

**Medina Valley Independent School District**  
**Board of Trustees**  
**Regular Meeting on Monday, October 26, 2026 at 6:00 PM**  
**Medina Valley ISD Central Office Board Room**

**A Regular Board Meeting of the MVISD Board of Trustees was held on Monday, October 26, 2026, beginning at 6:00 PM at/on Medina Valley ISD Central Office Board Room.**

**I. First Order of Business**

- A Call Meeting to Order
- B Establish a Quorum
- C Pledge of Allegiance to the Flag followed by a Moment of Silence

**II. Public Hearing Concerning the Financial Integrity Rating System of Texas (FIRST)**

- A Discussion Concerning the Financial Integrity Rating System of Texas (FIRST)
- B Public Comments Regarding FIRST Report

3

**III. Student/Staff Recognition**

- A Paws for Applause

**IV. Public Comment**

*At Regular Board Meetings the Board shall permit public comment on any topic. At all other Board Meetings public comments will be limited to items on the agenda posted with the notice of the meeting. Consistent with Board Policy BEC (Local), when necessary for meeting management, the following will apply: When 1 to 3 individuals sign up to address the Board, they will each be given 5 minutes. When 4 to 6 individuals sign up to address the Board, they will each be given 3 minutes. When 7 or more individuals sign up to address the Board, they will each be given 2 minutes.*

**V. Announcements/Communications/Presentations**

- A Board Committee Reports
  - Finance Committee
- B Construction Briefing
  - Medina Valley ISD Middle School #3
  - Medina Valley ISD Elementary #7
- C Financial Briefing
  - General Fund Financial Statement
  - Child Nutrition Financial Statement
  - Debt Service Fund Financial Statement
  - Bond 2023 Capital Projects Report
  - Bond 2024 Capital Projects Report

28

- D Superintendent Briefing
- E MVISD Bilingual/ESL Annual Program Evaluation 2025-2026

34

**VI. Discussion and Possible Action Items**

**A Consider Approval of Consent Agenda Items**

61

- 1 Board Meeting Minutes for Regular Board Meeting on September 28, 2026, and Special Board Meeting on October 14, 2026

62

- 2 Monthly Financials

66

- 3 Library Book Purchases

72

- 4 K-5 RLA Instructional Materials Adoption Committee

105

- 5 Construction Materials Observations and Testing services for Medina Valley ISD Elementary School #7 Project

107

- 6 Consider Approval of Change Order #1 Final to WR Griggs General Contractors for the Ladera Elementary Portable Infrastructure Project

108

- B Consider Approval to name Medina Valley ISD's Middle School #3

110

- C Consider Approval to name Medina Valley High School's Athletic Field at Panther Stadium

111

- D Consider Award of General Contractor for RFCSP #27-002 - CMAR for the Medina Valley High School HVAC Project

112

- E Consider Approval of Budget Amendment

114

- F Consider Approval of Bilingual Exception/ESL Waiver

116

- G Consider Approval of the Staff Development Waiver

126

- H Consider Approval of Early Graduates for Medina Valley High School

128

**VII. Closed Session**

- A Consultation with Attorney (TX Govt. Code Section 551.071)
- B Personnel Matters: Resignations, Retirements, Leaves of Absence, Reassignments, New Employment, New Personnel Position, Duties/Responsibilities of Employees (TX Govt. Code Section 551.074)
- C Deliberation Regarding Real Property (TX Govt. Code Section 551.072)

1

**VIII. Continued Discussion and Possible Action Items**

- A Consideration of future meeting dates

## **IX. Adjournment**

**(Items do not have to be taken in the same order as shown on the meeting agenda.)**

# FIRST Rating and Public Hearing

October 26, 2026

# Financial Integrity Rating System of Texas (FIRST)



Goal #1 – Ensure that Texas public schools are held accountable for the quality of their financial management practices and that they improve these practices.



Goal #2 – Encourage Texas public schools to better manage their financial resources to provide the maximum allocation possible for direct instructional purposes.

# Determination of Rating

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.

Did the school district fail any of the ceiling indicators?  
**Indicator 4 = 95 max, Indicator 6 = 89 max, Indicator 16 = 89 max, or Indicator 17 = 79 max**

Determine the rating by the applicable number of points.

**A = Superior Achievement**

90-100

**B = Above Standard Achievement**

80-89

**C = Meets Standard Achievement**

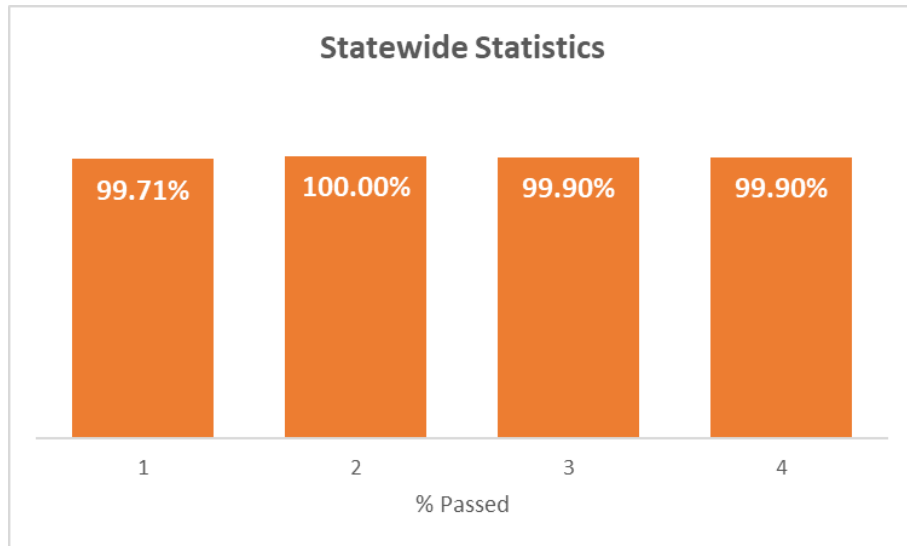
70-79

**F = Substandard Achievement**

<70

\*Based on 2024-2025 school year data

# Critical Indicators



1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the January 28 deadline? **YES**
2. Was there an unmodified opinion in the AFR on the financial statements as a whole? **YES**
3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? **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 governmental agencies? **YES**

# Indicators

5. Was the total net position in the governmental activities column in the Statement of Net Position greater than zero?  
**PASSED**
6. Was the average change in fund balances over 3 years less than a 25% decrease or did the current year's fund balances exceed 75 days of operational expenditures? **PASSED**
7. 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? **10**
8. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?  
**10**
9. Did the school district's general fund revenues equal or exceed expenditures? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? **10**

# Indicators

10. Did the school district average less than a 10 percent variance when comparing budgeted revenues to actual revenues for the last 3 fiscal years? **Not evaluated - 10**
11. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? **10**
12. **Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? 4**
13. Was the school district's administrative cost ratio equal to or less than the threshold ratio? **10**

# Indicators

- 14. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years? 10
- 15. Was the school district's ADA within the allotted range of the district's biennial pupil projections submitted to TEA? 5
- 16. Did the comparison of 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? PASSED
- 17. Did the external independent auditor report that the AFR was free of any instances of material weakness in internal controls over financial reporting and compliance for local, state, or federal funds? PASSED

# Indicators

18. Did the external independent audit report indicate the AFR was free of any instances of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? 10
19. Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, and other statutes, laws and rules that were in effect at the school district's fiscal year end? 5
20. Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? PASSED
21. Did the school district receive an adjusted repayment schedule for more than one fiscal year for an over-allocation of FSP funds because of a financial hardship? PASSED

# Determination of Rating

Did the school district fail any of the critical indicators: 1, 2, 3, or 4?

**NO**

Did the school district fail any of the ceiling indicators?

**NO**

Determine the rating by the applicable number of points. **94**

**A = Superior Achievement**

**90-100**

B = Above Standard Achievement

80-89

C = Meets Standard Achievement

70-79

F = Substandard Achievement

<70

\*Based on 2025-2025 school year data

| RATINGS                     | COUNT | % Total |
|-----------------------------|-------|---------|
| A = Superior                | 830   | 81.53%  |
| B = Above Standard          | 111   | 10.90%  |
| C = Meets Standard          | 58    | 5.70%   |
| F = Substandard Achievement | 19    | 1.87%   |
| TOTAL                       | 1,018 | 100.0%  |

# Statewide Statistics

---

# DISCLOSURES

---



Superintendent's Contract



Total Reimbursements received by the Superintendent and each Board Member.



Compensation and/or fees received by the Superintendent from another school district or any other outside entity in exchange for professional consulting and/or other personal services.



Gifts received by Executive Officers and Board Members that had an economic value of \$250 or more.



Business Transactions between the School District and Board Members.

---

## Public Comment



RATING YEAR **2025-2026**DISTRICT NUMBER **district #****Appeal Summary****Select An Option****Help****Home****Financial Integrity Rating System of Texas**

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

**Name: MEDINA VALLEY ISD(163908)****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:** 94**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 6:18:47 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 6:18:47 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 6:18:47 PM | Yes   |

15

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                              |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------------|
| 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<br>6:18:47<br>PM | Yes<br><br>Ceiling<br>Passed |
|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           | 1<br>Multiplier<br>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<br>6:18:47<br>PM | Ceiling<br>Passed            |
| 6 | <u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>                                                                                                                                                                                                                                                                                                                                                                                                                          | 6/4/2026<br>6:18:47<br>PM | Ceiling<br>Passed            |
| 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<br>6:18:47<br>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<br>6:18:47<br>PM | 10<br><br>16                 |

|    |                                                                                                                                                                                                                                                                                                                                                                                                    |                           |                   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------|
| 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<br>6:18:47<br>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<br>6:18:47<br>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<br>6:18:47<br>PM | 10                |
| 12 | <u>What is the correlation between future debt requirements and the district's assessed property value?</u>                                                                                                                                                                                                                                                                                        | 6/4/2026<br>6:18:47<br>PM | 4                 |
| 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<br>6:18:47<br>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<br>6:18:47<br>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<br>6:18:47<br>PM | Ceiling<br>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</u>        | 6/4/2026<br>6:18:47<br>PM | Ceiling<br>Passed |

|    |                                                                                                                                                                                                                                                                                                   |                           |                        |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|------------------------|
|    | <u>indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>                                                                                                                                                    |                           |                        |
| 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<br>6:18:47<br>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<br>6:18:47<br>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<br>6:18:47<br>PM | Ceiling<br>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<br>6:18:47<br>PM | Ceiling<br>Passed      |
|    |                                                                                                                                                                                                                                                                                                   |                           | 94<br>Weighted<br>Sum  |
|    |                                                                                                                                                                                                                                                                                                   |                           | 1<br>Multiplier<br>Sum |
|    |                                                                                                                                                                                                                                                                                                   |                           | (100<br>Ceiling)       |
|    |                                                                                                                                                                                                                                                                                                   |                           | 94 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

18

**B = Above Standard Achievement**

80-89

**C = Meets Standard Achievement**

70-79

**F = Substandard Achievement**

&lt;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                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------------------------------|
| <b>Indicator 4</b> (Timely Payments) - School district was issued a warrant hold.                                                                                            | 95             | A = Superior Achievement       |
| <b>Indicator 5</b> (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 |
| <b>Indicator 6</b> (Average Change in Fund Balance) - Response to indicator is <i>No</i> .                                                                                   | 89             | B = Above Standard Achievement |
| <b>Indicator 16</b> (PEIMS to AFR) - Response to indicator is <i>No</i> .                                                                                                    | 89             | B = Above Standard Achievement |
| <b>Indicator 17</b> (Material Weaknesses) - Response to indicator is <i>No</i> .                                                                                             | 79             | C = Meets Standard Achievement |
| <b>Indicator 20</b> (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .                                                                              | 89             | B = Above Standard Achievement |

19

**Indicator 21** (FSP Repayment Plan) - Response to  
indicator is Yes.

70

C = Meets  
Standard  
Achievement

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

---

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

---

FIRST 5.16.0.7

RATING YEAR **2025-2026**DISTRICT NUMBER **district #****Appeal Summary****Select An Option****Help****Home**

## Financial Integrity Rating System of Texas

### OVERALL STATISTICS 2025-2026 STATUS COUNTS

| Status       | Count        | % Total        | Enrollment       | % Total Enrollment |
|--------------|--------------|----------------|------------------|--------------------|
| Passed       | 999          | 98.13%         | 5,046,014        | 98.81%             |
| Failed       | 19           | 1.87%          | 60,697           | 1.19%              |
| <b>Total</b> | <b>1,018</b> | <b>100.00%</b> | <b>5,106,711</b> | <b>100.00%</b>     |

### 2025-2026 RATING COUNTS

| Ratings                        | Count        | % Total        | Enrollment       | % Total Enrollment |
|--------------------------------|--------------|----------------|------------------|--------------------|
| A = Superior Achievement       | 830          | 81.53%         | 4,320,587        | 84.61%             |
| B = Above Standard Achievement | 111          | 10.90%         | 431,428          | 8.45%              |
| C = Meets Standard Achievement | 58           | 5.70%          | 293,999          | 5.76%              |
| F = Substandard Achievement    | 19           | 1.87%          | 60,697           | 1.19%              |
| <b>Total</b>                   | <b>1,018</b> | <b>100.00%</b> | <b>5,106,711</b> | <b>100.00%</b>     |

### 2025-2026 ALL RESULTS BY INDICATOR

| Indicator | Result | Count | % of Districts | Enrollment | % Total Enrollment |
|-----------|--------|-------|----------------|------------|--------------------|
| 1         | Yes    | 1015  | 99.71%         | 5098023    | 99.83%             |
|           | No     | 3     | 0.29%          | 8688       | 0.17%              |
| 2         | Yes    | 1018  | 100.00%        | 5106711    | 100.00%            |
|           | No     | 0     | 0.00%          | 0          | 0.00%              |
| 3         | Yes    | 1017  | 99.90%         | 5105500    | 99.98%             |

