		4.35%	\$ -
01-Oct-26	31-Oct-26	Overnight		4.28%	\$ -
01-Nov-26	30-Nov-26	Overnight		4.11%	\$ -
01-Dec-26	31-Dec-26	Overnight		3.97%	\$ -
01-Jan-27	31-Jan-27	Overnight		3.85%	\$ -
01-Feb-27	28-Feb-27	Overnight		3.80%	\$ -
01-Mar-27	31-Mar-27	Overnight		3.78%	\$ -
01-Apr-27	30-Apr-27	Overnight		3.77%	\$ -
01-May-27	31-May-27	Overnight		3.75%	\$ -
01-Jun-27	30-Jun-27	Overnight		3.77%	\$ -
Interest Earned:					\$ 12,336.20

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-26	31-Jul-26	Overnight	\$ 22,385.39	0.48%	\$ 9.13
01-Aug-26	31-Aug-26	Overnight		0.68%	\$ -
01-Sep-26	30-Sep-26	Overnight		0.64%	\$ -
01-Oct-26	31-Oct-26	Overnight		0.58%	\$ -
01-Nov-26	30-Nov-26	Overnight		0.48%	\$ -
01-Dec-26	31-Dec-26	Overnight		0.48%	\$ -
01-Jan-27	31-Jan-27	Overnight		0.48%	\$ -
01-Feb-27	28-Feb-27	Overnight		0.48%	\$ -
01-Mar-27	31-Mar-27	Overnight		0.48%	\$ -
01-Apr-27	30-Apr-27	Overnight		0.48%	\$ -
01-May-27	31-May-27	Overnight		0.48%	\$ -
01-Jun-27	30-Jun-27	Overnight		0.48%	\$ -
Interest Earned:					\$ 9.13

Total General Fund Interest Earned **\$ 32,686.43**

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-26	31-Jul-26	Overnight	\$ 147,561.19	3.84%	\$ 479.60
01-Aug-26	31-Aug-26	Overnight		4.43%	\$ -
01-Sep-26	30-Sep-26	Overnight		4.39%	\$ -
01-Oct-26	31-Oct-26	Overnight		4.28%	\$ -
01-Nov-26	30-Nov-26	Overnight		4.14%	\$ -
01-Dec-26	31-Dec-26	Overnight		4.03%	\$ -
01-Jan-27	31-Jan-27	Overnight		3.91%	\$ -
01-Feb-27	28-Feb-27	Overnight		3.83%	\$ -
01-Mar-27	31-Mar-27	Overnight		3.80%	\$ -
01-Apr-27	30-Apr-27	Overnight		3.82%	\$ -
01-May-27	31-May-27	Overnight		3.81%	\$ -
01-Jun-27	30-Jun-27	Overnight		3.82%	\$ -
Interest Earned:					\$ 479.60

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-26	31-Jul-26	Overnight	\$ 707,006.56	3.64%	\$ 2,172.00
01-Aug-26	31-Aug-26	Overnight		4.31%	\$ -
01-Sep-26	30-Sep-26	Overnight		4.25%	\$ -
01-Oct-26	31-Oct-26	Overnight		4.14%	\$ -
01-Nov-26	30-Nov-26	Overnight		3.97%	\$ -
01-Dec-26	31-Dec-26	Overnight		3.81%	\$ -
01-Jan-27	31-Jan-27	Overnight		3.70%	\$ -
01-Feb-27	28-Feb-27	Overnight		3.67%	\$ -
01-Mar-27	31-Mar-27	Overnight		3.67%	\$ -
01-Apr-27	30-Apr-27	Overnight		3.64%	\$ -
01-May-27	31-May-27	Overnight		3.61%	\$ -
01-Jun-27	30-Jun-27	Overnight		3.64%	\$ -
Interest Earned:					\$ 2,172.00

Total Debt Service Fund Interest Earned **\$ 2,651.60**

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-26	31-Jul-26	Overnight	\$ 430,774.13	3.64%	\$ 1,329.22
01-Aug-26	31-Aug-26	Overnight		4.31%	\$ -
01-Sep-26	30-Sep-26	Overnight		4.25%	\$ -
01-Oct-26	31-Oct-26	Overnight		4.14%	\$ -
01-Nov-26	30-Nov-26	Overnight		3.97%	\$ -
01-Dec-26	31-Dec-26	Overnight		3.81%	\$ -
01-Jan-27	31-Jan-27	Overnight		3.70%	\$ -
01-Feb-27	28-Feb-27	Overnight		3.67%	\$ -
01-Mar-27	31-Mar-27	Overnight		3.66%	\$ -
01-Apr-27	30-Apr-27	Overnight		3.64%	\$ -
01-May-27	31-May-27	Overnight		3.61%	\$ -
01-Jun-27	30-Jun-27	Overnight		3.64%	\$ -
Interest Earned:					\$ 1,329.22

Total Capital Projects Fund Interest Earned **\$ 1,329.22**

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-26	31-Jul-26	Overnight	\$ 23,471.33	0.48%	\$	8.36
01-Aug-26	31-Aug-26	Overnight		0.68%	\$	-
01-Sep-26	30-Sep-26	Overnight		0.64%	\$	-
01-Oct-26	31-Oct-26	Overnight		0.57%	\$	-
01-Nov-26	30-Nov-26	Overnight		0.48%	\$	-
01-Dec-26	31-Dec-26	Overnight		0.48%	\$	-
01-Jan-27	31-Jan-27	Overnight		0.48%	\$	-
01-Feb-27	28-Feb-27	Overnight		0.48%	\$	-
01-Mar-27	31-Mar-27	Overnight		0.48%	\$	-
01-Apr-27	30-Apr-27	Overnight		0.48%	\$	-
01-May-27	31-May-27	Overnight		0.48%	\$	-
01-Jun-27	30-Jun-27	Overnight		0.48%	\$	-
Interest Earned:					\$	8.36
Total Health Insurance Fund Interest Earned					\$	8.36

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-26	31-Jul-26	Overnight	\$ 9,404.23	0.48%	\$	5.83
01-Aug-26	31-Aug-26	Overnight		0.68%	\$	-
01-Sep-26	30-Sep-26	Overnight		0.64%	\$	-
01-Oct-26	31-Oct-26	Overnight		0.58%	\$	-
01-Nov-26	30-Nov-26	Overnight		0.48%	\$	-
01-Dec-26	31-Dec-26	Overnight		0.48%	\$	-
01-Jan-27	31-Jan-27	Overnight		0.48%	\$	-
01-Feb-27	28-Feb-27	Overnight		0.48%	\$	-
01-Mar-27	31-Mar-27	Overnight		0.48%	\$	-
01-Apr-27	30-Apr-27	Overnight		0.48%	\$	-
01-May-27	31-May-27	Overnight		0.48%	\$	-
01-Jun-27	30-Jun-27	Overnight		0.48%	\$	-
Interest Earned:					\$	5.83

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-26	31-Jul-26	Overnight	\$ 1,383,751.92	3.79%	\$	4,442.44
01-Aug-26	31-Aug-26	Overnight		4.42%	\$	-
01-Sep-26	30-Sep-26	Overnight		4.37%	\$	-
01-Oct-26	31-Oct-26	Overnight		4.26%	\$	-
01-Nov-26	30-Nov-26	Overnight		4.09%	\$	-
01-Dec-26	31-Dec-26	Overnight		3.96%	\$	-
01-Jan-27	31-Jan-27	Overnight		3.85%	\$	-
01-Feb-27	28-Feb-27	Overnight		3.80%	\$	-
01-Mar-27	31-Mar-27	Overnight		3.78%	\$	-
01-Apr-27	30-Apr-27	Overnight		3.77%	\$	-
01-May-27	31-May-27	Overnight		3.76%	\$	-
01-Jun-27	30-Jun-27	Overnight		3.78%	\$	-
Interest Earned:					\$	4,442.44
Total Worker's Compensation Fund Interest Earned :					\$	4,448.27

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 **July 31, 2026**

Comments by Mellon, Investment Manager

The markets continued to watch the conflict in the Middle East and its impact on global energy prices. The Dow Jones Industrial Average® and S&P 500® indexes were changed little in July, while the Nasdaq-100® fell by 3.2%, largely due to declines in artificial intelligence (AI) stocks. Longer term US Treasury yields rose as much as 30 basis points (bps) on the month as the curve steepened. At the meeting on July 29, the Federal Reserve (Fed) left rates unchanged, as expected, but Fed Chair Warsh struck a hawkish tone and three officials dissented in favor of a hike. Markets viewed the Fed's evolving policy stance as inconsistent with earlier rhetoric. Market expectations of aggressive tightening by the end of the year declined following the meeting. At the end of July, pricing in the fed funds futures market was fully reflecting a rate hike at the October 28 meeting and a 50% probability of an additional hike of 25 bps at the December 9 meeting.

Active Participants This Month

Schools and Colleges	605
Other Governmental Entities	92
<i>Total</i>	<i>697</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.

Mexia ISD	Grandview-Hopkins ISD	Devers ISD
Odessa College	Mineral Wells ISD	Ropes ISD
Peaster ISD	Sinton ISD	Floresville ISD
Midland CC	Kaufman ISD	City of Atlanta
Victoria ISD	George West ISD	Granbury ISD
Canton ISD	Meyersville ISD	Wills Point ISD
Allen ISD	Lefors ISD	La Porte ISD
Hallsville ISD	Port Neches - Groves ISD	

Government Overnight Fund

Return Information

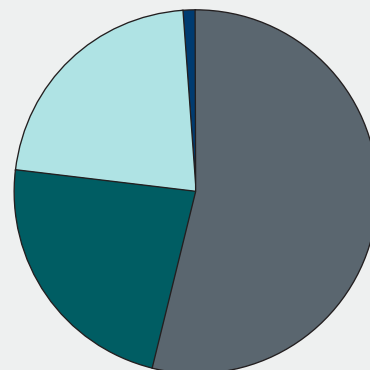
July 31, 2026

Average Monthly Return (a)	3.64%
SEC 7-day Fund Yield (b)	3.67%
Weighted Average Maturity One (c)	42 days
Weighted Average Maturity Two (c)	105 days
Portfolio Maturing beyond One Year	4%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	1,323,187,612.80	1,323,187,612.80
US Treasuries	1,387,360,268.20	1,386,571,501.22
Agencies	3,316,535,931.96	3,316,318,847.70
Money Market Funds	81,146,632.33	81,146,632.33
Total Assets	6,108,230,445.29	6,107,224,594.05

Investment Distribution



Agencies	54%
Treasuries	23%
Cash Repo	22%
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

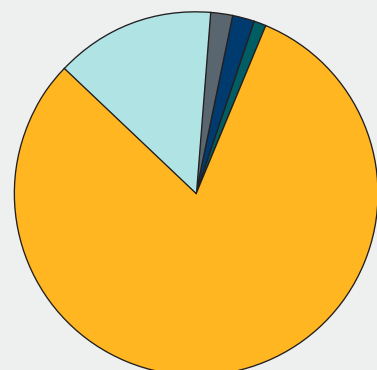
July 31, 2026

Average Monthly Return (a)	3.79%
SEC 7-day Fund Yield (b)	3.82%
Weighted Average Maturity One (c)	45 days
Weighted Average Maturity Two (c)	70 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	582,325,559.00	582,325,559.00
US Treasuries	54,697,379.05	54,706,790.70
Agencies	91,883,875.56	91,877,769.99
Commercial Paper	3,283,239,482.28	3,282,730,543.87
Money Market Funds	70,501,129.53	70,501,129.53
Total Assets	4,082,647,425.42	4,082,141,793.09

Investment Distribution



Commercial Paper	81%
Cash/Repo	14%
Agencies	2%
Money Market	2%
Treasuries	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

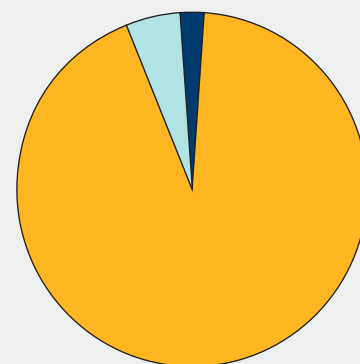
July 31, 2026

Average Monthly Return (a)	3.84%
SEC 7-day Fund Yield (b)	3.86%
Weighted Average Maturity One (c)	57 days
Weighted Average Maturity Two (c)	86 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

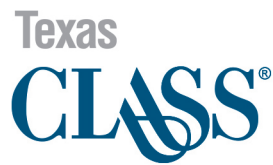
	Book Value	Market Value
Cash/Repo	557,953,206.26	557,953,206.26
US Treasuries	-	-
Agencies	-	-
Commercial Paper	9,493,539,471.77	9,492,055,367.96
Money Market Funds	182,181,864.45	182,181,864.45
Total Assets	10,233,674,542.48	10,232,190,438.67

Investment Distribution



Commercial Paper	93%
Cash/Repo	5%
Money Market	2%

(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
07/01/2026	0.000103865	3.7911%
07/02/2026	0.000415096	3.7877%
07/03/2026	0.000000000	3.7877%
07/04/2026	0.000000000	3.7877%
07/05/2026	0.000000000	3.7877%
07/06/2026	0.000103507	3.7775%
07/07/2026	0.000103364	3.7728%
07/08/2026	0.000103089	3.7627%
07/09/2026	0.000102592	3.7446%
07/10/2026	0.000306915	3.7342%
07/11/2026	0.000000000	3.7342%
07/12/2026	0.000000000	3.7342%
07/13/2026	0.000102912	3.7564%
07/14/2026	0.000103641	3.7840%
07/15/2026	0.000103693	3.7848%
07/16/2026	0.000103824	3.7896%
07/17/2026	0.000310596	3.7789%
07/18/2026	0.000000000	3.7789%
07/19/2026	0.000000000	3.7789%
07/20/2026	0.000103266	3.7692%
07/21/2026	0.000103311	3.7708%
07/22/2026	0.000103739	3.7865%
07/23/2026	0.000103918	3.7930%
07/24/2026	0.000312252	3.7991%
07/25/2026	0.000000000	3.7991%
07/26/2026	0.000000000	3.7991%
07/27/2026	0.000104104	3.7998%
07/28/2026	0.000104278	3.8062%
07/29/2026	0.000104434	3.8119%
07/30/2026	0.000104579	3.8171%
07/31/2026	0.000104666	3.8203%

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



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

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: October 14, 2026

HISTORY: The District’s 2026-2027 budget was officially approved at the June 16, 2026, 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:

- **San Elizario High School**
 - **Function 11 (Instruction):** To decrease function 11 by \$10,000 to purchase testing materials from College Board and account for costs in the correct function code.
 - **Function 31 (Evaluation Services):** To increase function 31 by \$10,000 to purchase testing materials from College Board and account for costs in the correct function code.
 - **Function 11 (Instruction):** To decrease function 11 by \$650 to purchase technology equipment for the administrative office and account for costs in the correct function code.
 - **Function 23 (School Leadership):** To increase function 23 by \$650 to purchase technology equipment for the administrative office and account for costs in the correct function code.
 - **Function 13 (Curriculum Development and Instructional Staff Development):** To decrease function 13 by \$515 to purchase technology equipment for the administrative office and account for costs in the correct function code.
 - **Function 23 (School Leadership):** To increase function 23 by \$515 to purchase technology equipment for the administrative office and account for costs in the correct function code.
- **Transportation**
 - **Function 34 (Student Transportation):** To decrease function 34 by \$29,124 to pay for Tyler Tech/Traversa tracking system and account for costs in the correct function code.
 - **Function 51 (Facilities Maintenance and Operations):** To increase function 51 by \$29,124 to pay for Tyler Tech/Traversa tracking system and account for costs in the correct function code.

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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- **Technology**

- **Function 71 (Debt Service):** To decrease function 71 by \$23,850 to pay Finalsight-Active Internet Technologies for content management system and communications and account for costs in the correct function code.
- **Function 53 (Data Processing Services):** To increase function 53 by \$23,850 to pay Finalsight-Active Internet Technologies for content management system and communications and account for costs in the correct function code.
- **Function 12 (Instructional Resources & Media):** To decrease function 12 by \$4,787 to pay for increased costs in renewals and account for costs in correct function code.
- **Function 53 (Data Processing Services):** To increase function 53 by \$4,787 to pay for increased costs in renewals and account for costs in the correct function code.

- **Curriculum & Instruction**

- **Function 11 (Instruction):** To decrease function 11 by \$3,150 to pay Lead4ward for C&I's Accountability Connect Membership fee and account for costs in the correct function code.
- **Function 21 (Instructional Leadership):** To increase function 21 by \$3,150 to pay Lead4ward for C&I's Accountability Connect Membership fee and account for costs in the correct function code.

- **Special Education**

- **Function 11 (Instruction):** To decrease function 11 by \$526 for Spire training for teachers serving students with dyslexia and account for costs in the correct function code.
- **Function 13 (Curriculum Development and Instructional Staff Development):** To increase function 13 by \$526 for Spire training for teachers serving students with dyslexia and account for costs in the correct function code.

BUDGET IMPACT: The proposed budget amendment is detailed in the attached documentation. This amendment has no net impact on the overall budget, as it solely reallocates funds from one function to another.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the budget amendment as presented.

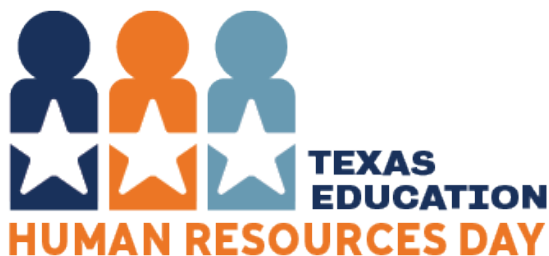
For Approval? ☒ Yes ☐ No

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.

[illegible]



Board Resolution

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

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

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

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

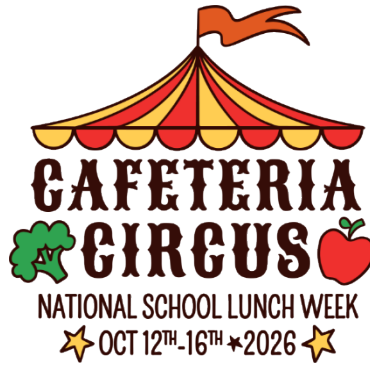
Whereas, Human Resources is a valued and respected department that sustains the district's most important asset — its people;

Therefore, the Board of Trustees of San Elizario Independent School District does hereby resolve that October 14, 2026, will be observed as Texas Education Human Resources Day throughout the district. The Board also encourages students, staff, and parents to express their appreciation to our human resources team members for their dedication and commitment to San Elizario ISD employees and students.

Board President Signature _____ Date _____

Board Secretary Signature _____ Date _____





National School Lunch Week Official Proclamation

- WHEREAS The National School Lunch Program has served our nation admirably for 80 years through advanced practices and nutrition education; and
- WHEREAS the National School Lunch program is dedicated to the health and academic achievement of our nation's children, and
- WHEREAS recent research shows students are receiving their healthiest meals at school; and there is evidence of the continued need for nutrition education and awareness of the value of school nutrition programs.

NOW THEREFORE, the Board of Trustees of San Elizario Independent School District do hereby proclaim the week of October 12-16, 2026, as NATIONAL SCHOOL LUNCH WEEK and encourages all residents to become aware of the benefits of the National School Lunch Program and support good nutrition habits for their children, in the hope of achieving a more healthful citizenry for today and the future.

Done this 14th day of October in the year, Two Thousand and Twenty-Six.

Eduardo Chavez, Board President: _____

Sandra Licon, Board Secretary: _____





San Elizario ISD
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Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees

From: Dr. Jeannie Meza-Chavez, Superintendent, and Mr. Cesar Morales, Executive Director, Athletics

Subject: Consider and possible Board action to approve the Athletic Trainer Support Contract Agreement with El Paso Children's Hospital Corporation dba El Paso Children's Hospital

Date: October 14, 2026

HISTORY: El Paso Children's Hospital (EPCH) will provide the District with \$86,000 annually to support its athletic training program, including salaries, benefits, and related expenses. EPCH will also provide training, continuing education, care coordination, and athletic polo shirts for Athletic Trainers and nurses. Healthcare services remain the choice of students and their families, with no required referrals to EPCH.

The District must properly account for and appropriately use the sponsorship of funds, which may not be used for overhead, political activities, conflicts of interest, or unlawful purposes. EPCH may review financial records and withhold future payments for material noncompliance after notice and an opportunity to cure. Improperly used or unspent funds may be subject to repayment. Student information and images require appropriate authorization for marketing. The sponsorship is a contractual payment for agreed-upon program and marketing commitments and does not guarantee renewal.

RATIONALE: To create a formal partnership between the Hospital and District that supports student-athlete health while providing clear financial, educational, and operational expectations for both parties.

BUDGET IMPACT: There is no budget impact on the district.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the agreement 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.

**ATHLETICS SUPPORT AND DEVELOPMENT AGREEMENT
BETWEEN
EL PASO CHILDREN’S HOSPITAL CORPORATION D/B/A
EL PASO CHILDREN’S HOSPITAL
AND
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**

This Athletics Support and Development Agreement (“Agreement”) is entered into as of October 1, 2026 (“Effective Date”) by and between El Paso Children’s Hospital Corporation d/b/a El Paso Children’s Hospital, a nonprofit health care organization organized under the laws of the State of Texas, with its principal office located at 4845 Alameda Ave., El Paso, Texas 79905 (“Hospital”); and San Elizario Independent School District, a political subdivision of the State of Texas and an independent school district as defined by the Texas Education Code, with its principal offices at (“District”), and collectively the “Parties.”

RECITALS

WHEREAS, Hospital is a Hospital District Management Contractor, as that term is defined in Texas Health & Safety Code Section 285.072, operating pediatric specialty hospital and provider-based clinics in El Paso, Texas; and

WHEREAS, Hospital’s primary purpose is to provide pediatric specialty health care services to patients requiring comprehensive pediatric care; and

WHEREAS, Hospital is committed to improving the health and safety of youth and student-athletes in its community and recognizes the critical role of licensed athletic trainers, nurses, coaches, and athletic directors in ensuring student well-being; and

WHEREAS, District employs athletic trainer(s) licensed pursuant to Texas Occupations Code Chapter 451 (“Athletic Trainers”), nurses, coaches, and athletics directors;

WHEREAS, District desires to expand and enhance the level of medical and athletic care available to its student-athletes; and

WHEREAS, District desires to create formal pathways for continuing education credits for its Athletic Trainers, emergency response coordination, and clinical partnerships; and

WHEREAS, Hospital desires to provide financial support for District’s Athletic Trainers, and professional development opportunities for the District’s Athletic Trainers, nurses, coaches, and athletic directors, as well as clinical coordination to District to strengthen the athletic training staff, nursing, coaching, and athletic director staff.

NOW, THEREFORE, in consideration of the mutual promises herein, and intending to be legally bound, the Parties agree as follows:

**ARTICLE I
PURPOSE AND OVERVIEW**

This Agreement sets forth the terms under which Hospital will provide financial support, professional development opportunities, and clinical coordination to enhance training services within District schools, as well as the quality and availability of athletic trainers, nurses, coaches, and athletic directors (“Sponsored Initiative”).

**ARTICLE II
SPONSORSHIP**

- A. Hospital will pay District an annual Sponsorship Contribution of eighty-six thousand dollars (\$86,000.00) annually (the “Sponsorship Contribution”). The Sponsorship Contribution will be paid to District in twelve (12) equal, monthly installments of seven thousand, one hundred and sixty-six dollars and sixty-seven cents (\$7,166.67) in each year of the Agreement. The amount of the Sponsorship Contribution may be modified only by mutual written agreement of the Parties.
- B. In addition to the Sponsorship Contribution, Hospital will provide training and education opportunities for the Athletic Trainers, nurses, coaches, and athletic directors at no additional cost to District.
- C. District will use each annual Sponsorship Contribution exclusively for costs directly related to the salary and benefits for Athletic Trainers.
- D. District will not use any portion of the Sponsorship Contribution on:
 - 1. Overhead, administrative, or unrelated District organizational expenses;
 - 2. Political, lobbying, or advocacy-related activities;
 - 3. Payments or reimbursements to individuals or entities with a conflict of interest related to the Hospital, Hospital’s board or executive leadership, unless fully disclosed and expressly approved in writing by Hospital and handled in accordance with applicable law and District policy;
 - 4. Any activity that would risk noncompliance with applicable federal, state, or local laws, regulations, or tax-exempt status requirements applicable to either Party.
- E. District will:
 - 1. To the extent approved by District and permitted by applicable law and the District’s compensation plan, District will utilize a portion of the Sponsorship Contribution to provide Athletic Trainers with an annual participation incentive of one thousand dollars (\$1,000.00) per Athletic Trainer.

2. Maintain separate accounting records tracking all Sponsorship Contributions received and expended;
 3. Retain original receipts, invoices, and substantiating documentation;
 4. Make such records available for inspection, audit, or reasonable review by Hospital or its authorized representatives upon reasonable advance written notice and solely to the extent such records directly relate to the Sponsorship Contribution, subject at all times to applicable law, including laws protecting student and employee information.
- F. Hospital may withhold or condition any future year's Sponsorship Contribution if District fails to comply with any material provision of this Agreement, including failure to deliver timely reports or expend funds appropriately or timely, provided Hospital first gives District written notice describing the alleged material noncompliance and at least thirty (30) days to cure the noncompliance, or such longer period as reasonably necessary if the matter cannot reasonably be cured within thirty (30) days and District is diligently pursuing a cure.
- G. If this Agreement is terminated, or if District fails to expend funds in accordance with this Agreement, District will, within thirty (30) days of written notice, return to Hospital any unexpended or improperly used funds from the most recent Sponsorship Contribution remaining after payment of expenses and obligations properly incurred by District in reliance upon this Agreement. District will not be required to reimburse Hospital for funds properly expended or irrevocably committed in accordance with this Agreement.
- H. Hospital may also request a final accounting and reconciliation at the conclusion of each Agreement year, and may withhold future payment until District satisfactorily completes such reconciliation following written notice and a reasonable opportunity for District to address any identified deficiency. Hospital's approval of any reconciliation will not be unreasonably withheld, conditioned, or delayed.
- I. Nothing in this Agreement should be construed as obligating Hospital to renew or continue the Sponsorship Contribution beyond the Term. Renewal of contributions will be governed exclusively by this Agreement and will be subject to mutual agreement of the Parties, Hospital's budgetary capacity, and satisfactory performance by District.
- J. District will provide Hospital with an annual program budget or expenditure summary reasonably sufficient to demonstrate use of the Sponsorship Contribution in accordance with this Agreement.
- K. No part of the Sponsorship Contribution will be considered a donation or charitable grant. The Sponsorship Contribution reflects a contractual payment made in exchange for defined performance, branding rights, and programmatic commitments outlined in this Agreement.

ARTICLE III HOSPITAL OBLIGATIONS

- A. Provide funding support to the District as outlined above in Article II.
- B. Offer continuing education, certifications, and training seminars for District's Athletic Trainers, nurses, coaches, athletic directors and other relevant team members as follows:
 - 1. One (1) half-day training (4 hour minimum) prior to the beginning of every school year, on a date and at a time mutually agreed upon by the Parties;
 - 2. In-person quarterly meetings with parents and student athletes as mutually agreed upon by the Parties and coordinated through District. Any such meetings will comply with District policies regarding campus access, communications with students and parents, advertising, and solicitation.
- C. Facilitate access to Hospital's clinical care pathways for student-athletes, students, or their families needing evaluation, emergency services, or follow-up care.

Nothing in this Agreement requires District, its employees, Athletic Trainers, students, or families to refer patients to Hospital or to use Hospital or any Hospital-affiliated provider for healthcare services. All healthcare decisions remain with the student and the student's parent or guardian, as applicable.

- D. Designate a liaison to coordinate care plans and communication between Athletic Trainers, nurses, coaches, and athletic directors and Hospital clinicians as permitted by FERPA, HIPAA, and other applicable privacy laws. Nothing in this provision independently authorizes the disclosure of education records, medical records, or personally identifiable student information.
- E. Hospital will ensure that use of all images used by Hospital, or proposed by Hospital for use, in joint marketing, promotional, and public-facing materials are properly authorized in writing by the student's parent or guardian or the eligible student. Hospital will not use a student's name, image, likeness, voice, education record, or other personally identifiable information without all required authorization by an eligible student, or the student's parent or guardian.
- F. Hospital will provide each Athletic Trainer at each school ten (10) athletic polo shirts, and one (1) athletic polo shirt to each nurse at each school in the District. Such athletic polo shirts will be branded in a manner consistent with this Agreement.

ARTICLE IV DISTRICT OBLIGATIONS

- A. Retain sole responsibility for hiring, credentialing, and supervising all Athletic Trainers.
- B. Ensure that Athletic Trainers comply with all Texas state licensing requirements and professional standards.

- C. Maintain, at District's sole expense, memberships in THSCA for each of its coaches and athletic trainers.
- D. Ensure that Athletic Trainers, nurses, coaches, and athletic directors attend continuing education and training seminars organized for the benefit of the Athletic Trainers, nurses, coaches, and athletic directors.
- E. District agrees that pursuant to Hospital's sponsorship, Hospital will be recognized as a key sponsor and healthcare partner of the District's athletic programs, and receive co-branding and promotional benefits pursuant to the terms of this Agreement.
- F. Permit Hospital to co-brand in accordance with this Agreement, consistent with applicable UIL and District guidelines.
- G. District will ensure that use of images by District, or proposed for use by District, in joint marketing, promotional, and public-facing materials are properly authorized.
- H. District will use reasonable efforts to facilitate introductions or communications between Hospital and each District school's Parent-Teacher Association, Parent Teacher Student Organization, and/or Athletic Booster Club as applicable (collectively referred to as "School-Based Organizations"). Such assistance will include, but not be limited to:
 - 1. Supporting the provision of Hospital's sponsorship-related materials, announcements, notifications, and other relevant communications to the appropriate School-Based Organization.
 - 2. Where a School-Based Organization elects to participate in the Sponsored Initiative, District may reasonably assist the Parties in coordinating sponsorship-related communications, subject to District policy and the independent organization's discretion.
 - 3. Providing reasonable coordination assistance for mutually agreed sponsorship activities involving School-Based Organizations.
 - 4. Facilitating meetings between Hospital personnel and School-Based Organizations when mutually agreed upon.

District does not control independent School-Based Organizations and does not represent or warrant that any such organization will participate in Hospital-sponsored programming, distribute Hospital materials, use Hospital branding, or provide Hospital access to its communication channels.

- I. Participate in data collection and feedback activities reasonably required to measure impact and performance of the support arrangement, including but not limited to providing Hospital with demographic information such as the number of athletes by sport and by school, provided that any information provided under this Section will be aggregated or de-identified and will not include personally identifiable student information, education records, protected health

information, or other confidential information unless disclosure is expressly authorized by applicable law and any required consent has been obtained.

ARTICLE V MARKETING AND BRANDING RIGHTS

- A. District will acknowledge Hospital's financial contribution and strategic partnership in mutually agreed marketing, promotional, and public-facing materials created specifically related to the Sponsored Initiative. Such acknowledgment will include prominent placement of Hospital's approved name and logo to the extent mutually agreed upon and permitted by applicable law, UIL rules, and District policy, and will appear on:
1. Any branded uniforms, shirts, tents, signage, and other physical materials purchased with Sponsorship Contributions to the extent mutually agreed upon and permitted by applicable law, UIL rules, and District policy;
 2. Printed and digital outreach materials, including brochures, flyers, websites, videos, social media posts, and event materials related to the Sponsored Initiative;
 3. Press releases, media communications, and public statements referencing the program or the Athletic Trainers, where appropriate and consistent with Hospital's branding guidelines when mutually agreed upon by the Parties.
- B. District agrees that in all printed and digital outreach materials, including but not limited to brochures, flyers, websites, videos, social media posts, and event materials related to the Sponsored Initiative, District will refer to Hospital as an "Official Healthcare Partner of the District".
- C. District will submit all promotional materials that include or reference Hospital's name, logo, marks, or likeness, whether in print, digital, audiovisual, or social media form to Hospital for written approval. Hospital will provide approval within ten (10) business days of receipt. No such material will be released publicly until Hospital's approval is received in writing. District will not alter or distort Hospital's approved branding in any way.
- D. All uses of Hospital's name, logo, and other brand elements must comply with Hospital's then-current branding standards and guidelines, which Hospital will provide in writing. District will take all reasonable steps to ensure accurate and professional use of Hospital's marks and to preserve the goodwill associated with such marks.
- E. Hospital's approval right does not extend to the substance of District governmental communications, board materials, public-information responses, legally required notices, emergency communications, or other communications that merely identify Hospital factually.
- F. Hospital reserves the right to revoke permission for use of its name, logo, or branding in any material or context that:

Commented [JS1]: For any promotional materials including or referencing the hospital, written approval of the promotional materials as a whole must be obtained. Narrowing language removed.

Commented [RB2R1]: Edit is acceptable

1. Is inaccurate, misleading, or inconsistent with the spirit or terms of this Agreement;
2. Reflects poorly on Hospital's public image or is otherwise likely to expose Hospital to reputational or legal risk; or
3. Occurs after termination or expiration of this Agreement, unless otherwise authorized in writing.

Upon such revocation, District will within a commercially reasonable period cease the specified use and will not produce, distribute, or display any new materials incorporating the revoked content. District will not be required to recall, destroy, or replace materials previously produced or distributed in compliance with this Agreement unless the Parties mutually agree otherwise.

- G. Neither Party will state or imply that the other endorses any commercial product, service, political position, or unrelated initiative without the prior written consent of the other Party. The Parties acknowledge that Hospital's support reflects a strategic partnership and not a blanket endorsement of District's full range of activities.
- H. Each Party retains all right, title, and interest in and to its own name, logo, trademarks, service marks, and other brand identifiers ("Marks"). Nothing in this Agreement should be interpreted to confer, by implication or otherwise, any ownership interest in the Marks of the other Party.
 1. Each Party grants to the other a limited, revocable, non-exclusive, non-transferable, royalty-free license to use its Marks solely in accordance with this Agreement and solely for the purpose of acknowledging or promoting the sponsorship. This license shall expire automatically upon the expiration or termination of this Agreement, unless extended in writing by the Parties.
 2. Any use of the other Party's Marks will be subject to prior written approval and ongoing compliance with any brand usage guidelines provided. Each Party will maintain the quality and integrity of the other's Marks and will not use them in any way that disparages, misrepresents, or dilutes their value.
 3. Upon written notice of unauthorized or inappropriate use of a Party's Marks, the offending Party shall immediately cease all such use and take reasonable steps to retrieve or halt the distribution of such materials.
 4. All goodwill associated with such use will inure to the benefit of the Mark's owner.
- I. The Parties will not sublicense, assign, or otherwise permit any third party to use the others Marks or branding without the express written consent of the Mark's or branding's owner. Any unauthorized use by a third party will constitute a material breach of this Agreement.
- J. The Parties agree to collaborate in good faith to plan, coordinate, and execute promotional and community visibility strategies related to the Sponsored Initiative. At Hospital's request,

District will participate in co-branded press events, photograph sessions, or community programming where feasible and with reasonable notice.

ARTICLE VI PUBLIC STATEMENTS AND MEDIA COORDINATION

- A. The Parties agree that all press releases, media advisories, public statements, or public-facing descriptions created primarily for the joint promotion of the Sponsored Initiative will be jointly prepared and mutually approved in writing by each Party prior to distribution. Nothing in this Article restricts either Party from making truthful factual statements concerning the existence or terms of this Agreement or from making disclosures required or authorized by law, including board agendas, meeting materials, minutes, public-information responses, legal filings, regulatory communications, emergency communications, or other communications made in the ordinary course of governmental or healthcare operations. Neither Party will issue any public communication naming or referencing the other Party without the other Party's prior written consent, except as outlined above in this section (Article VI, Section A). This does not affect the Parties' obligations to disclose information where otherwise required by this Agreement or by law. The non-disclosing Party will be provided a reasonable opportunity to review and propose revisions to any such communication before its release.
- B. The Parties will include each other in all public ceremonies, media engagements, and community events related to the Sponsored Initiative. This includes, but is not limited to, ribbon cuttings, awards presentations, sporting events, and news interviews. Hospital and District will be entitled to designate a spokesperson or representative to speak or appear on their behalf in such forums.
- C. Any social media content, website postings, or digital promotional materials created specifically to jointly promote the Sponsored Initiative and using the other Party's Marks referencing the Hospital, District, or the Sponsored Initiative will be subject to the same approval process described in section A, above. Neither Party will tag, reference, or otherwise link to the other Party in online platforms without prior written consent. A Party may revoke such consent at any time for future uses.
- D. The Parties will have no less than five (5) business days to review any proposed public communications or materials requiring its approval. If a Party reasonably withholds approval based on concerns of accuracy, branding inconsistency, reputational harm, or regulatory conflict, the requesting Party will revise such materials in good faith to address the concerns or refrain from publication, and resubmit to the other Party for approval. Approval will not be unreasonably withheld, conditioned, or delayed. If the reviewing Party does not respond within five (5) business days, the proposed material will be deemed approved.
- E. The Parties agree, to the extent permitted by law, to use reasonable efforts to protect from disclosure any non-public, proprietary, or brand-sensitive information provided by the other Party under this Agreement, subject to Article XV and all applicable public-information, records-retention, student-privacy, and healthcare-privacy laws. This includes documents

bearing a party's internal strategies, marketing plans, or proprietary assets such as Marks and branding.