21

|    |     |      |        |         |        |
|----|-----|------|--------|---------|--------|
|    | No  | 1    | 0.10%  | 1211    | 0.02%  |
| 4  | Yes | 1017 | 99.90% | 5103075 | 99.93% |
|    | No  | 1    | 0.10%  | 3636    | 0.07%  |
| 5  | Yes | 1016 | 99.80% | 5104491 | 99.96% |
|    | No  | 2    | 0.20%  | 2220    | 0.04%  |
| 6  | Yes | 982  | 96.46% | 4888749 | 95.73% |
|    | No  | 36   | 3.54%  | 217962  | 4.27%  |
| 7  | 10  | 849  | 83.40% | 3963103 | 77.61% |
|    | 8   | 53   | 5.21%  | 522402  | 10.23% |
|    | 6   | 38   | 3.73%  | 224881  | 4.40%  |
|    | 4   | 29   | 2.85%  | 174598  | 3.42%  |
|    | 2   | 19   | 1.87%  | 94023   | 1.84%  |
|    | 0   | 30   | 2.95%  | 127704  | 2.50%  |
| 8  | 10  | 861  | 84.58% | 3966916 | 77.68% |
|    | 8   | 60   | 5.89%  | 292108  | 5.72%  |
|    | 6   | 48   | 4.72%  | 380050  | 7.44%  |
|    | 4   | 33   | 3.24%  | 382574  | 7.49%  |
|    | 2   | 12   | 1.18%  | 79845   | 1.56%  |
|    | 0   | 4    | 0.39%  | 5218    | 0.10%  |
| 9  | 10  | 965  | 94.79% | 4800460 | 94.00% |
|    | 0   | 53   | 5.21%  | 306251  | 6.00%  |
| 10 | 10  | 857  | 84.18% | 4954295 | 97.02% |
|    | 0   | 161  | 15.82% | 152416  | 2.98%  |
| 11 | 10  | 862  | 84.68% | 3686305 | 72.19% |

|    |     |      |         |         |         |
|----|-----|------|---------|---------|---------|
|    | 8   | 91   | 8.94%   | 1015749 | 19.89%  |
|    | 6   | 44   | 4.32%   | 252533  | 4.95%   |
|    | 4   | 16   | 1.57%   | 136830  | 2.68%   |
|    | 2   | 2    | 0.20%   | 6179    | 0.12%   |
|    | 0   | 3    | 0.29%   | 9115    | 0.18%   |
| 12 | 10  | 729  | 71.61%  | 3151268 | 61.71%  |
|    | 8   | 202  | 19.84%  | 1521216 | 29.79%  |
|    | 6   | 53   | 5.21%   | 254176  | 4.98%   |
|    | 4   | 17   | 1.67%   | 107689  | 2.11%   |
|    | 2   | 13   | 1.28%   | 58830   | 1.15%   |
|    | 0   | 4    | 0.39%   | 13532   | 0.26%   |
| 13 | 10  | 1018 | 100.00% | 5106711 | 100.00% |
| 14 | 10  | 991  | 97.35%  | 5023018 | 98.36%  |
|    | 0   | 27   | 2.65%   | 83693   | 1.64%   |
| 15 | 5   | 1008 | 99.02%  | 5048230 | 98.85%  |
|    | 0   | 10   | 0.98%   | 58481   | 1.15%   |
| 16 | Yes | 1000 | 98.23%  | 5087173 | 99.62%  |
|    | No  | 18   | 1.77%   | 19538   | 0.38%   |
| 17 | Yes | 989  | 97.15%  | 4966249 | 97.25%  |
|    | No  | 29   | 2.85%   | 140462  | 2.75%   |
| 18 | 10  | 981  | 96.37%  | 5039490 | 98.68%  |
|    | 0   | 37   | 3.63%   | 67221   | 1.32%   |
| 19 | 5   | 1013 | 99.51%  | 5101781 | 99.90%  |
|    | 0   | 5    | 0.49%   | 4930    | 0.10%   |

|    |     |      |         |         |         |
|----|-----|------|---------|---------|---------|
| 20 | Yes | 1018 | 100.00% | 5106711 | 100.00% |
|    | No  | 0    | 0.00%   | 0       | 0.00%   |
| 21 | Yes | 2    | 0.20%   | 6683    | 0.13%   |
|    | No  | 1016 | 99.80%  | 5100028 | 99.87%  |

## 2025-2026 ANSWERS BY INDICATOR

| Indicator | Yes  | No | 10   | 8   | 6  | 5    | 4  | 2  | 0   | Total   |
|-----------|------|----|------|-----|----|------|----|----|-----|---------|
| 1         | 1015 | 3  | x    | x   | x  | x    | x  | x  | x   | 1018    |
| 2         | 1018 | x  | x    | x   | x  | x    | x  | x  | x   | 1018    |
| 3         | 1017 | 1  | x    | x   | x  | x    | x  | x  | x   | 1018    |
| 4         | 1017 | 1  | x    | x   | x  | x    | x  | x  | x   | 1018    |
| 5         | 1016 | 2  | x    | x   | x  | x    | x  | x  | x   | 1018    |
| 6         | 982  | 36 | x    | x   | x  | x    | x  | x  | x   | 1018    |
| 7         | x    | x  | 849  | 53  | 38 | x    | 29 | 19 | 30  | 1018    |
| 8         | x    | x  | 861  | 60  | 48 | x    | 33 | 12 | 4   | 1018    |
| 9         | x    | x  | 965  | x   | x  | x    | x  | x  | 53  | 1018    |
| 10        | x    | x  | 857  | x   | x  | x    | x  | x  | 161 | 1018    |
| 11        | x    | x  | 862  | 91  | 44 | x    | 16 | 2  | 3   | 1018    |
| 12        | x    | x  | 729  | 202 | 53 | x    | 17 | 13 | 4   | 1018    |
| 13        | x    | x  | 1018 | x   | x  | x    | x  | x  | x   | 1018    |
| 14        | x    | x  | 991  | x   | x  | x    | x  | x  | 27  | 1018    |
| 15        | x    | x  | x    | x   | x  | 1008 | x  | x  | 10  | 1018    |
| 16        | 1000 | 18 | x    | x   | x  | x    | x  | x  | x   | 1018    |
| 17        | 989  | 29 | x    | x   | x  | x    | x  | x  | x   | 1018    |
| 18        | x    | x  | 981  | x   | x  | x    | x  | x  | 37  | 1018 24 |

|    |      |      |   |   |   |      |   |   |   |      |
|----|------|------|---|---|---|------|---|---|---|------|
| 19 | x    | x    | x | x | x | 1013 | x | x | 5 | 1018 |
| 20 | 1018 | x    | x | x | x | x    | x | x | x | 1018 |
| 21 | 2    | 1016 | x | x | x | x    | x | x | x | 1018 |

**Last Updated: Tuesday, September 15, 2026 10:08:18 AM**

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

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

FIRST 5.16.0.7

## School FIRST Annual Financial Management Report

### MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA,  
Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(q). Effective 8/1/2018.

The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be all inclusive.

#### Superintendent's Current Employment Contract ([LINK](#))

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided.  
In lieu of publication in the annual School FIRST financial management report, the school district may chose 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.

#### Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period  
Ended August 31, 2025

| Description of Reimbursements      | Superintendent | Nathan Fillinger | Blane Nash | Joe Biediger | Ben Juarez | Matthew Castiglione | Suzanne Lee | Jason Bonney |
|------------------------------------|----------------|------------------|------------|--------------|------------|---------------------|-------------|--------------|
| Meals                              | \$ 57.21       | \$               | \$         | \$           | \$         | \$                  | \$          | \$           |
| Lodging                            | \$ 257.82      |                  |            |              |            |                     |             |              |
| Transportation                     | \$ 243.43      |                  |            |              |            |                     |             |              |
| Motor Fuel                         |                |                  |            |              |            |                     |             |              |
| Other: Registration TASA/TASB, FGS | \$ 585.00      | \$ 385.00        | \$ 385.00  | \$ 385.00    | \$ 385.00  | \$ 385.00           | \$ 385.00   | \$ 385.00    |
| Total                              | \$1,143.46     | \$385.00         | \$385.00   | \$385.00     | \$385.00   | \$385.00            | \$385.00    | \$385.00     |

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).

Motor fuel – Gasoline.

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.

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

For the Twelve-Month Period  
Ended August 31, 2025

| Name(s) of Entity(ies) | Amount Received |
|------------------------|-----------------|
|                        | \$              |
| Total                  | \$0.00          |

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

**Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)**  
**(gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)**

For the Twelve-Month Period  
 Ended August 31, 2025

|       | Superintendent | Nathan Fillinger | Blane Nash | Joe Biediger | Ben Juarez | Matthew Castiglione | Suzanne Lee | Jason Bonney |
|-------|----------------|------------------|------------|--------------|------------|---------------------|-------------|--------------|
| Total | \$0            | \$0              | \$0        | \$0          | \$0        | \$0                 | \$0         | \$0          |

**Note –** An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

**Business Transactions Between School District and Board Members**

For the Twelve-Month Period  
 Ended August 31, 2025

|         | Nathan Fillinger | Blane Nash | Joe Biediger | Ben Juarez | Matthew Castiglione | Suzanne Lee | Jason Bonney |
|---------|------------------|------------|--------------|------------|---------------------|-------------|--------------|
| Amounts | \$0              | \$0        | \$0          | \$0        | \$0                 | \$0         | \$0          |

**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.

# Medina Valley Independent School District

## Monthly Financial Report

September 2026

### Executive Summary

Financial Highlights: In the general fund, the district has collected 14% of budgeted revenues and spent 9% of budgeted expenses. In September 2025, the district collected 14% of actual revenue and spent 9% of actual expenses. In the food service fund, the district has collected 13% of budgeted revenues and spent 7% of budgeted expenses. In September 2025, the district collected 11% of actual revenue and spent 7% of budgeted expenses. The debt service fund will have minimal revenue until the 2026 levy is sent to taxpayers. The next debt service payment is in February 2027.

### Fund Balance

|                                                     | General Fund         | Food Service        | Debt Service        |
|-----------------------------------------------------|----------------------|---------------------|---------------------|
| <b>Unaudited</b> Fund Balance as of August 31, 2026 | \$ 39,574,405        | \$ 2,618,525        | \$ 6,928,150        |
| Year-to-Date Revenue                                | \$ 16,073,143        | \$ 922,477          | \$ 68,224           |
| Year-to-Date Expenditures                           | \$ (10,522,174)      | \$ (515,945)        | \$ (550)            |
| <b>Fund Balance as of September 30, 2026</b>        | <b>\$ 45,125,374</b> | <b>\$ 3,025,057</b> | <b>\$ 6,995,824</b> |

### Budget Amendments

|              | General Fund | Food Service | Debt Service |
|--------------|--------------|--------------|--------------|
| Revenue      | \$ -         | \$ -         | \$ -         |
| Expenditures | \$ -         | \$ -         | \$ -         |

**SEPTEMBER 2026-2027**  
**MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

| <b>ESTIMATED REVENUES</b>            | <b>CURRENT BUDGET</b> | <b>YTD ACTUAL</b>   | <b>BALANCE</b>       |
|--------------------------------------|-----------------------|---------------------|----------------------|
| 5700 - LOCAL REVENUES                | \$41,226,195          | \$243,794           | \$40,982,401         |
| 5800 - STATE PROGRAM REVENUES        | \$78,561,490          | \$15,829,349        | \$62,732,141         |
| 5900 - FEDERAL REVENUES              | \$918,000             | \$0                 | \$918,000            |
| <b>TOTAL REVENUES</b>                | <b>\$120,705,685</b>  | <b>\$16,073,143</b> | <b>\$104,632,542</b> |
| <b>PROPOSED APPROPRIATIONS</b>       |                       |                     |                      |
| 11 - INSTRUCTION                     | \$69,968,232          | \$5,660,455         | \$64,307,777         |
| 12 - INST. RESOURCES & MEDIA SVCS    | \$231,910             | \$20,166            | \$211,744            |
| 13 - CURRICULUM DEV. & INST. STF DEV | \$2,589,066           | \$191,132           | \$2,397,934          |
| 21 - INSTRUCTIONAL LEADERSHIP        | \$2,330,456           | \$179,349           | \$2,151,107          |
| 23 - SCHOOL LEADERSHIP               | \$6,410,046           | \$505,684           | \$5,904,361          |
| 31 - GUIDANCE & COUNSELING           | \$4,496,967           | \$360,097           | \$4,136,870          |
| 32 - SOCIAL WORK SERVICES            | \$612,144             | \$50,166            | \$561,978            |
| 33 - HEALTH SERVICES                 | \$1,545,228           | \$113,455           | \$1,431,773          |
| 34 - PUPIL TRANSPORTATION            | \$5,446,125           | \$684,957           | \$4,761,168          |
| 35 - FOOD SERVICES                   | \$108,577             | \$6,083             | \$102,494            |
| 36 - COCURR./EXTRACURR. ACTIVITIES   | \$4,175,080           | \$400,280           | \$3,774,800          |
| 41 - GENERAL ADMINISTRATION          | \$3,487,794           | \$343,856           | \$3,143,938          |
| 51 - PLANT MAINTENANCE & OPERATIONS  | \$12,065,901          | \$1,545,759         | \$10,520,141         |
| 52 - SECURITY & MONITORING SERVICES  | \$2,306,786           | \$185,204           | \$2,121,581          |
| 53 - DATA PROCESSING SERVICES        | \$2,872,664           | \$309,405           | \$2,563,259          |
| 61 - COMMUNITY SERVICES              | \$1,000               | \$0                 | \$1,000              |
| 81 - FACILITIES ACQ. & CONSTRUCTION  | \$1,302,708           | (\$33,876)          | \$1,336,583          |
| 95 - PYMTS. TO JJAEP PROGRAMS        | \$5,000               | \$0                 | \$5,000              |
| 99 - OTHER INTERGOVERNMENTAL CHARGE  | \$750,000             | \$0                 | \$750,000            |
| <b>TOTAL APPROPRIATIONS</b>          | <b>\$120,705,685</b>  | <b>\$10,522,174</b> | <b>\$110,183,511</b> |

2026-2027 FUND BALANCE = \$ 39,574,405

3 MONTH OPERATING CASH FLOW = \$ 30,176,421

**SEPTEMBER 2026-2027**  
**MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

| <b>ESTIMATED REVENUES</b>      | <b>CURRENT BUDGET</b> | <b>YTD ACTUAL</b> | <b>BALANCE</b>     |
|--------------------------------|-----------------------|-------------------|--------------------|
| 5700 - LOCAL REVENUES          | \$2,276,700           | \$256,840         | \$2,019,860        |
| 5800 - STATE PROGRAM REVENUES  | \$29,855              | \$0               | \$29,855           |
| 5900 - FEDERAL REVENUES        | \$5,748,448           | \$665,637         | \$5,082,811        |
| <b>TOTAL REVENUES</b>          | <b>\$8,055,003</b>    | <b>\$922,477</b>  | <b>\$7,132,526</b> |
| <b>PROPOSED APPROPRIATIONS</b> |                       |                   |                    |
| 35 - FOOD SERVICES             | \$8,970,128           | \$515,945         | \$8,454,183        |
| <b>TOTAL APPROPRIATIONS</b>    | <b>\$8,970,128</b>    | <b>\$515,945</b>  | <b>\$8,454,183</b> |

2026-2027 FUND BALANCE = \$ 2,618,525                      3 MONTH OPERATING CASH FLOW = \$ 2,242,532

**SEPTEMBER 2026-2027**  
**MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

| <b>ESTIMATED REVENUES</b>      | <b>CURRENT BUDGET</b> | <b>YTD ACTUAL</b> | <b>BALANCE</b>      |
|--------------------------------|-----------------------|-------------------|---------------------|
| 5700 - LOCAL REVENUES          | \$31,481,363          | \$68,224          | \$31,413,139        |
| 5800 - STATE PROGRAM REVENUES  | \$7,113,926           | \$0               | \$7,113,926         |
| <b>TOTAL REVENUES</b>          | <b>\$38,595,289</b>   | <b>\$68,224</b>   | <b>\$38,527,065</b> |
| <b>PROPOSED APPROPRIATIONS</b> |                       |                   |                     |
| 71 - DEBT SERVICES             | \$38,595,289          | \$550             | \$38,594,739        |
| <b>TOTAL APPROPRIATIONS</b>    | <b>\$38,595,289</b>   | <b>\$550</b>      | <b>\$38,594,739</b> |

2026-2027 FUND BALANCE = \$ 6,928,150

# Medina Valley ISD

## Bond 2023 Summary

September 30, 2026

| <i>2023 Bond Projects</i>         | <i>Original<br/>Budget</i> | <i>Adjusted<br/>Budget</i> | <i>Cumulative<br/>Encumbrances</i> | <i>Cumulative<br/>Expenses</i> | <i>Balance</i>       |
|-----------------------------------|----------------------------|----------------------------|------------------------------------|--------------------------------|----------------------|
| High School #2                    | \$ 323,000,000             | \$ 308,000,000             | \$ 14,696,405                      | \$ 266,337,613                 | \$ 26,965,982        |
| Traffic Improvements              | \$ 4,000,000               | \$ 4,000,000               | \$ -                               | \$ 1,191,758                   | \$ 2,808,242         |
| Agricultural & Jr. ROTC Facility  | \$ 14,000,000              | \$ 14,000,000              | \$ 2,771,674                       | \$ 10,570,943                  | \$ 657,383           |
| Safety & Security Projects        | \$ 5,000,000               | \$ 4,018,650               | \$ 170,999                         | \$ 3,708,835                   | \$ 138,816           |
| Land                              | \$ 30,000,000              | \$ 30,000,000              | \$ 45,617                          | \$ 23,954,203                  | \$ 6,000,181         |
| Project Savings:                  | \$ -                       | \$ -                       |                                    | \$ -                           |                      |
| Middle School #3                  | \$ -                       | \$ 15,000,000              | \$ 97,482                          | \$ 14,696,157                  | \$ 206,361           |
| Police Department                 | \$ -                       | \$ 981,350                 | \$ 121,274                         | \$ 793,354                     | \$ 66,722            |
| <b>Total Projects</b>             | <b>\$ 376,000,000</b>      | <b>\$ 376,000,000</b>      | <b>\$ 17,903,451</b>               | <b>\$ 321,252,862</b>          | <b>\$ 36,843,686</b> |
|                                   |                            |                            |                                    |                                |                      |
| Fees Associated with Sale of Bond |                            | \$ 830,037                 | \$ -                               | \$ 830,037                     | \$ -                 |
| <b>Total Bond Package</b>         | <b>\$ 376,000,000</b>      | <b>\$ 376,830,037</b>      | <b>\$ 17,903,451</b>               | <b>\$ 322,082,900</b>          | <b>\$ 36,843,686</b> |
|                                   |                            |                            |                                    |                                |                      |
| Bond Interest                     |                            | \$ 14,875,280              | \$ -                               | \$ -                           | \$ 14,875,280        |
| Debt Payment                      |                            | \$ 11,698,450              | \$ -                               | \$ 11,698,450                  | \$ -                 |
| MVHS HVAC Project                 |                            | \$ 776,300                 | \$ 298,876                         | \$ 477,425                     | \$ -                 |
| Arbitrage                         |                            | \$ 8,392,730               | \$ -                               | \$ 3,000                       | \$ 8,389,730         |
| Salaries                          | \$ -                       | \$ 1,446,428               | \$ -                               | \$ 1,008,886                   | \$ 437,543           |
| <b>Total Interest Earnings</b>    | <b>\$ -</b>                | <b>\$ 37,189,189</b>       | <b>\$ 298,876</b>                  | <b>\$ 13,187,760</b>           | <b>\$ 23,702,553</b> |

*\*Unaudited*

# Medina Valley ISD

## Bond 2024 Summary

September 30, 2026

| <i>2024 Bond Projects</i>         | <i>Original<br/>Budget</i> | <i>Adjusted<br/>Budget</i> | <i>Cumulative<br/>Encumbrances</i> | <i>Cumulative<br/>Expenses</i> | <i>Balance</i>       |
|-----------------------------------|----------------------------|----------------------------|------------------------------------|--------------------------------|----------------------|
| Middle School #3                  | \$ 102,000,000             | \$ 75,380,000              | \$ 35,923,159                      | \$ 23,332,548                  | \$ 16,124,294        |
| Elementary School #7              | \$ 62,000,000              | \$ 55,000,000              | \$ 1,155,174                       | \$ 2,201,631                   | \$ 51,643,195        |
| Elementary School #8              | \$ 62,000,000              | \$ 1,620,000               | \$ -                               | \$ -                           | \$ 1,620,000         |
| Safety & Security Projects        | \$ 2,500,000               | \$ -                       | \$ -                               | \$ -                           | \$ -                 |
| PE Improvements                   | \$ 5,750,000               | \$ -                       | \$ -                               | \$ -                           | \$ -                 |
| Land                              | \$ 14,900,000              | \$ -                       | \$ -                               | \$ -                           | \$ -                 |
| MVHS Stadium Improvements         | \$ 29,050,000              | \$ 850,000                 | \$ 197,138                         | \$ 430,986                     | \$ 221,876           |
| CVHS Stadium Improvements         | \$ 11,800,000              | \$ 10,350,000              | \$ 1,001,151                       | \$ 8,751,991                   | \$ 596,857           |
| Project Savings - Prop A          | \$ -                       | \$ -                       | \$ -                               | \$ -                           | \$ -                 |
| Project Savings - Prop B          | \$ -                       | \$ -                       | \$ -                               | \$ -                           | \$ -                 |
| <b>Total Projects</b>             | <b>\$ 290,000,000</b>      | <b>\$ 143,200,000</b>      | <b>\$ 38,276,622</b>               | <b>\$ 34,717,155</b>           | <b>\$ 70,206,222</b> |
|                                   |                            |                            |                                    |                                |                      |
| Fees Associated with Sale of Bond |                            | \$ 622,073                 | \$ -                               | \$ 622,073                     | \$ -                 |
| <b>Total Bond Package</b>         | <b>\$ 290,000,000</b>      | <b>\$ 143,822,073</b>      | <b>\$ 38,276,622</b>               | <b>\$ 35,339,228</b>           | <b>\$ 70,206,222</b> |
|                                   |                            |                            |                                    |                                |                      |
| Bond Interest - Prop A            |                            | \$ 5,667,777               | \$ -                               | \$ -                           | \$ 5,667,777         |
| Bond Interest - Prop B            |                            | \$ 639,937                 | \$ -                               | \$ -                           | \$ 639,937           |
| Arbitrage Liability               |                            | \$ 51,366                  | \$ -                               | \$ 1,500                       | \$ 49,866            |
| <b>Total Interest Earnings</b>    | <b>\$ -</b>                | <b>\$ 6,359,080</b>        | <b>\$ -</b>                        | <b>\$ 1,500</b>                | <b>\$ 6,357,580</b>  |

*\*Unaudited*

# **Bilingual/ESL Program Report**

**Fall 2026**



**Reporting for  
Academic Year 2025–2026**

# Reporting

- Emergent bilingual student #s
- Academic progress—STAAR
- Proficiency progress—TELPAS
- Reclassification
- Professional Learning
- Bilingual Exception/ESL Waiver
- Action Plan for 2026–2027



# 873

## identified emergent bilinguals (EBs)

- Bilingual Program: 254
- ESL Program—Elementary: 185
- ESL Program—Secondary: 309
- Denial of Services: 101
- No Parental Response: 24



# **STAAR/EOC Data for Emergent Bilingual Population**

# EB Spring 2026 STAAR Performance Data: Elementary Campuses—Bilingual, ESL, & Denials



| Assessment | Grade 3    |       |         | Grade 3 (Spanish) |       |         |
|------------|------------|-------|---------|-------------------|-------|---------|
|            | Approaches | Meets | Masters | Approaches        | Meets | Masters |
| RLA        | 67%        | 30%   | 7%      | 44%               | 22%   | 11%     |
| RLA-State  | 67%        | 43%   | 17%     | 60%               | 29%   | 16%     |
| Math       | 65%        | 35%   | 6%      | 20%               | 0%    | 0%      |
| Math-State | 64%        | 40%   | 17%     | 53%               | 28%   | 10%     |

# EB Spring 2026 STAAR Performance Data: Elementary Campuses—Bilingual, ESL, & Denials



| Assessment | Grade 4    |       |         | Grade 4 (Spanish) |       |         |
|------------|------------|-------|---------|-------------------|-------|---------|
|            | Approaches | Meets | Masters | Approaches        | Meets | Masters |
| RLA        | 67%        | 37%   | 6%      | -                 | -     | -       |
| RLA-State  | 70%        | 41%   | 13%     | 57%               | 38%   | 17%     |
| Math       | 75%        | 44%   | 19%     | -                 | -     | -       |
| Math-State | 65%        | 44%   | 18%     | 53%               | 30%   | 10%     |

# EB Spring 2026 STAAR Performance Data: Elementary Campuses—Bilingual, ESL, & Denials



| Assessment    | Grade 5    |       |         | Grade 5 (Spanish) |       |                  |
|---------------|------------|-------|---------|-------------------|-------|------------------|
|               | Approaches | Meets | Masters | Approaches        | Meets | Masters          |
| RLA           | 71%        | 40%   | 13%     | -                 | -     | -                |
| RLA-State     | 68%        | 43%   | 18%     | 67%               | 37%   | 16%              |
| Math          | 69%        | 27%   | 2%      | -                 | -     | -                |
| Math-State    | 70%        | 38%   | 12%     | 56%               | 23%   | 6%               |
| Science       | 56%        | 19%   | 2%      | -                 | -     | -                |
| Science-State | 54%        | 23%   | 8%      | 40%               | 12%   | 3% <sup>40</sup> |

# EB Spring 2026 STAAR Performance Data: Middle School Campuses—ESL & Denials



| Assessment       | Grade 6    |       |         | Grade 7    |       |         | Grade 8    |       |         |
|------------------|------------|-------|---------|------------|-------|---------|------------|-------|---------|
|                  | Approaches | Meets | Masters | Approaches | Meets | Masters | Approaches | Meets | Masters |
| RLA              | 50%        | 26%   | 0%      | 49%        | 21%   | 9%      | 60%        | 33%   | 6%      |
| RLA-State        | 53%        | 29%   | 9%      | 59%        | 29%   | 9%      | 68%        | 34%   | 9%      |
| Math             | 58%        | 21%   | 5%      | 43%        | 17%   | 2%      | 71%        | 37%   | 9%      |
| Math-State       | 61%        | 23%   | 6%      | 37%        | 17%   | 3%      | 68%        | 37%   | 11%     |
| Science          | -          | -     | -       | -          | -     | -       | 66%        | 40%   | 12%     |
| Science-State    | -          | -     | -       | -          | -     | -       | 58%        | 31%   | 10%     |
| S. Studies       | -          | -     | -       | -          | -     | -       | 42%        | 12%   | 3% 41   |
| S. Studies-State | -          | -     | -       | -          | -     | -       | 33%        | 12%   | 4%      |

# EB Spring 2026 STAAR Performance Data: Medina Valley HS—ESL & Denials



| Assessment         | Approaches | Meets | Masters |
|--------------------|------------|-------|---------|
| English I/II       | 49%        | 29%   | 1%      |
| English I/II-State | 52%        | 27%   | 1%      |
| Algebra            | 82%        | 16%   | 2%      |
| Algebra-State      | 73%        | 28%   | 9%      |
| Biology            | 84%        | 45%   | 17%     |
| Biology-State      | 87%        | 44%   | 12%     |
| U.S. History       | 74%        | 32%   | 6%      |
| U.S. History-State | 86%        | 44%   | 14%     |



# **TELPAS Data for Emergent Bilingual Population**

***Texas English Language Proficiency Assessment System***

# EB Spring 2026 TELPAS Data (Growth): % Advanced, Maintained, & Declined in Performance



| Performance                              | TELPAS 1-5       | TELPAS 6-8       | TELPAS 9-12      |
|------------------------------------------|------------------|------------------|------------------|
| Advanced in Composite Proficiency Rating | <b>37%</b> (33%) | <b>31%</b> (26%) | <b>27%</b> (15%) |
| Maintained Composite Proficiency Rating  | <b>51%</b> (49%) | <b>56%</b> (56%) | <b>52%</b> (58%) |
| Declined in Composite Proficiency Rating | <b>12%</b> (18%) | <b>13%</b> (18%) | <b>22%</b> (26%) |
| Total # of Students w/Growth Available   | <b>331</b> (302) | <b>161</b> (156) | <b>152</b> (143) |

# EB Spring 2026 TELPAS Data (Growth):

## % Advanced, Maintained, & Declined in Performance



| Grade                                             | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  |
|---------------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Total #<br>w/Growth<br>Available                  | 58  | 72  | 77  | 69  | 55  | 33  | 59  | 69  | 42  | 50  | 29  | 31  |
| Advanced in<br>composite<br>proficiency<br>rating | 55% | 11% | 43% | 32% | 42% | 21% | 32% | 39% | 19% | 40% | 38% | 10% |
| Maintained<br>composite<br>proficiency<br>rating  | 40% | 60% | 56% | 51% | 49% | 67% | 47% | 54% | 60% | 50% | 52% | 45% |
| Declined in<br>composite<br>proficiency<br>rating | 5%  | 29% | 1%  | 17% | 9%  | 12% | 20% | 7%  | 21% | 10% | 10% | 45% |