- F. If either Party publishes, distributes, or otherwise releases public-facing materials or statements referencing the other Party in violation of this Agreement, the non-breaching Party will provide the breaching Party written notice and a reasonable opportunity to correct or remove the material. The Parties will cooperate in good faith regarding any appropriate correction or clarification. If a Party fails to make an appropriate correction or clarification as agreed upon by the Parties, the non-breaching Party shall be entitled to the following remedies, in addition to any others available under law and equity:
1. Immediate written retraction or clarification in a format and forum mutually agreed upon;
 2. Removal or correction of the unauthorized material from all digital and physical media immediately. For the purposes of this section (Article VI, Section (F)), immediately means as soon as possible, but in not later than the next business day once notified by the non-disclosing Party of the unauthorized material;
 3. Reimbursement of reasonable out-of-pocket costs incurred to mitigate reputational harm or regulatory risk directly resulting from the unauthorized disclosure, only where such costs are reasonably substantiated;
 4. Temporary suspension of any branding or publicity rights granted under this Agreement until corrective action is completed.
- G. Nothing in this Section creates liability or remedies against District or Hospital beyond those available under applicable Texas law, and nothing waives District's governmental immunity.
- H. The provisions of this Article relating to previously published materials and unauthorized post-termination use of a Party's Marks will survive expiration or termination only to the extent reasonably necessary to protect the Parties' respective intellectual-property rights.

ARTICLE VII EXCLUSIVITY

- A. District agrees that during the Term of this Agreement, it will not accept funding, in-kind support, or sponsorship of any kind from any entity that offers services materially similar to those provided by Hospital, including adult and pediatric hospitals and services, health systems, urgent care networks, telehealth providers, physicians, physician groups, nurse practitioners, physical therapists, or other medical service providers (each a "Competitor"), without the express written consent of Hospital.
- B. District will not display, distribute, or permit the use of any materials, logos, uniforms, signage, or messaging associated with a Hospital Competitor at any event, program, or public activity related to the Sponsored Initiative or District student athletics.

- C. If District intends to expand the Sponsored Initiative or launch a substantially similar initiative during the Term, or within six (6) months after its expiration or termination, Hospital will have the right of first refusal to match any written, bona fide offer made by a third party for exclusive sponsorship. District will provide Hospital with written notice of such opportunity, including the name of the third party, material terms, and Hospital will have thirty (30) days to accept or decline in writing.
- D. District will not disclose the financial terms or other terms of this Agreement to any potential sponsor or funding entity that may be considered a Competitor of Hospital. This restriction shall survive the expiration or termination of this Agreement for a period of one (1) year. Nothing in this Agreement restricts District from disclosing this Agreement or its terms as required or permitted under the Texas Public Information Act or other applicable law
- E. A breach of this Section will be considered a material breach of this Agreement. In the event of an uncured material breach, Hospital may:
 - 1. Require District to immediately cease all co-branding and remove Hospital's Marks from all public-facing materials and events;
 - 2. Terminate this Agreement for cause upon ten (10) business days' written notice and withhold any unpaid Sponsorship Contributions;
 - 3. Require a public statement clarifying the status of the sponsorship and disassociating Hospital from the competing sponsorship;
 - 4. Seek reimbursement of any portion of the Sponsorship Contribution that, in Hospital's reasonable determination, was rendered ineffective or devalued due to the breach of exclusivity.
- F. For a period of six (6) months following the termination or expiration of this Agreement, District will not enter into a sponsorship or funding agreement with a Competitor of Hospital for the Sponsored Initiative, or a substantially similar program, unless Hospital has declined its right of first refusal in accordance with subsection (C) above.

ARTICLE VIII TERM AND TERMINATION

- A. The initial term of this Agreement will commence on the Effective Date and will continue for a period of five (5) years (the "Initial Term"), unless terminated earlier in accordance with the provisions of this Agreement.
- B. No later than eighteen (18) months following the Effective Date, the Parties will confer in good faith to evaluate the effectiveness of the sponsorship, including the achievement of implementation plan performance objectives, branding visibility, and alignment with each Party's strategic goals.

- C. Upon expiration of the Initial Term, this Agreement may be renewed for successive one (1) year terms (each, a “Renewal Term”) upon mutual written agreement of the Parties at least ninety (90) days prior to the expiration of the then-current term. Any renewal will be on such terms as the Parties may mutually agree.
- D. Either Party may terminate this Agreement without cause after the first anniversary of the Effective Date by providing ninety (90) days advance written notice to the other Party. In the event of such early termination, District shall return to Hospital any unexpended sponsorship funds after payment of expenditures and obligations properly incurred before the effective date of termination, along with a final accounting of expenditures and programs goals achieved.
- E. Either Party may terminate this Agreement for a material breach by the other Party if the breaching Party fails to cure such breach within thirty (30) days after written notice. If the breach cannot reasonably be cured within thirty (30) days, termination will not occur so long as the breaching Party timely begins corrective action and diligently pursues completion of the cure.

ARTICLE IX INDEPENDENT STATUS OF DISTRICT

- A. District acknowledges that it retains full and independent control over the hiring, supervision, and deployment of Athletic Trainers.
- B. Hospital assumes no responsibility for employment-related decisions or liabilities, and nothing in this Agreement should be interpreted to create a joint venture, partnership, fiduciary, or agency relationship between the Parties.
- C. Nothing contained herein will be construed as creating the relationship of employer and employee between District and Hospital, insofar as Hospital will not direct District in its management of its employees, or in any manner interfere with the professional clinical judgment of its Athletic Trainers, nurses, coaches, administrators, or other District employees.
- D. No District employee, to specifically include the Athletic Trainers, will be included in any employee retirement or fringe benefit plan of Hospital, and will not be covered by Hospital’s Worker’s Compensation Coverage.
- E. Hospital will not withhold monies for state or federal income tax or Social Security payments, and the fees stipulated herein will be paid in full to District without deductions of any kind. District will be responsible for payment of Social Security and state and federal income taxes for its employees.
- F. Nothing in this Agreement gives Hospital authority to direct, supervise, evaluate, discipline, or control any District employee or to make or influence employment decisions concerning any Athletic Trainer or other District employee.

ARTICLE X COMPLIANCE WITH LAW AND UIL GUIDELINES

A. Each Party will ensure that all activities, expenditures, and representations for which that Party is responsible under this Agreement, including those involving the Athletic Trainers, nurses, coaches, and athletic directors and any marketing, educational, or athletic programming, comply fully with all applicable laws, regulations, and institutional policies, including but not limited to:

1. Compliance with all applicable provisions of federal, Texas state, and local law, including but not limited to:

- a) Education law and public school governance regulations;
- b) Employment and wage laws governing District and its employees; and
- c) Procurement and conflict-of-interest laws applicable to public entities;

2. Strict compliance with all rules, regulations, and guidance issued by the University Interscholastic League (UIL), including but not limited to those governing:

- a) Advertising and commercial sponsorships;
- b) Use of school branding and athlete likeness;
- c) Permitted and prohibited external relationships affecting student-athlete eligibility or competition rules;
- d) Staffing and credentialing of Athletic Trainers, nurses, coaches, and athletic directors as applicable.

B. Where applicable, District will comply with the Family Educational Rights and Privacy Act (FERPA) and any comparable state student privacy laws in connection with program activities, branding, communications, or data sharing.

Hospital will comply with HIPAA and all other federal and state laws applicable to medical records, protected health information, healthcare marketing, and patient communications. Neither Party will require the other Party to disclose information prohibited from disclosure by applicable law.

C. Upon Hospital's written request, District will reasonably cooperate in addressing specific, documented compliance concerns directly related to the Sponsored Initiative. Nothing in this Section requires District to disclose privileged, confidential, student, personnel, or other legally protected information.

D. A material failure to comply with applicable law or this Section will constitute a material breach of this Agreement. If such failure occurs, Hospital may exercise its rights under Article VIII after providing the notice and opportunity to cure required by that Article, except where immediate action is required by law.

E. Each Party represents that, to the extent applicable to its performance under this Agreement, it will comply with applicable federal exclusion and debarment requirements. Each Party will notify the other within seven (7) business days of the time the Party receives such notice, if it becomes aware that an individual materially involved in performing that Party's obligations

under this Agreement has become excluded or debarred in a manner that legally prohibits continued performance.

- F. District personnel participating in Sponsored Initiative activities occurring on Hospital premises will comply with reasonable Hospital safety and security requirements communicated in advance, provided such requirements do not conflict with applicable law, District policy, or the Texas Constitution. District represents and warrants that neither it, nor its employees participating in Sponsored Initiative activities have been (a) convicted of a criminal offense related to healthcare (unless such person or entity has implemented a compliance program as part of an agreement with the federal government); or (b) listed by a federal agency as debarred, excluded or otherwise ineligible for federal program participation under 42 U.S.C. 1320a-7, the OIG List of Excluded Individuals/Entities and/or the General Services Administration list of debarred contractors.
- G. District will notify Hospital within seven (7) business days of the time District receives notice of any final action being taken against District or its employees providing services under this Agreement which results in its exclusion from participating in the Federal health care programs. District acknowledges that Hospital may terminate this Agreement without penalty or further payment upon the resolution of a pending criminal charge or proposed disbarment or exclusion which results in a conviction, disbarment or exclusion of District or its employees.
- H. .
- I. District represents and warrants that neither it nor its employees participating in the Sponsored Initiative are listed by federal or state agency as debarred, excluded or otherwise negligible for participation in federally funded programs, and will notify the Hospital immediately of any allegations that would affect this status. For the purposes of this section (Article X, Section I), “immediately” means within twenty-four (24) hours.

ARTICLE XI DATA AND RECORDS

- A. District will maintain accurate, complete, and segregated records relating to all activities funded or supported by this Agreement, including:
 - 1. Receipt and use of all Sponsorship Contributions;
 - 2. Employment, deployment, and compensation of Athletic Trainers;
 - 3. Procurement and use of branded materials and other sponsorship-related expenditures;
 - 4. Public communications and media activities referencing Hospital or the Sponsored Initiative.

Records will be maintained in accordance with applicable law and the District's adopted records-retention schedules. Nothing in this Agreement requires District to retain records beyond the period required by applicable law and District policy.

- B. District will provide Hospital with a comprehensive written report no later than thirty (30) days following each anniversary of the Effective Date. Each report will include:
1. A detailed financial accounting of how the Sponsorship Contribution was used;
 2. A narrative summary of program implementation, outcomes, and any changes to scope or delivery; and
 3. Metrics of impact or reach, including relevant student, family, or community engagement statistics, if available provided such information will be aggregated or de-identified and will not include personally identifiable student information, education records, protected health information, or other legally protected information.
- C. Hospital will have the right to request interim updates or clarifications relating to the use of funds, compliance with obligations, or public representation of the Sponsored Initiative. District agrees to provide such updates within a reasonable time following request, not to exceed ten (10) business days, unless otherwise agreed to in writing.
- D. Hospital or its designated representative will have the right, upon at least ten (10) business days written notice and during normal business hours, to inspect and audit District's records directly related to the receipt and expenditure of Sponsorship Contributions. District may satisfy an audit request by providing copies, summaries, or other documentation reasonably sufficient to demonstrate compliance. Hospital will have no right to inspect student education records, student health records, confidential personnel records, attorney-client privileged information, or information otherwise protected from disclosure by law. Any audit will be conducted in a manner that does not unreasonably interfere with District operations and at Hospital's expense.
- E. Any data collected, generated, or received through the Sponsored Initiative that specifically relates to Hospital's branding, funding outcomes, or engagement may be used by District for internal evaluation and public reporting, subject to applicable laws protecting student or individual privacy. District will not sell or commercialize any data derived from Hospital-funded activities without Hospital's prior written consent.

Nothing in this Agreement grants Hospital ownership of, or independent access to, District student records, employee records, health information, or other District data.

- F. Failure to timely submit required reports, maintain accurate records, or respond to reasonable information requests will constitute a material breach of this Agreement. In such event, Hospital may withhold future contributions, suspend branding rights, or take such other action as provided under this Agreement.

ARTICLE XII INTELLECTUAL PROPERTY

- A. Each Party will retain all right, title, and interest in and to any intellectual property, materials, designs, trademarks, logos, copyrights, proprietary methods, and other protected works developed or acquired independently of this Agreement (“Preexisting IP”). Nothing in this Agreement should be construed to transfer or license such rights except as explicitly stated herein.
- B. Any materials, content, curricula, designs, videos, photographs, or written work product developed jointly by the Parties in connection with the Sponsored Initiative (“Joint IP”) will be used by the Parties only as mutually agreed in writing. Each Party retains ownership of materials created solely by that Party. However:
 - 1. No Party may commercially exploit or publicly distribute Joint IP after the termination or expiration of this Agreement without the other Party’s written consent;
 - 2. Either Party may require cessation of future public use of its Marks following termination, provided that nothing in this Agreement requires District or Hospital to destroy or alter records that must be retained under applicable law;
 - 3. Where Joint IP incorporates any Preexisting IP of Hospital, such Preexisting IP will remain the sole property of Hospital, and District will have no continuing right to use it outside of the term of this Agreement.
- C. To the extent necessary to fulfill the obligations of this Agreement, each Party grants to the other a non-exclusive, non-transferable, royalty-free license to use the other’s Preexisting IP solely for the execution of the Sponsored Initiative and solely during the Term. Such license shall automatically expire upon termination or expiration of this Agreement unless renewed in writing.
- D. Upon expiration or termination of this Agreement:
 - 1. Each Party will retain archival copies of Joint IP, subject to confidentiality and non-disparagement obligations and applicable records-retention requirements;
 - 2. Either Party may, at its discretion, request certification that all Joint IP containing its Preexisting IP has been deleted, destroyed, or permanently de-branded from public-facing use, except to the extent retention is required by law or District records-retention requirements;
 - 3. Any materials incorporating Hospital’s trade dress, slogans, or visual identity will not be used, adapted, or reformatted by District without express written consent of Hospital.
- E. Each Party will promptly notify the other of any known or suspected infringement, misuse, or unauthorized use of any Joint IP or licensed Preexisting IP. Each Party retains the right to

enforce its own intellectual-property rights. Any enforcement relating solely to Joint IP will be undertaken only as mutually agreed by the Parties.

- F. The provisions of this article (Article XII) shall survive the expiration or earlier termination of this Agreement for so long as either Party retains access to or control over Joint IP or the other's Preexisting IP.

ARTICLE XIII INDEMNIFICATION AND INSURANCE

- A. Each Party will be responsible for its own acts and omissions and those of its officers, employees, agents, and representatives to the extent liability is imposed by applicable law. Nothing in this Agreement will be construed as creating or expanding any liability of District, waiving any governmental or official immunity, creating a cause of action against District that does not otherwise exist, or waiving any defense, limitation of liability, or other protection available to District or its officers or employees under Texas law.
- B. District will maintain, at its own expense and throughout the Term of this Agreement, insurance or self-insurance coverage in such types and amounts as District determines appropriate and as required by applicable law, including:
1. General liability coverage;
 2. Educators' legal liability or public officials' liability;
 3. Workers' compensation coverage for District employees, as required by applicable law;
 4. Automobile liability coverage as maintained by District in the ordinary course of its operations.
- C. Upon Hospital's written request, the District must provide a certificate of coverage or self-insurance letter verifying such protection.
- D. Hospital will maintain, at its own expense, general liability and professional liability insurance customary for a Texas healthcare provider engaged in community and educational partnerships and workers' compensation as applicable to Hospital's performance under this Agreement. Hospital will provide evidence of such coverage upon Hospital's reasonable request.
- E. Nothing in this Section or Agreement is intended to create, and will not be deemed to create, any rights in or benefits for any person or entity not a Party to this Agreement, including any student, employee, or third-party participant.
- F. The indemnification and insurance obligations set forth in this Section shall survive the expiration or earlier termination of this Agreement for a period of four (4) years or for so long as a claim arising from this Agreement may lawfully be brought under Texas law.

ARTICLE XIV

NON-SOLICITATION OF PERSONNEL

- A. District recognizes the special relationship that exists between Hospital and its personnel in that recruiting and training of such personnel by Hospital is costly, time consuming, and District will not, during the term of this Agreement or thereafter directly or indirectly through any means or manner impair or initiate any attempt to impair the relationship which exist between Hospital and the personnel it employs or retains and shall not employ or contract with such personnel. District will not directly or indirectly solicit, employ or retain in any capacity, or directly or indirectly offer to employ or retain in any capacity, any employee of Hospital. Should District violate this article (Article XIV), District will reimburse Hospital for its reasonable costs in recruiting and training a replacement employee.
- B. Hospital recognizes the special relationship that exists between District and its personnel in that recruiting and training of such personnel by District is costly, time consuming, and Hospital will not, during the term of this Agreement or thereafter directly or indirectly through any means or manner impair or initiate any attempt to impair the relationship which exist between District and the personnel it employs or retains and shall not employ or contract with such personnel. Hospital will not directly or indirectly solicit, employ or retain in any capacity, or directly or indirectly offer to employ or retain in any capacity, any employee of District. Should Hospital violate this article (Article XIV), Hospital will reimburse District for its reasonable costs in recruiting and training a replacement employee.

ARTICLE XV CONFIDENTIALITY

- A. As used in this Agreement, the term “Confidential Information” means any and all confidential, proprietary, or trade secret information, whether disclosed, directly or indirectly, verbally, in writing, or by any other means in tangible or intangible form, including that which is disclosed by or on behalf of Hospital, or developed specifically from Hospital’s Confidential Information, applicable to or in any way related to: (i) patients with whom Hospital has, through the members of its Medical Staff, a physician/patient relationship; (ii) the present or future business or financial performance of Hospital or any affiliate of Hospital; (iii) the research and development of Hospital or any affiliate of Hospital; (iv) information regarding the physicians of Hospital or any affiliate of Hospital; (v) information relating to Hospital’s sources and practices of referring physicians; or (vi) information relating to Hospital’s relationships with third party payors and other health care facilities. By way of further definition, and without limiting the generality of the foregoing, Confidential Information includes (a) the development and operation of Hospital’s program to provide services, including information relating to budgeting, staffing needs, marketing, research, equipment capabilities, and other information concerning such facilities and operations; (b) billing practices and contractual arrangements between Hospital and insurers or managed care associations or other payors; (c) the databases of Hospital; (d) the clinical and research protocols of Hospital; (e) coding guidelines and algorithms developed by Hospital; (f) the referral sources of Hospital; (g) Hospital’s practice management methods; and (h) other confidential information of Hospital that is not generally known to the public, including donors and fundraising efforts. The Parties agree that, as between them, Confidential Information may

include important proprietary or trade secret information of Hospital to the extent such information qualifies for protection under applicable law. District acknowledges that the Confidential Information specifically enumerated above, is special and unique information and is not information that would be considered a part of the general knowledge and skill District has or might otherwise obtain and that District did not possess any of it prior to this Agreement. District further acknowledges that this Confidential Information is constantly changing and being developed so that over time, District will be exposed to, and provided, new Confidential Information in addition to that provided at the Effective Date. Notwithstanding the foregoing, Confidential Information shall not include any information that (1) was known by District from a third party source before disclosure by or on behalf of Hospital; (ii) becomes available to District from a source other than Hospital that is not bound by a duty of confidentiality to Hospital; (iii) becomes generally available or known in the industry other than as a result of its disclosure by District; or (iv) has been independently developed by the District and may be disclosed by District without breach of this Agreement, provided, in each case, that District shall bear the burden of demonstrating that the information falls under one of the above-described exceptions; or (v) is required to be disclosed pursuant to applicable law, including the Texas Public Information Act, subject to Section F below.

- B. Hospital and District acknowledge and agree that (i) District has been or will be given the Hospital's Confidential Information, and District is hereby granted new and further access and rights to continue to possess such Confidential Information, subject to certain restrictions on disclosure as set forth herein; (ii) Hospital has or will disclose new Confidential Information contemporaneously with the execution of this Agreement that District had not previously received and will disclose additional Confidential Information to District which District needs in order to perform hereunder and which District desires to obtain the benefit of in connection with his Agreement with Hospital; (iii) Confidential Information developed by Hospital, or developed by District specifically from and incorporating Hospital's Confidential Information, will remain subject to the confidentiality protections of this Article; and (iv) such Confidential Information is of significant value to Hospital.
- C. District acknowledges the proprietary interest of Hospital in Hospital's Confidential Information disclosed to District under this Agreement. District acknowledges and agrees that the unauthorized disclosure of any Confidential Information may cause material harm to Hospital and may constitute a material breach of this Agreement if such disclosure is material and is not cured to the extent reasonably capable of cure, subject to applicable law and the provisions of Section F below.
- D. District specifically agrees that District will not at any time, whether during the term of this Agreement or at any time thereafter—regardless of whether such Agreement is terminated with or without cause—in any fashion, form, or manner, unless specifically consented to in writing by Hospital, either directly or indirectly, use, divulge, disclose, or communicate to any person, firm, or hospital, in any manner whatsoever, any Confidential Information of any kind, nature, or description concerning any matters affecting or relating to the business of Hospital, except as necessary to provide patient care to perform District's obligations under this Agreement, or as permitted or required by applicable law, including the Texas Public Information Act.

- E. All notes, data, forms, reference materials, diagrams, formulae, memoranda, computer printouts, or other documentation and records provided by Hospital and containing Hospital Confidential Information will remain the property of Hospital, except for District records created or maintained in the ordinary course of District operations, which incorporate or reflect in any way the Confidential Information described above, shall belong exclusively to Hospital, and District agrees to deliver any such property in its possession or under its control, and any copies thereof, including all electronic copies, to Hospital upon termination of this Agreement for any reason. District shall not take or retain any documents or other information, or any reproduction or excerpt thereof, containing or pertaining to any Confidential Information except to the extent retention is required by applicable law, District records-retention requirements, litigation hold, audit requirements, or the ordinary maintenance of District governmental records. Any Confidential Information retained for such purposes will remain subject to the protections of this Article for so long as it is retained.
- F. Notwithstanding the foregoing, Hospital understands and acknowledges that District is a political subdivision of the State of Texas and is governed by the Texas Public Information Act, Chapter 552, Texas Government Code. The parties acknowledge and agree that the District will only be obligated to perform its duties under this section and this Agreement in compliance with the Public Information Act. To the extent to which some duties hereunder are not in conformity with the requirements of the Public Information Act, District will be relieved of said duties without penalty or further liability. In the event either party receives a request under the Public Information Act for Confidential Information, it will promptly notify the other party and confer on whether disclosure should be opposed. It is expressly agreed that District may request a determination from the Attorney General of the State of Texas in regard to the application of the Public Information Act to the requested information and whether the information is to be made available to the public. It is further agreed that the District, its officers and employees will have the right to rely on the determinations of the Texas Attorney General, and that District, its officers and employees will have no liability to Hospital for disclosure to the public in reliance on a decision by the Attorney General. Further, in the event that Texas Government Code Section 552.371 applies to the contract, the parties agree to the following statement: "The requirements of Subchapter J, Chapter 552, Government Code, may apply to this contract [Agreement] and the contractor or vendor agrees that the contract [Agreement] can be terminated if the contractor or vendor knowingly or intentionally fails to comply with a requirement of that subchapter." Nothing in this agreement will require Hospital or District to violate the terms of the Public Information Act.

ARTICLE XVI MISCELLANEOUS

- A. If any provision of this Agreement is construed to be illegal or invalid, it will not affect the legality or validity of any other provisions hereof provided that any invalid provision is not material to the overall purpose and operation of this Agreement, and the illegal or invalid provision will be deemed stricken and deleted herefrom to the same extent and effect as if never incorporated herein, but all other provisions will continue to the extent that they substantially reflect the Agreement contemplated by the parties.

- B. All signatories to this Agreement warrant their authority to execute this document.
- C. This Agreement constitutes and expresses the entire Agreement between the parties regarding the subject matter addressed and will not be amended or modified except by written instrument signed by all parties.
- D. For the purpose of determining the place of Agreement and the law governing same, this Agreement is entered into in the County of El Paso, State of Texas and will be governed by the laws of the State of Texas. Venue for all causes of action arising from or in connection with this Agreement will be in El Paso County, Texas.
- E. Neither party will have the right to assign or otherwise transfer any rights, interests, or obligations under this Agreement without prior written consent of the other party.
- F. Neither party will be responsible for any delay, damage, failure, or inability to perform resulting from causes not within the control of the party and which the party is unable to prevent through reasonable diligence.
- G. The terms and provisions contained in this Agreement will inure to the benefit of and be binding upon the parties hereto and their successors in interest, legal representatives and permitted assigns, except as otherwise herein expressly provided. No person or entity other than the parties, except governmental entities to the extent required by law, will be entitled to bring any action to enforce this Agreement, and the terms of this Agreement are intended solely for the benefit of, and to be enforceable only by, the parties or their respective successors in interest or assigns as permitted under this Agreement.
- H. Except as otherwise provided, no term or condition of this Agreement will be waived except by written waiver of the waiving party. The forbearance or indulgence by a party in any regard whatsoever will not constitute a waiver of the term or condition to be performed by the other party, and until complete performance by the other party of such term or condition, the forbearing party will be entitled to invoke any remedy available under this Agreement or by law despite such forbearance or indulgence. The waiver by a party of any breach of any term or condition of this Agreement will apply to and be limited to the specific instance involved and will not be deemed to apply to any other instance or to any subsequent breach of the same or any other term or condition of the Agreement.
- J. All notices under this Agreement will be sent to the following addresses:

If to Hospital:

President & Chief Executive Officer
4845 Alameda Avenue
El Paso, Texas 79905

If to District:

Superintendent
1050 Chicken Ranch Road
San Elizario, Texas 79849

Any notice required or permitted under this Agreement will be mailed by certified mail, return receipt requested, to the addresses above. A party may change its address by giving notice in compliance with this section.

K. HOSPITAL ACKNOWLEDGES THAT DISTRICT IS A POLITICAL SUBDIVISION OF THE STATE OF TEXAS, IS REQUIRED TO COMPLY WITH THE LAWS OF THE STATE OF TEXAS, AND HOSPITAL ACKNOWLEDGES AND AGREES TO THE FOLLOWING:

1. Nothing in this Agreement waives or modifies District's governmental immunity or any limitation on liability available under Texas law. To the extent the Texas Tort Claims Act applies to District, District's liability will be governed solely by the applicable provisions and limitations of Chapter 101, Texas Civil Practice and Remedies Code, including Section 101.051.
2. To the extent applicable to this Agreement, pursuant to Chapter 2271, Texas Government Code, Hospital represents that Hospital does not boycott Israel and will not boycott Israel during the term of the Agreement.
3. To the extent applicable to this Agreement, Hospital represents that it is not a company engaged in business with Iran, Sudan or a foreign terrorist organization as defined under Chapter 2252, Texas Government Code, and that it is not on a list prepared and maintained by the Comptroller of Public Accounts of the State of Texas under Texas Government Code Sections 2252.153 or 2270.0201.
4. To the extent applicable to this Agreement, Hospital provides any verification required by Chapter 2274, Texas Government Code, concerning discrimination against firearm entities or firearm trade associations, and any verification required by Chapter 2276, Texas Government Code, concerning the boycott of energy companies.

L. Nothing in this Agreement will limit or influence the right of a student, parent, guardian, employee, Athletic Trainer, or other healthcare provider to select an independent healthcare provider or facility. District makes no representation or guarantee concerning referrals, patient volume, use of Hospital services, or healthcare decisions by students or families. No Sponsorship Contribution or other benefit under this Agreement is conditioned upon the referral of patients to Hospital or any Hospital-affiliated provider.

M. Nothing in this Agreement grants Hospital authority over District policy, curriculum, student discipline, employment decisions, athletic operations, healthcare protocols adopted by District, procurement decisions, governmental communications, or the exercise of any statutory or constitutional authority of District or its Board of Trustees.

(The remainder of this page intentionally left blank)
(Signatures on following page)

IN WITNESS WHEREOF, the parties have hereunto set their hands.

**EL PASO CHILDREN'S HOSPITAL CORPORATION D/B/A
EL PASO CHILDREN'S HOSPITAL**

CINDY A. STOUT, DNP, RN, NEA, BC
President and Chief Executive Officer

Date _____

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

DR. JEANNIE MEZA-CHAVEZ
Superintendent

Date _____



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: Messina Holguin, District Lead Nurse
Subject: Memorandum of Understanding – EPCH Project Adam
Date: October 14, 2026

HISTORY:

San Elizario ISD is seeking to partner with El Paso Children's Hospital (EPCH) to be considered for Project ADAM Heart Safe School. This partnership would allow San Elizario ISD to become a recognized Heart Safe School. The partnership between EPCH and San Elizario ISD would allow a dedicated effort to improve cardiac arrest preparedness in schools, therefore, is essential for safeguarding the health and well-being of students, staff, and the broader community.

RATIONALE:

EPCH and Project ADAM will assist and provide a comprehensive program aimed at helping our district campuses become Heart Safe, to include information and resources for Cardiac arrest preparedness in our schools. This program can assist the district in cardiac arrest preparedness in the district.

BUDGET IMPACT:

There is no budget impact

ADMINISTRATIVE RECOMMENDATION:

It is recommended for the Board to approve the Project ADAM MOU with EPCH 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.

**MEMORANDUM OF UNDERSTANDING
BETWEEN
EL PASO CHILDREN’S HOSPITAL CORPORATION
D/B/A EL PASO CHILDREN’S HOSPITAL
AND
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**

This Memorandum of Understanding (MOU) is made as of the date of the last party that signed (“Effective Date”) by and between El Paso Children’s Hospital Corporation d/b/a El Paso Children’s Hospital (“EPCH”), a 501(c)(3) non-profit corporation organized and existing under the laws of the state of Texas, located at 4845 Alameda Ave., El Paso, Texas 79905, and San Elizario Independent School District (“School” or “District” or “SEISD”), located at 1050 Chicken Ranch Road, San Elizario, TX 79849. EPCH and the School are also referred to herein as “party,” or collectively as “parties.”

RECITALS

WHEREAS, EPCH is affiliated with Children’s Hospital and Health Systems Inc., Wisconsin (“CHHS”) to participate in Project ADAM (Automated Defibrillators in ADAM’s Memory) (the “Program”);

WHEREAS, Project ADAM Heart Safe School Designation is attained by schools upon successful implementation of a quality sudden cardiac arrest program of awareness, training and effective emergency response to promote a Heart Safe environment for students, visitors and staff as outlined within the Heart Safe School Checklist;

WHEREAS, through the Program, EPCH will provide training to District that meets the requirements for a “Heart Safe School” as defined by the Program;

WHEREAS, District operates public schools within El Paso, Texas and would like to affiliate with EPCH so that District schools can qualify as Heart Safe Schools;

WHEREAS, EPCH will work with District to provide training assistance to District personnel as needed in order to assist schools in becoming a Heart Safe School; and

NOW, THEREFORE, in consideration of mutual covenants and agreements herein contained, the parties agree as follows:

**ARTICLE I
PURPOSE AND SCOPE**

The purpose of this MOU is to formalize the collaborative relationship between EPCH and the District in the implementation of Project ADAM. Project ADAM aims to provide a comprehensive, coordinated effort to enhance the safety and well-being of students by ensuring that all schools within the District have the necessary resources, training, and protocols for responding effectively to sudden cardiac arrest (“SCA”) events. Through this partnership, the District and

Hospital will work together to fulfill all criteria outlined of the Heart Safe Schools Program to achieve the Heart Safe School Designation.

ARTICLE II DISTRICT RESPONSIBILITIES

- A. The District, through its Superintendent and staff, will assign personnel as necessary to work with EPCH to establish the Program within District schools.
- B. The District will work with staff to help ensure awareness of the Program and encourage participation at the schools to implement the Program and to meet Program requirements set forth in this MOU.
- C. The District understands and agrees that any District school that desires to participate in the Program, in order to receive assistance with the purchase of AED from approved Project ADAM vendors, must comply with the following requirements:
 - 1. Each school must achieve and retain the designation of a “Heart Safe School” under the Program. Information necessary for a school to achieve the Heart Safe School designation can be found at <https://www.projectADAM.com/Heartsafeschools> ;
 - 2. Each participating school must maintain any AED that it receives under the program;
 - 3. Each participating school must create and maintain a written process and procedure for responding to a SCA;
 - 4. Each participating school will ensure that it has trained staff, or will train staff if necessary, to manage a SCA and use of AED;
 - 5. District will ensure that such training is current, ongoing, and up to date;
 - 6. District agrees to preserve, collect, and report data required under the Program such as but not limited to names of District employees trained, date of training, date of use of equipment and outcome;
 - 7. District understands that EPCH does not provide AEDs or funding for AEDs to the district; and
 - 8. District agrees that at each participating school, the school nurse or other designee will serve as the School Coordinator of the Program and that the School Coordinator shall be responsible for the following:
 - a. Acting as the point of contact between the school and EPCH; and
 - b. Ensuring the school meets its obligations set forth in the MOU.

ARTICLE III EPCH OBLIGATIONS

- A. At no cost to the District, EPCH will aid District by providing training required under the Program.
- B. At no cost to the District, EPCH will help the District evaluate its written process and procedures for responding to SCAs. Any information it receives from the District or any feedback it develops for the District in response to its written process and procedures shall remain confidential and not be shared with third parties.
- C. At no cost to the District, EPCH will provide schools that receive a defibrillator with access to EPCH's Program Coordinator to help the school meet its obligations and responsibilities under the Program.
- D. At no cost to the District, EPCH will provide a banner, with EPCH and Project ADAM branding, that the school may display after the school receives the Heart Safe School Designation.

ARTICLE IV WARRANTY

- A. EPCH, for the training it provides to District, makes no representations and grants no warranties, express or implied, either in fact or by operation of law, by statute or others, specifically disclaims and any other warranties,, whether written or oral, or expressed or implied including any warranty of quality, merchantability, or fitness for a particular use or purpose.
- B. District understands that EPCH does not manufacture AEDs and any claims related to defects in any AED provided by EPCH must be made directly against the manufacturer of the AED.

ARTICLE V LIABILITY

Neither Party or its trustees, officers, employees or agents shall have any liability or responsibility for any claim or cause of action of any person or group arising from the use of district property and/or equipment by either Party's officers, volunteers, employees, contractors, agents, invitees, licensees, participants, and visitors, or (b) noncompliance with this Agreement by either Party's officers, volunteers, employees, contractors, agents, invitees, licensees, participants, and visitors, or (c) any act, omission, or negligence of either Party or any of its officers, agents, employees, contractors, invitees, licensees, volunteers, participants or visitors. This provision will survive termination of

this Agreement. It is expressly understood and agreed that under this Agreement that the District do not waive, nor shall be deemed to waive, any immunity or defense that would otherwise be available to it against claims arising in the exercise of governmental powers and functions..

ARTICLE VI INDEPENDENT CONTRACTORS

The parties hereto are to be construed as independent contractors. EPCH employees are not to be construed as employees of the District, nor shall the District be responsible for payment of salaries, provision of fringe benefits, or withholding payment of taxes for EPCH employees. District employees are not to be construed as employees of EPCH, nor shall District be responsible for payment salaries, provision of fringe benefits, or withholding or payment of taxes for EPCH employees.

ARTICLE VII TERM OF THE AGREEMENT

- A. This Agreement shall commence on the Effective Date and continue for a period of one year upon which this MOU will terminate.
- B. Either party may immediately terminate this Agreement without cause by giving the other party thirty (30) days written notice.

ARTICLE VIII NOTICE

All notices required or permitted to be given under this Agreement shall be deemed given when delivered by hand or sent by registered or certified mail, return receipt requested, addressed as follows:

If to District:

ATTN: Superintendent Dr. Jeannie Meza-Chavez
San Elizario Independent School District
1050 Chicken Ranch Road
San Elizario, TX 79848

If to EPCH:

President & Chief Executive Officer
El Paso Children's Hospital
4845 Alameda Ave.
El Paso, Texas 79905

MISCELLANEOUS

- A. If any provision of this Agreement is construed to be illegal or invalid, it will not affect the legality or validity of any other provisions hereof provided that any invalid provision is not material to the overall purpose and operation of this Agreement, and the illegal or invalid provision will be deemed stricken and deleted herefrom to the same extent and effect as if never incorporated herein, but all other provisions will continue to the extent that they substantially reflect the Agreement contemplated by the parties.
- B. All signatories to this Agreement warrant their authority to execute this document.
- C. This Agreement constitutes and expresses the entire Agreement between the parties regarding the subject matter addressed and will not be amended or modified except by written instrument signed by all parties.
- D. For the purpose of determining the place of Agreement and the law governing same, this Agreement is entered into in the County of El Paso, State of Texas and will be governed by the laws of the State of Texas. Venue for all causes of action arising from or in connection with this Agreement will be in El Paso County, Texas.
- E. Neither party will have the right to assign or otherwise transfer any rights, interests, or obligations under this Agreement without prior written consent of the other party.
- F. Neither party will be responsible for any delay, damage, failure, or inability to perform resulting from causes not within the control of the party and which the party is unable to prevent through reasonable diligence.
- G. The terms and provisions contained in this Agreement will inure to the benefit of and be binding upon the parties hereto and their heirs, respective successors in interest, legal representatives and assigns, except as otherwise herein expressly provided. No person or entity other than the parties, except governmental entities to the extent required by law, will be entitled to bring any action to enforce this Agreement, and the terms of this Agreement are intended solely for the benefit of, and to be enforceable only by, the parties or their respective successors in interest or assigns as permitted under this Agreement.
- H. Except as otherwise provided, no term or condition of this Agreement will be waived except by written waiver of the waiving party. The forbearance or indulgence by a party in any regard whatsoever will not constitute a waiver of the term or condition to be performed by the other party, and until complete performance by the other party of such term or condition, the forbearing party will be entitled to invoke any remedy available under this Agreement or by law despite such forbearance or indulgence. The waiver by a party of any breach of any term or condition of this Agreement will apply to and be limited to the specific instance involved and will not be deemed to apply to any other instance or to any subsequent breach of the same or any other term or condition of the Agreement.
- I. To the fullest extent permitted by law, District shall defend, indemnify, protect, hold harmless EPCH, its agents, independent contractors, board members, employees, volunteers, and any and all affiliates of EPCH, against any and all claims, liabilities,

damages, costs or expenses arising from any and all acts the Therapy Animal (including without limitation, biting, or other bodily injury, damage to property, including property of any other person or entity while on Hospital's premises).

- J. Publicity. EPCH shall not use the District's name, logo, or any other identifying marks in any press releases, promotional materials, advertising, social media posts, or any other public or traditional media without the express, prior written consent of an authorized representative of the District except that EPCH may use the District's name and logo, without additional consent, solely in connection with the District's participation in Project ADAM for the following purposes: (1) preparing Project ADAM Heart Safe School designation banners provided to participating schools; (2) recognizing a school's Project ADAM designation through social media or educational presentations; (3) publicizing or recognizing Project ADAM designation banner presentations, ceremonies, or related events in media or print materials; and (4) identifying or demonstrating the school's or District's participation in the Project ADAM Heart Safe School initiative.

IN WITNESS WHEREOF, the parties hereby agree:

**EL PASO CHILDREN'S HOSPITAL CORPORATION D/B/A
EL PASO CHILDREN'S HOSPITAL**

CINDY A. STOUT
President and Chief Executive Officer

Date _____

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

NAME

Date _____



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

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Subject: Consider and possible Board action to approve the Emergence Health Network – School-Based Crisis Intervention Team MOU
Date: Date of Board Meeting

HISTORY: Emergence Health Network (EHN), the Local Mental Health Authority for El Paso County, was awarded an Office of the Governor grant on October 1, 2024, to expand school-based behavioral health services in San Elizario ISD. The school-based Crisis Intervention Team (CIT), consisting of licensed mental health professionals supported by EHN leadership, will provide crisis response and non-emergency services such as training, parent referrals, case follow-up, safety planning, and student transition support. In partnership with campus staff and EPCSO School Resource Officers, the CIT will ensure real-time response, de-escalation, and coordinated care. Open communication, compliance with SEISD policies, and program evaluation will support sustainability and long-term effectiveness.

RATIONALE: Such expansion will benefit the San Elizario ISD in real-time response to student crises, emergencies, and related police activities. This school-based Crisis Intervention Team will operate under the protocols of the El Paso County School Resource Officers and administrators.

BUDGET IMPACT: All CIT services under this Agreement shall be provided at no cost to SEISD and will instead be funded through funds awarded to EHN by the Office of the Governor (OOG).

ADMINISTRATIVE RECOMMENDATION: The Administrative recommendation is to approve the Emergence Health Network – School-Based Crisis Intervention Team MOU as 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.

**SCHOOL BASED CRISIS INTERVENTION TEAM MEMORANDUM OF
UNDERSTANDING BETWEEN
EL PASO MHMR D/B/A EMERGENCE HEALTH NETWORK
AND
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**

This Agreement ("Agreement") is made and entered into by and between El Paso MHMR d/b/a Emergence Health Network ("EHN"), a local mental health authority and community center established under the Texas Health and Safety Code, and San Elizario Independent School District ("SEISD"), all of which are referred to collectively as the ("Parties"), for the purpose of implementing a School-Based Crisis Intervention Team ("CIT") for SEISD schools. This Agreement is authorized pursuant to Texas Government Code Chapter 791.001, et seq., the Interlocal Cooperation Act.

RECITALS

WHEREAS, Texas Government Code, Chapter 791, as amended, authorizes contracts between local governmental agencies to perform governmental functions, inclusive of §791.025, Texas Government Code, which permits agreements (interlocal agreement) between local governments for the purchase of goods and services, and satisfies the requirement of local governments to seek competitive bids for the purchase of goods and services;

WHEREAS, EHN and the SEISD desire to explore options for providing safer and more effective responses to incidents involving persons in suspected mental health crisis, and situations involving persons with a diagnosed or suspected mental illness and/or intellectual disability; and

WHEREAS, the Parties agree that the School-Based CIT model is an effective method in responding to situations involving persons in suspected mental health crisis, and persons with a diagnosed or suspected mental illness and/or intellectual disability; and

WHEREAS, the Parties desire to enter into this Agreement to implement the School- Based CIT model and increase the number of persons diverted from incarceration when allowed by statutes.

NOW THEREFORE, in consideration of the mutual covenants and agreements herein contained, the Parties hereto do mutually agree as follows:

I. TERM AND TERMINATION

A. **Term.** This Agreement becomes effective on October 1, 2026 ("Effective Date") and terminates on September 30, 2027 ("Initial Term"), unless extended by written agreement, or when otherwise terminated as provided under this Agreement. The Board of Trustees of SEISD authorizes its Superintendent to sign any such extension that does not affect the approved budget and that does not otherwise change any of the material terms herein; notwithstanding the foregoing SEISD may elect to present any extensions and changes to the terms herein to the Board Trustees for review and approval, in SEISD's sole discretion.

B. **Termination.**

1. Either party may, without penalty, terminate this Agreement at the end of any budget period of

such party during the term if funds required to fulfill this Agreement have not been appropriated, and with written notice to the other party. Such notice shall be effective thirty (30) calendar days from the date of receipt.

2. SEISD may terminate this Agreement with thirty (30) days written notice for convenience or should space/resources no longer be available to house the EHN services.
3. This Agreement may be terminated by mutual written agreement of the Parties upon such terms as agreed. The Board of Trustees of SEISD authorizes its Superintendent to agree to any such termination that does not affect the approved budget; notwithstanding the foregoing SEISD may elect to present any terminations and changes to the terms herein to the Board Trustees for review and approval, in SEISD's sole discretion.

II. EHN ROLE AND RESPONSIBILITIES

- A. EHN agrees to provide crisis response counseling services by crisis response trained qualified mental health practitioners ("Crisis Intervention Team" or "CIT"). Such services shall be provided in partnership with El Paso County Sheriffs Office (EPCSO) School resource Officers to the school sites outlined under the district.
- B. The CIT will consist of (6) total staff members to the Agreement: three (3) qualified mental health practitioners serving as CIT specialists, and one (1) licensed clinician serving as the Clinical CIT Therapist. CIT will additionally have one (1) Program Manager and one (1) Director of CIT. The Clinical CIT Therapist shall be either a Licensed Professional Counselor or a Licensed Professional Counselor Associate or a Licensed Master Social Worker. The Clinical Program Manager and Director of CIT shall be either a Licensed Professional Counselor, a Licensed Master Social Worker or a Licensed Clinical Social Worker. Full staff salaries, benefits, and equipment for all CIT members will be covered solely by EHN. The Parties acknowledge that SEISD will bear no financial responsibility for any salaries, benefits, equipment, or any other costs relating to CIT members.
- C. The CIT will train the EPCSO SROs and SEISD counselors and school administrators at the school sites outlined in de-escalation techniques, ensuring student and staff safety, and understanding the process for deploying CIT staff to school campuses for emergency and crisis response for SEISD students. CIT must respond within one (1) hour of being contacted by designated SRO, SEISD staff. Such trainings will occur on dates and times mutually agreed upon by the Parties. CIT response while on-site with SEISD students requiring emergency crisis services will include:
 1. Verbal Intervention;
 2. De-escalation of crisis or aggressive behavior;
 3. Crisis Stabilization; and
 4. Crisis Assessment.
- D. The CIT will operate in accordance with protocols outlined by SEISD policy and school administrators, which SEISD will provide to CIT upon execution of this Agreement. CIT agrees to review those protocols prior to providing services to SEISD students. If the CIT is unable to operate in accordance with those protocols, it should promptly notify SEISD.

- E. CIT may provide emergency mental health response services for SEISD students before or after school.
- F. In addition to emergency dispatch, CIT may conduct home visits, welfare checks, and follow-ups for high-risk student cases identified by SEISD upon SEISD request, with appropriate consent.
- G. CIT will also provide the following non-emergency services if requested by SEISD, with appropriate consent:
 - 1. Educate parents and legal guardians on mental health topics and assist them with any referrals the CIT team believes the student may benefit from;
 - 2. Provide follow-up calls to ensure that students referred to outpatient or inpatient services are compliant with treatment;
 - 3. Meet with teachers to discuss student concerns and/or develop a school safety plan;
 - 4. Meet with students returning to school after a psychiatric inpatient stay to ensure a smooth return;
 - 5. Educate teachers and other school staff members on mental health-related topics, crisis response, and basic de-escalation techniques; and/or
 - 6. Review referrals made by teachers and follow up with students identified in the "at- risk" population;
- H. CIT will document all on-campus student encounters within 24 hours and provide copies of the documentation to designated SEISD staff at each campus. If additional information regarding a student encounter is requested by SEISD, CIT shall supplement its documentation as requested to provide that information.
- I. At SEISD's request, in the event of a regulatory inquiry, complaint, or District investigation, EHN agrees to reasonably cooperate with SEISD in connection with that inquiry, complaint, or investigation.
- J. In the event that EHN receives a regulatory, community, student, staff, or parent complaint or inquiry relating to or arising out of CIT at SEISD, EHN shall immediately notify SEISD and the Parties shall collaborate on a response.

III. SEISD ROLE AND RESPONSIBILITIES

SEISD will work with EHN to provide space for CIT staff in the form of a room or office if such space is available at the school sites. If needed, the CIT unit may also deploy from the EHN Crisis and Emergency Services facility located at 1601 East Yandell when called to respond to crisis situations by SEISD Police Services or school administrators.

IV. FUNDING AND COSTS

All CIT services under this Agreement shall be provided at no cost to SEISD and instead will be funded through funds awarded to EHN by the Office of the Governor (OOG). Such funding is a condition of EHN's obligations herein. Renewal of this agreement beyond the stated termination date is subject to the availability of funds by either party. Both parties agree to pursue other possible funding options before the termination of this agreement.

V. MEETING THE MEASURES REQUIRED BY THE OOG

To meet the measures as required by the OOG grant, SEISD shall agree that the School-Based CIT Specialist can also respond to crisis calls in Fabens ISD or Clint ISD at the request of their SRO's or El Paso County Sheriff's CIT as long as the specialist is not on a call within San Elizario ISD. This is with the understanding that the assigned SRO (San Elizario ISD) will not leave the assigned school or district.

VI. CONFIDENTIALITY AND SHARING OF INFORMATION

The Parties shall abide by strict confidentiality regulations that govern the release of information and shall not disclose to a third party/outside entity the identity of a victim and/or specifics regarding the victim's circumstances without written consent of the victim or victim's parent or legal guardian unless required to do so by state, federal law, or by valid Court order. After the victim or victim's parent or legal guardian has signed a consent form for the release of information, the Parties may release information for the purposes of referral, treatment, intervention, service/service coordination in accordance with applicable law and regulation.

EHN, its employees and personnel, shall maintain confidentiality of patient information as required by applicable law, including HIPAA.

EHN agrees that if it receives information or records concerning any student, it shall not disclose the same except as permitted by FERPA. EHN further agrees that, if applicable, it shall comply at its sole expense with the requirements of Section 22.0834 of the Texas Education Code, "Criminal History Record Information Review of Certain Contract Employees," any applicable rule(s) adopted by the Texas Commissioner of Education, SEISD Board Policies and other policies and requirements of such statute and rule(s) and will ensure that no covered person with a disqualifying criminal history performs services under this Agreement. Records relating to this Agreement may be subject to disclosure pursuant to the Texas Public Information Act, Chapter 552, Texas Government Code.

As a partner providing services for the District, EHN shall be deemed a "school official" as that term is defined in the District's Board Policy. Further it is understood and agreed that in order to perform the services hereunder, it may be necessary for the Consultant to preview and be provided access to "educational records" (as defined in Board Policy, the Texas Education Code, and the Family Education Rights and Privacy Act) of students of EHN. EHN agrees to maintain the confidentiality of any and all educational records of students that are disclosed to, or reviewed by, EHN in accordance with Federal and State laws, rules, and regulations. EHN hereby covenants that the confidential and proprietary information of SEISD and students will be protected. EHN shall keep all such information confidential and shall not disclose such information except under order of a court of competent jurisdiction or as otherwise required by law.

VII. CONTRACTUAL RELATIONSHIP

Nothing contained herein shall be construed as creating an employer/employee relationship, a partnership, a joint venture or joint obligations between the parties hereto. Each party retains the right

to conduct its business as it sees fit. EHN (and its employees) shall, at all times, be deemed an independent contractor.

EHN acknowledges that any such Personnel, agents, representatives, or volunteers it assigns to work with students at each Unit shall be suitable and qualified to provide services to SEISD students. EHN is responsible for performing any background checks and suitability reviews to ensure that the assigned Personnel, agents, representatives, or volunteers is suited to work with students and staff of SEISD. At SEISD's request, EHN shall reassign any Personnel, agent, representatives, or volunteers SEISD in its sole discretion determines is not suitable to work with the students or staff of the district. EHN is responsible for ensuring that its Personnel, agents, representatives, or volunteers hold the required licensures and qualifications to perform the Services, in accordance with applicable laws, regulations, and industry standards.

VIII. RESERVATION OF RIGHTS, IMMUNITY, AND GOVERNMENTAL FUNCTION

The Parties agree that the performance of this Agreement is for the purpose of performing governmental functions and that, in all things related to this Agreement, Parties are performing governmental functions as defined by the Texas Tort Claims Act. Nothing herein or in the performance of this Agreement shall be construed as a waiver of sovereign/governmental immunity or similar rights. Parties agree that neither party waives any immunity or defense that would otherwise be available to it pursuant to the Texas Tort Claims Act or other applicable statutes, laws, rules or regulations against claims arising from the exercise of its powers or functions. No provision of this Agreement that imposes an obligation or restriction on SEISD or EHN not permitted by applicable law shall be enforceable.

VIV. GENERAL PROVISIONS

- A. **Disputes.** If any dispute concerning any fact, interpretation, allowable costs, etc. arise during performance of this Agreement, reasonable efforts shall be made to resolve said dispute(s) through informal discussions between the Parties.
- B. **Amendment and Assignment.** Any changes to this Agreement may only be made by mutual written agreement of the Parties. This Agreement may not be assigned by either party without the express written consent of the other party. Any attempt to assign without such consent shall be void and shall be deemed a material breach of this Agreement. The Board of Trustees of SEISD authorizes its Superintendent to sign any amendment that does not affect the approved budget.
- C. **Entire Agreement.** This Agreement and any subsequent amendments constitute the entire and only agreement between the Parties relating to the matters described herein, and supersedes all prior agreements and discussions, whether written or oral. Unless expressly stated, this Agreement confers no rights on any person(s) or business entity(s) that is not a party hereto.
- D. **Notice to Parties.** Any notice required by this Agreement shall be given by prepaid first-class certified mail, return receipt requested to:

SEISD at:
Dr. Jeannie Meza-Chavez
Superintendent
San Elizario Independent School District
1050 Chicken Ranch Road
San Elizario, Texas 79849

EHN at:
Kristen D. Daugherty
Chief Executive Officer
Emergence Health Network
201 E. Main, Suite 600
El Paso, Texas 79901

With a copy to:
JCA LAW on behalf of San Elizario
Independent School District
216 W. Village Blvd. Ste 202
Laredo, Texas 78041

With a copy to:
General Counsel
Emergence Health
Network 201 E. Main,
Suite 600
El Paso, Texas 79901

or such other address as later provided by a party through written notice to the other party.

- E. **Applicable Law and Venue.** This Agreement shall be construed and enforced in accordance with the laws of the State of Texas, as well as any applicable federal law and policy of SEISD. If any legal action or dispute resolution is necessary to enforce the terms of this Agreement, exclusive venue shall lie in El Paso County, Texas. Further, and for any project that is in whole or in part funded through the Federal government, the applicable program or appropriation statute(s), federal agency regulations, and Circulars of the U.S. Office of Management and Budget shall apply.
- F. **No Indemnification.** The Parties expressly agree that, except as provided herein, no party shall have the right to seek indemnification or contribution from the other party for any losses, costs, expenses, or damages directly or indirectly arising, in whole or part, from this Agreement.
- G. **Binding Effect.** This Agreement, and every provision thereof, shall be binding upon and shall inure to the benefit of the Parties and their respective successors and permitted assigns.
- H. **No Waiver.** The consent or waiver, express or implied, by a party to a breach of any provision, or the failure, or apparent failure, of either party at any time to require performance by the other of any provision of this Agreement, shall in no way affect the right of such party to require performance of that provision or any other provision of this Agreement.
- I. **Severability.** All agreements and covenants contained in this Agreement are severable. Any provision, or part thereof, of this Agreement held by a court of competent jurisdiction to be illegal, invalid or unenforceable shall not impair or invalidate the remainder of this Agreement and the effect thereof shall be confined to the provision, or part thereof, so held to be illegal, invalid or unenforceable. In lieu of any provision so held, there will be added a provision that preserves the intention of the unenforceable provision and complies with the law.
- J. **Warranty of Capacity to Execute Contract.** The person signing this Agreement on behalf of each party warrants they have the authority to do so and to bind their respective party to this Agreement.

K. **Survival.** A party shall remain obligated to the other party under all clauses of this Agreement that expressly or by their nature extend beyond the expiration or termination of this Agreement.

IN WITNESS WHEREOF, The Parties have caused this Agreement to be executed by their duly authorized representatives as shown below.

SAN ELIZARIO INDEPENDENT
SCHOOL DISTRICT

EL PASO MHMR d/b/a EMERGENCE
HEALTH NETWORK

D. Jeannie Meza-Chavez
SEISD Superintendent

Kristen D. Daugherty, LCSW-S, MBA
Chief Executive Officer

Date:

Date:

Approved as to Form.

SEISD General Counsel



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: Sandra Sanchez, CTE Administrator
Subject: Grade Conversion Scale K-12
Date: October 14, 2026

HISTORY: San Elizario ISD does not have a policy that provides the transfer of credit of letter grades to numerical grades. San Elizario ISD is responsible for converting and transcribing final grades that are transferred from other public and accredited private schools. It is recommended that a policy be created for Grade Conversion Scale K-12 Grades that are transferred from other public and accredited private schools shall be counted for class honors, subject to residency requirements for valedictorian and salutatorian.

RATIONALE: Approval of a standardized grade conversion scales is necessary to ensure the consistent and equitable transcription of K-12 grades to San Elizario ISD transcripts. A Board-approved conversion scales will provide a uniform method for calculating GPA, class rank, graduation requirements, and academic honors while ensuring consistency and maintaining compliance. Grading Scales would be effective immediately.

BUDGET IMPACT: There is no budget impact for this item

ADMINISTRATIVE RECOMMENDATION: Administration recommends the approval of the proposed standardized grade conversion scales for use in transcribing K-12 grades to San Elizario ISD transcripts to ensure consistent and equitable transcription of grades for San Elizario ISD students as presented effective immediately.

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.



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

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Grade Conversion Scales

(Board Approved on _____)

This document provides the numerical grade conversion values for the transfer of credit of letter grades received from other public and accredited public schools. Grades that are transferred from other public and accredited private schools shall be counted for class honors, subject to residency requirements for valedictorian and salutatorian.

Transfer of Credit

Grades transferred as numerical averages shall be accepted at face value. Grades transferred merely as passing or failing shall be accepted for credit or for no credit, as indicated on the transcript, but shall not be used in determining class rank. Grades transferred from other schools that cannot be classified shall be excluded from the student's GPA.

Letter grades transferred from other public and accredited private schools shall be recorded as follows:

Letter Grade	Numerical Grade
A	95
B	85
C	77
D	72
F	65



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Conversion of public and accredited private school letter grades using + (pluses) and - (minuses) shall be subject to the following conversion:

Submitted Grade	District Numeric Equivalent
A+	100
A	95
A-	92
B+	89
B	85
B-	82
C+	79
C	75
C-	74
D+	74
D	72
D-	70
F	65

The conversion shall also apply to correspondence courses, credit by examination, or other grades awarded by this method.

Conversion of public and accredited private school holistic grades to the district numeric equivalent:

Submitted Grade	District Numeric Equivalent
4	95
3	85
2-	75
1	65

Submitted Grade	District Numeric Equivalent
P	85
F	65



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Conversion Scale from 100-Point Scale to a 4-point GPA Scale

The following conversion scale shall be used to convert a grade based on a 100-point scale to a four-point GPA scale or vice versa:

Average Based on 100-Point Scale	Average Based on 4-Point GPA Scale
100	4.00
99	3.93
98	3.87
97	3.80
96	3.73
95	3.67
94	3.60
93	3.53
92	3.47
91	3.40
90	3.33
89	3.27
88	3.20
87	3.13
86	3.07
85	3.00
84	2.88
83	2.75
82	2.63
81	2.50
80	2.38
79	2.25
78	2.13
77	2.00
76	1.80
75	1.60
74	1.40
73	1.20
72	1.00
71	0.80
70	0.60

Credits Transferred from Out-of-Country or Other using 10-Point Scale



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

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Course grades shall be recorded according to the final transcript analysis approved by the district academic compliance officer. An independent transcript analysis agency may be consulted if a student's transcript needs to be translated and/or retrieved from an out-of-country school. Credits obtained through this agency shall be accepted by the district as valid state graduation credits.

District Grade	Grade Based on 0-10 Scale
100	10.0
99	9.9
98	9.8
97	9.7
96	9.6
95	9.5
94	9.4
93	9.3
92	9.2
91	9.1
90	9.0
89	8.9
88	8.8
87	8.7
86	8.6
85	8.5
84	8.4
83	8.3
82	8.2
81	8.1
80	8.0
79	7.9
78	7.8
77	7.7
76	7.6
75	7.5
74	7.4
73	7.3
72	7.2
71	7.1
70	7.0
69	6.9
68	6.8



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

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67	6.7
66	6.6
65	6.5
64	6.4
63	6.3
62	6.2
61	6.1
60	6.0
59	5.9
58	5.8
57	5.7
56	5.6
55	5.5
54	5.4
53	5.3
52	5.2
51	5.1
50	5.0
49	4.9
48	4.8
47	4.7
46	4.6
45	4.5
44	4.4
43	4.3
42	4.2
41	4.1

Note: The district recognizes a 6.0 or 60 as a passing grade with supporting documentation from the sending school (for grades 1-12). If a student's transfer grade is between 60 and 69 and a numeric grade is required, the grade value of a "70" shall be recorded.

Advanced Placement Courses



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

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Weighted Grade Scale System:

Category	Weight
Advanced	Plus 10
Honors	Plus 5
Regular	Plus 0

Weights for courses transferring from outside the district shall be posted on the student's official transcript or other official documentation.

All weighted courses shall be subject to review every three years to ensure that the course content merits advanced course status.



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

MEMORANDUM

To: Members of the Board of Trustees
From: Sandra Sanchez, CTE Administrator
Subject: Innovative Courses: Making Connections I and II, to be offered in 8th grade
Date: October 14, 2026

HISTORY: Over the past year, we have been working on how to better support our Special Education students. The Making Connections course sequence assists students with autism spectrum disorder or other related disorders such as social pragmatic communication disorder, that may cause deficits in the individual's social skills in developing an understanding of autism and other disorders which may cause deficits in social skills.

Making Connections I: This course covers topics such as building positive relationships, understanding social expectations in school and community settings, and applying organizational strategies for academic success.

Making Connections II: This course covers disability awareness, teaching students how autism impacts their ability to form and maintain relationships. It guides students through self-assessment of their social skills, encourages strategies for improving friendships, and helps differentiate between appropriate and inappropriate relationships. Students also learn to cope with negative attention, engage in conflict resolution, and apply these skills in various community and social settings. Additionally, students will explore postsecondary options, helping them to identify strengths and areas for growth in preparation for life beyond high school. After further review from our Special Education Director, these courses were found to be beneficial to the students if they started in 8th grade.

RATIONALE: Implementing the innovative courses of Making Connections I, and II, in the 8th grade level would fill in the gap on the support that is lacking in middle school.

BUDGET IMPACT: Approximately \$500 for textbooks

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the innovative courses for 8th grade students as 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.



Making Connections I

PEIMS Code: N1290332

Abbreviation: MAKECON1

Grade Level(s): 9-12

Award of Credit: 0.5

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Making Connections I is an introduction to the Making Connections course sequence that assists students with autism spectrum disorder or other related disorders such as social pragmatic communication disorder, that may cause deficits in the individual's social skills in developing an understanding of autism and other disorders which may cause deficits in social skills. *Making Connections I* will assist students in analyzing their own strengths and social skill deficits through self-assessment and the creation of plans to address atypical behaviors that may hinder academic or social success. The course covers topics such as building positive relationships, understanding social expectations in school and community settings, and applying organizational strategies for academic success. Additionally, students will explore postsecondary options, helping them to identify strengths and areas for growth in preparation for life beyond high school.

Essential Knowledge and Skills:

- (a) General requirements. Students shall be awarded one-half credit for successful completion of the course. There are no prerequisites for this course.
- (b) Introduction.
 - (1) Making Connections I is an introduction to the Making Connections course sequence that assists students with autism spectrum disorder or other related disorders such as social (pragmatic) communication in developing understanding of autism and other disorders which may cause deficits in social skills. Making Connections I will assist students to analyze their own strengths and social skill deficits through self-assessment and to create plans to address atypical behaviors that may hinder academic or social success. The course covers topics such as building positive relationships, understanding social expectations in school and community settings, and applying organizational strategies for academic success. Additionally, students explore postsecondary options, helping them to identify strengths and areas for growth in preparation for life beyond high school.

Making Connections I

- (2) The Making Connections course sequence serves students who have deficits in social skill acquisition, typically due to identified disorders such as autism spectrum disorder or social pragmatic communication disorder. The courses also assist students with developing and generalizing appropriate and beneficial social skills and in turn increases student' post-secondary outcome. The course sequence entails a common thread throughout its essential knowledge of skills by emphasizing disability awareness, personal growth, and social skills development.
 - (3) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills
- (1) Disability Awareness. The student develops an understanding of autism and other related disorders. The student is expected to:
 - (A) analyze various resources to gather information on autism and related disorders;
 - (B) identify and describe the typical deficits consistent with autism and related disabilities such as social (pragmatic) communication disorder; and
 - (C) identify and describe the atypical behaviors of autism and related disorders, such as restricted, repetitive patterns of behavior, interests, or activities.
 - (2) Personal Growth and Awareness. The student analyzes how autism spectrum disorder or a related disorder has impacted the student. The student is expected to:
 - (A) analyze the results of the social skills inventory and personal observations/reflections of the student's behavior to identify specific strengths and deficits;
 - (B) summarize what impact the student's social deficits may be having on academic and social success;
 - (C) compare strategies and skills that will allow the student to mediate the disability;
 - (D) identify any environments or situations in which the student's atypical behaviors, such as stemming, are useful or socially acceptable; and
 - (E) evaluate various strategies to increase the student's prosocial behaviors and decrease problematic behaviors.
 - (3) Personal Growth and Awareness. The student develops a plan to eliminate or decrease the frequency and intensity of the atypical behaviors deemed inappropriate, nonfunctional, or detrimental to the student's academic and social success. The plan focuses in on building skills and replacement behaviors that will allow the student to be more successful across settings. The student is expected to:
 - (A) implement the formulated plan to eliminate or decrease the frequency and intensity of the atypical behaviors within the Making Connections classroom;
 - (B) implement the behavior plan and record data related to specific elements of the;
 - (C) analyze data such as frequency of implementation of plan, antecedent of inappropriate or appropriate responses and consequence of each inappropriate or appropriate response as observed during plan implementation;
 - (D) evaluate the success of the plan at decreasing the frequency and intensity of atypical behaviors; and

Making Connections I

- (E) make any adjustments to the plan and employ the new plan for a period of time while recording the data.
- (4) Social Awareness. The student demonstrates an understanding of academic and social expectations in the student's high school. The student is expected to:
 - (A) discuss, observe, and roleplay socially appropriate and expected behaviors in a variety of school settings;
 - (B) demonstrate socially appropriate and expected behaviors in prescribed situations across various educational settings, such as initiating a conversation, ending a conversation, joining a conversation, making a phone call to a peer, making a phone call to a teacher, sending an email to a peer, sending an email to a teacher, using humor appropriately, participating in a group activity, and participating in a competitive activity; and
 - (C) record and analyze data as to when the student demonstrated socially appropriate and expected behaviors and what the results of those behaviors were.
- (5) Personal Growth and Awareness. The student compares various organizational strategies and determines an organizational strategy that best works for the student. The student is expected to:
 - (A) apply organizational strategies successfully in order to meet assignment deadlines, locate needed supplies, and maintain an orderly work area;
 - (B) examine the outcomes of each employed organizational strategy by comparing previous strategies used and determining whether the current strategy was successful;
 - (C) document any missing assignments and zeros in grade books;
 - (D) determine the effectiveness of the organizational strategies by monitoring student success using the selected strategies; and
 - (E) make adjustments to each strategy in order to increase its effectiveness. Examples of adjustments may be decreasing the number of missing assignments and having all needed supplies.
- (6) Social Success. The student employs and demonstrates appropriate interactions with peers, teachers, and other school personnel. The student is expected to:
 - (A) identify the steps to build positive relationships with peers, teachers, and other school personnel;
 - (B) document and analyze skills needed to initiate and maintain relationships with peers, teachers, and other school personnel;
 - (C) identify and describe various social organizations and clubs in the school;
 - (D) summarize the pros and cons of joining social organizations and the social expectations of those groups;
 - (E) increase the frequency of socially appropriate behaviors while reducing the frequency or intensity of socially inappropriate behaviors in various school settings during authentic situations; and
 - (F) compare the student's resulting social skills with the student's initial social skills by completing a second social skills inventory.

Making Connections I

- (7) Social Awareness in the Community. The student demonstrates an understanding of social expectations in various community settings. The student is expected to:
- (A) observe, discuss, and roleplay socially appropriate and expected behaviors in a variety of community settings;
 - (B) record and analyze data as to when the student demonstrated socially appropriate and expected behaviors and the consequences of those behaviors; and
 - (C) develop a plan to modify appropriate social skills during the next community experience to build and maintain relationships while successfully participating in social or professional networks.
- (8) Future Planning. The student investigates postsecondary options. The student is expected to:
- (A) identify postsecondary options in school, living arrangements, and community.
 - (B) describe the pros and cons of the various postsecondary options; and
 - (C) identify the student's individual areas of strength and needs for each of the various postsecondary options.

Recommended Resources and Materials:

1. Buron, Kari Dunn. *The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition*. Shawnee Mission, KS: AAPC Publishing, 2012.
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. Gerhardt, Peter F., and Daniel Crimmins. *Social Skills and Adaptive Behavior in Learners with Autism Spectrum Disorder*. Baltimore, MD: Paul H. Brookes, 2013.
4. Gorenstein, Michael, and Melissa Shapiro. "Social Skills Intervention: A Key Piece of the Employment Puzzle." Seaver Autism Center for Research and Treatment at the Icahn School of Medicine at Mount Sinai. AHRC New York City. June 25, 2021. <https://autismspectrumnews.org/social-skills-intervention-key-piece-of-the-employment-puzzle/>
5. Griffiths, Amanda J., Amy Hurley Hanson, Cristina M. Giannantonio, Sarika K. Mathur, Kristina Hyde, and Erik Linstead. "Developing Employment Environments Where Individuals with ASD Thrive: Using Machine Learning to Explore Employer Policies and Practices." *Brain Sciences* 10, no. 9 (2020): 632. <https://doi.org/10.3390/brainsci10090632>.
6. Laugeson, Elizabeth A. *The Science of Making Friends: Helping Socially Challenged Teens and Young Adults*. San Francisco, CA: Jossey-Bass, 2013.
7. Laugeson, Elizabeth A. *The PEERS Curriculum for School-Based Professionals: Social Skills Training for Adolescents with Autism Spectrum Disorder*. New York, NY: Routledge, 2014. Laugeson, Elizabeth A., and Fred Frankel. *Social Skills for Teenagers with Developmental and Autism Spectrum Disorders: The PEERS Treatment Manual*. New York, NY: Routledge, 2010.

Recommended Course Activities:

- Orientation
- Reading and discussing multiple resources regarding autism (e.g., autism Society Webpage, DSM -5)
- Completing pre- and post- social skills inventory
- Discuss results of social skills inventory
- Goal setting

Making Connections I

- Observing, discussing, and labeling appropriate and inappropriate social behaviors in various school settings
- Observing, discussing, and labeling appropriate and inappropriate social behaviors in various community settings
- Discuss community outings with family and friends
- Role-play
- Behavior rehearsal exercises
- Reading and discussing excerpts from the school code of conduct

Suggested methods for evaluating student outcomes:

The students participate in a class period that includes direct teaching of social skills instruction, and they are monitored throughout the day by the Making Connections teacher and paraprofessionals. Monitoring consists of the staff consistently observing the students' other classes and providing prompting, redirection, and coaching of the learned social skills. This allows for the students to employ the learned strategies in authentic circumstances and receive feedback from their trusted Making Connections staff. The combination of the Making Connections course and the monitoring serves to increase the students' social skills by moving them through all levels of learning (acquisition, fluency, maintenance, and generalization).

The students will be evaluated using various minor and major grades as well as their progress towards their individualized goals. The progress towards their goals will be evaluated using consistently obtained data. Rubrics should be utilized to grade goals set, role-plays, and behavioral rehearsal exercises. Summative assessments may involve administering the social skills assessment from the beginning of the semester again at the end of the semester to compare results and evaluate growth in social skills development. Students can be required to reflect on their growth through the semester and set future goals.

Teacher qualifications:

An assignment for a *Making Connections I* course is allowed with one of the following certificates:

- Emotionally Disturbed
- Generic Special Education
- High School—Generic Special Education
- Language and/or Learning Disabilities
- Secondary Generic Special Education (Grades 6 – 12) (Grades 6 – 12 only)
- Severely Emotionally Disturbed and Autistic
- Special Education: Early Childhood – Grade 12

Additional information:

This course is designed for students with identified social skills deficits. These deficits should be addressed within the student's individualized educational plan. That plan is helpful at encouraging the appropriate interventions be used by staff as well as by each student. Although the students can only work towards acquisition, fluency, and maintenance within the Making Connections classroom, the individualized educational plan should also detail the manner with which the student will achieve generalization of those skills across all educational settings.

Making Connections I

Teachers should collaborate with professionals (e.g., LSSPs, behavior interventionists) and build skills in behavioral intervention especially in using operant conditioning/cognitive behavioral strategies.



Making Connections II

PEIMS Code: N1290333

Abbreviation: MAKECON2

Grade Level(s): 9-12

Award of Credit: 0.5

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Making Connections II helps students with autism spectrum disorder or related conditions, such as social (pragmatic) communication disorder, develop a deeper understanding of friendships and social relationships. The course covers disability awareness, teaching students how autism impacts their ability to form and maintain relationships. It guides students through self-assessment of their social skills, encourages strategies for improving friendships, and helps differentiate between appropriate and inappropriate relationships. Students also learn to cope with negative attention, engage in conflict resolution, and apply these skills in various community and social settings. Additionally, the course includes future planning, where students create strategies for sustaining friendships beyond high school.