# EB Spring 2026 TELPAS Data (Growth):

## % Advanced, Maintained, & Declined in Performance



| Grade                                    | 1           | 2            | 3           | 4            | 5          | 6            | 7           | 8           | 9            | 10           | 11          | 12           |
|------------------------------------------|-------------|--------------|-------------|--------------|------------|--------------|-------------|-------------|--------------|--------------|-------------|--------------|
| Total # w/Growth Available               | 58          | 72           | 77          | 69           | 55         | 33           | 59          | 69          | 42           | 50           | 29          | 31           |
| Advanced in composite proficiency rating | 55%         | 11%          | 43%         | 32%          | 42%        | 21%          | 32%         | 39%         | 19%          | 40%          | 38%         | 10%          |
| Maintained composite proficiency rating  | 40%         | 60%          | 56%         | 51%          | 49%        | 67%          | 47%         | 54%         | 60%          | 50%          | 52%         | 45%          |
| Declined in composite proficiency rating | 5%<br>(13%) | 29%<br>(41%) | 1%<br>(11%) | 17%<br>(15%) | 9%<br>(5%) | 12%<br>(29%) | 20%<br>(7%) | 7%<br>(18%) | 21%<br>(43%) | 10%<br>(18%) | 10%<br>(9%) | 45%<br>(27%) |

# EB Spring 2025 to Spring 2026 TELPAS Data (Growth): % Advanced Department Goal



- By May 2026, the percentage of Emergent Bilingual (EB) students demonstrating an advancement in composite level on TELPAS will increase by 10% compared to 2025 results.
  - Spring 2025—26%
  - Spring 2026—32%

**Goal Met—Increase of 23%**



# **Reclassification of Emergent Bilingual Students: First Year Monitor Status**

# Reclassified at EOY for 2025-2026 1st Yr Monitor Status in 2026-2027



| Grade          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8  | 9 | 10 | 11 | 12 |
|----------------|---|---|---|---|---|---|---|----|---|----|----|----|
| Total #        | 1 | 0 | 4 | 6 | 8 | 0 | 6 | 10 | 5 | 6  | 3  | 0  |
| Total: 49 (7%) |   |   |   |   |   |   |   |    |   |    |    |    |

**Eligible for Reclassification—714**

**EOY 2024-2025: 70 (10%)—706** 



# Professional Learning

TAC Chapter 89.1265 Program Evaluation (b) (4)

# Professional Learning 2025–2026



- Continuous Engagement with Bil/ESL Department Mission & Vision
- Language Proficiency Assessment Committee Framework
- Afterschool Bitesize Convenings
- Targeted Campus Support
- 7 Steps to a Language Rich Interactive Classroom
- Dual Language Implementation—Framework, Model, Language Allocation, Biliteracy
- Benchmark Fonética/Phonics—Dual Language Implementation
- Interdisciplinary Biliteracy Sequence (IBS) Phases—Bilingual Prekinder & Extension to Gen. Ed. Prekinder
- English Language Proficiency Standards
- Language Targets
- Content-based Language Instruction
- TABE 2025 (Texas Association for Bilingual Education Annual Conference)



# **Bilingual Exception and ESL Waivers**

# 2025–2026 Bilingual Exception/ESL Waiver Application



- **MVISD Current/State-required Programmatic Setting**
  - Bilingual program: students placed appropriately with designated, certified bilingual teacher or one/s identified for the grade level
  - ESL program: students placed appropriately with designated, certified ESL teacher or one/s identified for the grade level
- **Justification for Teachers on Bilingual Exception/ESL Waiver**
  - Elementary Bilingual Model: transitional early-exit (all content area teachers serving EBs)
  - Elementary ESL Model: content-based (all content area teachers serving EBs)
  - Secondary ESL Model: pull-out (all RLA teachers serving EBs)
  - All scenarios include *self-contained* special education teachers

# 2025–2026 Bilingual Exception/ESL Waiver Application: Professional Development Plan



- TExES #154 ESL Supplemental Support Training
- TExES #164 Bilingual Education Supplemental Support Training
- TExES #190 Bilingual Target Language Proficiency Test Support Training
- TEA Learn Canvas Certification Support Modules
- Observations/Coaching & Feedback Sessions
- Virtual Check-ins
- Digital & Hardcopy Study Materials

# 2025–2026 Bilingual Exception/ESL Waiver Application: Results



- **Bilingual Exception**
  - # of Teachers=2
  - Certification in progress; pending successful exam completion
- **ESL Waiver**
  - # of teachers=29
  - Certification Exam Attempted & Successful=8
- **Results**
  - Total Successful Attempts at Certification=8
  - 25% Reduction Requirement=**ATTAINED**

# 2026–2027 Bilingual Exception/ESL Waiver Application: Current Projections



- **Bilingual Exception**
  - # of Teachers=1
  - Same Trainings and Push for ESL Certification, at minimum
- **ESL Waiver**
  - # of teachers=22
  - Same Trainings & Support
- **Moving Toward Compliance: Shared Accountability & Next Steps**
  - Master Scheduling
  - Hiring Practices: Job Descriptions, Interviews
  - Certification Expectations
  - Campus Accountability



# Action Plan for 2026–2027

# Bilingual & ESL Programs



- Bilingual Hubs (LaCoste/Ladera): frequent walkthroughs
  - Dual Language Immersion
  - Transitional, Early-exit
- Dual Language Immersion Trainings
- Bilingual Redesign Committee Meetings
- Bilingual Teachers Bitesize Learning
- Cross-linguistic Instruction
- Campus Support
- EB Focus in PLC Convenings
- EB Task Force Convenings
- Bilingual/ESL Certification Support
- English Language Proficiency Standards (ELPS) & Language Targets Support
- Content-based Language Instruction Support
- Speaking & Writing During Tier I Instruction
- Summit K12 Platform
- Visual Non-glossary Resource

# Bilingual & ESL Programs



- Establish emergent bilingual (EB) instruction as a standing priority across the district
  - Embed EB-focused updates, data reviews, and instructional strategies into:
    - Principal Collaborative/PLC
    - Instructional Coach/Academic Dean Collaborative
    - Senior Leadership Meetings
- Bil/ESL Department inclusion in the discussion and approval of instructional initiatives
- Ensure consistent due diligence and accountability for EB student outcomes

## Impact

★ Increase visibility of EB student progress

- ★ Strengthen district-wide alignment of linguistically accommodated instruction
  - ★ Promote equitable outcomes for EB students across all campuses

## Contact:

Clarissa Dovalina  
Director, Bilingual/ESL/Migrant/LOTE  
[clarissa.dovalina@mvisd.org](mailto:clarissa.dovalina@mvisd.org)





## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** Regular Monthly Board Meeting

**Agenda item:** Consider approval of Consent Agenda Items

### **Background Information and Administrative Consideration**

Consent agenda items are presented to the Board as a single bundled action, requiring only one motion for approval. These typically include budgeted purchases over \$50,000, annual contracts, and routine matters that require Board authorization. All consent items are thoroughly vetted by the administration and reviewed during Board Committee Meetings, and/or Board Updates.

### **Supporting Documents**

Each item has attached supporting documents.

### **Recommendation**

Administration recommends that the Board approves the Consent Agenda as presented.

# **Medina Valley Independent School District**

## **Official Board Meeting Minutes**

### **Regular Board Meeting**

Monday, September 28, 2026, 6:00 PM

Medina Valley ISD Central Office Board Room

A **Regular Board Meeting** of the Board of Trustees was held Monday, September 28, 2026, beginning at 6:00 PM at the Medina Valley ISD Central Office Board Room.

#### **I. First Order of Business**

##### **A Call Meeting to Order**

Nathan Fillinger, Board President, called the Medina Valley ISD Regular Board Meeting to order at 6:06 pm on September 28, 2026.

##### **B Establish a Quorum**

A quorum of the Board Members were present Blane Nash, Joe Biediger, Matt Castiglione, Ben Juarez, Suzanne Lee, Nathan Fillinger, and Kelly Van Sickle. Superintendent Emily Lorenz was present.

##### **C Pledge of Allegiance to the Flag followed by a Moment of Silence**

Everyone joined in the Pledge of Allegiance to the American Flag and the Texas Flag, followed by a moment of silence.

#### **II. Student/Staff Recognition**

- Paws for Applause
  - LaCoste Elementary- Tiffany Chiles
  - Transportation-Virginia Salinas
- National Math Star from LaCoste Elementary – Nathan Mac, 4<sup>th</sup> grade

#### **III. Public Comment - none**

#### **IV. Announcements/Communications/Presentations**

##### **A Board Committee Reports**

- Construction Committee presented by Joe Biediger, Committee Chair
- Curriculum Committee presented by Suzanne Lee, Committee Chair
- Safety & Security Committee presented by Ben Juarez, Committee Chair
- Finance Committee presented by Blane Nash, Committee Chair

##### **B Construction Briefing presented by Mr. Barajas**

- Creek View High School
- Medina Valley High School Ag/JROTC Building
- Medina Valley ISD Middle School #3
- Medina Valley ISD Elementary #7

##### **C Financial Briefing presented by Mrs. Hermes**

- Bond 2023 Capital Projects Report
- Bond 2024 Capital Projects Report
- Annual Investment Report

# **Medina Valley Independent School District**

## **Official Board Meeting Minutes**

### **Regular Board Meeting**

Monday, September 28, 2026, 6:00 PM

Medina Valley ISD Central Office Board Room

D Superintendent Briefing - Achievements presented by Mrs. Lorenz

E Priority 2 Update presented by Mr. Migura

#### **V. Discussion and Possible Action Items**

A Consider Approval of Consent Agenda Items

1 Board Meeting Minutes for Regular Board Meeting on August 24, 2026

2 Annual Investment Report

3 2026-2027 District and Campus Improvement Plans

Matt Castiglione made a Motion, seconded by Joe Biediger, to approve the consent agenda as presented. All of the Board Members voted for and the Motion passed.

B Consider Award of RFCSP 27-001 for the Elementary # 7 project

Joe Biediger made a Motion, seconded by Ben Juarez to Award Joeris General Contractors the General Contractor for RFCSP 27-001 for the Elementary #7 Project, and delegate authority to the Superintendent to Negotiate and Execute the Final Contract. All of the Board Members voted for and the Motion passed.

C Consider Approval of Substantial Completion for the Ladera Elementary Portable Project

Kelly Van Sickle made a Motion, seconded by Matt Castiglione, to approve the Substantial Completion for the Ladera Elementary Portable Project as presented. All of the Board Members voted for and the Motion passed.

D Consider Approval of 2026-2027 Compensation Plan revision

Blane Nash made a Motion, seconded by Ben Juarez, to approve the 2026-2027 Compensation Plan revision as presented. All of the Board Members voted for and the Motion passed.

E Consider Approval of the 2026-2027 Professional Development Plan

Matt Castiglione made a Motion, seconded by Kelly Van Sickle, to approve the 2026-2027 Professional Development Plan as presented. All of the Board Members voted for and the Motion passed.

#### **VI. Closed Session**

Nathan Fillinger, Board President announced at 6:56 pm that the Board of Trustees would convene in closed session as authorized by Section 551.074, 551.076, and 551.089 of the Texas Open Meetings Act to discuss agenda items VI, A-B.

# Medina Valley Independent School District

## Official Board Meeting Minutes

### Regular Board Meeting

Monday, September 28, 2026, 6:00 PM

Medina Valley ISD Central Office Board Room

A Consultation with Attorney (TX Govt. Code Section 551.071)

B Personnel Matters: Resignations, Retirements, Leaves of Absence, Reassignments, New Employment, New Personnel Position, Duties/Responsibilities of Employees (TX Govt. Code Section 551.074)

Board President Nathan Fillinger announced that the Board would reconvene into Open Session on September 28, 2026 at 7:37 pm. No action took place in closed session.

### VII. Continued Discussion and Possible Action Items

A Consider Approval of the Superintendent's Personnel Recommendation for Castroville Elementary Principal

Blane Nash made a Motion, seconded by Joe Biediger, to approve Elizabeth Maggio for the Castroville Elementary Principal position as presented. All of the Board Members voted for and the Motion passed.

B Consideration of future meeting dates

We have a Special Board Meeting/Team of 8 - Board Training scheduled for Wednesday, October 14, 2026 at 6pm. The next Regular Board Meeting is scheduled for Monday, October 26, 2026 at 6pm.

### VIII. Adjournment

Matt Castiglione made a Motion, seconded by Kelly Van Sickle, to adjourn the Regular Board Meeting at 7:37 pm on September 28, 2026.

---

Nathan Fillinger  
Board President

---

Joe Biediger  
Board Secretary

Board Approved \_\_\_\_\_

**Medina Valley Independent School District  
Official Minutes**

Special Board Meeting  
Wednesday, October 14, 2026, 6:00 PM  
Medina Valley ISD Central Office Board Room

A **Special Board Meeting** of the Board of Trustees was held Wednesday, October 14, 2026, beginning at 6:21 PM at the Medina Valley ISD Central Office Board Room.

**I. First Order of Business**

**A Call Meeting to Order**

Nathan Fillinger, Board President, called the Medina Valley ISD Special Board Meeting to order at 6:21 pm on August 14, 2026.

**B Establish a Quorum**

A quorum of the Board Members were present, Matt Castiglione, Joe Biediger, Blane Nash, Suzanne Lee, Ben Juarez, Kelly Van Sickel and Nathan Fillinger

**C Pledge of Allegiance to the Flag followed by a Moment of Silence**

**II. Public Comment - None**

**III. Team of 8 Board Training**

**IV. Adjournment**

Nathan Fillinger, Board President, announced that the Special Board Meeting was officially adjourned on October 14, 2026 at 8:02 pm.

---

Nathan Fillinger, Board President

---

Joe Biediger, Board Secretary

Board Approved \_\_\_\_\_

# Medina Valley Independent School District

## Monthly Financial Report

September 2026

### Executive Summary

Financial Highlights: In the general fund, the district has collected 14% of budgeted revenues and spent 9% of budgeted expenses. In September 2025, the district collected 14% of actual revenue and spent 9% of actual expenses. In the food service fund, the district has collected 13% of budgeted revenues and spent 7% of budgeted expenses. In September 2025, the district collected 11% of actual revenue and spent 7% of budgeted expenses. The debt service fund will have minimal revenue until the 2026 levy is sent to taxpayers. The next debt service payment is in February 2027.