Essential Knowledge and Skills:

- (a) General requirements. Students shall be awarded one-half credit for successful completion of the course. Recommended prerequisite: *Making Connections I*.
- (b) Introduction.
 - (1) *Making Connections II* helps students with autism spectrum disorder or related conditions, such as social (pragmatic) communication disorder, develop a deeper understanding of friendships and social relationships. The course covers disability awareness, teaching students how autism impacts their ability to form and maintain relationships. It guides students through self-assessment of their social skills, encourages strategies for improving friendships, and helps differentiate between appropriate and inappropriate relationships. Students also learn to cope with negative attention, engage in conflict resolution, and apply these skills in various community and social settings. Additionally, the course includes future planning, where students create strategies for sustaining friendships beyond high school.
 - (2) The *Making Connections* course sequence serves students who have deficits in social skill acquisition typically due to identified disorders such as autism spectrum disorder or social

Making Connections II

pragmatic communication disorder. The courses also assist students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's post-secondary outcome. The course sequence entails a common thread throughout its essential knowledge of skills by emphasizing disability awareness, personal growth, and social skill development.

- (3) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

- (1) Disability Awareness. The student examines the impact that autism and other related disorders can have on the ability to develop, maintain, and understand relationships. The student is expected to:
 - (A) research and analyze autism and related disorders using various resources to identify their own disability impact;
 - (B) explain through writing or presentation the specific manifestations of autism or related disorders and how they impact social progress;
 - (C) analyze impacts related to autism, such as social communication or adaptive skill deficits, and how those impacts affect individuals with autism in various aspects of their lives, including school, family, and postsecondary settings;
 - (D) quantify the number and evaluate the quality of personal interactions that occur during and after school; and
 - (E) determine if increased efforts toward understanding, developing, and maintaining relationships would be beneficial to the student.
- (2) Social Awareness. The student demonstrates an understanding of friendship. The student is expected to:
 - (A) operationally define the meaning of friendship and highlight the aspects that are most desired;
 - (B) identify the student's interests or skills that may be of interest to peers;
 - (C) identify activities in which the student is currently involved that may enable the student to develop friendships based on shared interests;
 - (D) analyze aspects of the student's behavior that may solicit or prevent friendships;
 - (E) identify behaviors that the student wants to change to allow the student to develop more appropriate friendships; and
 - (F) identify, develop, and employ strategies to address the student's problem behaviors that prevent appropriate friendships.
- (3) Social Awareness. The student demonstrates an understanding of appropriate friendships versus inappropriate friendships. The student is expected to:
 - (A) compare the qualities of appropriate and inappropriate friendships;
 - (B) identify and discuss behaviors that make others appropriate friends to pursue;
 - (C) identify and discuss behaviors that make others inappropriate friends;

Making Connections II

- (D) analyze the behaviors of peers through modeling, roleplay, and natural opportunities and describe those behaviors as demonstrating social acceptance or rejection; and
 - (E) roleplay and participate in natural opportunities of initiating conversation and sharing information with a peer regarding each other, and the student's individual experiences or interests.
- (4) Personal Growth and Awareness. The student demonstrates an understanding of negative attention from peers and identifies multiple ways in which to cope with that attention. The student is expected to:
- (A) identify various ways that students receive negative attention from peers such as teasing, physical bullying, cyber bullying, and rumors or gossip;
 - (B) differentiate between peer rejection and bullying;
 - (C) analyze roleplay situations involving negative attention between peers;
 - (D) compare possible action plans for the student to pursue when receiving negative attention, such as accessing available support systems, ignoring the peer, or attempting to have a conversation with the peer;
 - (E) characterize personality traits and behaviors that inspire confidence and trust in others and identify those traits and behaviors in current personal relationships; and
 - (F) roleplay scenarios of peer interaction and discuss actions or steps the student could take in the scenarios or in previous circumstances to practice preventative as well as coping strategies.
- (5) Social Success. The student engages in conflict resolution. The student is expected to:
- (A) identify strategies for remaining calm in stressful situations, such as deep breathing, counting backwards, or taking a break;
 - (B) discuss, observe, and roleplay the behaviors a person employs when engaging in effective conflict resolution, such as the appropriate use of prosody, tone, volume, and cadence;
 - (C) discuss, observe, and roleplay the appropriate use of body language, such as proximity, facial expressions, arms and hands movements, eye contact, and shoulder placement, during effective conflict resolution;
 - (D) discuss, observe, and roleplay the use of appropriate conflict resolution phrases to express frustration;
 - (E) discuss, observe, and roleplay the use of statements that express an interest in and empathic understanding of another person's point of view to resolve conflict;
 - (F) discuss, observe, and roleplay expressing an opinion in a respectful manner;
 - (G) discuss, observe, and roleplay listening respectfully to another person's opinion;
 - (H) discuss, observe, and roleplay developing a mutually agreed upon plan of action to resolve a conflict and to prevent further conflict; and
 - (I) discuss, observe, and roleplay coping skills to employ when a conflict does not end in a resolution.
- (6) Social Awareness in the community. The student develops strategies for initiating, maintaining, and understanding relationships. The student is expected to:

Making Connections II

- (A) describe the various settings in which the student has the opportunity to develop friendships;
 - (B) discuss strategies for developing friendships in various community settings; and
 - (C) employ strategies for developing friendships in various settings then examine the effectiveness of each strategy.
- (7) Future Planning. The student describes the importance of developing, maintaining, and understanding relationships. The student is expected to:
- (A) identify current appropriate friendships; and
 - (B) develop a plan for developing and maintaining more appropriate friendships in multiple settings such as school and work.

Recommended Resources and Materials:

1. Autism Society of America. "About Autism." Autism Society of America: What Is Autism. Autism Society of America. Accessed September 1, 2024 <https://autismsociety.org/the-autism-experience/>
2. Buron, Kari Dunn. The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition. Shawnee Mission, KS: AAPC Publishing, 2012.
3. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.) <https://doi.org/10.1176/appi.books.9780890425787>
4. Gerhardt, Peter F., and Daniel Crimmins. Social Skills and Adaptive Behavior in Learners with Autism Spectrum Disorder. Baltimore, MD: Paul H. Brookes, 2013.
5. Gorenstein, Michael, and Melissa Shapiro. "Social Skills Intervention: A Key Piece of the Employment Puzzle." Seaver Autism Center for Research and Treatment at the Icahn School of Medicine at Mount Sinai. AHRC New York City. June 25, 2021.
6. Griffiths, Amanda J., Amy Hurley Hanson, Cristina M. Giannantonio, Sarika K. Mathur, Kristina Hyde, and Erik Linstead. "Developing Employment Environments Where Individuals with ASD Thrive: Using Machine Learning to Explore Employer Policies and Practices." Brain Sciences 10, no. 9 (2020): 632. <https://doi.org/10.3390/brainsci10090632>.
7. Laugeson, Elizabeth A. The Science of Making Friends: Helping Socially Challenged Teens and Young Adults. San Francisco, CA: Jossey-Bass, 2013.
8. Laugeson, Elizabeth A. The PEERS Curriculum for School-Based Professionals: Social Skills Training for Adolescents with Autism Spectrum Disorder. New York, NY: Routledge, 2014.
9. Laugeson, Elizabeth A., and Fred Frankel. Social Skills for Teenagers with Developmental and Autism Spectrum Disorders: The PEERS Treatment Manual. New York, NY: Routledge, 2010.
10. Luiselli, James K. Children and Youth with Autism Spectrum Disorder: Recent Advances and Innovations in Assessment, Education, and Intervention. Oxford, NY: Oxford University Press, 2014.
11. O'Connor, Rachel A.G., Neeltje van den Bedem, Els M.A. Blijd-Hoogewys, Lex Stockmann, and Carolien Rieffe. "Friendship Quality among Autistic and Non-Autistic (Pre-) Adolescents: Protective or Risk Factor for Mental Health?" Autism 26, no. 8 (2022): 2041-2051. Published online January 22, 2022. <https://doi.org/10.1177/13623613211073448>.
12. Value Student Interest Inventory." Michigan State University. Accessed May 22, 2024. https://edwp.educ.msu.edu/research/wp-content/uploads/sites/10/2020/06/VALUE_StudentInterestInventory.pdf.

Making Connections II

Recommended Course Activities:

- Personal Interest Survey used to identify own interests as well as interests that may be preferred in a friend
- Reinforcement Survey
- Goal Setting
- Discuss community outings with family and friends
- Role-Play with critiques
- Behavior rehearsal exercises (e.g calling, texting, appropriate use of social media, asking someone to go to an activity with you)

Suggested methods for evaluating student outcomes:

The students participate in a class period that includes direct teaching of social skills instruction, and they are monitored throughout the day by the Making Connections teacher and paraprofessionals. Monitoring consists of the staff consistently observing the students' other classes and providing prompting, redirection, and coaching of the learned social skills. This allows for the students to employ the learned strategies in authentic circumstances and receive feedback from their trusted Making Connections staff. The combination of the Making Connections course and the monitoring serves to increase the students' social skills by moving them through all levels of learning (acquisition, fluency, maintenance, and generalization).

The students will be evaluated using various minor and major grades as well as their progress towards their individualized goals. The progress towards their goals will be evaluated using consistently obtained data. Rubrics should be utilized to grade goals set, role-plays, and behavioral rehearsal exercises. Summative assessments may involve administering the social skills assessment from the beginning of the semester again at the end of the semester to compare results and evaluate growth in social skills development. Students can be required to reflect on their growth through the semester and set future goals.

Formal Assessment

Beginning of Semester - Completion of interest survey with reflection as to what interests a desired friend may possess as well.

- Goal setting with action steps and consistent intermittent evaluation of progress on identifying possible friends, and initiating, building, and maintaining relationships.
- End of Semester - Reflections as to what steps have been made to identify, initiate, build, and maintain friendships. What success has occurred and what are next steps.

Informal Assessment

- Role-Play
- Behavioral rehearsals / social autopsies of real situations the student has experienced
- Reflections of observations
- Class discussions and activities centered around specific skills (e.g., safety on social media, asking a friend to join you at an activity)

Teacher qualifications:

An assignment for a *Making Connections II* course is allowed with one of the following certificates:

Making Connections II

- Emotionally Disturbed
- Generic Special Education
- High School—Generic Special Education
- Language and/or Learning Disabilities
- Secondary Generic Special Education (Grades 6 – 12) (Grades 6 – 12 only)
- Severely Emotionally Disturbed and Autistic
- Special Education: Early Childhood – Grade 12

Additional information:

This course is designed for students with identified social skills deficits. These deficits should be addressed within the student's individualized educational plan. That plan is helpful at encouraging the appropriate interventions be used by staff as well as by each student. Although the students can only work towards acquisition, fluency, and maintenance within the Making Connections classroom, the individualized educational plan should also detail the manner with which the student will achieve generalization of those skills across all educational settings.

Teachers should collaborate with professionals (e.g., LSSPs, behavior interventionists) and build skills in behavioral intervention especially in using operant conditioning/cognitive behavioral strategies.



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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Subject: Consider and possible Board action to approve the Board Operating Procedures
Date: October 14, 2026

HISTORY: The San Elizario ISD Board Operating Procedures (BOP) serves as a document to help individuals engaged in board service have procedures to develop best practices for the important work ahead.

RATIONALE: The Board Operating Procedures help conduct board meetings more effectively and are a best practice for effective school boards.

Due to the consolidation of School buildings, the campus presentation portion of the Board Monitoring Calendar for 2026-2027 received an adjustment. Sambrano Elementary will now present in February 2027; Borrego Elementary will now present in March 2027 and in June 2027; Special Education Department will present any updates in April 2027; Career and Technical Education Department will present any updates in May 2027.

BUDGET IMPACT: There is no impact on the budget for this item.

ADMINISTRATIVE RECOMMENDATION: The administration recommends the Board approve the Board Operating Procedures as 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.

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT



BOARD OPERATING PROCEDURES MANUAL

A Proud Community of Champions – Soaring to Excellence!

Last Approved 10/14/2026

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I. INTRODUCTION

Welcome to the official Board Operating Procedures Manual (the “Manual”) for San Elizario Independent School District (“SEISD”). In successful school systems, the superintendent and school board function as a “Team of Eight,” unified in their commitment to their district’s success. To strengthen this partnership, the SEISD Board of Trustees (sometimes referred to herein as the “Board”) has adopted the Board Operating Procedures in this Manual to support clear, effective communication between the Board and the Superintendent, between the Board and District staff and between the Board and the broader District community. These procedures are aligned with SEISD’s Code of Ethics, Vision Statement, and all applicable laws and policies that govern the Board’s and SEISD’s operations.

The Board Operating Procedures in this Manual are designed to guide and support Board Members and the Superintendent in carrying out District business responsibly and effectively. While these procedures are an important framework, they do not create legal rights for any third party, nor do they override existing Board Policy. Should any conflict or inconsistency arise between these Procedures and adopted Board Policy, every effort will be made to revise either Board Policy or the Operating Procedures to reflect the Board’s intentions accurately, in compliance with state and federal law.

This manual is not static; it will be routinely reviewed and updated to reflect evolving best practices in school governance, allowing SEISD to benefit from the most current, effective governance strategies. By committing to regular evaluations, the Board strives to ensure that its practices consistently serve the district’s interests, foster positive educational outcomes, and reinforce trust with the community. As we work in the spirit of collaboration and teamwork, these operating procedures demonstrate our dedication in holding ourselves accountable to all stakeholders.

II. HOW TO USE THIS MANUAL

Approved by a majority of the Board of Trustees, this Manual serves as a guiding framework for the Board’s governance, responsibilities, and conduct, ensuring that all actions align with SEISD’s mission, values, and dedication to educational excellence. Through this Manual, SEISD’s Board of Trustees aspires to uphold the highest standards of governance, continuously reflecting on its practices to enhance the district’s ability to serve students, staff, and the broader community effectively.

III. BOARD’S MISSION STATEMENT, VISION AND VALUES

Vision

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

Mission

It is the mission of the San Elizario Independent School District to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

Board's Student Outcome Goals for the Superintendent

The Board's student outcome goals, as aligned with the school system vision, are:

Student Outcome Goal 1:

The percentage of students taking the Math STAAR test showing growth from previous year to current year will increase from 61% Spring 2025 to $\geq 77\%$ by Spring 2027.

See appendix 1 pg. 34.

Student Outcome Goal 2:

The percentage of students taking the Reading Language Arts STAAR test showing growth from previous year to current year will increase from 66% Spring 2025 to $\geq 72\%$ by Spring 2027.

See appendix 1 pg. 34.

Student Outcome Goal 3:

SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to $\geq 88\%$ by June 2028 as measured by the A-F Accountability System.

See appendix 1 pg. 35.

The Superintendent shall interpret and implement the Board's student outcome goals and, in consultation with the Board, select goal progress measures (GPMs) for each student outcome goal. For any school year during which the Board's student outcome goals are not met, the Superintendent shall make reasonable progress toward meeting the student outcome goals. The Board's student outcome goals shall be the Superintendent's first priority for resource allocation.

Board's Constraints for the Superintendent

In attaining the Board's student outcome goals, the Superintendent shall not:

1. Allow the collaborative partnership between home, school, and community to deteriorate.
2. Allow adult convenience or preference to take priority over the academic progress of our students. The Superintendent shall interpret and implement the Board's Superintendent constraints

Theory of Action

If the district supports all students in reaching their individual educational goals; and if the district commits to all students learning the same standards but when necessary, reach them using differentiated time, resources, and approaches (Walters and Marzano, 2006); and if actions demonstrate leadership is expected from everyone as we support risk-taking and learning from setbacks in our support of success; and if accountability is defined as being responsible to peers and colleagues in the pursuit of learning (Lambert, 2002), then the district and through campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.

IV. ACCOUNTABILITY AND STRUCTURE POLICIES

The Board's Role

The Board shall:

1. Ensure creation of a shared **vision** that promotes improved student outcomes. The Board shall accomplish this by incorporating the community's vision and values into student outcome goals and fulfill our mission—all within the constraint.
2. Provide guidance and direction for accomplishing the vision. The Board shall accomplish this by creating a structure for the school system through distinct Board and Superintendent roles and responsibilities, which includes selecting the Superintendent, delegating to the Superintendent the authority and responsibility to implement the Board's goals within law and the Superintendent constraints, and considering and voting on the Superintendent's recommendations.
3. Promote the vision. The Board shall accomplish this by providing **advocacy** for students, families, staff, and stakeholders.
4. Work with the superintendent to lead the school system toward the vision. The Board shall accomplish this by behaving in a manner that demonstrates the **unity** of the Board and the school system.

In carrying out the above activities, the Board shall at all times comply with the Education Code and other laws, as applicable.

Superintendent's Role

The Superintendent, as the Board's sole delegate for managing school system operations, shall be responsible for accomplishing any reasonable interpretation of the Board's student outcome goals within the boundaries provided by the Board and Superintendent constraints and state and federal law.

State and federal law require board adoption of policies on a variety of topics. The Board's adopted policies in the school system's local board operating manual constitute compliance with these legal requirements. In accordance with state law, the Superintendent shall be responsible for preparing

recommendations for policies to be adopted by the Board, overseeing implementation of adopted policies, and developing appropriate administrative regulations. In recommending policy for Board adoption, the Superintendent shall identify when the Board is required to adopt policy or has statutory decision-making authority that cannot be delegated to the Superintendent. Required board policy addressing administrative issues shall be handled by consent agenda, with the Superintendent informing the Board of substantive changes.

Any operational issues not required to be Board adopted shall be addressed in administrative policy/regulations and the Board shall take necessary steps to remove such issues from its local policies.

Board's Constraints for the Board

The Board shall operate within the Board's role, as defined above, and the Board's operating procedures. The Board, either collectively or through the actions of individual Board Members, shall not:

- Deviate from the Board's operating procedures, particularly related to the protocol of communication.
- Deviate from the agenda once it is set three (3) business days in advance.

Board Self-Evaluation

The Board shall conduct self-evaluations at least once a year. The Board shall self-evaluate using the TASB - Effective Board Practices: An Inventory for School Boards. See appendix 7 pg. 41.

V. ADVOCACY AND UNITY

Code of Ethics

As a member of the Board, I shall promote SEISD's best interests as a whole and, to that end, shall adhere to the following ethical standards:

Equity in Attitude

- I will remain fair, just, and impartial in all my decisions and actions.
- I will treat others with the respect I wish to receive.
- I will foster an environment that encourages diverse opinions and actively listen to others' ideas with an open mind.

Trustworthiness in Stewardship

- I will uphold accountability to the public by accurately representing the District's programs, priorities, and progress.
- I will engage with the community by inviting their involvement in District affairs and effectively communicating the District's priorities and concerns.
- I will strive to ensure the prudent and responsible use of District resources.

- I will refrain from making personal promises or taking private actions that could compromise my ability to fulfill my responsibilities.

Honor in Conduct

- I will be truthful in all matters.
- I will share my perspective openly and work toward building consensus.
- I will uphold the majority decision as the official decision of the Board.
- I will make decisions based on facts, not on assumptions, opinions, or public sentiment.
- I will collaborate with my colleagues and resolve any disagreements respectfully through proper channels, in line with Board Policy and established Operating Procedures.
- I will treat my colleagues, District leaders, staff, and community members with courtesy, honesty, and respect at all times, including during Board meetings, one-on-one meetings, conferences, District events, and social gatherings.

Integrity of Character

- I will maintain my independent judgment and not yield to any individual or group if it compromises the best interests of the District as a whole.
- I will consistently adhere to all applicable laws, rules, policies, and governance procedures.
- I will protect confidential information that is legally privileged or could unnecessarily harm the District if disclosed.
- I will acknowledge and respect the integrity of my predecessors and colleagues.

Commitment to Service

- I will focus my attention on fulfilling the Board's responsibilities of goal setting, policymaking and evaluation.
- I will diligently prepare for and attend Board meetings.
- I will seek continuing education that will enhance my ability to fulfill my duties effectively.
- I will comply with all District policies adopted by the Board.

Student-Centered Focus

- I will be continuously guided by what is best for all students of the District.
- I will focus on issues involving Board priorities and policies rather than personalities.

Board Member as Parent

- As a parent, within the District, a Board member shall:
 - Clearly indicate to staff when communicating that they are acting in the capacity of a parent, not as a Board member.
 - Refrain from requesting, expecting, or requiring any extra consideration or preferential treatment for their children due to their position on the Board.

A Board member shall not:

- Make any personal promise or take any private action that may compromise the Board member's performance or responsibilities.
- Text or communicate electronically with others to discuss District business or personal business during Board meetings in closed or open session.
- Record district personnel or board members without their consent.
- Make negative statements regarding the performance of the Superintendent, board members, or staff. Such statements may only be made when acting in an official capacity and in accordance with law and Board Policy.

Board members will execute the SEISD Professional Standards of Conduct attached to these procedures and return the executed document to the Board President who will authorize the Superintendent or Superintendent's designee to maintain such documents on behalf of the Board.

VI. BOARD MEMBER SOCIAL MEDIA POLICY

1. **Good comportment, especially on social media, is in the District's interest and serves as the best PR.**
2. **Do NOT overshare and verify the truth of your information.** You should be particularly careful about the information you share on social media and make certain that you do not overshare. Remember that a violation of the Open Meetings Act carries criminal penalties that include fines, jail time or both. Likewise, there are legal consequences for communicating false information such as defamation or libel suits. Moreover, be mindful of the confidential nature of certain information shared with you and limit the content of your communication to information that San Elizario ISD has previously released to the public.
3. **Speak for yourself, and yourself only.** Although you are free to communicate with others on social media, please do not use your personal social media accounts to speak on behalf of the school board or San Elizario ISD. If you choose to communicate on social media about San Elizario ISD business, please ensure that you specify that you are communicating as an individual and not on behalf of the board or the school district.
4. **Do not communicate with other board members through social media.** In doing so, you run the risk of establishing a quorum and discussing district business outside of a publicly noticed meeting which would violate Open Meetings laws.
5. **Avoid re-creating board meeting events and discussions.** Doing so can lead to unintended contradictions or confusion. Instead, direct the public to key administration, meeting minutes, agendas, publicly available documents, etc.
6. **Don't jump to conclusions and make pre-determinations.** Do not publicly communicate about your consideration or decision-making on matters that have not yet reached the board for possible action. Be mindful of the legal processes for certain matters and refrain from even the appearance of making pre-determinations or decisions outside of the established or required

process (for example, due process hearings for teacher nonrenewals, employee grievance hearings, adoption of tax rate, etc.).

7. **Refrain from involving yourself as a witness in a matter that may result before the Board.** If you are approached or contacted with a complaint, redirect the complainant to the appropriate administrator. Be sure to promptly inform the Superintendent and Board President of the matter.
8. **Remember that you are a temporary custodian of records under state law.** Under recent legislative changes to the Public Information Act, board members, public officials, and employees are required to maintain all records pertaining to district business. This includes communication by text, personal email and social media. This means that your social media communications are presumed.
9. **Seek legal advice prior to deleting public comments or blocking participants.** Even if you're using a personal social media account, deleting public comments or blocking persons with whom you disagree have the potential of violating the constitutional tenets of free speech—especially if the communication relates to district business. Check with the district's legal counsel before taking any action, or better yet disable all public comment functions on your account.
10. **Quickly report any possible illegal or criminal activity, to include threats against district employees, students and public officials.** Report the information to the Superintendent, Board President and law enforcement.

VII. ROLE & DUTIES OF THE SUPERINTENDENT

The Superintendent, as the Board's sole delegate for managing school system operations, shall be responsible for implementing the Board's student outcome goals within the limits set by Board and Superintendent constraints, and in compliance with state and federal laws. This includes:

- **Policy and Compliance:**

The Superintendent will recommend policies for Board adoption and oversee their implementation, ensuring the Board's adopted policies meet legal requirements. The Superintendent shall identify policies requiring Board action or statutory decision-making authority that cannot be delegated. All policies addressing administrative issues will be handled via consent agenda, with the Superintendent informing the Board of substantive updates. Administrative issues not requiring Board adoption will be addressed in administrative policy and regulations, with the Board taking steps to remove such items from its local policies.

- **Educational and Operational Leadership**

The Superintendent is tasked with organizing education programs, services, and facilities and providing leadership to improve student performance. This includes assuming responsibility for the assignment, supervision, and evaluation of District personnel,

including the authority to initiate termination, suspension, or nonrenewal of employee contracts.

- **District Operations and Budget Management**

The Superintendent manages daily District operations, including implementing and monitoring plans, procedures, programs, and systems to achieve clear results. This includes preparing and administering the District budget, overseeing compliance with facility standards, and ensuring the adoption and enforcement of the student code of conduct and other disciplinary rules.

- **Administrative Organization**

The Superintendent will organize central administration, consult with District-level committees, and develop any necessary administrative regulations.

- **Reporting and Accountability**

The Superintendent will submit required reports in accordance with state and federal law, provide leadership in partnership with the Board, and fulfill any additional contractual duties assigned by the Board.

VIII. ROLE OF BOARD OFFICERS AND BOARD MEMBERS

Board President Responsibilities:

- Preside over all board meetings.
- Call special meetings as needed.
- Sign all legal documents as required by law.
- Fulfill all duties and obligations as outlined by Board Policy, state and federal statutes, and applicable regulations.

Board Vice-President Responsibilities:

- Act in the capacity of Board President in the absence of the Board President.
- Fulfill all duties and obligations as outlined by Board Policy, state and federal statutes, and applicable regulations.

Board Secretary Responsibilities:

- Ensure accurate records are maintained.
- Act as Board President in the absence of both the Board President and Vice-President.

IX. EVALUATION OF THE SUPERINTENDENT

1. Evaluation Instrument: The Board shall approve the evaluation instrument for the School Superintendent, which shall be developed with the input of the Superintendent.
2. Annual Performance Evaluation: The Board shall prepare a comprehensive written evaluation of the Superintendent's performance at least annually, or more frequently if deemed necessary. This evaluation must be completed before the anniversary of the Superintendent's hire date.
3. Evaluation Criteria: The evaluation will utilize a document that includes both general subjective goals and objective performance-related goals. All criteria will align with the Board's mission and goals for academic achievement and overall District performance.
4. Consensus and Discussion: The Board shall reach a consensus on the final evaluation and present it to the Superintendent. The conclusions will be discussed in a closed meeting, unless the Superintendent requests an open discussion.
5. Facilitation and Scheduling: The Board President will facilitate the evaluation process and schedule the presentation during a duly posted Executive Session at least four (4) weeks prior to the Superintendent's annual hire date.
6. Action Based on Evaluation: Any actions resulting from the evaluation will be at the sole discretion of the Board and must be agreed upon by a majority of Board Members in accordance with the Texas Open Meetings Act.
7. Future Criteria Agreement: Within thirty (30) days of completing the evaluation, the Board and the Superintendent shall meet to agree on the specific evaluation criteria for the next year. The Board may revise these criteria at any time with a majority consensus.
8. Performance Reviews: The Board may conduct ongoing reviews of the Superintendent's performance and progress towards meeting established goals. Any resulting actions or adjustments will be at the Board's discretion and require a majority agreement, consistent with the Texas Open Meetings Act. The Board may also conduct oral evaluations at any time to supplement written evaluations.
9. Regulatory Compliance: The Board will ensure that the evaluation process and all related documents adhere to local, state, and national regulations and guidelines.

X. BOARD MEMBER CAMPUS VISITS

- Board members are encouraged to visit any campus, but they must treat administrators and campus personnel with respect to avoid undermining their authority.
- Board members should arrange visits with the Superintendent at least 24 hours in advance, except when attending a scheduled campus activity to which they have been invited.
- As a courtesy, board members will inform the campus principal and the Superintendent's Office of any visit 24 hours in advance whenever possible.

- Board members must check in at the principal's office following District guidelines and present a driver's license or other proof of identification as required. They should wear their District ID badges while on campus.
- All visits are to be escorted or directed by a staff member designated by the principal.
- Board members may communicate with any staff member regarding topics within the scope of their visit, provided that such communication does not interrupt scheduled learning periods or interfere with the learning process. If board members wish to discuss other matters, they must notify the Superintendent in advance of their visit.
- Board members will not assume a supervisory or participatory role with staff or students unless specifically requested by campus staff.
- Visits during the school or business day shall not be permitted if their duration or frequency interferes with the delivery of instruction or District operations.

XI. BOARD AND SUPERINTENDENT COLLABORATION

Board Member Concerns About Superintendent Performance

1. If, at any time, a Board Member becomes concerned that the Superintendent may have (1) breached any term of the Superintendent's contract; (2) violated a state or federal statute; (3) violated a Board Policy or Operating Procedure; or (4) failed within a reasonable amount of time to address a specific issue identified by the Board, the following process will be used:
 - a. The concerned Board Member will meet privately with the Superintendent to discuss their concerns in order to resolve the issue(s). The concerned Board Member may elect to bring their concerns to the Board Chair instead who will assist in resolving the issue(s).
 - b. If the concerned Board Member does not feel that the resolution is satisfactory, the Board Member may request, through the Board Chair, that an item be placed on the next regular meeting agenda as a Closed Meeting item, posted in accordance with Texas Government Code. The concerned Board Member must inform the Board Chair in writing of the specific nature of any concern(s) which prompted the request for a Closed Meeting.
 - c. In addition, the Board Chair may, of their own accord, place an item on a regularly scheduled meeting agenda as a Closed Meeting item to discuss concerns about the professional performance of the Superintendent.
2. In the event that a Closed Meeting is called, the Board must listen to the concern(s) and make a determination if the issue raised is truly cause for concern. Failure to make such a determination shall end the Board Meeting.

3. If the majority of the Board determines that there is a violation or breach of one of the items listed, the following process will be followed:
 - a. The exact nature of the deficiency will be documented and discussed with the Superintendent.
 - b. A plan for remediation will be written, to include action(s) to be taken and timelines.
 - c. The Board Chair shall monitor the plan for compliance and the results will be made part of the Superintendent's annual performance evaluation.
 - d. It shall be the responsibility of the Board Chair to ensure that all documentation relating to performance deficiencies shall be appropriately placed in the Superintendent's personnel file.

Board Member Concerns About Employee (other than Superintendent) Performance

1. Concerns About Employee Performance: When a Board Member has concerns regarding the performance of District employees, they must communicate those concerns directly to the Superintendent and inform the Board Chair. Such concerns should be limited to the following categories:
 - a. Illegal actions;
 - b. Egregious violations of Board policy; or
 - c. Actions that may harm the District's or Board's reputation.
2. Responsibility for Personnel: Board Members should recognize that the management of District personnel is the sole responsibility of the Superintendent, not the Board.
3. Superintendent's Obligations: The Superintendent is required to listen to these concerns, review the relevant matters, and notify the Board of the resolution, as permitted by policy.
4. Safety-Related Concerns: If a Board Member has concerns about the performance of District employees that relate to the safety of employees, students, the Board, or the community, they must notify the Superintendent and, if appropriate, the police department.

XII. BOARD TRAVEL/TRAINING

Professional Development:

Board members shall attend professional development and conferences to assist them in their duties and responsibilities, as well as to acquire continuing education credit. Conferences that board members may attend include:

- TASB Conference
- National School Board Conference
- Far West Texas Association
- Region 19 sessions
- TASB Online training sessions

- MASBA (Mexican American School Board Association)
- NALEO Educational Fund (National Association of Latino Elected and Appointed Officials)

Following any board-approved or paid travel, all traveling board members are required to provide a verbal report in open session at the next board meeting regarding:

- Hours of training completed
- Attendance at all or most sessions offered
- Highlights of any information or training received

Travel Reimbursement:

1. Reimbursement: Board members shall be reimbursed for reasonable and allowable travel expenses incurred while carrying out board business at the Board's request, as well as for expenses incurred while attending meetings and conventions as official representatives of the Board when attendance is authorized and deemed necessary for the conduct of public schools.
2. Spouse Expenses: The District will not pay the travel expenses of spouses or other individuals accompanying a Board Member to Board-related activities unless those individuals have responsibilities or duties to perform for the Board.
3. Payment for Expenses: In accordance with Board Policy BBG (Local), payment for authorized and documented travel expenses will be made in compliance with legal requirements, either through reimbursement (not to exceed allowable rates) or by advancing a set amount. Board members shall coordinate travel to board meetings and conventions, including commercial transportation and lodging, with the District's designee. If the designee cannot coordinate travel-related expenses, the District shall reimburse the member for incurred expenses, not to exceed allowable rates.
4. Advancements for Expenses: The District may advance a set amount of funds for personal car use, taxi fares, meals, and other incidental expenses. Any excess over allowable expenses shall be refunded to the District.
5. Expense Documentation: For any authorized expenses incurred, board members shall submit a statement documenting actual expenses, with receipts provided to the extent feasible.
6. Additional Policies: For specific policies related to Board Member Travel Reimbursement, refer to Board Policy BBG (Legal) and BBG (Local), available online at TASB Policy.

XIII. BOARD MEETING GUIDELINES AND PROCEDURES

Board Meeting Procedures

- The San Elizario ISD Board shall meet on a regular monthly business session on the second Wednesday in the Boardroom.

- Changes in the date and / or place to accommodate holidays and special events shall be approved by the Board in advance.
- Additional meetings may be called as needed.
- Anytime four (4) or more Board members are gathered to discuss school district business, it is considered a meeting.
- Failure to post such a meeting is considered a violation of the Texas Open Meetings Act.
- The Board shall observe the parliamentary procedures in Robert's Rules of Order, except as otherwise provided in Board procedural rules or by law.
- Board members are expected to attend and participate in duly called meetings.
- Board member may be permitted to attend a meeting of the Board of Trustees through virtual participation only if the board member is physically unable to attend in person due to illness or other personal emergency.
- Board members should come to the Board meetings prepared to discuss and take action on all items on the agenda. At a minimum, each member is expected to review the board packet provided before the meeting and, when possible, resolve any questions by reaching out to the Superintendent or relevant administrative staff in advance.

Board Agenda Procedures

1. Agenda Creation and Approval

- The Superintendent prepares the agenda in consultation with the Board President, who holds final approval authority over the official agenda.
- Board Members may request that a subject be included on an agenda for a meeting. The Board President must ensure that any topics requested by Board Members for inclusion are either placed on the agenda or scheduled for future deliberation. The Board President cannot remove a requested agenda item without the requesting Board Member's authorization.

2. Focus on Student Outcomes

- Agenda items should align with the Board's goals, with a focus on improving student outcomes and monitoring progress toward adopted goals.

3. Submission Deadlines and Additions

- Items for inclusion on the agenda must be submitted by the fifth working day before regular meetings and the third calendar day before special meetings.

- No item can be added less than three (3) business days in advance, except in exigent circumstances.
- Additional agenda items after the original posting must comply with state laws.

4. Agenda Notifications and Backup Materials

- Board Members are given notice of regular and special meetings at least three (3) business days prior and at least one hour prior for emergency meetings.
- Backup materials for each agenda item are provided at least three (3) business days in advance. If this deadline cannot be met, materials should be delivered to the Board as soon as possible before the meeting.
- For action items, relevant information should accompany backup materials. The Board may, by consensus, remove an item from the agenda if adequate backup materials are not available, unless an emergency or urgent necessity exists.

5. Consent Agenda

- Items on the Consent Agenda, determined by the Board President, generally include:
 - routine items,
 - annual contract renewals,
 - budget amendments,
 - tax refunds,
 - donations,
 - financial information,
 - minutes from prior meetings,
 - routine personnel items,
 - routine bid recommendations,
 - policy updates, and
 - construction amendments.
- Board Members may ask questions about consent items before the meeting. If further discussion is required, any member can request that an item be pulled from the Consent Agenda and discussed as an action item.

6. Executive Sessions

Executive Session may be needed according to the Texas Education Code or Texas Open Meetings Act.

- All personnel issues shall be conducted in an executive session unless specifically required by the Texas Open Meetings Law.
- Anything that violates the right to privacy, (Texas Open Meeting Act, Texas Open Records Act) cannot be placed on the open agenda.

- Anything that falls under the Texas Government Code 551.072 such as private consultation with the board's attorney, discussing purchases, exchange, leases, or value of real property, discussing negotiated contracts for prospective gifts or donations, discussing personnel or to hear complaints against personnel, deliberation regarding security devices, considering discipline of a public school child, or complaint or charge against personnel, considering the stands, guidelines, terms or conditions the board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups, 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 in the open meeting covered by the Notice upon the reconvening of the public meeting or at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.
- The Board prohibits the use of technology that has recording capabilities during executive sessions without prior permission from board.
- Discussions during closed sessions shall remain confidential.

7. Questions About the Agenda

- Board Members should follow the procedures herein for making inquiries on agenda items.

Board Executive Session Procedures

1. Conducting Executive Sessions for Personnel and Sensitive Matters

- Personnel matters and issues that could infringe on privacy rights are handled in executive sessions, unless otherwise required by the Texas Open Meetings Act.
- Any topics that involve privacy concerns, as specified by the Texas Open Meeting Act or the Texas Open Records Act, cannot be included on the open agenda, in compliance with the law.

2. Authorized Topics for Executive Session

- The Board may only discuss items listed on the executive session agenda, as prescribed by Texas Government Code Sections 551.071 - 551.076, which cover:
 - Private consultations with the Board's attorney,
 - Discussion of property transactions,
 - Negotiations for prospective gifts or donations,
 - Personnel matters or complaints against personnel,

- Deliberations about security devices, student discipline, and complaints against personnel,
- Considerations of the Board's stance or guidelines for consultations with employee group representatives.

3. Confidentiality and Limitations of Executive Sessions

- Discussions and information shared during executive sessions are strictly confidential by law, and all Board Members understand the requirement to uphold this confidentiality.
- The Board prohibits the use of any recording devices in executive sessions unless prior permission is granted.
- If Board Members are approached for information about executive session matters, they will refer to the posted agenda as the extent of public disclosure and will direct further inquiries to the Board President or Superintendent.

4. Public Statements Post-Executive Session

- Should a statement regarding discussions or outcomes of an executive session be deemed in the best interest of the district, the Board President will compose an official statement with approval from the Board majority. Such statements must comply with legal restrictions.

5. Recessing to Executive Session and Documentation Requirements

- The Board must convene in an open session with appropriate posting before recessing into an executive session. The agenda items for executive session are to be read aloud, specifying the matters to be discussed under Chapter 551 of the Texas Government Code.
- The Board keeps a certified agenda, with minutes attached, documenting each executive session. Only Board Members, regardless of their attendance at the session, may review these minutes without a court order.
- To review executive session minutes, Board Members must contact the Board President to arrange a secure review. The minutes are sealed, stored securely, and remain confidential.

6. Actions Following Executive Session

- No action or voting can occur during executive sessions; all Board actions, including final decisions and votes on executive session matters, are conducted in open session per Chapter 551 of the Texas Government Code.

- If any final action, decision, or vote is necessary following an executive session discussion, it must occur in an open session or at a subsequent public meeting with proper notice, as determined by the Board.

Participation in Discussion, Debate, and Voting

1. Parliamentary Procedure

- The Board follows *Robert's Rules of Order, Newly Revised* as its parliamentary procedure for meetings, motions, and debates.

2. Member Conduct

- All Board Members are expected to act with professionalism, respect, and integrity in alignment with the Board's "Member Conduct at Board Meetings/Public Forums" guidelines.
- No Trustee shall coerce another member to vote in a specific manner or solicit votes in a way that conflicts with the Texas Open Meetings Act.
- Trustees shall not criticize each other's questions, discussions, or votes.

3. Recognition and Debate

- The Board President, or the presiding member, will recognize any Board Member wishing to speak on a subject.
- Debate may continue until each Trustee has had sufficient time to ask questions or make comments unless a motion to end debate is adopted.
- Questions or comments must relate directly to the current agenda item.

4. Discussion of Motions

- All discussions are limited to the business currently under deliberation as listed on the agenda.
- The Board President is responsible for ensuring that discussions remain focused on the motion at hand and has the authority to halt any off-topic discussions.
- The Board Chair may make motions, second motions, participate in debates, and vote on all matters.

5. Voting Protocols

- Board Members are expected to vote on all motions unless there is a legal conflict of interest as defined by law (Policies BBFA and BBFB).
- Members may abstain from voting and are allowed to briefly explain their reason for abstention.
- Members must abstain from voting when such action would violate the Board's policies or federal or state law.
- Voting is conducted by a show of hands or voice vote, and all votes, including dissenting and abstaining votes, will be recorded in the minutes.
- Each Board decision, even when there are dissenting votes, shall be an action by the simple majority of the Board and binding upon each member.
- Individual members are encouraged to express their opinions during the discussion of motions, but following the vote, members shall publicly discuss only the decision of the whole Board.

XIV. BOARD MEMBER REQUESTS FOR INFORMATION, DOCUMENTATION, REPORTS OR REPORTS OTHER THAN AGENDA ITEMS

Access to Information for Decision-Making

- Board Members are entitled to the information necessary to make informed decisions on matters before them. Board Members may email or call the Superintendent or designated staff to request information.
- If a request requires significant staff time, the Superintendent and Board Chair will consult with the requesting Board Member to find a reasonable solution.
- Information requested by any Board Member will be shared with all Trustees.
- If a Board Member wishes to request district records in a personal capacity, as opposed to his or her official capacity as a Board Member, the Board Member shall use the Districts procedure for requests under the Public Information Act. SEISD will respond to the request following its standard procedures for all public information requests.

Requesting District Records Outside of Board Meetings

- When a Board Member, acting in an official capacity, requests specific records maintained by the District outside of a board meeting, the Superintendent will notify the Board Member that the request is tracked under Texas Education Code Section 11.1512 and will provide the necessary tracking form.

- Tracking is not required for requests related to upcoming agenda items made before or during a board meeting.
- If a member requests information that requires an excessive amount of staff time to complete, the Superintendent and Board Chair shall consult with the member to find a reasonable solution.
- Board members shall email the Superintendent all information requests and copy the Board President. The Superintendent will add the request to the Board Communication Matrix Chart. The Board Communication Matrix Chart shall be utilized as followed:
 - 1. Board member emails Superintendent their request for records and copies the Board President;
 - 2. Superintendent adds the request to the Matrix Chart (i.e., request, date, question, concern reported, assigned to, due date, status/outcome), and assigns administrator and due date; and
 - 3. Update Board accordingly of request and outcome.
- When information is requested by a Board member, it will be provided to all Trustees.
- By law, the District must post, in a place convenient to the public, the cost of responding to one or more requests submitted by a board member if the request(s) are for 200 or more pages of material in a 90-day period. The district must report annually to the Texas Education Agency (TEA) the number of requests submitted by a board member during the preceding school year and the total cost to the district of responding to requests during that school year.

Access to Confidential Records

- Board Members may access confidential records only if they are acting in an official capacity and have a legitimate educational interest, as outlined in Board Policy FL. Additional security measures may apply.
- If the Board Member requests information in a personal capacity, the Superintendent will direct them to follow the District's public information request procedures.
- Board Members will recognize students' rights to privacy and SEISD's obligations under the Family Educational Rights and Privacy Act ("FERPA")
- The district may withhold or redact information, documents, or records that are excepted from disclosure or are confidential under the PIA or other law, including FERPA.

Timely Response to Information Requests

- By law, as the general rule, SEISD shall respond to a Board Members' request for information no later than the 20th business day after the date the District receives the request.
- As an exception to the general rule, the district may take a reasonable additional period of time, not to exceed the 30th business day after the date the district receives the request, to respond to a request if compliance by the 20th business day would be unduly burdensome given the amount, age, or location of the requested information. The administration shall inform the requesting Board Member of the reason for the delay in providing the requested information and the date by which the information will be provided.

Tracking

- Tracking is not required by Section 11.1512 when a board member requests records or a report during a board meeting.

Prohibition on Requiring New Analyses or Records

- Board Members may not direct or require District employees to conduct analyses or create new records from existing data. Requests for new reports or analyses should be made through official Board action.

XV. BOARD/VENDOR RELATIONS

Vendor Contact Prohibition

1. Prohibited Contact: Vendors and Board Members are prohibited from making oral or written contact with each other individually for the purpose of soliciting a purchase or contract related to District business or discussing an outstanding bid or proposal submitted or to be submitted to the District between the formal release of a request for proposal or bid and the administration's recommendation to the Board.
2. Consequences of Violation: If a vendor or Board Member violates this prohibition, consideration of the vendor for award of the bid or proposal shall be invalidated.
3. It is a criminal offense for a vendor who bids on or receives a contract from the District while having a certain prohibited relationship with a Board Member. A prohibited relationship exists if a Board Member:
 1. Has a substantial interest in the vendor or subcontractor hired by the vendor;
 2. Is related to in the second degree by consanguinity or affinity to someone with a substantial interest in the vendor; or
 3. Has received or been promised a gift or in-kind services from the vendor valued at more than \$250.

4. Notification of Violations: Board Members shall be notified of reported or known violations, along with potential actions that may result from the violation.

Conflicts of Interest

1. Duty of Loyalty: Board Members owe a duty of loyalty to the District and must avoid any business activities that conflict with the District's interests.
2. Outside Business Interests: Board Members' outside business interests, including passive or active investments, must not adversely affect their duty to the District.

Affidavit for Substantial Interest:

- If a Board Member has a substantial interest in a business entity or real property, they must file an affidavit before voting or deciding on matters involving the business or property. The affidavit must disclose the nature and extent of the interest if:
 - (a) For a business entity, the action will have a special economic effect on the business entity, distinguishable from its effect on the public.
 - (b) For real property, it is reasonably foreseeable that the action will affect the value of the property in a way that distinguishes it from the effect on the public.
- Filing with District: The affidavit must be filed with the official records administrator of the District, following Board Policy BBFA (Legal), which is available online at [BBFA\(LEGAL\)](#).

Conflicts Disclosure for Vendors:

- Board Members must file a conflicts disclosure statement if a vendor enters into or is under consideration for a contract with the District and the vendor:
 - (a) Has a business relationship with the Board Member or their family that results in taxable income exceeding \$2,500 during the 12-month period prior to the Board Member becoming aware of the contract.
 - (b) Has given a gift (or multiple gifts) valued at over \$100 during the 12-month period prior to the Board Member becoming aware of the contract.
 - (c) Has a family relationship with the Board Member.
- Exemptions: Gifts accepted as political contributions under the Election Code or food accepted as a guest do not require a conflicts disclosure statement.
- Filing Deadline: Conflicts disclosure statements must be filed with the District's records administrator no later than 5:00 p.m. on the 7th business day after the Board Member becomes aware of the need to file.

- Please See Appendix 8 to review the Local Government Officer Conflicts Disclosure Statement.

Appointment Restrictions

- Appointment of Relatives: A public official may not appoint a person to a position that is directly or indirectly compensated from public funds if:
 - (a) The person is related to the public official by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree.
 - (b) The public official holds appointment or confirmation authority as a member of a local board and the person is related to another member of the board within the prohibited degree.

XVI. BOARD MEMBERS' COMMUNICATIONS PROCEDURES

Board Communications

- The Board is committed to, and encourages, community input through the use of surveys, public forums, the District website, District publications, and on-going communication-forms.
- The Superintendent and Board Chair shall communicate information in a timely manner to all Trustees.
- Unless otherwise approved or authorized by the Board, individual members cannot speak in an official capacity or otherwise represent the views of the Board. The Board Chair and / or his / her designee shall be the official spokesperson for the Board to the media / press on issues of media attention.
- Any Board member may respond to general, factual inquiries. If the Board member is unsure of the correct facts, they should direct the inquiry to the appropriate administrative staff.
- All Board members who receive phone calls from the media should direct them to the Board's spokesperson (Superintendent) and notify the Board Chair and Superintendent of the call.
- The SEISD Board of Trustees encourages input; however, anonymous calls, letters or emails will not receive the Board's attention, discussion or response. The Superintendent will be made aware of the anonymous calls, letters or emails for informational purposes only.

Superintendent Communications with the Board

- The Board President and Superintendent are expected to maintain regular communication.

- The Superintendent will periodically update all Board Members through the Board information packet and respond to information requests within a reasonable time.
- Information requested by the Board President or any Board Member will be shared with all Board Members.
- Significant updates, such as news releases, will be promptly emailed to Board Members.

Community Engagement Procedures

- The board shall listen and discuss the vision and values of students in accordance to the monitoring calendar.
 - At least two board members shall co-lead each session intended to accomplish this objective. All board members are welcome but the Open Meetings Act shall be followed.
 - A presentation slideshow and a written script approved by the board chair shall be used at every session intended to accomplish this objective.
- The board shall listen and discuss the vision and values of families, staff, and community members, in accordance to the monitoring calendar.
 - At least two board members shall co-lead each session intended to accomplish this objective. All board members are welcome but the Open Meetings Act shall be followed.
 - A presentation slideshow and a written script approved by the board chair shall be used at every session intended to accomplish this objective.
- The board shall host a community meeting to discuss progress toward student outcome goals with low performing campuses at least twice per school year in accordance with the monitoring calendar.

Texas Open Meetings Act Compliance

- To adhere to the Texas Open Meetings Act, Board Members may not communicate with three or more other Board Members to solicit support or opposition on items of business.

Board Member Concerns about Another Board Member's Performance

1. If a Board Member believes that another Board Member has violated the Board Code of Ethics, Board Operating Procedures, Board Policy, State or Federal law, it is the responsibility of the concerned Board Member to discuss the alleged violation with the other Board Member in private prior to taking any other action, unless the nature of the allegation requires immediate escalation to the Board Chair.

2. If, after the concerned Board Member has privately discussed the alleged violation with the other Board Member, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the concerned Board Member may submit, in writing, the allegation to the Board Chair (arbiter). If the Board Chair is involved in the allegation, the concerned Board Member may instead submit the allegation, in writing, to the Board Vice-Chair or the next most senior Board Member not involved in the allegation who is then obligated to serve as arbiter instead.
 - a. The Board Members involved will conference to discuss the alleged violation. All parties are strongly encouraged not to allow any further escalation of these procedures and the arbiter's duty is to work to avoid such escalation.
3. If, after the conference, the concerned Board Member remains unsatisfied that the alleged violation has been addressed, the Board Chair will call a special meeting of the Board to discuss the alleged violation. The Board Chair may call upon the District's General Counsel or an external legal advisor to investigate the nature of the allegations. The findings of this investigation will be presented at a special meeting of the Board.
4. If, after the special meeting of the Board to discuss the alleged violation, the Board determines that additional consideration of the alleged violation is warranted, the allegation and the investigative findings will be placed on the next regular meeting agenda.
5. In order for the alleged violation to be considered, one of the following three motions must be made and seconded: a motion to dismiss allegations, a motion to admonish or a motion to censure.
 - a. In order to protect the overriding principle of freedom of speech, the Board shall not impose admonition or censure on any of its members for the exercise of their First Amendment rights. In order to ensure the right to a fair jury trial, the Board shall not impose admonition or censure on any of its members for the violation of any law while civil or criminal charges are pending. However, when the civil or criminal proceedings are final, the Board need not be bound by the conclusions of the Court and may again pursue admonition or censure.
 - b. A motion to dismiss allegations concludes these procedures and exonerates the accused Board Member. Once a motion to dismiss allegations has passed concerning a given alleged violation, no other motions concerning that alleged violation are in order. A motion to dismiss allegations requires the simple majority vote of the Board to pass.
 - c. An admonition is a one-time punitive action which serves as a penalty imposed for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to admonish must be presented in writing and must contain the exact language of the alleged violation and the proposed admonition. A copy of the motion to admonish must be provided to the accused Board Member at least seventy-two (72) hours prior to discussion of the motion. A motion to admonish requires a

majority vote to pass.

- d. A censure is an action that is permanent for the period specified by a majority of the Board. A censure serves as a penalty imposed against a board member for wrongdoing but carries no fine or suspension of the rights of the Board Member as an elected official. A motion to censure must be presented by another board member in writing and must contain the exact language of the alleged violation, the proposed censure, and the period of censure. A copy of the written request to censure must be provided to the accused Board Member at least seventy-two (72) hours prior to the board meeting during which the censure motion will be considered. A motion to censure requires a majority vote to pass.

Official Representation Outside Board Meetings

- Individual Board Members may not speak on behalf of the Board or represent the Board in meetings or public forums without prior Board authorization.
- Board Members may respond to general, factual inquiries, but should direct uncertain queries to the appropriate staff.

Board Member Responses to Comments and/or Complaints

- Board Members will listen respectfully and remain impartial.
- Board Members will ask if the commentator / complainant has followed the District's procedures and / or chain of command.
- If the commentator / complainant does not know the procedures or chain of command, provide the following information / steps:
 - a. The commentator / complainant must first speak with the appropriate staff member. If not satisfied then;
 - b. The commentator / complainant must go to the appropriate administrator in charge of the school or department where the comment/concern arose. If not satisfied, then;
 - c. The commentator / complainant must contact the appropriate central office administrator. If not satisfied, then;
 - d. The commentator / complainant will conference with the Superintendent (or designee).
- The Board Member will inform the Superintendent if an issue has advanced to or beyond Step b and will include the nature of the comment / complaint, the commentator / complainant and to whom the commentator / complainant has been referred.

- The Superintendent will inform the Board Member of the resolution of any referred comment / complaint.
- This procedure shall not be construed to apply to comments / complaints alleging criminal activity.

XVII. PUBLIC COMMENT PROCEDURES

Citizen Participation During Board Meetings

1. Audience Participation: Audience participation at Board meetings is limited to the designated public comment portion of the meeting. At all other times, the audience shall not enter into discussion or debate on matters being considered by the Board unless recognized by the presiding officer.
2. Signing Up for Public Comment: Individuals who wish to speak during the public comment portion must sign up with the presiding officer or designee before the meeting begins. on the day of the meeting. They must indicate the topic they wish to address and provide any other required information.
3. Timing and Duration: Public comments are allowed at the beginning of each Board meeting, with each speaker allocated up to three minutes (five minutes if a translator is required). The presiding officer may adjust these time limits as necessary, but no speaker will be allowed less than one minute.
4. Agenda and Non-Agenda Items: Speakers must indicate the specific agenda item or topic they wish to address. Those who do not specify an agenda item or fail to remain on their identified topic will be given one warning before forfeiting their remaining time.
5. Public Comment Procedures for Regular and Special Meetings: At Regular and Special Meetings, public comment is limited to items on the agenda posted with notice of the meeting except for recognitions by school or community organizations that highlights student or employee awards or accomplishments.
6. Adjustments for Meeting Management: The presiding officer may adjust public comment procedures for effective meeting management, such as reordering agenda items, continuing certain items to a later meeting, or establishing an overall time limit for public comment.
7. Expected Conduct: Speakers are expected to be respectful, courteous, and to demonstrate professionalism, even when expressing differing viewpoints. Disruptive behavior, including but not limited to the use of derogatory language, threatening gestures, or peculiar conduct disrupting the meeting, will result in one warning. Repeated disruptive actions may lead to removal with the assistance of law enforcement if necessary.

8. **Disruptive Conduct:** The Board shall not tolerate disruption of the meeting by members of the audience. Speakers or others who engage in disruptive behavior shall be ruled out of order by the presiding officer. Disruptive behavior and actions include, but are not limited to:
 - (a) Using racial slurs, insulting, profane, threatening, derogatory, or abusive language, making violent or threatening gestures;
 - (b) Wearing clothing with derogatory symbols or language;
 - (c) Strange, curious, odd, outlandish, peculiar, and irrational conduct that is disruptive to the orderly conduct of a board meeting; and
 - (d) Wearing clothing and/or a mask that is intended to, or has the effect of, concealing the identity of the individual. Masks and respirators designed to contain respiratory droplets and breath particles and are worn for health reasons shall be permissible.
9. **Prohibition on Electioneering:** No electioneering, including the distribution of political materials, will be permitted during the meeting.
10. **Signage and Handouts:** Signs, placards, or banners are not allowed inside the Board room. Citizens wishing to distribute printed materials to the Board or audience must submit them for review by 5:00 p.m. prior to the meeting to the Superintendent's Office.. Approved materials will be distributed only before or after the public comment portion.

Board Response to Public Comments

1. **Listening to Comments:** The Board will listen respectfully and remain impartial to public comments. Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board may not deliberate or take action on items not posted on the agenda.
2. **Referrals for Further Action:** The Board President may direct the administration to investigate issues raised and report back.

Handling of Employee/Student Issues in Public Comment

1. **Prohibition of Specific Complaints:** Public comment is not intended for the presentation of allegations of employee or student misconduct, requests for employee or student discipline, personal attacks on individuals, shaming or demeaning individuals associated with the District, or disclosing personal information about district employees or students. Complaints about individual personnel or students are not permitted in open session unless required by law. Personal complaints, requests for disciplinary action, and disclosures of private information are inappropriate for public comment.
2. **Referrals to Resolution Channels:** If an individual makes a complaint or addresses a concern about an individual employee or student, the presiding officer or designee shall immediately interrupt the speaker to determine whether they have attempted to resolve the matter through established administrative channels. If they have not, the speaker will be referred to the appropriate grievance policy (see partial list below) to seek resolution:

- (a) Employee complaints: DGBA
- (b) Student or parent complaints: FNG
- (c) Public complaints: GF
- (d) Sexual harassment complaints (Employees): DIA
- (e) Sexual harassment complaints (Students): FFH
- (f) Complaints against peace officers: CKEA

XVIII. BOARD COMPOSITION, LENGTH OF TERMS AND ELIGIBILITY

The SEISD Board of Trustees is comprised of 7 members, all positions shall be elected by place and each Board member shall be elected for four-year terms in November.

The election for places 1,2, and 3 shall be held in 2025, 2029, 2032, and in four-year intervals thereafter. The election for places 4, 5, 6, and 7 shall be held in 2027, 2031, 2034, and in four-year intervals thereafter.

Board member eligibility and qualifications requirements are set forth in board policy BBB (Legal).

1. Be a United States citizen.
2. Be 18 years of age or older on the first day of the term to be filled at the election or on the date of appointment, as applicable.
3. Have not been determined by a final judgment of a court exercising probate jurisdiction to be totally mentally incapacitated or partially mentally incapacitated without the right to vote.
4. Have not been finally convicted of a felony from which the person has not been pardoned or otherwise released from the resulting disabilities.
5. Must not be a registered sex offender.
6. Have resided continuously in the state for 12 months and in the territory from which the office is elected for six months immediately preceding the following date:
 - (a) For an independent candidate, the date of the regular filing deadline for a candidate's application for a place on the ballot.
 - (b) For a write-in candidate, the date of the election at which the candidate's name is written in.
 - (c) For an appointee to an office, the date the appointment is made.
7. Be registered to vote in the territory from which the office is elected on the date described at item 5, above.

XIX. BOARD HEARING OF GRIEVANCES AND COMPLAINTS

1. Given the serious and delicate nature of employee grievances, each Board Member is responsible for studying Board Policies DGBA (Legal) & DGBA (Local), the policies relating to the process of employee grievances, found here:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=439&code=DGBA#legalTabContent>

2. All grievances related materials received by a Board Member must be held in the strictest confidence. A Board Member shall neither share information from that documentation nor what is heard during the actual grievance proceeding. After the grievance proceeding, Board Members must leave all grievance-related documentation with the Superintendent or designee.
3. Board Members may only consider information that is presented during the grievance process; Board Members will not privately seek out information regarding any grievance. If a Board Member knows or learns anything about a grievance case except what is admitted through the grievance documents that might render him/her unable to hear the grievance impartially, then he/she must tell the Superintendent immediately.
4. Any public statements arising from an employee grievance will be made by the Board President.
5. Any Trustee who violates the Board Policy on grievances may be subject to action as outlined in the following Procedure XXII titled "Violation of Board Operating Procedures."

XX. VIOLATION OF BOARD OPERATING PROCEDURES

- Upon inclusion on the agenda and public posting in accordance with the law, the Board may convene in executive session to discuss a violation of these Board Operating Procedures, or other Board policies, so long as the deliberation is confined to the duties, discipline, or complaint against a Board Member.
- The Board Member may request that the deliberation be conducted in open session.
- As a consequence of these deliberations, the Board may elect to do nothing, or may reconvene in open session and vote to:
 - (a) Publicly reprimand the Board Member; or
 - (b) Recommend additional training for the Board Member.

Note: Nothing provided herein shall be construed to alter, modify, or limit in any way the rights of District personnel and members of the public to file complaints against the Board or Board Members under applicable Board policies.

XXI. ACCESS TO DISTRICT TECHNOLOGY

- Board members may be issued devices or access to District technology resources, including

e-mail accounts, primarily to expedite the performance of their official duties. Limited personal use of District technology is permitted if the use imposes no tangible cost on the District and does not unduly burden the District's technology resources. Any use of District technology resources requires the Board member's acceptance of the District's acceptable use agreement as well as written agreement that the District may monitor the Board member's use.

- Board members will be familiar with, and comply with, all provisions of Board Policy BBI (Local), regarding use of technology, including compliance with requirements to retain certain records contained on either District or personal technology resources.
- Board members will bear in mind that records created using District technology resources may constitute school district records and may be subject to public disclosure under the Texas Public Information Act.

XXII. SEISD BOARD CONFIDENTIALITY AGREEMENT

Given the legal and sensitive nature of closed/executive sessions conducted by the SEISD. Board, the Members of the Board understand that the law requires that all such sessions are strictly confidential. Please refer to Appendix 2 to review and sign the SEISD Board Confidentiality Agreement.

XXIII. BOARD OF TRUSTEES PROFESSIONAL STANDARDS OF CONDUCT

A board member's civility and professionalism are critical attributes that provide for an effective structure of Board governance, which supports the overall success of SEISD ("District"). As such, as an elected member of the District's Board of Trustees ("Board"), I pledge to carry out my duties and conduct myself as follows:

- I. In the spirit of maintaining the decorum of meetings and public forums, and as role models for the community, staff and students of the District, I shall refrain from embarrassing or berating other Board Members;
- II. I will listen willingly, even when my opinions differ;
- III. I will cooperate with my colleagues and resolve disagreements respectfully through the appropriate channels, pursuant to Board policy and established Board Operating Procedures;
- IV. I will treat colleagues, District administrators, staff, and members of the community with courtesy, honesty, and respect at all times during Board meetings, individual meetings, conferences, District-sanctioned events, and social events;
- V. I will recognize the integrity of my predecessors and colleagues;
- VI. I will not use my cellphone to text others to discuss District or personal business during Board meetings in closed and open session;

- VII. I will not use my cellphone or any other recording device to record conversations held with District personnel or Board Members during Board meetings in closed session, open session, and individual meetings;
- VIII. I will strictly guard confidential information received or discussed during Board meetings that is protected under applicable law or rule;
- IX. I will provide support for the Superintendent, employees of the District, and my colleagues so they may perform their proper functions on a professional level;
- X. I will express concerns about another member's performance or conduct in accordance with these Board Operating Procedures;
- XI. I will give these Professional Standards of Conduct the same level of reverence as the Code of Ethics;
- XII. I will comply with all federal, state, and local laws relating to my service as a School Board Member;
- XIII. I will comply with all District policies as adopted by the Board;
- XIV. I will be guided continuously by what is best for all students of the District;

By pledging to abide to the above-referenced Professional Standards of Conduct, I understand that any act or omission that violates the Professional Standards of Conduct may subject me to sanctions and public censure.

Signed this _____ day of _____ 2024.

[Board Member Printed Name]

[Board Member Signature]

Date

XXIV. APPENDIX

Appendix 1: Student Outcome & Goal Progress



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








HB 3 Student Outcome Goals and Goal Progress Measures; 2024-2028
 Revised June 10, 2026

MATHEMATICS

Student Outcome Goal 1 (HB 3; 5-year Goal)

- The percentage of all 3rd grade students that score at the Approaches level on STAAR mathematics will increase from 58% in June 2022 to $\geq 85\%$ by June 2028.

Accountability changes for 27-28 School year

↓

Goal 1 Annual Targets

2023	2024	2025	2026	2027	2028
64%	69%	73%	77%	81%	85%
(TAPR: 73%)	(TAPR: 51%)	(TAPR: 55%)			

Goal Progress Measure (GPM) 1.1 (District; 1-year Goal)

- The Overall Measure of Math Growth for all Pre-K students (English) will increase from 68% at Wave 2 in January of 2026 (MOY) to $\geq 78\%$ in January of 2026 (MOY) as measured by the CIRCLE School Average Growth Report.
- The Overall Measure of Math Growth for all Pre-K students (Spanish) Wave 2 (MOY) will be $\geq 93\%$ in January of 2027 (MOY) as measured by the CIRCLE School Average Growth Report.

Goal Progress Measure (GPM) 1.2 (District; 1-year Goal)

- The iReady MOY Math(English/Spanish) assessment will help identify what percent of students are at grade level. In 2026 K=18%, 1st = 5%, 2nd = 10% with target being K $\geq 21\%$, 1st $\geq 8\%$, 2nd $\geq 13\%$ for 2027 MOY

Goal Progress Measure (GPM) 1.3 (District; 1-year Goal)

- The percentage of Approaches of all 3rd graders which take the Math STAAR Interim Assessment early Spring of 2027 will be at 75%.

READING

Student Outcome Goal 2 (HB 3; 5-year Goal)

The percentage of 3rd grade students that score at the Approaches level on STAAR reading will increase from 57% in June 2022 to $\geq 80\%$ by June 2028.

Accountability changes for 27-28 School year

↓

Goal 2 Annual Targets:

2023	2024	2025	2026	2027	2028
60%	64%	68%	72%	76%	80%
(TAPR: 66%)	(TAPR: 64%)	(TAPR: 64%)			

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



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

A Proud Community of Champions – Soaring to Excellence



HB 3 Student Outcome Goals and Goal Progress Measures; 2024-2028

Revised June 10, 2026

- Each of the nine pre-reading skills (English) for all Pre-K students will increase by $\geq 4\%$ from BOY Wave 1 of 2026 to MOY Wave 2 2027 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 of 2026 to MOY Wave 2 2027 as measured by the CIRCLE School Average Growth Report.

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. (English) In 2026 K = 28%, 1st = 26%, 2nd = 25% with target being K $\geq 31\%$, 1st $\geq 29\%$, 2nd $\geq 28\%$ for 2027 MOY
- The mClass MOY (Lectura) reading assessment will help identify what percent of students are at grade level. (Spanish) In 2026 K = 58%, 1st = 48%, 2nd = 62% with target being K $\geq 61\%$, 1st $\geq 51\%$, 2nd $\geq 65\%$ for 2027 MOY

Goal Progress Measure (GPM) 2.3 (District; 1-year Goal)

- The percentage of Approaches of all 3rd graders which take the Reading STAAR Interim Assessment (English) early Spring of 2027 will be $\geq 70\%$.
- The percentage of Approaches of all 3rd graders which take the Reading STAAR Interim Assessment (Spanish) early Spring of 2027 will be at $\geq 68\%$.

CCMR

Student Outcome Goal 3 (HB 3; 5-year Goal)

SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to $\geq 88\%$ by June 2028 as measured by the A-F Accountability System.

Goal 3 Annual Targets:

2023	2024	2025	2026	2027	2028
30%	40%	52%	64%	76%	88%
(Target met! Actual: 50%)	(TEA: 77%)	(Pending TEA Official Results, Fall 2026)			

Accountability changes for 27-28 School year

Goal Progress Measure (GPM) 3.1 (District; 1-year Goal)

The percentage of SEHS seniors earning a CCMR point by meeting any of the CCMR criteria will increase from 84% in May of 2026 to $\geq 90\%$ by May of 2027 as measured by the OnData Suite CCMR Early Warning System.

GPM 3.1 Note: CCMR points in May are always lower than the final A-F result since credits for point-earning courses haven't posted yet.

Appendix 2:

BOARD MEMBER CONFIDENTIALITY AGREEMENT

Given the legal and sensitive nature of closed/executive sessions conducted by the SEISD. Board, the Members of the Board understand that the law requires that all such sessions are strictly confidential.

Therefore, in accordance with the SEISD Board Operating Procedures, no Board Member shall knowingly, intentionally, or recklessly disclose confidential information gained by reason of attendance during a closed/executive session of the SEISD Board or by reason of his or her capacity as a Board Member.

This includes, but is not limited to, information related to: (1) SEISD schoolchildren or their parents, guardians, or family members; (2) real-estate or property transactions or donations involving SEISD; (3) consultations with the Board's attorney with respect to pending or contemplated litigation or settlement offers; (4) the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of an SEISD employee; (5) a grievance, complaint, or charge against an SEISD employee; (6) the deployment or specific occasions for implementation of security personnel or devices; or (7) any other item authorized by law to be considered in closed/executive session.

Further, no Board Member shall use information gained by reason of attendance during a closed/executive session of the SEISD Board or by reason of his or her capacity as a Board Member to advance any personal interest, whether financial, employment-related, or otherwise. No Board Member shall engage in any activity where he or she is expected to disclose confidential information gained by reason of serving on the SEISD Board.

Any breach of this Confidentiality Agreement shall be considered inappropriate behavior and a breach of the Board's code of ethics and shall result in an agenda item specifying "evaluation of individual board member's performance" being listed at an upcoming Board meeting. The Board Member's breach of this Confidentiality Agreement shall be discussed in closed/executive session at said meeting, and the Board may act to sanction the Board Member for his or her breach in accordance with the SEISD Board Operating Procedures.

Additionally, the Board Member acknowledges that, in receiving confidential information, they commit to ensuring the continued confidentiality of such information. The Board Member is aware that, in accordance with Texas Government Code §552.352, disclosing confidential information would constitute official misconduct and be considered a misdemeanor punishable by either a fine of up to \$1,000.00, confinement in the county jail for up to six months, or both.

Your signature below indicates that you have read, understand, and agree to abide by this Confidentiality Agreement.

[Board Member Printed Name]

[Board Member Signature]

Date

Appendix 3: Board Monitoring Calendar



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

A Proud Community of Champions – Soaring to Excellence



Board Monitoring Calendar 2026-2027

Month	HB 3 or other Progress Monitoring--District	Campus Progress Monitoring + Campus Happenings Video
August 2026	<u>Analysis of STAAR/EOC Results from Spring 2026 Testing</u> - Subgroup data <u>TELPAS Results from Spring 2026 Testing</u> - Subgroup data	
September 2026	<u>Goal 3 (HB 3):</u> Overall CCMR Percentages for SEHS Campus and District Improvement Plans for 2026-2027	SEHS
October 2026	A-F Accountability Ratings for 2026	
November 2026	<u>Goal 1 (HB 3):</u> - Overall Performance in 3rd Grade STAAR Math - Subgroup data	GEMS
January 2027	<u>Goal 2 (HB 3):</u> - Overall Performance in 3rd Grade STAAR Reading - Subgroup data	GT Board Training
February 2027	<u>GPM 1.1 (HB 3)</u> - PK--Meeting Wave 2 Math Targets - PK--Wave 1 to Wave 2 Math Growth - Subgroup data <u>GPM 1.2 (HB 3):</u> - K-2--Meeting Math Targets for MOY - Subgroup data	Sambrano Elementary
March 2027	<u>GPM 1.3 (HB 3):</u> - Grade 3—Meeting Math Targets based on Interim Assessment - Subgroup data <u>Mid-Year Academic Growth Check-in:</u> - PK-HS reading and math academic Interim Assessment Data	Borrego Elementary
April 2027	<u>GPM 2.1 (HB 3):</u> - PK--Meeting Wave 2 Reading Targets - PK--Wave 1 to Wave 2 Reading Growth - Subgroup data <u>GPM 2.2 (HB 3):</u> - K-2--Meeting Reading Targets for MOY - Subgroup data	Special Education Department

Revised October 14, 2026



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



**Board Monitoring Calendar
 2026-2027**

Month	HB 3 or other Progress Monitoring--District	Campus Progress Monitoring + Campus Happenings Video
May 2027	<u>GPM 2.3 (HB 3):</u> - Grade 3—Meeting Reading Targets based on Interim Assessment - Subgroup data	Career and Technical Education Department
June 2027	<u>GPM 3.1 (HB 3):</u> Progress towards meeting CCMR criteria for 2027 cohort	Borrego Elementary

Revised October 14, 2026

Appendix 4: Board Member Pledge

As a duly elected or appointed Board Member, I pledge the following to my colleagues and the San Elizario School District:

- I shall attend professional development training and conferences approved and paid for by the school district with public funds;
- I shall be a good steward of public funds and attend most or all training sessions offered; and
- I further pledge as a representative of the school district to conduct myself in a professional and ethical manner at all times during my sponsored travel.

Appendix 5: Ethics and Conflict of Interest Statement



San Elizario I.S.D.
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

SAMPLE

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Required Disclosures for the Schools FIRST Report for the 2027-28 Rating
Date: Board Meeting Date

There are two required disclosures for the Schools FIRST report related to 1) gifts to Board Members and Executive Officers and 2) business transactions between the District and Board Members during the year under review. The 2027-28 ratings will be based on data from the school year 2026-27 (the year under review) which includes the period of July 1, 2026, through June 30, 2027. Please enter your response below; if no gifts were received or business transactions conducted, you may indicate N/A. Reimbursement of travel-related expenditures directly related to the duties of a Board Member are also not applicable.

GIFTS

Please list any and all gifts received, as best you can recall, during the period beginning July 1, 2026, through June 30, 2027. Gifts are defined as any and all items given to you and/or your immediate family members from an outside entity having an aggregate value of \$100 or more during the fiscal year.

Approximate Date	Item	Approximate Cost/Value
_____	_____	_____

BUSINESS TRANSACTIONS

Please list any business transactions between you and the District that occurred during the period beginning July 1, 2026 through June 30, 2027.