### Fund Balance

|                                                     | General Fund         | Food Service        | Debt Service        |
|-----------------------------------------------------|----------------------|---------------------|---------------------|
| <b>Unaudited</b> Fund Balance as of August 31, 2026 | \$ 39,574,405        | \$ 2,618,525        | \$ 6,928,150        |
| Year-to-Date Revenue                                | \$ 16,073,143        | \$ 922,477          | \$ 68,224           |
| Year-to-Date Expenditures                           | \$ (10,522,174)      | \$ (515,945)        | \$ (550)            |
| <b>Fund Balance as of September 30, 2026</b>        | <b>\$ 45,125,374</b> | <b>\$ 3,025,057</b> | <b>\$ 6,995,824</b> |

### Budget Amendments

|              | General Fund | Food Service | Debt Service |
|--------------|--------------|--------------|--------------|
| Revenue      | \$ -         | \$ -         | \$ -         |
| Expenditures | \$ -         | \$ -         | \$ -         |

**SEPTEMBER 2026-2027  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

| <b>ESTIMATED REVENUES</b>           | <b>CURRENT BUDGET</b> | <b>YTD ACTUAL</b>   | <b>BALANCE</b>       |
|-------------------------------------|-----------------------|---------------------|----------------------|
| 5700 - LOCAL REVENUES               | \$41,226,195          | \$243,794           | \$40,982,401         |
| 5800 - STATE PROGRAM REVENUES       | \$78,561,490          | \$15,829,349        | \$62,732,141         |
| 5900 - FEDERAL REVENUES             | \$918,000             | \$0                 | \$918,000            |
| <b>TOTAL REVENUES</b>               | <b>\$120,705,685</b>  | <b>\$16,073,143</b> | <b>\$104,632,542</b> |
| <b>PROPOSED APPROPRIATIONS</b>      |                       |                     |                      |
| 11 - INSTRUCTION                    | \$69,968,232          | \$5,660,455         | \$64,307,777         |
| 12 - INST. RESOURCES & MEDIA SVCS   | \$231,910             | \$20,166            | \$211,744            |
| 13 - CURRICULUM DEV.& INST.STF DEV  | \$2,589,066           | \$191,132           | \$2,397,934          |
| 21 - INSTRUCTIONAL LEADERSHIP       | \$2,330,456           | \$179,349           | \$2,151,107          |
| 23 - SCHOOL LEADERSHIP              | \$6,410,046           | \$505,684           | \$5,904,361          |
| 31 - GUIDANCE & COUNSELING          | \$4,496,967           | \$360,097           | \$4,136,870          |
| 32 - SOCIAL WORK SERVICES           | \$612,144             | \$50,166            | \$561,978            |
| 33 - HEALTH SERVICES                | \$1,545,228           | \$113,455           | \$1,431,773          |
| 34 - PUPIL TRANSPORTATION           | \$5,446,125           | \$684,957           | \$4,761,168          |
| 35 - FOOD SERVICES                  | \$108,577             | \$6,083             | \$102,494            |
| 36 - COCURR./EXTRACURR.ACTIVITIES   | \$4,175,080           | \$400,280           | \$3,774,800          |
| 41 - GENERAL ADMINISTRATION         | \$3,487,794           | \$343,856           | \$3,143,938          |
| 51 - PLANT MAINTENANCE & OPERATIONS | \$12,065,901          | \$1,545,759         | \$10,520,141         |
| 52 - SECURITY & MONITORING SERVICES | \$2,306,786           | \$185,204           | \$2,121,581          |
| 53 - DATA PROCESSING SERVICES       | \$2,872,664           | \$309,405           | \$2,563,259          |
| 61 - COMMUNITY SERVICES             | \$1,000               | \$0                 | \$1,000              |
| 81 - FACILITIES ACQ. & CONSTRUCTION | \$1,302,708           | (\$33,876)          | \$1,336,583          |
| 95 - PYMTS.TO JJAEP PROGRAMS        | \$5,000               | \$0                 | \$5,000              |
| 99 - OTHER INTERGOVERNMENTAL CHARGE | \$750,000             | \$0                 | \$750,000            |
| <b>TOTAL APPROPRIATIONS</b>         | <b>\$120,705,685</b>  | <b>\$10,522,174</b> | <b>\$110,183,511</b> |

2026-2027 FUND BALANCE = \$ 39,574,405

3 MONTH OPERATING CASH FLOW = \$ 30,176,421

**SEPTEMBER 2026-2027  
MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

| <b>ESTIMATED REVENUES</b>      | <b>CURRENT BUDGET</b> | <b>YTD ACTUAL</b> | <b>BALANCE</b>     |
|--------------------------------|-----------------------|-------------------|--------------------|
| 5700 - LOCAL REVENUES          | \$2,276,700           | \$256,840         | \$2,019,860        |
| 5800 - STATE PROGRAM REVENUES  | \$29,855              | \$0               | \$29,855           |
| 5900 - FEDERAL REVENUES        | \$5,748,448           | \$665,637         | \$5,082,811        |
| <b>TOTAL REVENUES</b>          | <b>\$8,055,003</b>    | <b>\$922,477</b>  | <b>\$7,132,526</b> |
| <b>PROPOSED APPROPRIATIONS</b> |                       |                   |                    |
| 35 - FOOD SERVICES             | \$8,970,128           | \$515,945         | \$8,454,183        |
| <b>TOTAL APPROPRIATIONS</b>    | <b>\$8,970,128</b>    | <b>\$515,945</b>  | <b>\$8,454,183</b> |

2026-2027 FUND BALANCE = \$ 2,618,525                      3 MONTH OPERATING CASH FLOW = \$ 2,242,532

**SEPTEMBER 2026-2027**  
**MEDINA VALLEY INDEPENDENT SCHOOL DISTRICT**

| <b>ESTIMATED REVENUES</b>      | <b>CURRENT BUDGET</b> | <b>YTD ACTUAL</b> | <b>BALANCE</b>      |
|--------------------------------|-----------------------|-------------------|---------------------|
| 5700 - LOCAL REVENUES          | \$31,481,363          | \$68,224          | \$31,413,139        |
| 5800 - STATE PROGRAM REVENUES  | \$7,113,926           | \$0               | \$7,113,926         |
| <b>TOTAL REVENUES</b>          | <b>\$38,595,289</b>   | <b>\$68,224</b>   | <b>\$38,527,065</b> |
| <b>PROPOSED APPROPRIATIONS</b> |                       |                   |                     |
| 71 - DEBT SERVICES             | \$38,595,289          | \$550             | \$38,594,739        |
| <b>TOTAL APPROPRIATIONS</b>    | <b>\$38,595,289</b>   | <b>\$550</b>      | <b>\$38,594,739</b> |

2026-2027 FUND BALANCE = \$ 6,928,150

# Medina Valley ISD

## Bond 2023 Summary

September 30, 2026

| <i>2023 Bond Projects</i>         | <i>Original<br/>Budget</i> | <i>Adjusted<br/>Budget</i> | <i>Cumulative<br/>Encumbrances</i> | <i>Cumulative<br/>Expenses</i> | <i>Balance</i>       |
|-----------------------------------|----------------------------|----------------------------|------------------------------------|--------------------------------|----------------------|
| High School #2                    | \$ 323,000,000             | \$ 308,000,000             | \$ 14,696,405                      | \$ 266,337,613                 | \$ 26,965,982        |
| Traffic Improvements              | \$ 4,000,000               | \$ 4,000,000               | \$ -                               | \$ 1,191,758                   | \$ 2,808,242         |
| Agricultural & Jr. ROTC Facility  | \$ 14,000,000              | \$ 14,000,000              | \$ 2,771,674                       | \$ 10,570,943                  | \$ 657,383           |
| Safety & Security Projects        | \$ 5,000,000               | \$ 4,018,650               | \$ 170,999                         | \$ 3,708,835                   | \$ 138,816           |
| Land                              | \$ 30,000,000              | \$ 30,000,000              | \$ 45,617                          | \$ 23,954,203                  | \$ 6,000,181         |
| Project Savings:                  | \$ -                       | \$ -                       |                                    | \$ -                           |                      |
| Middle School #3                  | \$ -                       | \$ 15,000,000              | \$ 97,482                          | \$ 14,696,157                  | \$ 206,361           |
| Police Department                 | \$ -                       | \$ 981,350                 | \$ 121,274                         | \$ 793,354                     | \$ 66,722            |
| <b>Total Projects</b>             | <b>\$ 376,000,000</b>      | <b>\$ 376,000,000</b>      | <b>\$ 17,903,451</b>               | <b>\$ 321,252,862</b>          | <b>\$ 36,843,686</b> |
|                                   |                            |                            |                                    |                                |                      |
| Fees Associated with Sale of Bond |                            | \$ 830,037                 | \$ -                               | \$ 830,037                     | \$ -                 |
| <b>Total Bond Package</b>         | <b>\$ 376,000,000</b>      | <b>\$ 376,830,037</b>      | <b>\$ 17,903,451</b>               | <b>\$ 322,082,900</b>          | <b>\$ 36,843,686</b> |
|                                   |                            |                            |                                    |                                |                      |
| Bond Interest                     |                            | \$ 14,875,280              | \$ -                               | \$ -                           | \$ 14,875,280        |
| Debt Payment                      |                            | \$ 11,698,450              | \$ -                               | \$ 11,698,450                  | \$ -                 |
| MVHS HVAC Project                 |                            | \$ 776,300                 | \$ 298,876                         | \$ 477,425                     | \$ -                 |
| Arbitrage                         |                            | \$ 8,392,730               | \$ -                               | \$ 3,000                       | \$ 8,389,730         |
| Salaries                          | \$ -                       | \$ 1,446,428               | \$ -                               | \$ 1,008,886                   | \$ 437,543           |
| <b>Total Interest Earnings</b>    | <b>\$ -</b>                | <b>\$ 37,189,189</b>       | <b>\$ 298,876</b>                  | <b>\$ 13,187,760</b>           | <b>\$ 23,702,553</b> |

*\*Unaudited*

# Medina Valley ISD

## Bond 2024 Summary

September 30, 2026

| <i>2024 Bond Projects</i>         | <i>Original<br/>Budget</i> | <i>Adjusted<br/>Budget</i> | <i>Cumulative<br/>Encumbrances</i> | <i>Cumulative<br/>Expenses</i> | <i>Balance</i>       |
|-----------------------------------|----------------------------|----------------------------|------------------------------------|--------------------------------|----------------------|
| Middle School #3                  | \$ 102,000,000             | \$ 75,380,000              | \$ 35,923,159                      | \$ 23,332,548                  | \$ 16,124,294        |
| Elementary School #7              | \$ 62,000,000              | \$ 55,000,000              | \$ 1,155,174                       | \$ 2,201,631                   | \$ 51,643,195        |
| Elementary School #8              | \$ 62,000,000              | \$ 1,620,000               | \$ -                               | \$ -                           | \$ 1,620,000         |
| Safety & Security Projects        | \$ 2,500,000               | \$ -                       | \$ -                               | \$ -                           | \$ -                 |
| PE Improvements                   | \$ 5,750,000               | \$ -                       | \$ -                               | \$ -                           | \$ -                 |
| Land                              | \$ 14,900,000              | \$ -                       | \$ -                               | \$ -                           | \$ -                 |
| MVHS Stadium Improvements         | \$ 29,050,000              | \$ 850,000                 | \$ 197,138                         | \$ 430,986                     | \$ 221,876           |
| CVHS Stadium Improvements         | \$ 11,800,000              | \$ 10,350,000              | \$ 1,001,151                       | \$ 8,751,991                   | \$ 596,857           |
| Project Savings - Prop A          | \$ -                       | \$ -                       | \$ -                               | \$ -                           | \$ -                 |
| Project Savings - Prop B          | \$ -                       | \$ -                       | \$ -                               | \$ -                           | \$ -                 |
| <b>Total Projects</b>             | <b>\$ 290,000,000</b>      | <b>\$ 143,200,000</b>      | <b>\$ 38,276,622</b>               | <b>\$ 34,717,155</b>           | <b>\$ 70,206,222</b> |
|                                   |                            |                            |                                    |                                |                      |
| Fees Associated with Sale of Bond |                            | \$ 622,073                 | \$ -                               | \$ 622,073                     | \$ -                 |
| <b>Total Bond Package</b>         | <b>\$ 290,000,000</b>      | <b>\$ 143,822,073</b>      | <b>\$ 38,276,622</b>               | <b>\$ 35,339,228</b>           | <b>\$ 70,206,222</b> |
|                                   |                            |                            |                                    |                                |                      |
| Bond Interest - Prop A            |                            | \$ 5,667,777               | \$ -                               | \$ -                           | \$ 5,667,777         |
| Bond Interest - Prop B            |                            | \$ 639,937                 | \$ -                               | \$ -                           | \$ 639,937           |
| Arbitrage Liability               |                            | \$ 51,366                  | \$ -                               | \$ 1,500                       | \$ 49,866            |
| <b>Total Interest Earnings</b>    | <b>\$ -</b>                | <b>\$ 6,359,080</b>        | <b>\$ -</b>                        | <b>\$ 1,500</b>                | <b>\$ 6,357,580</b>  |

*\*Unaudited*



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees  
**Date:** October 26, 2026  
**Agenda item:** Consider approval of library resource materials purchase list.

### **Background Information:**

In accordance with Senate Bill 13 and MVIDS School Board Policy EFB – Instructional Resources: Library Materials, at least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law. The included list was curated and approved by the District Librarian in accordance with guidelines adopted by the Texas State Library and Archives Commission and posted in accordance with the policy for a minimum of 30 days.

### **Administrative Consideration:**

The proposed acquisition list was posted to the district Library Services webpage on September 22, 2026.

**Funding Source:** Multiple  
**Supporting Documents:** Proposed Acquisition Lists

### **Recommendation:**

It is recommended that the Board of Trustees approve the proposed library resource materials purchase lists as proposed.