Approximate Date	Item	Approximate Cost/Value
_____	_____	_____

Name: Board of Trustees

Signature: _____

San Elizario ISD's vision is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

Appendix 6: BBFA (Legal) and BBFB (Legal)

San Elizario ISD
071904

**ETHICS
CONFLICT OF INTEREST DISCLOSURES**

**BBFA
(LEGAL)**

Note: For information regarding conflicts of interest and depository contracts, see BDAE.

See also CBB for conflict of interest requirements when federal funds are involved.

**Substantial Interest
Affidavit**

If a local public official has a substantial interest in a business entity or in real property, the official shall file, before a vote or decision on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter if:

1. In the case of a substantial interest in a business entity, the action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or
2. In the case of a substantial interest in real property, it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

The affidavit must be filed with the official recordkeeper of the district.

Local Gov't Code 171.004(a)–(b)

**Abstention
Exception**

If a trustee is required to file and does file an affidavit, that trustee shall not be required to abstain from further participation in the matter or matters requiring such an affidavit if a majority of the trustees are likewise required to file and do file affidavits of similar interests on the same official action. *Local Gov't Code 171.004(c)*

Definitions

***Local Public
Official***

"Local public official" means a member of the governing body or another officer, whether elected, appointed, paid, or unpaid, of any district (including a school district), central appraisal district, or other local governmental entity who exercises responsibilities beyond those that are advisory in nature. *Local Gov't Code 171.001(1)*

***Substantial
Interest***

Business Entity

A person has a substantial interest in a business entity if:

1. The person owns:
 - a. Ten percent or more of the voting stock or shares of the business entity, or
 - b. Either ten percent or more or \$15,000 or more of the fair market value of the business entity; or

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ETHICS
CONFLICT OF INTEREST DISCLOSURES

BBFA
(LEGAL)

2. Funds received by the person from the business entity exceed ten percent of the person's gross income for the previous year.

Local Gov't Code 171.002(a)

"Business entity" means a sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, or any other entity recognized by law. *Local Gov't Code 171.001(2)*

Real Property

A person has a substantial interest in real property if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more. *Local Gov't Code 171.002(b)*

First-Degree
Relatives

A local public official is considered to have a substantial interest under Local Government Code 171.002 if a person related in the first degree by consanguinity or affinity, as determined under Government Code Chapter 573 [see DBE], has a substantial interest under that section. *Local Gov't Code 171.002(c)*

Separate Vote on
Budget

The board shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a trustee has a substantial interest. Except as provided at Abstention Exception above, the affected trustee may not participate in that separate vote. The trustee may vote on a final budget if the trustee has complied with Local Government Chapter 171 and the matter in which the trustee is concerned has been resolved. *Local Gov't Code 171.005*

Violations

A local public official commits an offense if the official knowingly:

1. Violates Local Government Code 171.004.
2. Acts as surety for a business entity that has work, business, or a contract with the district.
3. Acts as surety on any official bond required of a trustee.

Local Gov't Code 171.003

Voidable Actions

The finding by a court of a violation of Local Government Code Chapter 171 does not render an action of the board voidable unless the measure that was the subject of an action involving a conflict of interest would not have passed without the vote of the person who violated the chapter. *Local Gov't Code 171.006*

Private Corporation

It shall be lawful for a local public official to serve as a member of the board of directors of private, nonprofit corporations when such officials receive no compensation or other remuneration from the

ETHICS
CONFLICT OF INTEREST DISCLOSURES

BBFA
(LEGAL)

	nonprofit corporation or other nonprofit entity. <i>Local Gov't Code 171.009</i>
Conflicts Disclosure Statement	A local government officer shall file a conflicts disclosure statement with respect to a vendor if the vendor enters into a contract with the district or the district is considering entering into a contract with the vendor; and the vendor: - Has an employment or other business relationship with the local government officer or a family member of the officer, and the business relationship results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that: - A contract between the district and the vendor has been executed; or - The district is considering entering into a contract with the vendor; - Has given to the local government officer or a family member of the officer one or more gifts, and the gift or gifts have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that: - A contract between the district and the vendor has been executed; or - The district is considering entering into a contract with the vendor; or - Has a family relationship with the local government officer.
Gifts—Exception	A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is: - A political contribution as defined by Election Code Title 15; or - Food accepted as a guest. <i>Local Gov't Code 176.003(a)–(a-1)</i>
Filing Date	A local government officer shall file the conflicts disclosure statement with the records administrator of the district not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement. <i>Local Gov't Code 176.003(b)</i>
Vendor Questionnaire	A person who is both a local government officer and a vendor of a district is required to file the required vendor questionnaire only if
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ETHICS
CONFLICT OF INTEREST DISCLOSURES

BBFA
(LEGAL)

	the person enters or seeks to enter into a contract with the district or is an agent of a person who enters or seeks to enter into a contract with the district. [See CHE] <i>Local Gov't Code 176.006(e)</i>
Definitions	
<i>Agent</i>	"Agent" means a third party who undertakes to transact some business or manage some affair for another person by the authority or on account of the other person. The term includes an employee. <i>Local Gov't Code 176.001(1)</i>
<i>Business Relationship</i>	"Business relationship" means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on: 1. A transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity; 2. A transaction conducted at a price and subject to terms available to the public; or 3. A purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency. <i>Local Gov't Code 176.001(1-a)</i>
<i>Contract</i>	"Contract" means a written agreement for the sale or purchase of real property, goods, or services. <i>Local Gov't Code 176.001(1-d)</i>
<i>Family Member</i>	"Family member" means a person related to another person within the first degree by consanguinity or affinity, as described by Government Code Chapter 573, Subchapter B. [See DBE] <i>Local Gov't Code 176.001(2)</i>
<i>Family Relationship</i>	"Family relationship" means a relationship between a person and another person within the third degree by consanguinity or the second degree by affinity, as those terms are defined by Government Code Chapter 573, Subchapter B. [See DBE] <i>Local Gov't Code 176.001(2-a)</i>
<i>Gift</i>	"Gift" means a benefit offered by a person, including food, lodging, transportation, and entertainment accepted as a guest. The term does not include a benefit offered on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient. <i>Local Gov't Code 176.001(2-b)</i>
<i>Investment Income</i>	"Investment income" means dividends, capital gains, or interest income generated from: 1. A personal or business checking or savings account, share draft or share account, or other similar account;

ETHICS
CONFLICT OF INTEREST DISCLOSURES

BBFA
(LEGAL)

2. A personal or business investment; or

3. A personal or business loan.

Local Gov't Code 176.001(2-d)

*Local
Government
Officer*

"Local government officer" means a member of the board, the superintendent, or an agent of the district who exercises discretion in the planning, recommending, selecting, or contracting of a vendor. *Local Gov't Code 176.001(4)*

*Records
Administrator*

"Records administrator" means the director, superintendent, or other person responsible for maintaining the records of the district or another person designated by the district to maintain statements and questionnaires filed under Local Government Code Chapter 176 and perform related functions. *Local Gov't Code 176.001(5)*

Vendor

"Vendor" means a person who enters or seeks to enter into a contract with a district. The term includes an agent of a vendor. The term includes an officer or employee of a state agency when that individual is acting in a private capacity to enter into a contract. The term does not include a state agency except for Texas Correctional Industries. *Local Gov't Code 176.001(7)*

*Duties of Records
Administrator*

A records administrator shall:

1. Maintain a list of local government officers of the district and shall make that list available to the public and any vendor who may be required to file a conflict of interest questionnaire under Local Government Code 176.006; and
2. Maintain the statements and questionnaires that are required to be filed under Government Code Chapter 176 in accordance with the district's records retention schedule. [See CPC]

Local Gov't Code 176.0065

Internet Posting

A district that maintains an internet website shall provide access to the statements and to questionnaires required to be filed under Local Government Code Chapter 176 on that website. *Local Gov't Code 176.009*

Violations

A local government officer commits an offense if the officer is required to file a conflicts disclosure statement under Local Government Code 176.003 and knowingly fails to file the required conflicts disclosure statement with the appropriate records administrator not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement. It is an exception to the application of this provision that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after

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**Affidavit Disclosing
Interest in Property**

the date the officer received notice from the district of the alleged violation.

A board may reprimand, suspend, or terminate the employment of an employee who knowingly fails to comply with a requirement adopted under Local Government Code 176. [See DF series]

Local Gov't Code 176.013(a), (d), (f)

[See CHE for violations by a vendor.]

A public servant who has a legal or equitable interest in property that is to be acquired with public funds shall file an affidavit within ten days before the date on which the property is to be acquired by purchase or condemnation.

The affidavit must be filed with the county clerk of the county in which the public servant resides and the county clerk of each county in which the property is located.

The affidavit must:

1. State the name of the public servant and the public servant's office, public title, or job designation;
2. Fully describe the property;
3. Fully describe the nature, type, and amount of interest in the property, including the percentage of ownership interest;
4. State the date when the person acquired an interest in the property;
5. Include a verification as follows: "I swear that the information in this affidavit is personally known by me to be correct and contains the information required by Section 553.002, Government Code"; and
6. Contain an acknowledgment of the same type required for recording a deed in the deed records of the county.

Gov't Code 553.002

Definition

"Public servant" means a person who is elected, appointed, employed, or designated, even if not yet qualified for or having assumed the duties of office, as:

1. A candidate for nomination or election to public office, or
2. An officer of government.

Gov't Code 553.001

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Violations

A person commits an offense if the person violates Government Code 553.002 and the person has actual notice of the acquisition or intended acquisition of the legal or equitable interest in the property. A person who violates Government Code 553.002 by not filing the required affidavit is presumed to have the intent to commit an offense. *Gov't Code 553.003*

**Trustee Financial
Statement**

The board by resolution adopted by majority vote may require each member of the board to file the financial statement required of state officers under Government Code Chapter 572, Subchapter B with the board and the Texas Ethics Commission.

Not later than the 15th day after the date a board adopts this resolution, the board shall deliver a certified copy of the resolution to the Texas Ethics Commission. A resolution applies beginning on January 1 of the second year following the year in which the resolution is adopted. A member of a board that has adopted a resolution is not required to include, in a financial disclosure statement, financial activity occurring before January 1 of the year following the year in which the resolution is adopted.

The commissioner by order shall require the members of the board to file the financial statement required of state officers under Government Code Chapter 572, Subchapter B in the same manner as the members of a board that have adopted a resolution if the commissioner determines that:

1. A board member has failed to comply with filing and recusal requirements applicable to the member under Local Government Code Chapter 171;
2. The district financial accounting practices are not adequate to safeguard state and district funds; or
3. The district has not met a standard set by the commissioner in the financial accountability rating system.

The commissioner may require filing financial statements covering not more than three fiscal years and beginning on January 1 of the second year following the date of the commissioner's order. A member of a board subject to an order issued by the commissioner is not required to include, in a financial disclosure statement, financial activity occurring before January 1 of the year following the year in which the order is issued. The commissioner may renew the requirement if the commissioner determines that a condition described above continues to exist.

Government Code Chapter 572, Subchapter B applies to a trustee subject to these provisions as if the trustee were a state officer, and

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Violations	governs the contents, timeliness of filing, and public inspection of a statement filed under these provisions. A trustee serving in a district that has adopted a resolution or that is subject to an order issued by the commissioner commits an offense if the trustee fails to file the statement required by the resolution or order. <i>Education Code 11.064</i>
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**Prohibited Activities
by Public Servants—
State Law**

"Public servant" means a person elected, selected, appointed, employed, or otherwise designated as one of the following, even if the person has not yet qualified for office or assumed his or her duties:

1. An officer, employee, or agent of government; or
2. A candidate for nomination or election to public office.

Penal Code 1.07(a)(41)(A), (E)

Bribery

A person commits an offense if the person intentionally or knowingly offers, confers, or agrees to confer on another, or solicits, accepts, or agrees to accept from another, any benefit:

1. As consideration for the recipient's decision, opinion, recommendation, vote, or other exercise of discretion as a public servant or voter;
2. As consideration for a violation of a duty imposed by law on a public servant; or
3. That is a political contribution as defined by Election Code Title 15 or an expenditure made and reported in accordance with Government Code Chapter 305 (regarding registration of lobbyists), if the benefit was offered, conferred, solicited, accepted, or agreed to pursuant to an express agreement to take or withhold a specific exercise of official discretion, if such exercise of official discretion would not have been taken or withheld but for the benefit.

"Benefit" means anything reasonably regarded as pecuniary gain or pecuniary advantage, including benefit to any other person in whose welfare the beneficiary has a direct and substantial interest.

Penal Code 36.01(3), .02

Illegal Gifts

A public servant who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions of government commits an offense if the public servant solicits, accepts, or agrees to accept any benefit from a person the public servant knows is interested in or likely to become interested in any contract, purchase, payment, claim or transaction involving the exercise of the public servant's discretion. *Penal Code 36.08(d)*

A public servant who receives an unsolicited benefit that the public servant is prohibited from accepting under the provision above may donate the benefit to a governmental entity that has the authority to accept the gift or may donate the benefit to a recognized tax-exempt charitable organization formed for educational, religious, or scientific purposes. *Penal Code 36.08(d), (i)*

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Exceptions

Illegal Gifts does not apply to:

1. A fee prescribed by law to be received by a public servant or any other benefit to which the public servant is lawfully entitled or for which the public servant gives legitimate consideration in a capacity other than as a public servant;
2. A gift or other benefit conferred on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient;
3. A benefit to a public servant required to file a statement under Government Code Chapter 572, or a report under Election Code Title 15, that is derived from a function in honor or appreciation of the recipient if:
 - a. The benefit and the source of any benefit in excess of \$50 is reported in the statement; and
 - b. The benefit is used solely to defray the expenses that accrue in the performance of duties or activities in connection with the office which are nonreimbursable by the state or political subdivision;
4. A political contribution as defined by Election Code Title 15;
5. An item with a value of less than \$50, excluding cash or a negotiable instrument as described by Business and Commerce Code 3.104;
6. An item issued by a governmental entity that allows the use of property or facilities owned, leased, or operated by the governmental entity; or
7. Food, lodging, transportation, or entertainment accepted as a guest and, if the donee is required by law to report those items, reported by the donee in accordance with that law.

Penal Code 36.10

Honoraria and
Expenses

A public servant commits an offense if the public servant solicits, accepts, or agrees to accept an honorarium in consideration for services that the public servant would not have been requested to provide but for the person's official position or duties. This provision does not prohibit a public servant from accepting transportation and lodging expenses or meals in connection with a conference or similar event in which the public servant renders services, such as addressing an audience or engaging in a seminar, to the extent those services are more than merely perfunctory. *Penal Code 36.07*

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**Abuse of Official
Capacity**

A public servant commits an offense if, with intent to obtain a benefit or with intent to harm or defraud another, intentionally or knowingly violates a law relating to the office or employment, or misuses government property, services, personnel, or any other thing of value, belonging to the government that has come into the public servant's custody by virtue of the person's office or employment.
Penal Code 39.02(a)

"Law relating to a public servant's office or employment" means a law that specifically applies to a person acting in the capacity of a public servant and that directly or indirectly imposes a duty on the public servant or governs the conduct of the public servant. *Penal Code 39.01(1)*

"Misuse" means to deal with property contrary to:

1. An agreement under which the public servant holds the property;
2. A contract of employment or oath of office of a public servant;
3. A law, including provisions of the General Appropriations Act specifically relating to government property, that prescribes the manner of custody or disposition of the property; or
4. A limited purpose for which the property is delivered or received.

Penal Code 39.01(2)

Official Oppression

A public servant acting under color of the public servant's office or employment commits an offense if the public servant intentionally subjects another to sexual harassment.

A public servant acts under color of the public servant's office or employment if the person acts or purports to act in an official capacity or takes advantage of such actual or purported capacity.

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, submission to which is made a term or condition of a person's exercise or enjoyment of any right, privilege, power, or immunity, either explicitly or implicitly.

Penal Code 39.03(a)(3), (b), (c)

**Misuse of Official
Information**

A public servant commits an offense if, in reliance on information to which the public servant has access by virtue of the person's office or employment and that has not been made public, the person:

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1. Acquires or aids another to acquire a pecuniary interest in any property, transaction, or enterprise that may be affected by the information;
2. Speculates or aids another to speculate on the basis of the information; or
3. As a public servant, including as a school administrator, coerces another into suppressing or failing to report that information to a law enforcement agency.

A public servant commits an offense if with intent to obtain a benefit or with intent to harm or defraud another, the public servant discloses or uses information for a nongovernmental purpose that:

1. The person has access to by means of the person's office or employment; and
2. Has not been made public.

"Information that has not been made public" means any information to which the public does not generally have access, and that is prohibited from disclosure under Government Code Chapter 552 (the Public Information Act).

Penal Code 39.06(a), (b), (d)

Nepotism

Except as provided by law, a public official may not appoint, confirm the appointment of, or vote for the appointment or confirmation of the appointment of an individual to a position that is to be directly or indirectly compensated from public funds or fees of office if:

1. The individual is related to the public official within the third degree by consanguinity (blood) or within the second degree by affinity (marriage); or
2. The public official holds the appointment or confirmation authority as a member of a local board and the individual is related to another member of the board within a prohibited degree.

Gov't Code 573.002, .041 [See DBE]

"Public official" means:

1. An officer of this state or of a district, county, municipality, precinct, school district, or other political subdivision of this state; or

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2. An officer or member of a board of this state or of a district, county, municipality, school district, or other political subdivision of this state.

Gov't Code 573.001(3)

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or an independent contractor.
Atty. Gen. Op. DM-76 (1992)

A public official may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible individual if the official knows the individual is ineligible.
Gov't Code 573.083

*Counties with
Population
35,000 or More*

If, under the district's employment policy [see DC], the board delegates to a superintendent the final authority to select district personnel:

1. The superintendent is a public official for the purposes of the nepotism prohibitions of Government Code Chapter 573 only with respect to a decision made under that delegation of authority; and
2. Each member of the board remains subject to the nepotism prohibitions with respect to all district employees.

For purposes of this provision, a person hired by a district before September 1, 2007, is considered to have been in continuous employment [see DBE] and is not prohibited from continuing employment with the district subject to the abstention requirements.

Education Code 11.1513(f), (h)

*Counties with
Population Less
Than 35,000*

The provisions at Counties with Population 35,000 or More do not apply to a district that is located:

1. Wholly in a county with a population of less than 35,000; or
2. In more than one county, if the county in which the largest portion of district territory is located has a population of less than 35,000.

Education Code 11.1513(g)

A member of a board that has delegated to the superintendent final authority for personnel selection is not a public official with appointment authority for purposes of the nepotism prohibitions of Government Code 573.041. *Atty. Gen. Op. GA-123 (2003)*

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	With respect to renewed contracts, however, board members may be the relevant public officials for nepotism purposes. <i>Atty. Gen. Op. GA-177 (2004)</i>
Former Board Member Employment	A trustee of a district may not accept employment with the district until the first anniversary of the date the trustee's membership on the board ends. <i>Education Code 11.063</i>
Incompatibility of Office	The common law rule of incompatibility prohibits one person from holding two offices if the duties are in conflict or if one is subordinate to the other. Offices are legally incompatible when the faithful and independent exercise of one would necessarily interfere with the faithful and independent exercise of the other. <u><i>Thomas v. Abernathy County Line Indep. Sch. Dist.</i></u>, 290 S.W. 152 (Tex. Comm. App. 1927); <u><i>Turner v. Trinity Indep. Sch. Dist.</i></u>, 700 S.W.2d 1 (Tex. Ct. App. 1983); <i>Atty. Gen. Op. JM-634 (1987)</i>, MW-450 (1982)
Instructional Materials Violations	A trustee commits an offense if the trustee receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the trustee is associated.
Rebates	
Gifts	A trustee commits an offense if the trustee accepts a gift, favor, or service that: 1. Is given to the person or the person's school; 2. Might reasonably tend to influence a trustee in the selection of instructional material or technological equipment; and 3. Could not be lawfully purchased with state instructional materials funds. "Gift, favor, or service" does not include staff development, in-service, or teacher training; or ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process. <i>Education Code 31.152</i>
Free Materials	A person commits an offense if the person knowingly violates any law providing for the purchase or distribution of free instructional materials for the public schools. <i>Education Code 31.153</i>
Prohibited Activities by Public Servants—Federal Law	"Public official" includes a person acting for or on behalf of the United States, or any department, agency, or branch thereof, in any official function, under or by authority of any such department, agency, or branch of government. The term includes any person who has been nominated or appointed to be a public official, or has been officially informed that such person will be so nominated or appointed. 18 U.S.C. 201(a); <u><i>Dixson v. U.S.</i></u>, 465 U.S. 482, 499 (1984) ("To be a public official under section 201(a), an individual
Bribery—General	

must possess some degree of official responsibility for carrying out a federal program or policy.”); U.S. v. Franco, 632 F.3d 880 (5th Cir. 2011)

A public official commits an offense if the public official, directly or indirectly, corruptly demands, seeks, receives, accepts, or agrees to receive or accept anything of value personally or for any other person or entity, in return for:

1. Being influenced in the performance of any official act;
2. Being influenced to commit or aid in committing, or to collude in, or allow, any fraud, or make opportunity for the commission of any fraud, on the United States; or
3. Being induced to do or omit to do any act in violation of the official duty of such official or person.

18 U.S.C. 201(b)(2)

**Bribery—Federal
Programs**

“Agent” means a person authorized to act on behalf of another person or a government and, in the case of a government, includes a servant or employee, and a partner, director, officer, manager, and representative.

“Government agency” means a subdivision of the executive, legislative, judicial, or other branch of government, including a department, independent establishment, commission, administration, authority, board, and bureau, and a corporation or other legal entity established, and subject to control, by a government or governments for the execution of a governmental or intergovernmental program.

If a district receives, in any one year period, benefits in excess of \$10,000 under a federal program involving a grant, contract, subsidy, loan, guarantee, insurance, or other form of federal assistance, an agent of the district commits an offense if the agent:

1. Embezzles, steals, obtains by fraud, or otherwise without authority knowingly converts to the use of any person other than the rightful owner or intentionally misapplies, property that:
 - a. Is valued at \$5,000 or more, and
 - b. Is owned by, or is under the care, custody, or control of the district; or
2. Corruptly solicits or demands for the benefit of any person, or accepts or agrees to accept, anything of value from any person, intending to be influenced or rewarded in connection with

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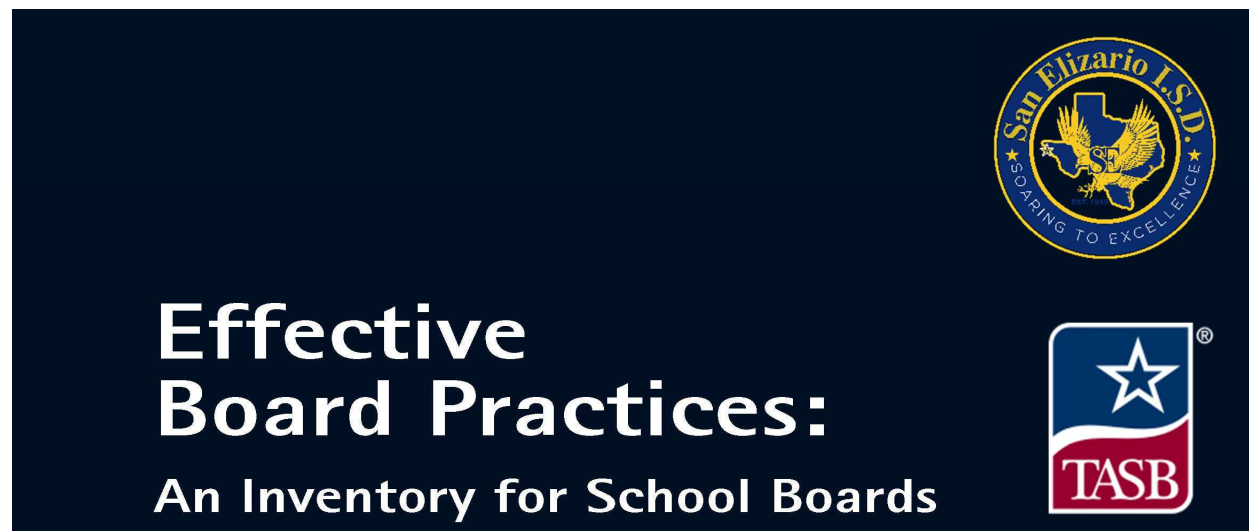
any business, transaction, or series of transactions of the district involving anything of value of \$5,000 or more.

This provision does not apply to bona fide salary, wages, fees, or other compensation paid, or expenses paid or reimbursed, in the usual course of business.

18 U.S.C. 666

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1. A vision statement is in place for the district.

1.1 The vision statement meets the criteria for a well-developed vision statement listed in the supporting materials. Yes ☐ No ☐ Unsure ☐

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | |
|--|------------------------------|-----------------------------|---------------------------------|
| a. Your vision statement is written. | Yes ☐ | No ☐ | Unsure ☐ |
| b. It lists or describes desired qualities for at least each of the following: students of the district, the community, and the schools in the district. | Yes ☐ | No ☐ | Unsure ☐ |
| c. Staff and community input was solicited in some fashion and was considered. | Yes ☐ | No ☐ | Unsure ☐ |
| d. All current members of the board and the superintendent have agreed, in a formal adoption or readoption by the board, to be guided by the vision. | Yes ☐ | No ☐ | Unsure ☐ |

1.2 The board reviews and readopts the vision through formal board action.	Yes ☐	No ☐	Unsure ☐
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>			
a. The board has formally adopted or readopted its vision statement within the last five years.	Yes ☐	No ☐	Unsure ☐
b. The board's annual calendar of activities or another written document clearly specifies when the vision statement will next be considered for review.	Yes ☐	No ☐	Unsure ☐
1.3 The vision is disseminated throughout the district.	Yes ☐	No ☐	Unsure ☐
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>			
a. The vision statement is clearly posted in the board meeting room or copies are available at each meeting.	Yes ☐	No ☐	Unsure ☐
b. The vision statement is available on all campuses and all staff members have been informed about it.	Yes ☐	No ☐	Unsure ☐

2. A comprehensive statement of goals for the district is in place.

2.1 The board adopts or reaffirms a comprehensive list of district goals each year through formal board action.	Yes ☐	No ☐	Unsure ☐
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>			
a. The board formally adopted or reaffirmed a list of goals within the past 12 months.	Yes ☐	No ☐	Unsure ☐
b. Workshop documents from the goal-setting process indicate the board considered a broad range of district issues and student achievement measures before limiting the goals to those included in its list.	Yes ☐	No ☐	Unsure ☐
c. Each member of the board can state in general terms the substantive content of current goals.	Yes ☐	No ☐	Unsure ☐
d. The board can point to specific, written criteria that will be used to assess whether the district is succeeding in reaching its goals.	Yes ☐	No ☐	Unsure ☐

2.2 Mechanisms for disseminating the goals for the district are clearly identified and in writing.	Yes ☐	No ☐	Unsure ☐
--	---------------------------------	--------------------------------	------------------------------------

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. Current goals are either posted in the board room or made available to the audience at board meetings.	Yes ☐	No ☐	Unsure ☐
---	---------------------------------	--------------------------------	------------------------------------

b. The goals are available on all campuses and the district Web site, and all staff members have been informed about them.	Yes ☐	No ☐	Unsure ☐
--	---------------------------------	--------------------------------	------------------------------------

2.3 The board is familiar with administration's written plans for accomplishing the goals. The plans include time lines for implementation, specific mechanisms for assessing the effectiveness of the plans, and specific times for reporting to the board on progress.	Yes ☐	No ☐	Unsure ☐
--	---------------------------------	--------------------------------	------------------------------------

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The board has looked at copies of, or been formally briefed about, the administration's plans for accomplishing the current district goals.	Yes ☐	No ☐	Unsure ☐
--	---------------------------------	--------------------------------	------------------------------------

b. The written plans state what results the board will see after implementation and include time lines for implementation, procedures for assessing effectiveness, and a schedule for progress reports to the board.	Yes ☐	No ☐	Unsure ☐
--	---------------------------------	--------------------------------	------------------------------------

3. Board actions reinforce the central importance of the goals to the work of the district.

3.1 Deliberation on major items before the board routinely includes a discussion of the recommended action's impact on meeting district goals.	Yes ☐	No ☐	Unsure ☐
--	---------------------------------	--------------------------------	------------------------------------

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. Board agenda materials routinely summarize the impact agenda items will have on the achievement of current goals.	Yes ☐	No ☐	Unsure ☐
--	---------------------------------	--------------------------------	------------------------------------

b. Board deliberations routinely include an acknowledgement of whether the given agenda item directly or indirectly supports a district goal.	Yes ☐	No ☐	Unsure ☐
---	---------------------------------	--------------------------------	------------------------------------

- | | | | |
|--|---------------------------------|--------------------------------|------------------------------------|
| 3.2 The board's superintendent evaluation instrument and process focus first and foremost on the superintendent's success in addressing the board-adopted goals. | Yes
☐ | No
☐ | Unsure
☐ |
|--|---------------------------------|--------------------------------|------------------------------------|

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | |
|---|---------------------------------|--------------------------------|------------------------------------|
| a. Board agenda materials or minutes indicate the board formally adopts written priority performance goals for the superintendent at the beginning of the evaluation cycle. | Yes
☐ | No
☐ | Unsure
☐ |
| b. The majority of the priority performance goals for the superintendent are clearly derived from current or former district goals. | Yes
☐ | No
☐ | Unsure
☐ |
| c. The board's regularly scheduled formative and summative evaluation conferences begin with reports by the superintendent on actions taken in support of the priority performance goals or with summaries of reports provided earlier. | Yes
☐ | No
☐ | Unsure
☐ |

- | | | | |
|---|---------------------------------|--------------------------------|------------------------------------|
| 3.3 The board's budget review process specifically identifies how goals are funded in the proposed budget, whether funding is adequate, and whether funding priorities are consistent with board-adopted goals. | Yes
☐ | No
☐ | Unsure
☐ |
|---|---------------------------------|--------------------------------|------------------------------------|

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | |
|--|---------------------------------|--------------------------------|------------------------------------|
| a. Board agenda materials or minutes indicate that the board annually discusses budget priorities with the superintendent in advance of the superintendent's budget preparation. | Yes
☐ | No
☐ | Unsure
☐ |
| b. Budget review materials used in adopting the current district budget clearly identify the funding associated with each district goal. | Yes
☐ | No
☐ | Unsure
☐ |

4. The board monitors plan implementation and district success in a formal, scheduled manner.

- | | | | |
|--|---------------------------------|--------------------------------|------------------------------------|
| 4.1 Time lines in the plans for reporting to the board are incorporated into the board's annual activity calendar and included on appropriate monthly agendas. | Yes
☐ | No
☐ | Unsure
☐ |
|--|---------------------------------|--------------------------------|------------------------------------|

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | |
|---|---------------------------------|--------------------------------|------------------------------------|
| a. Board agendas or minutes from the past 12 months indicate the board received and formally discussed at least one report of progress on district goals. | Yes
☐ | No
☐ | Unsure
☐ |
| b. The board's calendar for the coming year lists the months in which reports on goal implementation will be provided. | Yes
☐ | No
☐ | Unsure
☐ |

Oversight of Management

5. Goals, performance standards, and/or benchmarks have been established for major aspects of district operations.

- 5.1 The board receives information annually from the superintendent on the goals, standards, or benchmarks the administration uses to assess effectiveness for the major areas of district operations.

Yes No Unsure
☐ ☐ ☐

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- a. Board agenda materials or minutes from the past 12 months indicate the board and superintendent formally discussed goals, standards, or benchmarks the superintendent uses in assessing operational effectiveness in major areas.
- b. The board can point to a document or documents outlining the measures used by the administration to assess success in at least three major areas of district operations.

Yes No Unsure
☐ ☐ ☐

Yes No Unsure
☐ ☐ ☐

- 5.2 The board receives regular, scheduled updates on operations effectiveness as measured against standards or benchmarks.

Yes No Unsure
☐ ☐ ☐

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- a. Board agenda materials or minutes indicate that the board received a report on operations success relative to established standards or benchmarks within the last 12 months.

Yes No Unsure
☐ ☐ ☐

6. The board is familiar with the broad outlines of the systems the superintendent has put in place to manage district operations.

- 6.1 The board and superintendent have a schedule for periodic updates on major management systems in the district, including presentations on how benchmark data is used to plan improvements.

Yes No Unsure
☐ ☐ ☐

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- a. Board agenda materials or minutes indicate the board received a briefing on at least one major management system within the past 12 months.
- b. The board can point to a document with a schedule for briefings on major management systems.

Yes No Unsure
☐ ☐ ☐

Yes No Unsure
☐ ☐ ☐

7.2 The board has adopted and annually reaffirms an ethics statement or code of conduct for board members.	Yes ☐	No ☐	Unsure ☐
--	---------------------------------	--------------------------------	------------------------------------

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | |
|--|---------------------------------|--------------------------------|------------------------------------|
| a. The board can point to a code of conduct or ethics statement that has been formally adopted by the board. | Yes
☐ | No
☐ | Unsure
☐ |
| b. Board agenda materials or minutes indicate the statement has been affirmed by all current members of the board, or the board's calendar of activities includes reaffirmation of the ethics statement or code of conduct as an agenda item within the next six months. | Yes
☐ | No
☐ | Unsure
☐ |

8. Written operating procedures for the board and superintendent are in place.

8.1 A written annual calendar of board events, outlining major board activities by month, is in place.	Yes ☐	No ☐	Unsure ☐
--	---------------------------------	--------------------------------	------------------------------------

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | |
|--|---------------------------------|--------------------------------|------------------------------------|
| a. All members of the board have copies of a written, 12-month calendar on which major board responsibilities have been scheduled. | Yes
☐ | No
☐ | Unsure
☐ |
| b. At least 75 percent of the board tasks on the calendar for the past 12 months were performed in the months scheduled or were rescheduled on the calendar for another specific time. | Yes
☐ | No
☐ | Unsure
☐ |

8.2 Operating procedures are codified in a written board-superintendent procedures document; new board members are oriented to operating procedures within the first 60 days of service.	Yes ☐	No ☐	Unsure ☐
--	---------------------------------	--------------------------------	------------------------------------

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | |
|---|---------------------------------|--------------------------------|------------------------------------|
| a. The board can point to written board operating procedures. | Yes
☐ | No
☐ | Unsure
☐ |
| b. The operating procedures are stated in terms of observable actions: what the board, trustee, or superintendent is actually expected to do or not do. | Yes
☐ | No
☐ | Unsure
☐ |
| c. Any members who have joined the board-superintendent team within the last 12 months have copies of all written board operating procedures. | Yes
☐ | No
☐ | Unsure
☐ |

8.3 An annual review of operating procedures is included on the board activity calendar. Yes No Unsure
☐ ☐ ☐

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a. Board agenda materials, minutes, or other documents indicate the board and superintendent have formally discussed operating procedures within the past 12 months. | Yes | No | Unsure |
| | ☐ | ☐ | ☐ |
| b. The review of operating procedures usually occurs in the same month each year. | Yes | No | Unsure |
| | ☐ | ☐ | ☐ |

Advocacy

9. The board is an active advocate for the district within the community.

9.1 The board has an active plan for its generating support for the district, its vision, and its goals with patrons, the business community, and other organizations in the area. Yes No Unsure
☐ ☐ ☐

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a. The plan is written and reviewed each year. | Yes | No | Unsure |
| | ☐ | ☐ | ☐ |
| b. The plan lists activities the board members themselves or the board as a whole will do to generate support and partnerships within the community. | Yes | No | Unsure |
| | ☐ | ☐ | ☐ |

9.2 The board reviews board and board member success in generating support for the district annually. Yes No Unsure
☐ ☐ ☐

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a. The board's activity calendar includes a month in which this review takes place. | Yes | No | Unsure |
| | ☐ | ☐ | ☐ |
| b. Agenda materials, workshop materials, or minutes from the last 12 months indicate that board discussed the success of its plan and its efforts. | Yes | No | Unsure |
| | ☐ | ☐ | ☐ |

10. The board is an active advocate for the district with other elected officials.

10.1 The board has an active plan for advocating for the district's interest with legislators and other elected public officials. **Yes** **No** **Unsure**
☐ ☐ ☐

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The plan is written and reviewed at least every two years. **Yes** **No** **Unsure**
☐ ☐ ☐

b. The plan lists activities the board members themselves or the board as a whole will do to support the district's interest before legislators and other elected public officials. **Yes** **No** **Unsure**
☐ ☐ ☐

10.2 Every two years, the board reviews board and board member success in advocating for the district with legislators and other elected officials. **Yes** **No** **Unsure**
☐ ☐ ☐

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

a. The board's activity calendar includes a month in which this review takes place. **Yes** **No** **Unsure**
☐ ☐ ☐

b. Agenda materials, workshop materials, or minutes from the last 24 months indicate that board discussed the success of its plan and its efforts. **Yes** **No** **Unsure**
☐ ☐ ☐

- | | | | | |
|-----|---|---------------------------------|--------------------------------|------------------------------------|
| 6.2 | The board's evaluation of the superintendent's performance as a manager focuses on the superintendent's establishing appropriate measures and standards of performance for major district operations, monitoring success, and using data for improvement. | Yes
☐ | No
☐ | Unsure
☐ |
|-----|---|---------------------------------|--------------------------------|------------------------------------|

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | | |
|----|---|---------------------------------|--------------------------------|------------------------------------|
| a. | Items on the board's evaluation instrument that assess management skills focus on whether appropriate performance standards are in place for major areas of district operations, whether the standards are being monitored, and whether they are being met. | Yes
☐ | No
☐ | Unsure
☐ |
|----|---|---------------------------------|--------------------------------|------------------------------------|

Board-Superintendent Team Operations

7. The board and superintendent team regularly checks expectations and assesses board-superintendent operations.

- | | | | | |
|-----|---|---------------------------------|--------------------------------|------------------------------------|
| 7.1 | The board and superintendent participate in an annual team-building activity. | Yes
☐ | No
☐ | Unsure
☐ |
|-----|---|---------------------------------|--------------------------------|------------------------------------|

You can check "Yes" for the above item if you check "Yes" to all the criteria below:

- | | | | | |
|----|--|---------------------------------|--------------------------------|------------------------------------|
| a. | Board agenda materials or minutes indicate the board and superintendent participated together in a team-building session or self-assessment discussion during the past 12 months. | Yes
☐ | No
☐ | Unsure
☐ |
| b. | Written documents or reports from the team-building session indicate the session included review of actual board practices and behaviors and resulted in agreements about future operations. | Yes
☐ | No
☐ | Unsure
☐ |
| c. | Board agenda materials, board minutes, or documents related to the most recent team-building session indicate the board formally discussed continuing education needs as a part of its team-building activity. | Yes
☐ | No
☐ | Unsure
☐ |
| d. | The board can point to written plans for continuing education for its members that include, at a minimum, the topics to be addressed. | Yes
☐ | No
☐ | Unsure
☐ |

Appendix 8: Local Government Officer Conflicts Disclosure Statement

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT (Instructions for completing and filing this form are provided on the next page.)		FORM CIS			
This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session. This is the notice to the appropriate local governmental entity that the following local government officer has become aware of facts that require the officer to file this statement in accordance with Chapter 176, Local Government Code.		OFFICE USE ONLY			
1 Name of Local Government Officer	Date Received _____				
2 Office Held					
3 Name of vendor described by Sections 176.001(7) and 176.003(a), Local Government Code					
4 Description of the nature and extent of each employment or other business relationship and each family relationship with vendor named in item 3.					
5 List gifts accepted by the local government officer and any family member, if aggregate value of the gifts accepted from vendor named in item 3 exceeds \$100 during the 12-month period described by Section 176.003(a)(2)(B). Date Gift Accepted _____ Description of Gift _____ Date Gift Accepted _____ Description of Gift _____ Date Gift Accepted _____ Description of Gift _____ (attach additional forms as necessary)					
6 SIGNATURE I swear under penalty of perjury that the above statement is true and correct. I acknowledge that the disclosure applies to each family member (as defined by Section 176.001(2), Local Government Code) of this local government officer. I also acknowledge that this statement covers the 12-month period described by Section 176.003(a)(2)(B), Local Government Code. _____ Signature of Local Government Officer Please complete either option below: (1) Affidavit NOTARY STAMP/SEAL Sworn to and subscribed before me by _____ this the _____ day of _____, 20_____, to certify which, witness my hand and seal of office. <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;">Signature of officer administering oath</td> <td style="width: 33%; border: none;">Printed name of officer administering oath</td> <td style="width: 33%; border: none;">Title of officer administering oath</td> </tr> </table> OR (2) Unsworn Declaration My name is _____, and my date of birth is _____. My address is _____, _____, _____, _____, _____. (street) (city) (state) (zip code) (country) Executed in _____ County, State of _____, on the _____ day of _____, 20_____. (month) (year) _____ Signature of Local Government Officer (Declarant)			Signature of officer administering oath	Printed name of officer administering oath	Title of officer administering oath
Signature of officer administering oath	Printed name of officer administering oath	Title of officer administering oath			

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of a local governmental entity; or an agent of a local governmental entity who exercises discretion in the planning, recommending, selecting, or contracting of a vendor. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a misdemeanor.

Refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

INSTRUCTIONS FOR COMPLETING THIS FORM

The following numbers correspond to the numbered boxes on the other side.

- 1. Name of Local Government Officer.** Enter the name of the local government officer filing this statement.
- 2. Office Held.** Enter the name of the office held by the local government officer filing this statement.
- 3. Name of vendor described by Sections 176.001(7) and 176.003(a), Local Government Code.** Enter the name of the vendor described by Section 176.001(7), Local Government Code, if the vendor: a) has an employment or other business relationship with the local government officer or a family member of the officer as described by Section 176.003(a)(2)(A), Local Government Code; b) has given to the local government officer or a family member of the officer one or more gifts as described by Section 176.003(a)(2)(B), Local Government Code; or c) has a family relationship with the local government officer as defined by Section 176.001(2-a), Local Government Code.
- 4. Description of the nature and extent of each employment or other business relationship and each family relationship with vendor named in item 3.** Describe the nature and extent of the employment or other business relationship the vendor has with the local government officer or a family member of the officer as described by Section 176.003(a)(2)(A), Local Government Code, and each family relationship the vendor has with the local government officer as defined by Section 176.001(2-a), Local Government Code.
- 5. List gifts accepted, if the aggregate value of the gifts accepted from vendor named in item 3 exceeds \$100.** List gifts accepted during the 12-month period (described by Section 176.003(a)(2)(B), Local Government Code) by the local government officer or family member of the officer from the vendor named in item 3 that in the aggregate exceed \$100 in value.
- 6. Signature.** Signature of local government officer. Complete this section after you finish the rest of this report. You have the option to either: (1) take the completed form to a notary public where you will sign above the first line that says "Signature of Local Government Officer" (an electronic signature is not acceptable) and your signature will be notarized, or (2) sign above both lines that say "Signature of Local Government Officer (Declarant)" (an electronic signature is not acceptable), and fill out the unsworn declaration section.

Local Government Code § 176.001(2-a): "Family relationship" means a relationship between a person and another person within the third degree by consanguinity or the second degree by affinity, as those terms are defined by Subchapter B, Chapter 573, Government Code.

Local Government Code § 176.003(a)(2)(A):

- (a) A local government officer shall file a conflicts disclosure statement with respect to a vendor if:

- (2) the vendor:

(A) has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that:

- (i) a contract between the local governmental entity and vendor has been executed; or
- (ii) the local governmental entity is considering entering into a contract with the vendor.



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: Gina Ramirez, Executive Director of Human Resources
Subject: Consider and possible Board action to approve revision to policy DNA(Local)
Date: October 14, 2026

HISTORY: The San Elizario Independent School District evaluates teachers using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with Board Policy DNA (Local). The policy requires that district teachers be appraised annually and allows the Board to approve a list of certified appraisers. The District participates in the Texas Teacher Incentive Allotment (TIA), which requires participating districts to maintain a valid and reliable teacher evaluation system that includes annual teacher appraisals.

RATIONALE: The proposed revision is necessary to ensure continued alignment between District policy, local appraisal practices, and TIA requirements. Annual teacher evaluations are a foundational component of both T-TESS implementation and TIA designation systems. Updating the District's approved appraiser list and related appraisal procedures supports compliance with state requirements, promotes consistency in the evaluation process, and ensures the District can continue to effectively implement its teacher effectiveness and compensation initiatives.

BUDGET IMPACT: There is no additional budget impact associated with this recommendation. Existing personnel and resources will be utilized to implement annual teacher appraisals in accordance with District policy and TIA requirements.

ADMINISTRATIVE RECOMMENDATION: Administration recommends approval of the proposed revision to the District's teacher appraisal procedure to ensure continued compliance with Board Policy DNA (Local), T-TESS requirements, and the Texas Teacher Incentive Allotment program.

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.

PERFORMANCE APPRAISAL
EVALUATION OF TEACHERS

DNA
(LOCAL)

PROPOSED REVISIONS

T-TESS

The District shall appraise teachers annually using the Texas Teacher Evaluation and Support System (T-TESS) in accordance with law and administrative regulations.

The Board shall approve a list of certified appraisers who can appraise a teacher in place of the teacher's supervisor.

~~Annual Appraisal~~

~~District teachers shall be appraised annually.~~

~~Exception~~

~~Teachers who are eligible for less frequent evaluations in accordance with law [see DNA(LEGAL)] and the local criteria established in this policy shall be appraised in accordance with the provisions below.~~

~~Less Than Annual~~

~~Eligibility~~

~~In addition to meeting the eligibility requirements in state rules, to be eligible for less than annual evaluations under the T-TESS, a teacher shall:~~

- ~~1. Be employed on an educator term contract;~~
- ~~2. Hold SBEC certification;~~
- ~~3. Be assigned in his or her certification area; and~~
- ~~4. Have been employed by the District for at least three years.~~

~~Frequency~~

~~Eligible teachers shall be appraised every two years.~~

~~During any school year when a complete appraisal is not scheduled for an eligible teacher, either the teacher or the principal may require that an appraisal be conducted by providing written notice to the other party.~~

~~A teacher's supervisor shall have the authority to return a teacher to the traditional appraisal cycle as a result of performance deficiencies documented in accordance with state rule.~~

~~Annual Review
Process~~

~~In the years in which a T-TESS appraisal is not scheduled for an eligible teacher, the teacher shall participate in an annual review process that includes the elements listed in state rule.~~

~~The annual review process shall produce a written document to be presented to the teacher, signed by the teacher and supervisor, and maintained in the personnel file.~~



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: September 2026 Technology Fixed Asset Discard
Date: October 14, 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.

San Elizario High School



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
1 502 605	Dell DeskTop	260004270	1	Out Dated / Not working
2 502 605	Dell Desktop	2600004268	1	Out Dated/ Not working amber light
3 502 605	Dell Desktop	2600004269	1	Out Dated/ Not working amber light
4 312 605	Dell Desktop	1403274250	1	Out Dated/ Not working
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* in Room 605

Date: 8-28-26

Authorized Campus

Signature

Lami Mtt 8-28-26

Page of

192

Valerie Chang 9/3/26

Technology



☒ **Other** (Technology, Maintenance, etc.)

Fixed Asset Discard List

☐ **Excell**

☐ **Loya**

Campus

(Please Check Appropriate Campus)

☐ **SE High School**

☐ **GE Middle School**

☐ **Alarcon**

☐ **Borrego**

☐ **Sambrano**

#	Room #	Description	Tag #	Qty.	Comments / Reason
1		Samsung Chrome Laptop	1505224959	1	Outdated, non functional
2		Precision Desktop	2600005412	1	Non Functional
3		Cisco IP Phones Model 7942		4	Broken, non functional
4		Cisco Phones Model 6921		2	Broken, non functional
5		APC Smart-UPS C1000	3S2341X10305	1	Non Functional
6					
7					
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Date:

8/25/2026 9:14

Signature

Page: 1 of 1

Regular Meeting

Tuesday, September 8, 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:	Absent
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. Pledge of Allegiance to the Texas State Flag

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. Teacher and Employee of the Month for San Elizario High School

3.A.1. Teacher of the Month – Briana Paredes

Mr. Troy Enriquez recognized Ms. Briana Paredes as Teacher of the Month for San Elizario High School.

3.A.2. Employee of the Month – Luis Hernandez

Mr. Troy Enriquez recognized Mr. Luis Hernandez as Employee of the Month for

San Elizario High School.

4. NEW BUSINESS / BOARD ACTION ITEMS

4.A. Student Outcome Goals

4.A.1. San Elizario High School - Monitoring Student Progress

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

Ms. Alexis Telez asked if there is more support provided to Emergent Bilingual and Special Education student in the courses shown on page 14 and page 15

Mr. Troy Enriquez stated Emergent Bilingual and Special Education students are being pulled out in small groups to provide supports in student area of academic need.

Ms. Alexis Tellez asked what Mr. Enriquez meant by engagement in PLCs.

Mr. Troy Enriquez stated this is an invitation for board members to attend PLCs; necessary support is in place.

Ms. Alexis Tellez asked if the JROTC course closure will affect student CCMR point accumulation.

Mr. Troy Enriquez stated CCMR points are only attained if students enlist in a military branch. Enrolling only in JROTC will not provide a point.

Dr. Jeannie Meza-Chavez thanked the San Elizario High School administration and the Curriculum & Instruction team for their continued efforts.

Dr. Jeannie Meza-Chavez asked Mr. Enriquez to share insight on tough conversations he had to have this past school year to reach the current academic outcome.

Mr. Troy Enriquez stated he has had conversations regarding professionalism, basic ethics and leadership in classrooms and building. Every employee and teacher is encouraged to work and plan

efficiently.

Dr. Jeannie Meza-Chavez asked what was most difficult for staff to understand during the changes at the campus.

Mr. Troy Enriquez stated administration made the case that take cover is not relevant to San Elizario ISD due to current improvement. Often, staff needed to hear that the campus could not say students were improving while triggering a "D" rating.

4.B. Public Hearing on Proposed Tax Rate for the 2026-2027 fiscal year

Ms. Elizabeth Perez presented the Proposed Tax Rate for the 2026-2027 fiscal year.

Ms. Elizabeth Perez opened the floor for public comment.

No Public comment.

4.C. Discussion and possible Board action to approve the no-new-revenue tax rate and voter-approval tax rate
Motion for San Elizario Independent School District approve the proposal of an interest and sinking (I&S) rate to pay debt service that exceeds the minimum debt service tax rate as defined by Texas Tax Code and the Texas Education Code. The Board finds that the district's minimum debt service tax rate is \$0.1912 per \$100 valuation, and that the proposed interest and sinking tax rate of \$0.20350 used to pay debt service exceeds the minimum debt service tax rate by \$0.0123 per \$100 valuation. Additional revenue generated by the proposed rate will be used for lawful debt service purposes, including: The excess revenue collected from the proposed rate will be used to restore the Interest and Sinking Fund balance to an adequate level and ensure sufficient resources are available for the timely payment of the district's outstanding debt obligations. This motion, made by Sandra Licon and seconded by Lorenzo Luevano, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Absent
Sandra Licon:	Yea

Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0, Absent: 1

4.D. Discussion and possible Board action on
Adoption of Resolution Setting Tax Rate for
the 2026-2027 School Year

Motion for the property tax rate to be
increased by the adoption of a tax rate of
\$0.8830, which is effectively a 5.26%
increase in the tax rate. This motion, made
by Sandra Licon and seconded by Axel Lopez,
Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Absent
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0, Absent: 1

4.E. Discussion and possible Board action to
approve Certification to be submitted to
TEA regarding District's compliance with
Texas Education Code Sections 39.0089,
11.005(c), and 28.002 (h) as required by
Senate Bill 12

Dr. Blanca Cruz and Ms. Gina Ramirez
presented the Certification to be submitted
to TEA regarding the District's compliance
with Texas Education Code Sections 39.0089,
11.005(c), and 28.002 (h) as required by
Senate Bill 12.

Motion to approve Certification to be
submitted to TEA regarding District's
compliance with Texas Education Code
Sections 39.0089, 11.005(c), and 28.002(h)
as required by Senate Bill 12. This motion,
made by Alexis Tellez and seconded by
Monica Chavez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Absent
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0, Absent: 1

4.F. Instructional Workshop

4.F.1. Workshop Presentation

Dr. Blanca Cruz, Associate Superintendent, and the Curriculum & Instruction Team presented the Instructional Workshop.

Dr. Blanca Cruz started the workshop presentation.

Mr. Edgar Ponce presented the District Accountability Ratings.

Dr. Blanca Cruz presented Teacher performance as compared to the previous School Year.

Dr. Jeannie Meza-Chavez asked Dr. Cruz to speak regarding how the Curriculum & Instruction team will be supporting campuses.

Dr. Blanca Cruz stated the instructional officers will support teachers side-by-side in addition to observing and providing feedback.

Dr. Blanca Cruz presented the Teacher Evaluation Ratings

Ms. Sandra Sanchez presented CTE updates

Mr. Richard Salcido presented Special Education Updates

Ms. Leticia de Santos presented Teacher Incentive Allotment Information

4.F.2. Leadership and Instructional Foundations of Texas (LIFT) Updates

Ms. Laura Widner and Mr. Eduardo Hinojos from ESC Region 19 presented the Leadership and Instructional Foundations of Texas (LIFT) Updates

4.F.3. Principal Panel

Principal Panel was moderated by Dr. Blanca Cruz.

Mr. Eduardo Chavez provided feedback on principal panel.

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

Motion to approve the Consent agenda as presented with the exception of Item 5.F., which will be tabled, and Item 5.I. This motion, made by Alexis Tellez and seconded by Axel Lopez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Absent
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0, Absent: 1

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Budget Amendment

5.B. Consider and possible Board action to approve the resolution designating the person responsible for calculating the no-new-revenue tax rate and voter-approved tax rate for the District

5.C. Consider and possible Board action to approve resolution to allow the El Paso Central Appraisal District to act if the State Comptroller's Property Value Study places the district outside of the confidence level

5.D. Consider and possible Board action on acceptance of certified values as Certified by the Chief Appraiser on July 24, 2026

5.E. Consider and possible Board action to approve MOU with El Paso Community College and The University of Texas at El Paso regarding College Preparatory Courses in accordance with Section 28.014(a) of the Texas Education Code

5.F. Consider and possible Board action to approve the Athletic Trainer Support Agreement with El Paso Children's Hospital Corporation dba El Paso Children's Hospital

5.G. Consider and possible Board action to approve the Interlocal Joint Services Agreement for Physician Standing Orders to Administer Unassigned, Non-Prescribed Medication

- 5.H. Consider and possible Board action to approve the following revisions in the Compensation Plan for School Year 2026-2027

5.H.1. Hourly Interim Pay

5.H.2. Position Title Revisions

- 5.I. Consider and possible Board action to approve retroactive pay for the Interim Support Services Supervisor position

Ms. Gina Ramirez presented the revised retroactive pay for the Interim Support Services Supervisor position.

Ms. Alexis Tellez asked if the current Interim Support Services Supervisor is working in both positions and if the employee will attain a commercial driver's license.

Ms. Gina Ramirez stated the interim is until further notice. Further guidance will be needed on how the position will be filled to provide further details.

Motion to approve the revised retroactive pay for the Interim Support Services Supervisor position. This motion, made by Sandra Licon and seconded by Monica Chavez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Absent
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0, Absent: 1

- 5.J. Consider and possible Board action to approve the Dual Credit Grade Level Conversion Chart

5.K. 2026-2027 District and Campus Improvement Plans

5.K.1. San Elizario Independent School District

5.K.2. San Elizario High School

5.K.3. Ann M. Garcia-Enriquez Middle School

5.K.4. Alfonso Borrego, Sr. Elementary School

5.K.5. Josefa L. Sambrano Elementary School

5.L. Consider and possible Board action on approval of minutes for the following:

5.L.1. August 12, 2026 - Regular Board Meeting

6. PRESENTATION / REPORTS / INFORMATION

6.A. Presentations

6.A.1. 2025-2026 and 2026-2027 Employee Culture Surveys Executive Summary

Ms. Gina Ramirez presented the 2025-2026 and 2026-2027 Employee Culture Surveys Executive Summary

6.B. Reports

6.B.1. Progress Monitoring - Student Outcome Goal 3 - Overall CCMR Percentage for San Elizario High School

6.C. Information

6.C.1. Meal Service Update

6.C.2. Texas Department of Agriculture - Fresh Fruit and Vegetable Program

6.C.3. Enrollment Update

6.C.4. Board Training

6.C.4.a. 2026 MASBA Conference - September 10 to 11, 2026 | San Antonio, TX

6.C.4.b. TASA | TASB Convention txEDCON26 - October 8 to 11, 2026 | Houston, TX

7. EXECUTIVE SESSION

The Board entered into a closed meeting at 9:41 p.m. to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.074, and 551.076, Texas Gov. Code:

8. THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION

The Board returned to open session at 10:19 p.m. to take possible action on the matters discussed in Executive Session

No items.

9. NEXT MEETING DATE:

Regular Board Meeting: Wednesday, October 14, 2026, at 5:30 p.m.

10. **ADJOURNMENT**

Motion to adjourn the meeting at 10:20 p.m.
This motion, made by Sandra Licon and seconded
by Axel Lopez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Absent
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0, Absent: 1

Board President

Board Secretary



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

To: Members of the Board of Trustees
From: Leticia de Santos, Administrator of Instructional Programs
Subject: Bilingual/ESL Program Evaluation
Date: October 14, 2026

HISTORY: Texas public school districts are required to evaluate their Bilingual and ESL education programs yearly. The goal of the program evaluation is to determine whether a district's students who are served in the programs are progressing academically based on the program in place in the district and to modify areas where change is needed.

RATIONALE: The evaluation reports to the Board of Trustees on the academic progress of SEISD emergent bilingual students as stated in the Texas Administrative Code Chapter 89 (Adaptations for Special Populations) Subchapter BB—Commissioner's Rules Concerning State Plan for Educating English Learners.

BUDGET IMPACT: The budget is not affected by this report

ADMINISTRATIVE RECOMMENDATION: The results are being presented to the Board of Trustees as a report-only item; no recommendation for approval is required.

For Approval? ☐ Yes ☒ No

If no, please check one: ☐ Presentation ☒ Report ☐ Information

Please check if applicable: ☒ Attachment Included

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

Bilingual / ESL

Program Evaluation Report

2025-2026



Leticia de Santos, Instructional Programs Administrator

**San Elizario Independent School District
Board of Trustees**

Eduardo Chavez, Board President

Myrna Hernandez, Board Vice President

Sandra Licon, Board Secretary

Alexis Ann Tellez, Board Trustee

Monica Chavez, Board Trustee

Axel Lopez, Board Trustee

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Dr. Jeannie Meza-Chavez, Superintendent

Dr. Blanca Cruz, Associate Superintendent

1050 Chicken Ranch Rd., San Elizario, TX 79849 (915) 872-3900

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Summary

The State of Texas mandates all school districts conduct a yearly evaluation of their Bilingual Education and/or English as a Second Language Program. While the evaluation is geared to meet the State and Federal requirements, the district, as a whole, benefits from the data and the findings. Students, teachers, administrators and community members are all stakeholders in this process.

The purpose of the evaluation is to fulfill the requirement of Chapter 89, Adaptations for Special Populations, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners.

In compliance with the Texas Education Codes 29.051, 29.062, and 42.153 and Chapter 89.1265 of the Texas Administrative Code, San Elizario Independent School District (SEISD) provides Bilingual and ESL programs which incorporate a sheltered English approach, and a native language development component to meet the cognitive, linguistic, and affective needs of students identified as Emergent Bilingual (EB) students.

Demographic Information

San Elizario ISD is located in El Paso County, a few miles outside the city limits of the city of El Paso, which is the largest city on the Texas/Mexico border. Starting a new school year, the district's student enrollment is currently 2,602. In the 2025-2026 school year, San Elizario Independent School District had a student enrollment of 2,773 at the end of the school year. At this time, our student enrollment shows a decrease of 171 students. A financially impoverished district, SEISD has 92.13% of its families classified as economically disadvantaged. The district's enrollment reflects its border location with a Hispanic student population of 99.10%.

In the 2025-2026 school year, 1,617 (58.14%) students were identified as Emergent Bilingual. Of those, 1,438 were served through the Bilingual / ESL programs. Among the students who received program services, were the following:

- 837 students received Bilingual services in grades PK through 6 (Elementary)
- 601 students received ESL services in grades 7-12 (Secondary)

Program Objectives

The San Elizario Bilingual/ESL Department is committed to providing instructional support to Bilingual/ESL certified teachers and students alike to ensure consistency and continuity within the program. The department will ensure that all English Learners receive academic opportunities to address their needs in order to meet the state's rigorous academic standards. In addition, teachers will have the support that is necessary to serve their students with research-based best practices for academic achievement.

Bilingual/ESL Program Mission

The San Elizario Independent School District Bilingual and ESL Department will promote high academic achievement in all content areas through rigorous instruction by meeting the affective, linguistic, and cognitive needs of all English Learners.

Dual Language Program Mission

The San Elizario Independent School District Dual Language Program will develop highly competent bilingual students while fostering academic success and cultural awareness by meeting the affective, linguistic, and cognitive needs in both languages.

Program Description

The SEISD programs ensure that the affective, linguistic, and cognitive domains are addressed for all emergent bilingual students. The goal of the bilingual program is to facilitate high academic, high self-esteem, and timely acquisition of the second language. Elementary school administrators and their facilities shall implement the district bilingual education philosophy and its corresponding curriculum. This plan renders a challenge to educators and facilitates a means for the transformation of dated beliefs/values as well as rendering an enrichment program for all EL students.

Elementary Bilingual Program Models:

Grades PK-5th

The San Elizario Independent School District implements a one-way transitional dual-language program model in grades PK-5th. The program will grow incrementally, adding an additional grade year after year. Research shows that the dual language program produces high levels of success for emergent bilingual students. Students are immersed in both languages in all content areas and use their first language to learn academics in a natural way.

Grades 6

The San Elizario Independent School District implements a Transitional bilingual/*early exit* model at the elementary level. This program model serves students identified as limited English proficient in both English and Spanish and transfers the student to English-only instruction. This model provides instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting a student to an all-English program of instruction will occur no earlier than third grade and no earlier than two years or later than five years after the student enrolls in school. A student who has met exit criteria may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

Secondary ESL Program Model:

Grades 7-12

The San Elizario Independent School District implements an English as a second language/*pull-out* program model. This is an English program that serves only students identified as English language learners by providing an ESL certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out inclusionary delivery model.

All programs address the affective, linguistic, and cognitive needs of the students. Student identification, placement, monitoring, and exiting of the program is overseen by the Language Proficiency Assessment Committee (LPAC), which ensures that the established requirements in Chapter 89 Subchapter BB are being followed.

Characteristics of the Bilingual / ESL Programs

- Respects and utilizes the students' natural language, culture, background, and interests in the learning process.
- Provides high exposure to oral and written forms of English and Spanish from the onset of the student's schooling, thus promoting bi-literacy.
- Accelerates academic progress through the use of a student-centered curriculum.
- Capitalizes on the natural integration of thought, speech, and written language.
- Targets English language arts instruction over a period of four years to allow for both social and academic fluency.
- Maximizes potential learning by integrating language arts, both English and Spanish and content area concepts and skills.

Expected Outcomes

The expected outcomes of the programs are to prepare and enable limited English proficient students to acquire sufficient comprehension, listening, speaking, reading, and writing skills in English in order to participate successfully in a general education English classroom by:

- Providing an educational program to address the needs of students who are identified as Emergent Bilingual (EB)
- Providing all English Learners, the opportunity to master Texas Essential Knowledge and Skills (TEKS) in the areas of reading, mathematics, science, and social studies.
- Conducting the Bilingual / ESL program in such a way as to gain the understanding and active support of all segments of the community
- Providing limited EL students the opportunity to develop confidence, self-assurance, and a positive identity with their cultural heritage.

Eligibility Criteria

Students eligible for the program are those whose primary language is a language other than English. Students are flagged initially during the registration process after answering a Home Language Survey to identify the primary language spoken at home and the language of preference of the child. If the answer to either of the questions on the Home Language Survey is any other than English, an identification and placement assessment is administered, and overseen by the LPAC committee. After the student's oral language proficiency is assessed in both languages (LAS), the LPAC committee convenes to make a recommendation for placement. The timeline for this process is 4 calendar weeks. Additionally, the LPAC has a 10-day timeline to notify parents of the committee recommendation, share information about the benefits of the program, and finally, obtain parent approval for participation in the approved academic setting. English proficient students may also enroll in a bilingual education program according to TEC 29.058.

Funding Source

State funding program intent code 25

Federal funding Title III Part A

2025-2026 - Summary of BIL Funds Spent by Organization	
Organization	Program Intent Code (25) Bilingual Education
San Elizario High School (001)	59,671.61
Garcia Enriquez Middle School (041)	89,515.57
Alarcon Elementary (101)	51,841.51
Loya Primary (102)	42,593.99
Sambrano Elementary (103)	171,682.13
Borrego Elementary (104)	82,619.04
Summer School (699)	474.35
Departments (8XX)	27,872.74
Grand Total by Funding Source	526,270.94
2025-2026 - Summary of BIL Funds Spent by Activity	
Activity	Program Intent Code (25) Bilingual Education
Campus Activity	40,959.24
Department Activity	23,629.50
Supplemental Bilingual Staff	128,331.94
Summer School	474.35
Stipends for Bilingual Teachers	332,875.91
Grand Total by Funding Source	526,270.94

Bilingual / ESL Staff (FTE's)

In accordance with the Texas Education Code, San Elizario ISD assigns appropriately certified teachers to the required bilingual and ESL programs. The following table shows the total of Bilingual / ESL educators per grade level for the 2025-2026 school year:

Grade Level	Number of FTE
PK3 – PK4	5 Bilingual Teachers
Kinder	4 Bilingual Teachers
1 st grade	5 Bilingual Teachers
2 nd grade	5 Bilingual Teachers
3 rd grade	5 Bilingual Teachers
4 th grade	6 Bilingual Teachers
5 th grade	5 Bilingual Teachers
6 th grade	5 Bilingual Teachers
Middle School	4 ESL teachers
High School	7 ESL teacher
Total BIL/ESL staff	51 teachers

Reclassified Students in 2025-2026

The bilingual model calls for a timeline to exit bilingual students in a period between 2-5 years of instruction. Although a timeline is not specifically defined in the ESL Pull-out program, the same amount of years is expected to be sufficient in order to acquire enough English language acquisition to be mainstreamed.

At San Elizario ISD this year, a total of 63 students met the Exit Criteria set by the Texas Education Agency, compared to a total of 89 from the previous year. Students who meet Exit Criteria are then reclassified in PEIMS as Non-LEP students. The state does not require the continuation of language support after exit criteria is met. These student's academic performance is monitored, however, for two years after they are reclassified to ensure academic success.

2024-2025 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 rd	2	0
4 th	7	1
5 th	13	1
6 th	4	6
7 th	3	1
8 th	13	6
9 th	7	5
10 th	15	3
11 th	2	0
12 th	0	0
Total = 89	66	23

2024-2025 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 rd	10	1
4 th	2	0
5 th	7	2
6 th	6	0
7 th	4	2
8 th	11	2
9 th	6	0
10 th	7	2
11 th	0	1
12 th	0	0
Total =	53	10

Source: End of Year LPAC Minutes per campus

Emergent Bilingual/English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state's Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

Grade(s)	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading, and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each
Subjective Teacher Evaluation	Form: Emergent Bilingual/English Learner Reclassification Rubric				

*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.

Notes:

- Students for whom the LPAC recommends the use of Oral Administration or Content and Language Supports as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).
- For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student's disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

Additional Information:

- [TEA Approved Norm-Reference Standardized Achievement Test](#) (new site)
- [State Assessments for English Learners](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)
- [LPAC Guidance for Deaf or Hard of Hearing English Learners](#) and associated training [video](#)

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Professional Development

This section contains the staff development model used by SEISD. Professional Development is multifaceted and it is one of the most important components of increasing student academic achievement. Providing quality professional development is critical. It is the catalyst for building leadership at the teacher level. The focus is to build teacher capacity and ultimately, improve student achievement.

The following are specific professional development sessions that were provided by the Bil/ESL Department for teachers and administrators and were geared toward Emergent Bilingual support (additional training and/or PLCs were provided at the campus level).

1. Latino Literacy Parent Sessions

This project is designed to establish family reading routines for Spanish and English-speaking parents and their children. It involves family reading, vocabulary development, and English-language development for Latino parents and their children.

2. Dual Language Classroom: Classroom Environments and Learning Targets

Teachers participated in professional development focused on Preview-View-Review, cross-linguistic connections, Bridging (El Puente), Content-Based Language Instruction (CBLI) aligned with the English Language Proficiency Standards (ELPS), and translanguaging strategies. Through these learning opportunities, teachers developed practical strategies to support language development and strengthen instructional practices. Teachers applied these strategies in their classrooms to create meaningful opportunities for students to develop and use language across content areas.

3. ELPS Transition Year Updates

These sessions provided support to teachers in effectively implementing the updated English Language Proficiency Standards (ELPS) into daily instruction. The sessions provided an overview of the updated ELPS and instructional expectations, as well as an analysis of the four language domains. Participants explored ways to integrate the ELPS into daily lessons, develop aligned content and language objectives, and implement instructional strategies that increase student language use across all four domains. The sessions provided teachers with practical strategies and tools to strengthen language development and support English learners through purposeful, language-rich instruction.

4. Mission: Progressing Together

Community members participated in a session presented by district personnel highlighting the benefits of using Summit K–12 at home to support English language acquisition. The session provided families with information and resources to help them engage in and reinforce their students' language development beyond the classroom.

5. Summit k-12

These sessions provided teachers with guidance and support for the effective implementation and ongoing monitoring of Summit K–12 usage across the district.

Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS is an assessment program for Emergent Bilingual students (EBs). TELPAS assesses the English language proficiency of K-12 ELLs in four language domains- listening, speaking, reading, and writing. English language proficiency assessments in grades K-12 are federally required to evaluate the progress that EBs make in becoming proficient in the use of academic English. The assessment components for grades K-1 and 2-12 differ in the following ways:

- Grades K-1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- Grades 2-12: TELPAS includes online listening, speaking, reading, and writing tests.

The entire district's EB population has experienced challenges in this area, as students continue to feel uncomfortable with the testing process. As a result, TELPAS performance has been negatively impacted, making it more difficult for students to meet the established exit criteria.

The English Language Proficiency Standards (ELPS) are second language acquisition curriculum standards that support the ability of EBs to acquire the academic English they need for meaningful engagement in subject-area instruction and are an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum.

State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) assessment is the state's student testing program. The assessments are based on the Texas Essential Knowledge and Skills (TEKS), which are the state curriculum standards. Beginning in grade 3 through high school, students test in the core subject areas of reading, writing, mathematics, science, and social studies.

The STAAR measures the state-wide curriculum in Reading in grades 3 through 8; in Math in grades 3 through 8; in Science in grades 5 and 8; and in Social Studies in grade 8. A Spanish STAAR is available for students in grades 3, 4, and 5 only. The state assessments also include five end-of-course (EOC) tests administered at the high school level; English I, Algebra I, Biology in grade 9, English II in grade 10, and U.S. History in grade 11.

Recommended Action Plan

After analyzing the data provided in this document, the following are recommendations for the 2026-2027 academic school year:

- Conduct Summit k-12/TELPAS PLCs to facilitate collaborative teacher discussions focused on the monitoring of student growth across all language domains
- Continue to provide professional development opportunities to strengthen support for Emergent Bilingual students and enhance instructional practices for program teachers
- Increase communication with parents at all levels to emphasize the vital role they play in their children's education
- Support all EB teachers through learning walks and provide timely, actionable feedback to strengthen instructional practices
- Support and monitor all secondary EB teachers in implementing effective language acquisition strategies and best practices through RLA classes to support the success of all students
- Continue to monitor and provide ongoing support for the implementation of the Dual Language program roll-out plan
- Ensure implementation of updated ELPS across all classrooms and by all teachers
- Continue engaging all stakeholders in collaborative discussions on data analysis, needs assessment, improvement planning, program implementation, and ongoing monitoring
- Continue implementing Summit K–12 district-wide to support and enhance student growth in TELPAS
- Continue providing professional development for all Dual Language teachers focused on Bridging, Cross-Linguistic Connections, and CBLI/ELPS instructional strategies
- Provide professional development for secondary Social Studies teachers focused on effective implementation of the ELPS
- Provide professional development on the effective implementation of the revised ELPS to support a successful transition into the 2026–2027 school year

Appendix 1

The following is TELPAS and STAAR assessment data for the 2025-2026 academic school year.