## Potential Acquisitions for MVISD - Elementary Schools

Posted 9/22/26

NOTE: All ISBN formats (paperback, hardcover, ebook, audiobook, etc.) will be applied for each individual title.

| Title                                                                             | Author/Artist           |
|-----------------------------------------------------------------------------------|-------------------------|
| 1, 2, 3 to the zoo                                                                | Carle, Eric             |
| 5-minute dinosaur stories                                                         | Dawnay, Gabby           |
| A dance with Santa Claus                                                          | Boynton, Sandra         |
| A Day in the Life of a Backpack                                                   | Greve, Meg              |
| A Day in the Life of a Crayon                                                     | Greve, Meg              |
| A Day in the Life of a Dollar Bill                                                | Greve, Meg              |
| A Day in the Life of a Light Bulb                                                 | Greve, Meg              |
| A Day in the Life of a Lunchbox                                                   | Greve, Meg              |
| A Day in the Life of a Traffic Light                                              | Greve, Meg              |
| A friend for Fox                                                                  | Lorenzi, Enrico         |
| A great fall : three-and-a-half stories                                           | Dyckman, Ame            |
| A horse named Sky                                                                 | Parry, Rosanne          |
| A potion, a powder, a little bit of magic or, like lightning in an umbrella storm | Stead, Philip Christian |
| A raven of the rainforest                                                         | Parry, Rosanne          |
| A tale of two classrooms                                                          | Bolts, Russ             |
| A terrible thing happened                                                         | Holmes, Margaret M      |
| A very good parade                                                                | Davis, Eleanor          |
| A very scary book                                                                 | DiTerlizzi, Angela      |
| Adventure in the city of stories                                                  | Otheguy, Emma           |
| Adventures of the super zeroes                                                    | Bolts, Russ             |
| Age of the dinosaurs                                                              | Lopetz, Christian       |
| Aguafiestas                                                                       | Kinney, Jeff            |
| Albert Einstein                                                                   | Nhin, Mary              |
| All about arctic foxes                                                            | Sapet, Kerrily          |
| All About Arctic Hares                                                            | Sapet, Kerrily          |
| All About Blue Whales                                                             | Sapet, Kerrily          |
| All about bottlenose dolphins                                                     | Sapet, Kerrily          |
| All About Emperor Penguins                                                        | Sapet, Kerrily          |

|                                                                                  |                      |
|----------------------------------------------------------------------------------|----------------------|
| All about giant octopuses                                                        | Sapet, Kerrily       |
| All about polar bears                                                            | Sapet, Kerrily       |
| All About Sea Otters                                                             | Sapet, Kerrily       |
| All About Sea Turtles                                                            | Sapet, Kerrily       |
| All About Seahorses                                                              | Sapet, Kerrily       |
| All About Snowy Owls                                                             | Sapet, Kerrily       |
| All About Walruses                                                               | Sapet, Kerrily       |
| Allosaurus                                                                       | Freedman, P. J       |
| Allosaurus vs. stegosaurus : prehistoric showdown                                | Jackson, Tom         |
| Alone together                                                                   | Bloom, Suzanne       |
| Amara Visits the Library                                                         | Brown-Wood, Janay    |
| Amazing Book of Dinosaurs : a Journey Through the Prehistoric World              | Hibbert, Clare       |
| Amelia Earhart                                                                   | Nhin, Mary           |
| Ancient oceans                                                                   | Lundgren, Julie K    |
| And oh I love you so!                                                            | Boynton, Sandra      |
| Animal oddballs                                                                  | Orr, Tamra           |
| Animals                                                                          | Primm, E. Russell    |
| Animals : Spanish words and pictures                                             | Davis, Bela          |
| Ankylosaurus                                                                     | Freedman, P. J       |
| Ankylosaurus has armor                                                           | Douglas, Max         |
| Anne Frank                                                                       | Nhin, Mary           |
| Ants That Build Cities                                                           | Vonder Brink, Tracy  |
| Armored (thyreophora) dinosaurs : classify the features of prehistoric creatures | Newland, Sonya       |
| Asi me siento yo                                                                 | Cain, Janan          |
| Attack of the ZomBots!                                                           | Bolts, Russ          |
| Avengers. Five super hero stories!                                               |                      |
| Bad cheerleader                                                                  | Thayer, Alex         |
| Bang : the wild wonders of Earth's phenomena                                     | Smith, Jennifer N. R |
| Barack Obama                                                                     | Nhin, Mary           |
| Baryonyx : a first look                                                          | Jackson, Tom         |
| Bath time for the Crayons                                                        | Daywalt, Drew        |

|                                                                                     |                   |
|-------------------------------------------------------------------------------------|-------------------|
| Bats                                                                                | Deniston, Natalie |
| Bear's Magic Show                                                                   | Wohnoutka, Mike   |
| Beatrix and the unicorn                                                             | Judge, Lita       |
| Being a Good Listener                                                               | Accard, Anne      |
| Big babies                                                                          | O'Brien, Patrick  |
| Big Nate. Curse of the puffy shorts!                                                | Peirce, Lincoln   |
| Big or not?                                                                         | Anthony, William  |
| Bird                                                                                | Bender, Douglas   |
| Bluey. Bluey and Bingo's book of bugs.                                              |                   |
| Boo who?                                                                            | Clanton, Ben      |
| Brachiosaurus                                                                       | Freedman, P. J    |
| Brachiosaurus Is Tall                                                               | Hale, K. A        |
| Bringing in the New Year                                                            | Lin, Grace        |
| Bruce Lee                                                                           | Nhin, Mary        |
| Buffalo Fluffalo and Puffalo                                                        | Kalb, Bess        |
| Buffalo ways : the enduring story of buffalo and the first peoples of North America | Havrelock, Deidre |
| Building 903                                                                        | Lowry, Lois       |
| Building homes for all : technology for a fair and green planet                     | Kachala, Elaine   |
| Bunny                                                                               | Bender, Douglas   |
| Butterflies                                                                         | Burling, Alexis   |
| Caitlin Clark                                                                       | Cucini, Sara      |
| Can a turtle come out of its shell?                                                 | Thompson, Kim     |
| Can I bring my pterodactyl to school, Ms. Johnson?                                  | Grambling, Lois G |
| Cat                                                                                 | Bender, Douglas   |
| Celebrating the Abenaki                                                             | Thompson, Kim     |
| Celebrating the Apache                                                              | Thompson, Kim     |
| Celebrating the Cherokee                                                            | Accardi, Anne     |
| Celebrating the Chinook tribes                                                      | Accardi, Anne     |
| Celebrating the Choctaw                                                             | Thompson, Kim     |
| Celebrating the Chumash                                                             | Accardi, Anne     |
| Celebrating the Comanche                                                            | Thompson, Kim     |

|                                                                                                              |                   |
|--------------------------------------------------------------------------------------------------------------|-------------------|
| Celebrating the Hopi                                                                                         | Thompson, Kim     |
| Celebrating the Iroquois tribes                                                                              | Accardi, Anne     |
| Celebrating the Navajo                                                                                       | Accardi, Anne     |
| Celebrating the Ojibwe                                                                                       | Thompson, Kim     |
| Celebrating the Sioux                                                                                        | Accardi, Anne     |
| Chasing eruptions : how volcanologists Maurice and Katia Krafft helped save 60,000 lives--but lost their own | Manley, Curtis    |
| Chloe Kim                                                                                                    | Nhin, Mary        |
| Chuoacabra quest                                                                                             | Wain, Keith       |
| Claire and the cathedral                                                                                     | Fong, Pam         |
| Clem Clam the Class Clown                                                                                    | Keller, Laurie    |
| Clothes                                                                                                      | Davis, Raymie     |
| Color in nature : secrets of animal survival                                                                 | Aitken, Stephen   |
| Color me country : a celebration of Black women who shaped country music                                     | Giddens, Rhiannon |
| Colors                                                                                                       | Davis, Raymie     |
| Colors and shapes                                                                                            | Primm, E. Russell |
| Community helpers                                                                                            | Davis, Raymie     |
| Confessions of a mango                                                                                       | Lumsden, Kate     |
| Cousins in the time of magic                                                                                 | Otheguy, Emma     |
| Crimes through time : mischief, missteps & dastardly deeds                                                   | McCormick, Rosie  |
| Cristiano Ronaldo                                                                                            | Nhin, Mary        |
| Danger on the Botsburg Express                                                                               | Bolts, Russ       |
| Dangerous nature                                                                                             | Orr, Tamra        |
| Dawn on the coast                                                                                            | Martin, Ann M     |
| Day Shift, Night Shift                                                                                       | Vanece, Ariel     |
| Days and times                                                                                               | Primm, E. Russell |
| Dinosaur destruction                                                                                         | Pallotta, Jerry   |
| Diplodocus                                                                                                   | Freedman, P. J    |
| Do ants sleep?                                                                                               | Thompson, Kim     |
| Do fish sleep?                                                                                               | Thompson, Kim     |
| Dog                                                                                                          | Bender, Douglas   |

|                                     |                       |
|-------------------------------------|-----------------------|
| Dog fact frenzy!                    | Ferguson, Nikki Potts |
| Dog Man : a sprinkle in time        | Pilkey, Dav           |
| Dogs                                | Anthony, William      |
| Dogs                                | Nodes, Eliza          |
| Dolphins                            | Deniston, Natalie     |
| Dragon tales                        | Pilkey, Dav           |
| Dragons around the world            | Nicholls, Sally       |
| Dude. Be nice                       | Scheerger, Sarah      |
| Duel                                | Harris, Shawn         |
| Dungeon critters                    | Riess, Natalie        |
| El Mas Gallina                      | Kinney, Jeff          |
| El paraguas                         | Ferry, Beth           |
| Ella Fitzgerald                     | Nhin, Mary            |
| Eloisa's musical window             | Engle, Margarita      |
| Este Ano                            | De Los Santos, Sonia  |
| Everyday Arabic                     | Hoffman, Tricia       |
| Everyday Filipino                   | Thompson, Kim         |
| Everyday French                     | Thompson, Kim         |
| Everyday German                     | Thompson, Kim         |
| Everyday Haitian Creole             | Hoffman, Tricia       |
| Everyday Korean                     | Hoffman, Tricia       |
| Everyday Mandarin Chinese           | Thompson, Kim         |
| Everyday Polish                     | Hoffman, Tricia       |
| Everyday Portuguese                 | Hoffman, Tricia       |
| Everyday Russian                    | Hoffman, Tricia       |
| Everyday Spanish                    | Thompson, Kim         |
| Everyday Vietnamese                 | Thompson, Kim         |
| Exploding Whales Is Not Recommended | Amann, Skylaar        |
| Fall : a seasons story              | Gross, Kelsey E       |
| Family                              | Davis, Raymie         |
| Family and friends                  | Primm, E. Russell     |

|                                                          |                       |
|----------------------------------------------------------|-----------------------|
| Fancy Nancy. Besties for eternity                        | O'Connor, Jane        |
| Feelings                                                 | Davis, Raymie         |
| Feelings and emotions                                    | Primm, E. Russell     |
| Fifth grade top dogs                                     | Spinelli, Jerry       |
| Fight or flight                                          | Kinney, Jeff          |
| Finally home                                             | Cino, Courtney        |
| Finding Friends at School                                | Accard, Anne          |
| Fiona the fruit bat                                      | Riskin, Dan           |
| Fish                                                     | Bender, Douglas       |
| Flies That See in Slow Motion                            | Vonder Brink, Tracy   |
| Flight : a story of seeking refuge                       | Gratz, Alan           |
| Flying taxis                                             | Mattern, Joanne       |
| Food                                                     | Davis, Raymie         |
| Food                                                     | Primm, E. Russell     |
| Food & drink : Spanish words and pictures                | Davis, Bela           |
| Forty the fortune teller                                 | Daywalt, Drew         |
| Frida Kahlo                                              | Nhin, Mary            |
| Game Day Grub Recipes for Every Sport                    | Mattern, Joanne       |
| Ghost light                                              | Farizan, Sara         |
| Ghoulia, making new friends can be scary                 | Cantini, Barbara      |
| Giganotosaurus vs. argentinosaurs : prehistoric showdown | Jackson, Tom          |
| Gigantic                                                 | Biddulph, Rob         |
| Gigantoraptor : a first look                             | Jackson, Tom          |
| Glow : the wild wonders of bioluminescence               | Smith, Jennifer N. R  |
| Good manners                                             | Davis, Raymie         |
| Good morning, Crayons                                    | Daywalt, Drew         |
| Goodbye, koi                                             | Wong, Jack            |
| Goodnight, Crayons                                       | Daywalt, Drew         |
| Grandma Fina's Wonderful Umbrella                        | Saenz, Benjamin Alire |
| Greetings and phrases                                    | Primm, E. Russell     |
| Gross but True                                           | Orr, Tamra            |

|                                                    |                       |
|----------------------------------------------------|-----------------------|
| Grow up, Luchy Zapata                              | Alessandri, Alexandra |
| Hadrosaurus                                        | Freedman, P. J        |
| Hamster                                            | Bender, Douglas       |
| Harriet Tubman                                     | Nhin, Mary            |
| Heart 2 heart                                      | Ehlert, Lois          |
| Helen Keller                                       | Nhin, Mary            |
| Helping New Friends Feel Welcome                   | Accard, Anne          |
| Here Comes the Band                                | Strickland, Shadra    |
| Hero dad                                           | Hardin, Melinda       |
| Hero mom                                           | Hardin, Melinda       |
| Heroes by a hair                                   | Pumphrey, Jarrett     |
| History's Weirdest Moments                         | Orr, Tamra            |
| Holiday Bites Fun Food for Every Season            | Mattern, Joanne       |
| Home : Spanish words and pictures                  | Davis, Bela           |
| Honeybird blue                                     | English, Taunya       |
| Hop helps out                                      | Brown, Marc Tolon     |
| Horizontal Crocodile                               | Rothman, Scott        |
| Hover bikes                                        | Mattern, Joanne       |
| How do dinosaurs choose their pets?                | Yolen, Jane           |
| How do fish breathe underwater?                    | Thompson, Kim         |
| How not to make a jelly sandwich                   | Burach, Ross          |
| How Not to Make a Jelly Sandwich (Spanish Edition) | Burach, Ross          |
| How to say you're sorry                            | Calmenson, Stephanie  |
| Hummingbirds That Fly Like Helicopters             | Vonder Brink, Tracy   |
| Hyperloop                                          | Mattern, Joanne       |
| Hypersonic jets                                    | Mattern, Joanne       |
| I Am a Good Dog                                    | Applegate, Katherine  |
| I am Murphy and I am waiting                       | Yaccarino, Dan        |
| I am not grumpy!                                   | Perry, Caroline L     |
| I am not happy!                                    | Perry, Caroline L     |

|                                                             |                       |
|-------------------------------------------------------------|-----------------------|
| I am the dream come true                                    | Dias, Marley          |
| I Am Wind                                                   | Herz, Henry           |
| I dance                                                     | Ranola, Diana         |
| I dance!                                                    | Jacobson, Bray        |
| I do cheerleading!                                          | Jacobson, Bray        |
| I do gymnastics!                                            | Jacobson, Bray        |
| I do karate!                                                | Jacobson, Bray        |
| I ice-skate!                                                | Jacobson, Bray        |
| I really want to see an elephant                            | Farley, Brianne       |
| I survived wildlife adventure the night of the lions, 2025  | Tarshis, Lauren       |
| I swim!                                                     | Jacobson, Bray        |
| I wanna new room                                            | Orloff, Karen Kaufman |
| I want everything!                                          | Henn, Sophy           |
| I will eat you in the end                                   | Duff, David           |
| I wish I had a polar bear with ice cream                    | Alber, Diane          |
| If I had a dinosaur                                         | Dawnay, Gabby         |
| If I had a dragon                                           | Dawnay, Gabby         |
| If I had a kangaroo                                         | Dawnay, Gabby         |
| If I Had a Penguin                                          | Dawnay, Gabby         |
| If I had a sleepy sloth                                     | Dawnay, Gabby         |
| If I had a unicorn                                          | Dawnay, Gabby         |
| If I had a vampire bat                                      | Dawnay, Gabby         |
| If I had an octopus                                         | Dawnay, Gabby         |
| Iguana miss you!                                            | Boynton, Sandra       |
| Iguanodon                                                   | Freedman, P.J         |
| Indra Nooyi                                                 | Nhin, Mary            |
| Invisible Crown                                             | Yamasaki, Katie       |
| It came from the creek                                      | King, A. S            |
| It is a...                                                  | Anthony, William      |
| It takes a family to serve : a tribute to military families | Wheeler, Lisa         |
| It Tastes Bitter                                            | Thompson, Kim         |