- TELPAS Overall Scores
- District Emergent Bilingual Summary STAAR/EOC
- STAAR Comparison data

Appendix 1

TELPAS Overall

	K-2		3-12		ALL K-2	
	Number	Percent	Number	Percent	Number	Percent
Total Matched Students	197	100%	1142	100%	1339	100%
1 Level	48	24%	250	22%	298	22%
2 Levels	5	3%	9	1%	14	1%
3 Levels	0	0%	0	0%	0	0%
Total Documents Submitted	308	100%	1193	100%	1501	100%
Beginning	48	16%	10	1%	58	4%
Intermediate	44	14%	45	4%	89	6%
Advanced	6	2%	37	3%	43	3%
Advanced High	2	1%	8	1%	10	1%

District Emergent Bilingual Summary EOC—Grades 9-12; All students vs. EB's

EOC Exams Grades 9-12; 2026	Social Studies	Reading/ELA	Science	Mathematics
All Students				
Total Students	247	506	215	246
Approaches Grade Level (TX)	85%	51%	91%	83%
Meets Grade Level (TX)	44%	34%	51%	51%
Masters Grade Level (TX)	13%	2%	13%	24%
Currently Emergent Bilingual				
Total Students	133	282	108	128
Approaches Grade Level (TX)	79%	29%	85%	74%
Meets Grade Level (TX)	21%	10%	30%	35%
Masters Grade Level (TX)	2%	0%	2%	11%

Grades 7-8 STAAR; 2025-2026; All students vs. EB's

Grades 7-8 STAAR; 2026	Reading/ELA	Mathematics	Social Studies	Science
All Students				
Total Students	389	321	196	197
Approaches Grade Level (TX)	74%	60%	44%	71%
Meets Grade Level (TX)	43%	32%	13%	43%
Masters Grade Level (TX)	17%	9%	4%	16%
Currently Emergent Bilingual				
Total Students	205	187	104	105
Approaches Grade Level (TX)	58%	49%	24%	60%
Meets Grade Level (TX)	21%	19%	3%	26%
Masters Grade Level (TX)	3%	3%	1%	5%

Grades 3-6 STAAR 2025-2026; All students vs. EB's

Grades 3-6 STAAR; 2026	Reading/ELA	Mathematics	Science
All Students			
Total Students	804	804	209
Approaches Grade Level (TX)	63%	58%	44%
Meets Grade Level (TX)	35%	26%	20%
Masters Grade Level (TX)	12%	6%	7%
Currently Emergent Bilingual			
Total Students	472	471	127
Approaches Grade Level (TX)	55%	55%	38%
Meets Grade Level (TX)	24%	21%	17%
Masters Grade Level (TX)	6%	4%	7%

STAAR Comparison data

Grades 3-6 STAAR; 2025 vs. 2026; All students and EB's	2026 Reading/ELA	2025 Reading/ELA	2026 Mathematics	2025 Mathematics	2026 Science	2025 Science
All Students						
Total Students	804	808	804	802	209	199
Approaches Grade Level (TX)	63%	66%	58%	62%	44%	46%
Meets Grade Level (TX)	35%	37%	26%	31%	20%	11%
Masters Grade Level (TX)	12%	11%	6%	8%	7%	3%
Currently Emergent Bilingual						
Total Students	472	486	471	482	127	118
Approaches Grade Level (TX)	55%	57%	55%	56%	38%	42%
Meets Grade Level (TX)	24%	28%	21%	26%	17%	7%
Masters Grade Level (TX)	6%	6%	4%	5%	7%	1%

Grades 7-8 STAAR; 2025 vs. 2026; All students and EB's	2026 Reading/ELA	2025 Reading/ELA	2026 Mathematics	2025 Mathematics	2026 Social Studies	2025 Social Studies	2026 Science	2025 Science
All Students								
Total Students	389	402	321	337	196	191	197	196
Approaches Grade Level (TX)	74%	71%	60%	58%	44%	47%	71%	64%
Meets Grade Level (TX)	43%	39%	32%	28%	13%	13%	43%	31%
Masters Grade Level (TX)	17%	12%	9%	5%	4%	4%	16%	9%
Currently Emergent Bilingual								
Total Students	205	226	187	207	104	99	105	103
Approaches Grade Level (TX)	58%	54%	49%	46%	24%	27%	60%	43%
Meets Grade Level (TX)	21%	15%	19%	16%	3%	5%	26%	13%
Masters Grade Level (TX)	3%	1%	3%	1%	1%	1%	5%	3%

EOC's STAAR; 2024 vs. 2025; All students and EB's	2026 Reading/ELA	2025 Reading/ELA	2026 Mathematics	2025 Mathematics	2026 Social Studies	2025 Social Studies	2026 Science	2025 Science
All Students								
Total Students	506	570	246	266	247	239	215	241
Approaches Grade Level (TX)	51%	48%	83%	67%	85%	92%	91%	85%
Meets Grade Level (TX)	34%	30%	51%	35%	44%	49%	51%	47%
Masters Grade Level (TX)	2%	2%	24%	5%	13%	15%	13%	6%
Currently Emergent Bilingual								
Total Students	282	341	128	207	133	134	108	140
Approaches Grade Level (TX)	29%	28%	74%	46%	79%	89%	85%	77%
Meets Grade Level (TX)	10%	12%	35%	16%	21%	32%	30%	27%
Masters Grade Level (TX)	0%	0%	11%	1%	2%	6%	2%	1%

End of Report
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San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Leticia de Santos, Administrator Instructional Programs
Subject: Gifted and Talented Program Evaluation for 2025-2026
Date: October 14, 2026

HISTORY: San Elizario ISD has a Gifted and Talented program serving 192 students in grades 1-12. The Texas State Plan for the Education of Gifted/Talented Students is the guiding document from the Texas Education Agency for the development and management of district GT programs.

RATIONALE: A program evaluation is conducted annually for the GT program to determine the alignment of the district GT program to the Texas State Plan for the Education of Gifted/Talented Students. There are 6 overall areas to be evaluated:

Fidelity of Services
Student Assessment
Service Design
Curriculum and Instruction
Professional Learning
Family/Community Involvement

For each of these 6 areas, there are descriptors in the “Accountability” column and possible descriptors in the “Exemplary” column. In a few instances, there is not a descriptor in the Accountability column, indicating that that area is not required for the district GT program. Our goal is to be ‘in compliance’ by meeting the criteria outlined in each row in which there is an Accountability descriptor.

This program evaluation is for the 2025-2026 school year and has revealed 3 areas of work to be addressed prior to the 2026-2027 GT Program Evaluation.

1. SEISD will train the Board of Trustees on the Texas State Plan for GT during the 2026-2027 school year.
2. SEISD will involve parents in the creation of the annual program evaluation in the spring of 2027, as we conduct the GT annual program evaluation for 2026-2027.
3. SEISD will have campuses host an end of the school year event to share GT projects with the families and the community for 2026-2027.

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



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BUDGET: There is no budget for this item.

ADMINISTRATIVE RECOMMENDATION: The results are being presented to the Board of Trustees as a report-only item; no recommendation for approval is required.

For Approval? ☐ Yes ☒ No

If no, please check one: ☐ Presentation ☐ Report ☒ Information

Please check if applicable: ☒ Attachment Included

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



**Gifted and Talented (GT) Program Evaluation
San Elizario ISD
2025-2026**

State Goal for Gifted Services

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Fidelity of Services

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

Accountability	Exemplary	District Evaluation
1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).		San Elizario ISD follows student assessment processes and services as outlined in the student assessment section (2) of the Texas State Plan for the Education of Gifted/Talented Students. <i>District Evaluation for 2025-2026: Accountability</i>
1.2. Gifted/talented education policies and procedures are reviewed and recommendations for improvements are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.		There are GT Coordinators at every campus. GT Coordinators meet monthly to discuss GT policies and procedures. GT Coordinators are also trained annually during the required "GT Coordinator Annual Training," which took place on August 22, 2025. Parents and community members are addressed during the GT awareness sessions which are available in English and Spanish. These are placed on our SEISD website and via the Smore newsletter. Parents and community members are invited to provide feedback during the awareness process. <i>District Evaluation for 2025-2026: Accountability</i>
1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.		The finance department provides funding for the GT program as per a formula determined by Ms. Perez, CFO. Each campus Principal is responsible for overseeing their GT budget and following any Finance Department policies related to spending deadlines. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
1.5 Annual evaluation activities are conducted for the purpose of continued service development.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.	The district performs evaluation activities annually for determination of depth and breadth of GT services. We have not presented annual evaluations to the Board. <i>District Evaluation for 2025-2026: Accountability</i>
1.6 Long-range evaluation of services is based on evidence obtained through gifted/ talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).		San Elizario ISD's primary curriculum for GT students comes from the Texas Performance Standards Projects. This is provided during the weekly pullout in grades 1-6 and during the advisory period in grades 7-8. Evidence consists of products produced by the students related to these projects. Their products are used to improve the project design for the following year. <i>District Evaluation for 2025-2026: Accountability</i>
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.		All campus Principals and Assistant Principals are trained in the required GT 30 hours of core instruction. These campus administrators oversee the campus GT program. <i>District Evaluation for 2025-2026: Accountability</i>
1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.		During the initial selection of adopted resources in the core content areas (RLA, math, science, and social studies), committees must evaluate whether these resources provide differentiated instruction activities and guidance. There is a rubric that is followed to make this determination. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
1.9 Curriculum for gifted/talented students is modified based on annual evaluations.	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.	Our GT curriculum is based on the Texas Performance Standards Projects. GT Coordinators are trained annually, and this curriculum is evaluated and reviewed. Changes are made based on feedback from the prior year, in which the GT Coordinators noted items that needed to be changed or modified. We do not collaborate with specialists. <i>District Evaluation for 2025-2026: Accountability</i>
1.10 Develop a comprehensive manual or program guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.	1.10.1 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.	SEISD has a comprehensive program guide for GT in the form of a Smore newsletter. This newsletter is on our website year-round, and contains descriptions of assessment, curriculum, nomination processes, family/community events, and training. We do not report this to the state. <i>District Evaluation for 2025-2026: Accountability</i>
1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.		We identify areas out of compliance as part of our annual program evaluation. These areas are addressed during the annual GT Coordinator training in the form of the “Timelines” document and embedded within the GT Coordinator’s training presentation and associated materials. <i>District Evaluation for 2025-2026: Accountability</i>
1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.		The district guides the Principals in GT spending by asking them to set aside monies in training and testing, amounts determined by current fiscal year spending. This occurs annually during the budget development process and is shared with Principals via email. Principals are reminded to examine current fiscal year spending to guide their GT budgets for the upcoming year. Campus GT Coordinators are asked to meet with Principals regularly to discuss expenditure requests. All expenditures are approved by the Finance Department. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
	1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.	SEISD does not provide release time nor extended contracts for this purpose. <i>District Evaluation for 2025-2026: N/A since there is no "Accountability" descriptor.</i>

Student Assessment

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

Accountability	Exemplary	District Evaluation
2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).	2.1.1 Board-approved policies are reviewed at least once every three years and modified as needed.	Written policies are found in EHBB—Special Programs: Gifted and Talented Students. These policies are reviewed and updated when G/T policy from TASB is reviewed and updated. They are not updated on a 3-year schedule. TASB updates these policies when TEA adopts revisions to the Texas State Plan for the Education of G/T Students. Parents may view these policies online at www.seisd.net or on the GT page under Planning and Instruction. <i>District Evaluation for 2025-2026: Accountability</i>
2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.		Referral procedures take place during the nomination and screening processes in August/September. All information sent home is shared in English and Spanish. Information is found on our website and in the Smore newsletter. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
2.3 Referral forms for assessment of gifted/ talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.	2.3.1 Referral forms for assessment of gifted/ talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.	Referral forms for assessment of gifted and talented students are made available on our district website and embedded within the Smore newsletter. All information sent home is shared in English and Spanish. We do not automatically provide a translator or interpreter. <i>District Evaluation for 2025-2026: Accountability</i>
2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.		Families and staff are informed of assessment results and placement decisions when determinations are made in the spring semester. Letters are sent home in English and Spanish. Teachers who nominated a student are informed of the results. These letters detail the appeals process and invite them to ask any clarifying questions. <i>District Evaluation for 2025-2026: Accountability</i>
2.5 An awareness session providing an overview of the assessment procedures and services for gifted/ talented students is offered for families by the district and/or campus prior to the referral period.		The GT awareness session in English and Spanish is produced annually as a YouTube video. This is made available on our website and in the Smore newsletter. Each campus also sends a QR code home to parents via a flyer or Class Dojo message, which directs them to our website and Smore newsletter. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.		Any family meeting related to GT is provided in English with Spanish translation. <i>District Evaluation for 2025-2026: Accountability</i>
2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).		Policies for transfer students, furloughs, and exits as well as appeals are written in district policy EHBB. <i>District Evaluation for 2025-2026: Accountability</i>
2.8 Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.	There is a policy EHBB Local which details provisions for transfer students, both interdistrict and intradistrict. <i>District Evaluation for 2025-2026: Accountability</i>
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student's assessment data by the sending district.		These records are procured by T-REX. If a student is coded as GT but no records exist, the Registrar contacts the sending district for records. Students will not be coded GT without records that verify the student meets SEISD GT criteria. <i>District Evaluation for 2025-2026: Accountability</i>
2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.		Policies for furloughs are found in EHBB Local and follow 2.10 mandates. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
2.11 Policy related to reassessment of gifted/ talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.		Policies for reassessment are found in EHBB Local and follow 2.11 mandates. <i>District Evaluation for 2025-2026: Accountability</i>
2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.	2.12.1 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student's educational needs.	Exit Provisions policies are found in EHBB Local and are followed. Local policy does not mandate interventions prior to exiting. Exit policy follows 2.12 mandates. <i>District Evaluation for 2025-2026: Accountability</i>
2.13 Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.		Appeal policies are outlined in EHBB Local and follow 2.13. <i>District Evaluation for 2025-2026: Accountability</i>
2.14 Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board approved policy (19 TAC §89.1(1)).	2.14.1 The identification process for gifted/ talented services is ongoing, and assessment of students occurs at any time the need arises.	EHBB Local outlines identification policies, which adhere to 2.14. SEISD provides nomination and testing processes annually. <i>District Evaluation for 2025-2026: Accountability</i>
2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.	2.15.1 Assessment opportunities for gifted/ talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.	Assessment opportunities for gifted/talented identification are made available to students at least once per school year. <i>District Evaluation for 2025-2026: Accountability</i>
2.16 Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).	2.16.1 Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.	Identified GT students are served in the 4 core content areas which are the areas that are tested. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Evaluation
2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.		SEISD assesses potential GT students using multiple measures. We use a creativity instrument, a math/science achievement test, and a nonverbal assessment. We also use work samples. Parents and teachers contribute observational information as well. In total, we have 10-11 measures that are examined for nominees prior to selection. <i>District Evaluation for 2025-2026: Accountability</i>
2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.		Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services. <i>District Evaluation for 2025-2026: Accountability</i>
2.19 Students are assessed in languages they understand or with nonverbal assessments.		Students are assessed in English or Spanish as per identified need. We also use a nonverbal assessment (CogAT) and Naglieri Nonverbal Ability Test (NNAT3). <i>District Evaluation for 2025-2026: Accountability</i>
2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.		All kindergarten students are screened for gifted and talented potential annually. Students who meet the criteria outlined on the screener are automatically tested with parent permission. <i>District Evaluation for 2025-2026: Accountability</i>
2.21 At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess		At the kindergarten level, we use 10 criteria to determine gifted and talented identification.

students who perform at or show the potential of accomplishment relative to age peers.		<i>District Evaluation for 2025-2026: Accountability</i>
Accountability	Exemplary	District Evaluation
2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.		We use 11 criteria in grades 1-12 to determine gifted and talented identification. These criteria are both qualitative and quantitative. <i>District Evaluation for 2025-2026: Accountability</i>
2.23 If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.		We do not provide gifted services to serve artistic, creative, and leadership abilities. <i>District Evaluation for 2025-2026: N/A due to unavailability of services</i>
2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).		All students are considered during the nomination process for testing and potential identification. Additionally, all second-grade students are universally screened to ensure that students who may require further evaluation are identified. <i>District Evaluation for 2025-2026: Accountability</i>
2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.		Our population in SEISD is over 99% Hispanic. Our Gifted and talented population is over 99% Hispanic. <i>District Evaluation for 2025-2026: Accountability</i>

2.26 Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/ talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).		All GT Committees include 3 or more members who have been trained in the GT 30 core hours with annual 6-hour updates. They meet annually to review all nominee information. <i>District Evaluation for 2025-2026: Accountability</i>
Accountability	Exemplary	District Evaluation
2.27 The selection committee is formed of members who have completed training as required by 19 TAC §89.2.	2.27.1 The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2-3).	All GT Committees include 3 or more members who have been trained in the GT 30 core hours with annual 6-hour updates. <i>District Evaluation for 2025-2026: Accountability</i>
2.28 A balanced examination of all assessment data collected through the district's gifted/ talented assessment process is conducted and used by the selection committee in making identification decisions.	2.28.1 Additional data beyond that collected through the district's standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.	We use 10-11 determination criteria from a variety of areas, including both qualitative and quantitative measures. <i>District Evaluation for 2025-2026: Accountability</i>
2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.		We do progress checks on our GT students' progress every 9-weeks, looking for possible struggles in both academics and with mental health concerns. Academics concerns are determined by grading policies and assessment results. If there are any concerns noted, they are communicated to parents. <i>District Evaluation for 2025-2026: Accountability</i>

Service Design

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Accountability	Exemplary	District Notes
3.1 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).	3.1.1 Specialists and advocates for gifted/ talented students are consulted in the development of program policies and options.	SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year. We do not consult specialists. Parents are informed of these options as part of our program information which is in the Smore newsletter. <i>District Evaluation for 2025-2026: Accountability</i>
3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.		Campus GT Coordinators send information about special opportunities home. Anything that goes home is sent in English and Spanish. <i>District Evaluation for 2025-2026: Accountability</i>
3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.	3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education.	SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. TPSP projects are comprehensive, structured, sequenced, and appropriately challenging. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).		Gifted/talented students are provided opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options. This is shared with GT Coordinators as part of their initial training. <i>District Evaluation for 2025-2026: Accountability</i>
3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.		Flexible grouping patterns and independent investigations are provided throughout the program design/services. This is shared with GT Coordinators as part of their initial training. <i>District Evaluation for 2025-2026: Accountability</i>
3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).	3.6.1 Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.	We provide some options with GT Family Events occurring outside of the school day. <i>District Evaluation for 2025-2026: Accountability</i>
3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).		EHDC Local Policy outlines credit by examination policies without prior instruction. Early graduation policy is outlined in EIF-Academic Achievement: Graduation Local Policy. <i>District Evaluation for 2025-2026: Accountability</i>
3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.		Flexible pacing is encouraged as part of basic differentiated instruction pedagogy. All teachers have been trained on differentiated instruction as part of their initial 30 hours of GT training. Acceleration is also part of differentiated instruction. Each teacher makes these determinations based on GT student need. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.		EHDE (Legal) outlines distance learning policy. EHDD (Legal) outlines Dual Credit policy. <i>District Evaluation for 2025-2026: Accountability</i>
3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.	3.10.1. A person or persons with a gifted/ talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district’s K–12 gifted/ talented education services.	In 2025-2026, Leticia de Santos led the district-level GT program. Ms. de Santos possesses 30 hours of GT training, is current with 6-hour updates. <i>District Evaluation for 2024-2025: Accountability</i>
3.11 Develop and implement services to address the social and emotional needs of gifted/ talented students and their impact on student learning.		All district instructional staff, administrators, and counselors are trained in the initial GT 30 hours, which includes a Social/Emotional course that must be taken. Any student that is in need of social/emotional help is referred to the campus counselor and parents are notified. <i>District Evaluation for 2025-2026: Accountability</i>
	3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.	All teachers may access the cumulative folder which contain GT testing information. We do not have individual IEP’s for GT students as this is not required by Texas. <i>District Evaluation for 2025-2026: N/A due to no criteria in the “Accountability” column.</i>

Curriculum and Instruction

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

Accountability	Exemplary	District Notes
4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).	4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.	SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year. Parents are informed of these options as part of our program information which is in the Smore newsletter. <i>District Evaluation for 2025-2026: Accountability</i>
4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.		SEISD uses the “Genius Hour” learning approach, which helps students both determine and begin to pursue their individual area of interest. This is seen in the first TPSP project entitled “Pursuit of Passion.” The GT pullout and advisory periods both have GT students doing guided and independent research, culminating in projects that are presented. <i>District Evaluation for 2025-2026: Accountability</i>
4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).	4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/ or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.	SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.		SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. This comprises the mainstay of our GT curriculum. Projects are presented at the end of the school year. <i>District Evaluation for 2025-2026: Accountability</i>
4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).		These opportunities are driven by each child's teacher. Should a GT student demonstrate the ability to accelerate in a particular subject area, teachers may do so as part of differentiated instruction. All teachers have been trained in differentiation. <i>District Evaluation for 2025-2026: Accountability</i>
4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.		Flexible pacing is taught as a basic part of differentiated instruction. All teachers have been trained in flexible pacing and this technique is employed at teacher discretion. <i>District Evaluation for 2025-2026: Accountability</i>
4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.		Scheduling modification is taught as a basic part of differentiated instruction. All teachers have been trained in modified scheduling and this technique is employed at teacher discretion. <i>District Evaluation for 2025-2026: Accountability</i>
Accountability	Exemplary	District Notes

4.8 Provisions to improve services to gifted/talented students are included in district and campus improvement plans (TEC §§11.251-11.253).	4.8.1 Resources and release time for staff are provided for curriculum development for gifted/talented services.	Each campus improvement plan, as well as the district improvement plan, specifically reference gifted and talented education. These plans focus on teacher training, student identification and testing, and service design. <i>District Evaluation for 2025-2026: Accountability</i>
4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.		Adapting or modifying the core curriculum is the definition of differentiated instruction. All teachers have been fully trained. Teachers of students with special needs follow the student's IEP. Teachers of English learners will employ strategies to make content comprehensible so students can develop academic language. <i>District Evaluation for 2025-2026: Accountability</i>
	4.10.1 Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.	SEISD does not provide release time for vertical teaming. <i>District Evaluation for 2025-2026: N/A</i>

Professional Learning

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

Accountability	Exemplary	District Notes
5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district's gifted/talented services (19 TAC §89.2(1)).		A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district's defined gifted/talented services. SEISD requires that ALL teachers, counselors, administrators, and certified librarians are fully GT trained. We do not have EXCLUSIVE GT classes or course sections, so we do not have to provide this training prior to teacher assignment. <i>District Evaluation for 2025-2026: Accountability</i>
5.2 Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/ talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).		Teachers without required training who are assigned to provide instruction and services that are part of the district's defined gifted/ talented services are required to complete the thirty (30) hour training within one semester. All SEISD teachers who are newly hired must complete their training, or produce proof of prior training, by the end of the fall semester. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.	5.3.1 District support in the form of release time or tuition assistance is available for graduate studies in gifted/ talented education for teachers who provide services to gifted/talented students. 5.3.2 Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education. 5.3.3 Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.	Teachers are encouraged to obtain additional professional learning and do so on an ongoing basis via professional development opportunities. Due to the Teacher Incentive Allotment, teachers are also encouraged to research master teacher certification. <i>District Evaluation for 2025-2026: Accountability</i>
5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.		Each year, a decision is reached at the district level regarding the GT 6-hour update that will be provided the following year. This is chosen due to identified need. For instance, if social/emotional concerns are emergent during a school year, then the GT update the following year might be focused on this topic for the following year. This is written into the campus and district improvement plans and in the annual professional development schedule. <i>District Evaluation for 2025-2026: Accountability</i>
5.5 Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.	5.5.1 Mentors and others who offer specialized instruction for gifted/ talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/ talented students.	Opportunities for professional learning in the area of gifted/talented education is provided during the annual GT 6-hour update, and in the GT 30-hour core coursework provided for new teachers. Information on both is disseminated via email to all professionals in the district. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
5.6 Teachers who provide instruction and services that are a part of the district's defined gifted/ talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).	5.6.1 Teachers who provide instruction and services that are a part of the district's defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services. 5.6.2 All staff receive an orientation to the district's gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/ talented.	All SEISD teachers, regardless of assignment, receive a GT 6-hour annual update that is aligned to state teacher GT education standards. This is usually centered on differentiated instruction or nature and needs of gifted learners. <i>District Evaluation for 2025-2026: Accountability</i>
5.7 Annually, each teacher new to the district receives an orientation to the district's gifted/ talented identification processes and the district's services for gifted/talented students.		Every teacher receives an orientation to SEISD's GT identification processes via the GT Awareness video in the fall semester. This video also includes GT service design information. <i>District Evaluation for 2025-2026: Accountability</i>
5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/ talented students (19 TAC §89.2(4)).	5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.	All administrators and teachers receive an annual GT 6-hour update that is focused on nature and needs or service options that centers on differentiated instruction. <i>District Evaluation for 2025-2026: Accountability</i>
5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/ talented students, service options for gifted/ talented students, and social emotional learning (19 TAC §89.2(4)).	5.9.1 Counselors who work with gifted/ talented students receive a minimum of six (6) hours annually of professional development in gifted/ talented education.	All Counselors receive an annual GT 6-hour update that is focused on nature and needs or service options that centers on differentiated instruction. Annual 6-hour updates also include social/emotional aspects. Our courses are usually self-chosen mini modules in which the educator can choose specific courses. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/ Talented Students (19 TAC §89.5).	5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.	SEISD has thus far not provided Board training on gifted and talented education. <i>District Evaluation for 2025-2026: NEED TO ADDRESS</i>
5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).	5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, advanced degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.	GT Coordinators are trained annually during the early fall semester. During this training, we evaluate our professional learning activities and discuss possibilities for the 6-hour annual GT update. <i>District Evaluation for 2025-2026: Accountability</i>

Family/Community Involvement

The district involves family and community members in services designed for gifted/talented students throughout the school year.

Accountability	Exemplary	District Notes
6.1 Written policies are developed on gifted/ talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).		The Board of Trustees has approved all Gifted and Talented policies for SEISD. Parents may view local GT policies online at www.seisd.net . <i>District Evaluation for 2025-2026: Accountability</i>
6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.		Parents are invited to provide feedback on gifted and talented identification and assessment procedures as part of the KOI observation inventory, that is part of our process. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.		Parents and community members receive information annually via all-call, website postings, and the Smore newsletter. Campuses also send information home via flyers or Class Dojo. <i>District Evaluation for 2025-2026: Accountability</i>
6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.	6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.	Parents and community members are invited to participate in GT Family Events on a monthly basis at rotating campuses. <i>District Evaluation for 2025-2026: Accountability</i>
6.5 An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).		Parents are made aware of GT learning opportunities via the GT awareness videos and the Smore newsletter. These sources of information detail our program offerings, which encompass an array of learning experiences. <i>District Evaluation for 2025-2026: Accountability</i>
6.6 Products and achievements of gifted/talented students are shared with the community.		Each campus (K-8) hosts an event GT family night throughout the school year. <i>District Evaluation for 2025-2026: AREAS TO ADDRESS- Campuses have not yet hosted an end of the school year event to share GT projects with the families and the community.</i>
6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.		The Smore newsletter serves as an orientation to the GT program in SEISD. This is shared with current GT families as well as prospective GT families. <i>District Evaluation for 2025-2026: Accountability</i>

Accountability	Exemplary	District Notes
6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).		A program evaluation is compiled annually by the district coordinator. This has not been shared with the Board of Trustees previously. The data, however, is used to drive changes to improvement plans. Parents are also not included in the evaluation process. <i>District Evaluation for 2025-2026: AREAS TO ADDRESS—Parent involvement in evaluation, Board presentation of program evaluation.</i>
	6.9.1 Community volunteers are organized and provided an orientation about working with gifted/talented students.	<i>District Evaluation for 2024-2025: N/A; there is no Accountability” criterion for this area.</i>
	6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/ talented students.	<i>District Evaluation for 2025-2026: N/A; there is no Accountability” criterion for this area.</i>
	6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.	<i>District Evaluation for 2025-2026: N/A; there is no Accountability” criterion for this area.</i>
	6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.	<i>District Evaluation for 2025-2026: N/A; there is no Accountability” criterion for this area.</i>
	6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.	<i>District Evaluation for 2025-2026: N/A; there is no Accountability” criterion for this area.</i>

	6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/ community advisory committee.	<i>District Evaluation for 2025-2026: N/A; there is no Accountability” criterion for this area.</i>
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Final Findings of 2024-2025 Gifted and Talented Program Evaluation

Areas to Address:

5.10 Professional Learning—Train the Board of Trustees on the Texas State Plan for the Education of Gifted/Talented Students in 20226-2027.

6.6-Family/Community Involvement-Have campuses host an end of the school year event to share GT projects with the families and the community.

6.8 Family/Community Involvement—Involve parents in the annual GT Program Evaluation and provide findings to the Board of Trustees in 2026-2027.



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Elizabeth Perez, Chief Financial Officer
Subject: Annual Report on Cooperative Purchasing Fees for FY 2025-2026 (Information)
Date: October 14, 2026

HISTORY: Resolutions for participating in various purchasing cooperatives are approved by the Board of Trustees prior to conducting business with them and authorization for continued participation is brought for Board approval on an annual basis at the start of the fiscal year.

RATIONALE: Education Code Sec. 44.031 requires an annual report to the Board of any contract-related fees, including any management fee, paid by or to the district and the purpose of each fee under the contract. Purchasing cooperatives that the District participates in which charged fees during the 2025-2026 fiscal year are listed below:

Cooperative Name	Lead Agency	Fee Charged to Vendor	Fee Charged to San Elizario ISD
Allied States Cooperative	ESC Region 19	2%	none
Allied States Cooperative	ESC Region 19 USDA/TDA	No Fees	none
BuyBoard	TASB	2%	\$400 per Auto \$800 per Bus
Department of Information Resources (DIR)	State of Texas	2%	None
Texas Multiple Award Schedule (TXMAS)	Texas Comptroller	1.5%	\$100 annually
Central Purchasing Alliance (CTPA)	Round Rock ISD	None	\$150 annually
The Interlocal Purchasing System (TIPS USA)	Region 8	2%	none
OMNIA Partners	Various	1–5%: average 2.25%	none
Sourcewell	State of Minnesota	1-2%	none
Choice Partners	Harris County Dept of Education	1-4%	none

BUDGET: The budget impact to the district is the fee charged to San Elizario ISD shown above.

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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ADMINISTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No

If no, please check one: ☐ Presentation ☒ Report ☐ Information

Please check if applicable: ☐ Attachment Included

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

A Proud Community of Champions – Soaring to Excellence!



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MEMORANDUM

To: Members of the Board of Trustees
From: Aggie Reyes, Executive Director of Child Nutrition Services
Subject: September 2026 – Meal Service Update
Date: October 14, 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 served 71,957 student meals throughout September 24, 2026. This count includes breakfast, lunch, snacks, and supper meals.

Meals were provided for students participating in volleyball, football, and tennis at SEHS. During The Taste of San Eli at GEMS and SEHS, parents learned about the choices students make during lunch and enjoyed a complete student lunch meal. Students at Borrego and Sambrano will now get a colorful bookmark for their birthday.

Nourishing students, supporting success is our motto.

BUDGET IMPACT: There is no Budget Impact for this agenda item.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to review the information.

For Approval? ☐ Yes ☒ No

If not, 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: Aggie Reyes, Executive Director of Child Nutrition Services
Subject: September 2026 – Fresh Fruit & Vegetable Program
Date: October 14, 2026

HISTORY: The Fresh Fruit and Vegetable Program is a federally funded program administered by USDA that provides eligible elementary schools with funding to offer free fresh fruits and vegetables to students during the school day, outside of the regular meal service.

RATIONALE: The program begins on October 14, 2026, at Josefa L. Sambrano Elementary School and Alfonso Borrego, Sr. Elementary School. These campuses were awarded a total of \$74,450.00

The program is designed to introduce students to a variety of fresh produce, encourage healthy eating habits, and increase their consumption of fruits and vegetables.

BUDGET IMPACT: There is no Budget Impact for this agenda item.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to review the information.

For Approval? ☐ Yes ☒ No

If not, please check one: ☐ Presentation ☐ Report ☒ Information

Please check if applicable: ☐ Attachment Included

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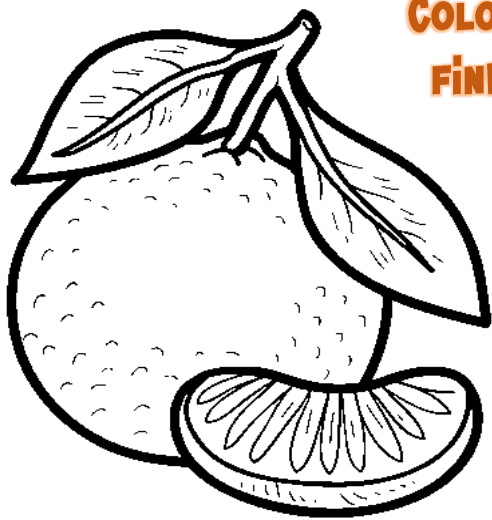


Tangerines

DID YOU KNOW...?

- A tangerine is a variety of Mandarin Orange!
- Tangerines were originated in Morocco & came to US in 19th century.
- They have been cultivated for over 3,000 years!
- Tangerines have a bright orange peel, much more than other Oranges.
- The segments are easily separated and very sweet in flavor
- This fruit is also very juicy and extremely rich in vitamin C.

COLOR THE TANGERINE AND FIND YOUR WAY THROUGH THE MAZE!



NUTRITIONAL BENEFITS

- Like citrus fruits in general, tangerines are a significant source of vitamin C. One medium-size Tangerine has 45 percent of your recommended daily value of this nutrient.
- Tangerines are also a good source of dietary fiber, with 6 percent of your recommended daily value of fiber in each.



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MEMORANDUM

To: Members of the Board of Trustees
From: Aggie Reyes, Executive Director of Child Nutrition Services
Subject: September 2026 – Farm Fresh Student Engagement Grant
Date: October 14, 2026

HISTORY: The Farm Fresh Student Engagement Grant provides funding to promote connections between students and local agriculture. Students gain a greater understanding of where their food comes from while developing an appreciation for fresh locally grown foods.

RATIONALE: Through the Student Engagement Grant, CNS contributed supplies in the amount of \$1,968.06 to enhance the garden at GEMS. Included are some of the pictures we received from Ms. Vacio and Ms. Alvarez who oversee the project.

We are excited to see the garden in full bloom.

BUDGET IMPACT: There is no Budget Impact for this agenda item.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to review the information.

For Approval? ☐ Yes ☒ No

If not, please check one: ☐ Presentation ☐ Report ☒ Information

Please check if applicable: ☐ Attachment Included

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The Student Engagement Grant



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						159	178	205	195							737	514	223		159	443	49	3
Sambrano Elementary School	3	163	149	151	157											623	484	139		110	385	6	4
Garcia-Enriquez Middle School										190	192					382	393	-11	102	75	206	49	4
San Elizario High School												203	211	217	222	853	899	-46	662	141	448	89	15
Grade Level Totals	3	163	149	151	157	159	178	205	195	190	192	203	211	217	222	2595	2290	305	764	485	1482	193	26
Prior Year Grade Level Totals			132	174	178	117	140	140	117	194	199	204	229	250	216								
GL	3	163	17	-23	-21	42	38	65	78	-4	-7	-1	-18	-33	6								



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.

Registration & Housing Are Open!*

If you are registering yourself only, select Individual Registration. If registering more than one person in your group, select Group Registration.

You should have received your new portal login credentials by email. If you did not receive them, or if you have questions about your membership status or roster updates, please contact memberservices@nsba.org.

Individual Registration

Group Registration

Group Registration Guide

Schedule-at-a-Glance (As of Aug. 24, 2026)

All dates and times are subject to change.

Friday, April 2

7:30 a.m. – 5 p.m.	Registration
8:30 – 11:30 a.m.	Experiential Learning Site Visits (Ticketed Event)

Saturday, April 3

7:30 a.m. – 5 p.m.	Registration
9 – 10:15 a.m.	Magna Awards Breakfast (Ticketed Event)

Sunday, April 4

7:30 a.m. – Noon	Registration
9 – 10:15 a.m.	Concurrent Sessions
10:30 a.m. – 12:30 p.m.	Closing General Session

9 – 10:15 a.m.	Rural Education Breakfast (Ticketed Event)	9 – 10:15 a.m.	Concurrent Sessions
		10:30 – 11:45 a.m.	Concurrent Sessions
9 – 10:15 a.m.	District Council Breakfast (Ticketed Event)	11:30 a.m. – 2:30 p.m.	Exhibit Hall
		Noon – 12:30 p.m.	Fireside Chats (Exhibit Hall)
9 a.m. – Noon	Preconference Workshops (Ticketed Event)	Noon – 2 p.m.	Council of Urban Boards of Education Luncheon (Ticketed Event)
10:30 – 11:45 a.m.	Concurrent Sessions		
11:30 a.m. – 2:30 p.m.	Exhibit Hall	12:45 – 2 p.m.	Concurrent Sessions
12:45 – 2 p.m.	Concurrent Sessions	1:30 – 2 p.m.	Fireside Chats (Exhibit Hall)
2:30 – 4 p.m. (Doors open at 2 p.m.)	Opening General Session	2:30 – 4 p.m. (Doors open at 2 p.m.)	General Session
4 – 6 p.m.	Welcome Reception (Exhibit Hall)	7:30 – 10:30 p.m.	CUBE Urban Night Out (UNO) (Ticketed Event)

Registration Fees

In-Person Attendance	✓
Online Experience Add On*	✓
Online Experience (Virtual Attendance Only)	✓
One-Day Pass (In-Person Attendance, Available Onsite Only)	✓
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