|                                                                          |                     |
|--------------------------------------------------------------------------|---------------------|
| It Tastes Salty                                                          | Thompson, Kim       |
| It Tastes Savory                                                         | Thompson, Kim       |
| It Tastes Sour                                                           | Thompson, Kim       |
| It Tastes Sweet                                                          | Thompson, Kim       |
| It Tastes Yucky                                                          | Thompson, Kim       |
| It's my bird-day!                                                        | Willems, Mo         |
| It's Not My Cookie                                                       | Tudor, Kael         |
| It's Not My Cookie (Spanish Edition)                                     | Tudor, Kael         |
| Jackie Robinson                                                          | Nhin, Mary          |
| Jane Goodall                                                             | Nhin, Mary          |
| Join Our Family                                                          | Stott, Apryl        |
| Jorge el curioso. De basura a tesoro =Curious George.Trash into treasure | Freitas, Bethany V  |
| Just one owl                                                             | Crimi, Carolyn      |
| Kiki and the can                                                         | Leguizamo, John     |
| Kobe Bryant                                                              | Nhin, Mary          |
| Lambs                                                                    | Emminizer, Theresa  |
| Landscapes long ago                                                      | Berry, Alexandria   |
| Landslide                                                                | Culley, Betty       |
| Lark and the dessert disaster                                            | Deen, Natasha       |
| Lark and the diamond caper                                               | Deen, Natasha       |
| Lark goes the distance                                                   | Deen, Natasha       |
| Lark has the shivers                                                     | Deen, Natasha       |
| Lark holds the key                                                       | Deen, Natasha       |
| Lark steals the show                                                     | Deen, Natasha       |
| Lark takes a bow                                                         | Deen, Natasha       |
| Let's Look Inside a Badger's Den                                         | Vonder Brink, Tracy |
| Let's look inside a beaver's lodge                                       | Vonder Brink, Tracy |
| Let's look inside a bee's hive                                           | Vonder Brink, Tracy |
| Let's Look Inside a Cruise Ship                                          | Zachary, Paul       |
| Let's look inside a fire truck                                           | Zachary, Paul       |
| Let's Look Inside a Prairie Dog Town                                     | Vonder Brink, Tracy |

|                                              |                       |
|----------------------------------------------|-----------------------|
| Let's Look Inside a Rabbit's Burrow          | Vonder Brink, Tracy   |
| Let's Look Inside a School Bus               | Zachary, Paul         |
| Let's Look Inside a Sports Car               | Zachary, Paul         |
| Let's Look Inside a Train                    | Zachary, Paul         |
| Let's Look Inside an Airplane                | Zachary, Paul         |
| Let's Look Inside an Ant's Nest              | Vonder Brink, Tracy   |
| Letters                                      | Davis, Raymie         |
| Licorice                                     | LaReau, Kara          |
| Life : the wild wonders of biodiversity      | Smith, Jennifer N. R  |
| Lil Lizzo meets Sasha B. Flootin'            | Lizzo                 |
| Link + Hud Creatures from the Cul-De-Sac     | Pumphrey, Jarrett     |
| Link + Hud. Sharks & minnows                 | Pumphrey, Jarrett     |
| Lionel Messi                                 | Nhin, Mary            |
| Lionel Messi : acceso total                  | Berne, Emma Carlson   |
| Lions                                        | Deniston, Natalie     |
| Little Ghost's summerween                    | Willis, Maggie Edkins |
| Little Ghost's Valentines                    | Edkins Willis, Maggie |
| Little Nobody                                | Merritt, Kory         |
| Little Red and big, bad Fred                 | Belote, Ashley        |
| Liz plays matchmaker                         | Barkley, Callie       |
| Looking for the Loch Ness Monster            | Waters, Nico          |
| Love, Panda                                  | Su, Elaine            |
| Mae Jemison                                  | Nhin, Mary            |
| Mama says I'm fine                           | Cooper, Brittney C    |
| Martin Luther King, Jr.                      | Nhin, Mary            |
| Meena and the microbiome                     | Osman, Majdi          |
| Michael Jordan                               | Nhin, Mary            |
| Michelle Obama                               | Nhin, Mary            |
| Micro --The Wild Wonders of Microscopic Life | Smith, Jennifer N. R  |
| Millie Fleur's pumpkin problem               | Mandin, Christy       |
| Millie Fleur's worst day ever/               | Mandin, Christy       |

|                                                    |                         |
|----------------------------------------------------|-------------------------|
| Milton makes a move                                | Graziano, Jonathan      |
| Mira a la gata : tres historias acerca de un perro | LaRochelle, David       |
| Mira, mira! Colors                                 | Heuer, Lourdes          |
| Mira, Mira! Shapes                                 | Heuer, Lourdes          |
| Mollusks                                           | Rains, Dalton           |
| Monster munchies : spooky snacks all year long     | Mattern, Joanne         |
| Mother Teresa                                      | Nhin, Mary              |
| Muhammad Ali                                       | Nhin, Mary              |
| My Beating Heart                                   | Daniels, Rachel         |
| My Bright Eyes                                     | Daniels, Rachel         |
| My Busy Feet                                       | Daniels, Rachel         |
| My Healthy Bones                                   | Daniels, Rachel         |
| My Helping Hands                                   | Daniels, Rachel         |
| My Kentucky moonlight school                       | Richardson, Kim Michele |
| My Strong Muscles                                  | Daniels, Rachel         |
| Nature : Spanish words and pictures                | Davis, Bela             |
| Navigating night                                   | Leung, Julie            |
| Night song                                         | Despres, Mk Smith       |
| Nightsong                                          | Berk, Ari               |
| Numbers                                            | Davis, Raymie           |
| On and off                                         | Anthony, William        |
| On the trail of Megalodon                          | Wain, Keith             |
| Otto runs for President                            | Wells, Rosemary.        |
| Our Favorite Day of the Week                       | Franklin, Ashley        |
| Our Forests                                        | Zommer, Yuval           |
| Our islands                                        | Zommer, Yuval           |
| Owl by myself                                      | Oswald, Pete            |
| Parasaurolophus : a first look                     | Jackson, Tom            |
| Peacocks                                           | Deniston, Natalie       |
| Peggy Cherng                                       | Nhin, Mary              |

|                                                             |                    |
|-------------------------------------------------------------|--------------------|
| Penelope Rex vs. the new kid                                | Higgins, Ryan T    |
| Penguins                                                    | Deniston, Natalie  |
| Penguins Don't Wear Pants                                   | Cushman, Abi       |
| Pete the cat and the cookie catastrophe                     | Dean, Kim          |
| Pets                                                        | Davis, Raymie      |
| Picadillo for Paulina                                       | Behar, Ruth        |
| Piglets                                                     | Emminizer, Theresa |
| Place hand here                                             | Yamasaki, Katie    |
| Planet yum : a space explorer's cookbook                    | Mattern, Joanne    |
| Play                                                        | Davis, Raymie      |
| Playing Games Together                                      | Accard, Anne       |
| Plesiosaurus                                                | Griffin, Mary      |
| Pokemon. Fuecoco, te elijo a ti!                            | Barbo, Maria S     |
| Pokemon. Head-to-head :who would win these battle matchups? | Whitehill, Simcha  |
| Pokemon. Mega evolution handbook.                           |                    |
| Pookie and Bean!                                            | Boynton, Sandra    |
| Prehistoric plants                                          | Berry, Alexandria  |
| Pteranodon                                                  | Griffin, Mary      |
| Pteranodon Can Fly                                          | Douglas, Max       |
| Pumpkin smash!                                              | Schaub, Michelle   |
| Puppies                                                     | Emminizer, Theresa |
| Questions and answers                                       | Primm, E. Russell  |
| Rainy day recipes : cozy food for indoor fun                | Mattern, Joanne    |
| Ray Kroc                                                    | Nhin, Mary         |
| Rhea's rodeo                                                | Kemp, Laekan Zea   |
| Ripples                                                     | Yamasaki, Katie    |
| Rise of the giant mammals                                   | Lopetz, Christian  |
| Roar                                                        | Bajaj, Varsha      |
| Rock and Roll New Ball on the Block                         | Amy Thompson, Ruby |
| Rosa Parks                                                  | Nhin, Mary         |
| Rowan and Gemma                                             | Pla, Sally J       |

|                                                                                     |                   |
|-------------------------------------------------------------------------------------|-------------------|
| Ruby's tools for fixing mistakes                                                    | Stott, Apryl      |
| Rumpelstiltskin                                                                     | Barnett, Mac      |
| Sabrina Sue : the epic adventure                                                    | Burris, Priscilla |
| Sabrina Sue loves the city                                                          | Burris, Priscilla |
| Sabrina Sue loves the moon                                                          | Burris, Priscilla |
| Sabrina Sue loves the mountains                                                     | Burris, Priscilla |
| Sabrina Sue loves the sea                                                           | Burris, Priscilla |
| Sabrina Sue loves the sky                                                           | Burris, Priscilla |
| Sabrina Sue loves the snow                                                          | Burris, Priscilla |
| Sam Walton                                                                          | Nhin, Mary        |
| San Antonio Spurs                                                                   | Bulcao, Denny     |
| San Antonio Spurs                                                                   | Moon, Derek       |
| Santiago of the seas. The Pirate Parade =Santiago of the seas.El Desfile de Piratas | Parks, Lola       |
| Saying Hello to Someone New                                                         | Accard, Anne      |
| School                                                                              | Davis, Raymie     |
| School                                                                              | Primm, E. Russell |
| School : Spanish words and pictures                                                 | Davis, Bela       |
| Sea monsters                                                                        | Lundgren, Julie K |
| Sea turtles                                                                         | Arnold, Quinn M   |
| Seasons                                                                             | Primm, E. Russell |
| Self-driving cars                                                                   | Mattern, Joanne   |
| Serena Williams                                                                     | Nhin, Mary        |
| Sharing                                                                             | Wells, Rosemary   |
| Sharks                                                                              | Deniston, Natalie |
| Siamese cats                                                                        | Dash, Meredith    |
| Sick day jitters                                                                    | Danneberg, Julie  |
| Sign language & farm animals                                                        | Davis, Bela       |
| Sign language & hobbies                                                             | Davis, Bela       |
| Sign language & places                                                              | Davis, Bela       |
| Sign language & senses                                                              | Davis, Bela       |
| Sign language & sports                                                              | Davis, Bela       |

|                                                                                         |                     |
|-----------------------------------------------------------------------------------------|---------------------|
| Sign language & weather                                                                 | Davis, Bela         |
| Sign language around town                                                               | Clay, Kathryn       |
| Sign language at home                                                                   | Clay, Kathryn       |
| Sign language at school                                                                 | Clay, Kathryn       |
| Sign language in your world                                                             | Clay, Kathryn       |
| Smart roads                                                                             | Mattern, Joanne     |
| Snails That Carry Their Houses                                                          | Vonder Brink, Tracy |
| Snakes                                                                                  | Deniston, Natalie   |
| Snowy owls                                                                              | Hill, Melissa       |
| Something beautiful                                                                     | Judge, Lita         |
| Sometimes apart, always in my heart : helping military families send love from far away | Rabe, Tish          |
| Sometimes love                                                                          | Moore, Katrina      |
| Songbird in the light                                                                   | Porter, Billy       |
| Sonic the Hedgehog. 1,Fallout!                                                          | Flynn, Ian          |
| Sonic the Hedgehog. 14,Overpowered                                                      | Stanley, Evan       |
| Sonic the Hedgehog. 15,Urban warfare                                                    | Flynn, Ian          |
| Sonic the Hedgehog. 16,Misadventures                                                    | Flynn, Ian          |
| Sonic the Hedgehog. 19,Collision course                                                 | Stanley, Evan       |
| Sonic the Hedgehog. 2,The fate of Dr. Eggman                                            | Flynn, Ian          |
| Sonic the Hedgehog. 20,Cause & effect                                                   | Flynn, Ian          |
| Sonic the Hedgehog. 4,Infection                                                         | Flynn, Ian          |
| Sonic the Hedgehog. 5,Crisis city                                                       | Flynn, Ian          |
| Sonic the Hedgehog. 6,The last minute                                                   | Flynn, Ian          |
| Sonic the Hedgehog. 7,All or nothing                                                    | Flynn, Ian          |
| Sonic the Hedgehog. 8,Out of the blue.                                                  |                     |
| Sonic the Hedgehog. Volume 21,Reprise                                                   | Flynn, Ian          |
| Soy Abraham Lincoln                                                                     | Meltzer, Brad       |
| Space fact frenzy!                                                                      | Berne, Emma Carlson |
| Spark ; Jim West's electrifying adventures in creating the microphone                   | Ramirez, Ainissa    |
| Speak your heart                                                                        | Stott, Apryl        |
| Spiders That Spin Gold                                                                  | Vonder Brink, Tracy |

|                                                                      |                           |
|----------------------------------------------------------------------|---------------------------|
| Spinosaurus Swims                                                    | Hale, K. A                |
| Spinosaurus vs. suchomimus : prehistoric showdown                    | Jackson, Tom              |
| Spooky Pookie                                                        | Boynton, Sandra           |
| Spooky scouts                                                        | Shrack, Kimberly          |
| Sports : Spanish words and pictures                                  | Davis, Bela               |
| Spy School Goes East                                                 | Gibbs, Stuart             |
| Spy School Goes South the Graphic Novel                              | Gibbs, Stuart             |
| Spy school secret service, the graphic novel                         | Gibbs, Stuart             |
| Spy ski school, the graphic novel                                    | Gibbs, Stuart             |
| Starman : the cosmic voyage of David Bowie                           | Cordell, Matthew          |
| Stegosaurus                                                          | Griffin, Mary             |
| Stegosaurus : a first look                                           | Jackson, Tom              |
| Stegosaurus Has Plates                                               | Douglas, Max              |
| Steve Jobs                                                           | Nhin, Mary                |
| Stinetinglers 2 : 10 more new stories from the master of scary tales | Stine, R. L               |
| Stinetinglers 5 : 10 new stories from America's scare master         | Stine, R. L               |
| Strange Places                                                       | Orr, Tamra                |
| Super hummingbirds                                                   | Kenney, Karen<br>Latchana |
| T. rex : a first look                                                | Jackson, Tom              |
| T. Rex Has Big Teeth                                                 | Sveda, Emily              |
| T. Rex vs. ankylosaurus : prehistoric showdown                       | Jackson, Tom              |
| T.Rex                                                                | Griffin, Mary             |
| Take Cover                                                           | Hopkinson, Deborah        |
| Tap the Puck                                                         | Anthony, William          |
| Taylor Swift                                                         | Nhin, Mary                |
| Ted is red                                                           | Anthony, William          |
| Tell me about Juneteenth                                             | Nash, Kortney             |
| Termites That Build Towers                                           | Vonder Brink, Tracy       |
| The baby dragon bakery                                               | Qureshi, A. T             |
| The Baby-sitters Club super special. 1,Baby-sitters on board!        | Telgemeier, Raina         |

|                                                                                     |                         |
|-------------------------------------------------------------------------------------|-------------------------|
| The Bakery Dragon and the Giant Cookie                                              | Kurtz, Devin Elle       |
| The Bakery Dragon Snack Time!                                                       | Kurtz, Devin Elle       |
| The beach day : three-and-a-half stories                                            | Dyckman, Ame            |
| The bear and the seed                                                               | Mistry, Poonam          |
| The book that Jake borrowed                                                         | Kralovansky, Susan Holt |
| The cozy home : three-and-a-half stories                                            | Dyckman, Ame            |
| The cozy town : three-and-a-half stories                                            | Dyckman, Ame            |
| The Crayons' book of manners                                                        | Daywalt, Drew           |
| The Deep Dark Ocean                                                                 | Scales, Helen           |
| The dragon bots                                                                     | Bolts, Russ             |
| The duck can't sleep                                                                | White, E. B             |
| The elevator on 74th street                                                         | Gehl, Laura             |
| The endless sea                                                                     | Thai, Chi               |
| The forgotten war : a World War II battle on American soil                          | Fleming, Candace        |
| The future book                                                                     | Barnett, Mac            |
| The Geyser Sisters : a Tale from the Arctic Circle                                  | Archer, Micha           |
| The good, the bad, and the cowbots                                                  | Bolts, Russ             |
| The great ball game : how Bat settles the rivalry between the animals and the birds | Sheir, Rebecca          |
| The last comics on Earth. #4, Across the Doodleverse                                | Brallier, Max           |
| The last dragon house                                                               | Morris, Liv Mae         |
| The letter setters in bop!                                                          | Long, Ethan             |
| The letter setters in fun!                                                          | Long, Ethan             |
| The Letter Setters in Pet!                                                          | Long, Ethan             |
| The lost camera                                                                     | Bolts, Russ             |
| The lost three                                                                      | Barrows, Annie          |
| The midnight panther                                                                | Mistry, Poonam          |
| The Moonlit Spiral                                                                  | Maihack, Mike           |
| The most annoying robots in the universe                                            | Bolts, Russ             |
| The mystery of the secret notes                                                     | Friedman, Laurie B      |
| The mystery of the spooky sounds                                                    | Friedman, Laurie B      |

|                                                                |                            |
|----------------------------------------------------------------|----------------------------|
| The mystery of the stolen snacks                               | Friedman, Laurie B         |
| The mystery of the stolen World Cup trophy                     | Cervantes, Angela          |
| The Neverfear                                                  | Rundell, Katherine         |
| The other side of the garden                                   | Recio, Sili                |
| The rare bird                                                  | Cooper, Elisha             |
| The river is my ocean                                          | Cortez, Rio                |
| The San Antonio Spurs Encyclopedia                             | Beattie, Charlie           |
| The second life of Snap                                        | Kelly, Erin Entrada        |
| The secret space station                                       | Bolts, Russ                |
| The Secret World of Bird Nests                                 | Menzies, Lucy              |
| The secrets below                                              | Sten, Camilla              |
| The sick day : three-and-a-half stories                        | Dyckman, Ame               |
| The skeleton and the cat                                       | Scott, Brandon James       |
| The Story of the San Antonio Spurs                             | Tischler, Joe              |
| The Toast of the Town                                          | John, Jory                 |
| The trouble with giraffes                                      | Mantchev, Lisa             |
| The ultimate rumble collection                                 | Pallotta, Jerry            |
| The umbrella                                                   | Walker, Sylvia L           |
| The wild season : the true story of a remarkable rabbit rescue | Slater, Dashka             |
| The wizard of Bots                                             | Bolts, Russ                |
| This book is seriously silly!                                  | Clanton, Ben               |
| This is not a Christmas book* : *this is a book about rocks    | John, Jory                 |
| This moment is special : a Dia de Muertos story                | Parra, John                |
| Tinny's tiny secret                                            | Bolts, Russ                |
| To the top                                                     | Anthony, William           |
| Todo sobre Santa                                               | Rajczak Nelson,<br>Kristen |
| Touch the brightest star                                       | Matheson, Christie         |
| Tracking Bigfoot                                               | Waters, Nico               |
| Tree frogs                                                     | Deniston, Natalie          |
| Triceratops                                                    | Griffin, Mary              |

|                                                                       |                       |
|-----------------------------------------------------------------------|-----------------------|
| Triceratops : a first look                                            | Jackson, Tom          |
| Triceratops Has Horns                                                 | Douglas, Max          |
| Triceratops vs. edmontosaurus : prehistoric showdown                  | Jackson, Tom          |
| True Survival Stories                                                 | Crowley Redding, Anna |
| Ultimate Dinosaur Fact and Quiz Book : Over 400 Questions and Answers | Martin, Claudia       |
| Un gato y un perro = A cat and a dog                                  | Masurel, Claire       |
| Uncles                                                                | Williams, Tunisia     |
| Under Anna's umbrella                                                 | Driscoll, Amanda      |
| Under the Sea Recipes from the Ocean                                  | Mattern, Joanne       |
| Unsettling salad!                                                     | Reynolds, Aaron       |
| Vacation : three-and-a-half stories                                   | Dyckman, Ame          |
| Velociraptor                                                          | Griffin, Mary         |
| Velociraptor Runs Fast                                                | Sveda, Emily          |
| Velociraptor vs. protoceratops : prehistoric showdown                 | Jackson, Tom          |
| Wacky Inventions                                                      | Orr, Tamra            |
| Walt Disney                                                           | Nhin, Mary            |
| Warriors graphic novel. The prophecies begin.1                        | Riess, Natalie        |
| Warriors graphic novel. The prophecies begin.2                        | Riess, Natalie        |
| Warriors graphic novel. The prophecies begin.3                        | Riess, Natalie        |
| We dream a world                                                      | King, Yolanda Renee   |
| Weather                                                               | Primm, E. Russell     |
| What is American Sign Language?                                       | Herman, Gail          |
| What to Do When You Feel Shy                                          | Accard, Anne          |
| When you dream big!                                                   | Reynolds, Peter H     |
| Where the Wild Horses Are                                             | Alznauer, Amy         |
| While we're here                                                      | Wynter, Anne          |
| Who Is Victor Wembanyama? San Antonio Spurs Superstar                 | Wagner, Zelda         |
| Why do cats meow?                                                     | Thompson, Kim         |
| Why do dogs wag their tails?                                          | Thompson, Kim         |
| Wild Medicine                                                         | Nickum, Nora          |

|                                 |                      |
|---------------------------------|----------------------|
| William's winter nap            | Ashman, Linda        |
| Wombat waiting                  | Applegate, Katherine |
| Work                            | Primm, E. Russell    |
| Wright brothers                 | Nhin, Mary           |
| Year the Corgis Saved Christmas | Smith, Sherri L      |
| Your Horse                      | Klassen, Jon         |

## Potential Acquisitions for MVISD - High Schools

Posted 9/22/26

NOTE: All ISBN formats (paperback, hardcover, ebook, audiobook, etc.) will be applied for each individual title.

| Book Title                                                                                                    | Author/Artist                      |
|---------------------------------------------------------------------------------------------------------------|------------------------------------|
| A deadly inheritance                                                                                          | Armstrong, Kelley                  |
| A thousand nights                                                                                             | Johnston, EK                       |
| Anger is only a shadow                                                                                        | Acevedo, Elizabeth                 |
| Angry girls will get us through                                                                               | Shamir, Ruby                       |
| Atomic habits : tiny changes, remarkable results : an easy & proven way to build good habits & break bad ones | Clear, James                       |
| Begin again                                                                                                   | Jeffers, Oliver                    |
| Boy 21                                                                                                        | Quick, Matthew                     |
| Check & mate                                                                                                  | Hazelwood, Ali                     |
| Dragon Ball super. 14, Son Goku, galactic patrol officer                                                      | Toriyama, Akira                    |
| Dragon Ball Z. 1                                                                                              | Toriyama, Akira                    |
| Dragon Ball Z. 4                                                                                              | Toriyama, Akira                    |
| Dragon Ball Z. 5                                                                                              | Toriyama, Akira                    |
| Dragon Ball Z. 6                                                                                              | Toriyama, Akira                    |
| Dragon Ball Z. 7                                                                                              | Toriyama, Akira                    |
| Dragon Ball Z. 8                                                                                              | Toriyama, Akira                    |
| Dragon Ball Z. 9                                                                                              | Toriyama, Akira                    |
| Dragon Ball Z. Vol. 10                                                                                        | Toriyama, Akira                    |
| Dragon Ball Z. Vol. 11                                                                                        | Toriyama, Akira                    |
| Dragon Ball Z. Vol. 12                                                                                        | Toriyama, Akira                    |
| Dune                                                                                                          | Herbert, Frank                     |
| Ellie Haycock is totally normal                                                                               | Schreiber, Gretchen                |
| From These Lands --Sharing Our Natural and Cultural Heritage                                                  | National Museum of Natural History |
| Gaslit                                                                                                        | Davidhizar, Megan                  |
| Heartbreak and other organ failures : a novel                                                                 | Hobbs, Taylor                      |
| Hooky                                                                                                         | Tur, Miriam Bonastre               |
| Hooky. Volume 2                                                                                               | Tur, Miriam Bonastre               |
| Kuroko's basketball. 1 & 2                                                                                    | Fujimaki, Tadatoshi                |

|                                      |                     |
|--------------------------------------|---------------------|
| Kuroko's basketball. 11 & 12         | Fujimaki, Tadatoshi |
| Kuroko's basketball. 13 & 14         | Fujimaki, Tadatoshi |
| Kuroko's basketball. 15 & 16         | Fujimaki, Tadatoshi |
| Kuroko's basketball. 17 & 18         | Fujimaki, Tadatoshi |
| Kuroko's basketball. 19 & 20         | Fujimaki, Tadatoshi |
| Kuroko's basketball. 21 & 22         | Fujimaki, Tadatoshi |
| Kuroko's basketball. 23 & 24         | Fujimaki, Tadatoshi |
| Kuroko's basketball. 25 & 26         | Fujimaki, Tadatoshi |
| Kuroko's basketball. 27 & 28         | Fujimaki, Tadatoshi |
| Kuroko's basketball. 29 & 30         | Fujimaki, Tadatoshi |
| Kuroko's basketball. 3 & 4           | Fujimaki, Tadatoshi |
| Kuroko's basketball. 5 & 6           | Fujimaki, Tadatoshi |
| Kuroko's basketball. 7 & 8           | Fujimaki, Tadatoshi |
| Kuroko's basketball. 9 & 10          | Fujimaki, Tadatoshi |
| La casa en Mango Street : una novela | Cisneros, Sandra    |
| Laid back camp. 1                    | Afro                |
| Laid back camp. 10                   | Afro                |
| Laid back camp. 11                   | Afro                |
| Laid back camp. 12                   | Afro                |
| Laid back camp. 13                   | Afro                |
| Laid back camp. 14                   | Afro                |
| Laid back camp. 15                   | Afro                |
| Laid back camp. 16                   | Afro                |
| Laid back camp. 2                    | Afro                |
| Laid back camp. 3                    | Afro                |
| Laid back camp. 4                    | Afro                |
| Laid back camp. 5                    | Afro                |
| Laid back camp. 6                    | Afro                |
| Laid back camp. 7                    | Afro                |
| Laid back camp. 8                    | Afro                |
| Laid back camp. 9                    | Afro                |

|                                                                      |                     |
|----------------------------------------------------------------------|---------------------|
| Life out of Order (Standard Edition) : a Novel                       | Niffenegger, Audrey |
| Love on ice                                                          | Ney, Sara           |
| Monster High --Boomuda Triangle                                      | Brown, Megan        |
| Monster High House Haunters                                          | Kahn, Ben           |
| Monster High World's Scare                                           | Aye, Jacque         |
| Monster High: New scaremester. Volume 2                              | Ahmed, Keryl Brown  |
| Most likely to murder                                                | McBride, Lish       |
| Night of the Mallrats : a Novel                                      | Torres, Nicolina    |
| One Piece (Omnibus Edition), Vol. 37 --Includes Vols. 109, 110 & 111 | Oda, Eiichiro       |
| One piece, Water seven.Volumes 34-35-36                              | Oda, Eiichiro       |
| One piece, Water seven.Volumes 37-38-39                              | Oda, Eiichiro       |
| One piece, Water Seven.Volumes 40-41-42                              | Oda, Eiichiro       |
| One piece, Water Seven.Volumes 43-44-45                              | Oda, Eiichiro       |
| One piece. Baroque Works.Volumes 13-14-15                            | Oda, Eiichiro       |
| One piece. Baroque Works.Volumes 16-17-18                            | Oda, Eiichiro       |
| One piece. Baroque Works.Volumes 19-20-21                            | Oda, Eiichiro       |
| One piece. Baroque Works.Volumes 22-23-24                            | Oda, Eiichiro       |
| One piece. East Blue.Volumes 1-2-3                                   | Oda, Eiichiro       |
| One piece. East Blue.Volumes 10-11-12                                | Oda, Eiichiro       |
| One piece. East Blue.Volumes 4-5-6                                   | Oda, Eiichiro       |
| One piece. East Blue.Volumes 7-8-9                                   | Oda, Eiichiro       |
| One piece. Egghead.106-107-108                                       | Oda, Eiichiro       |
| One piece. Impel Down.Volumes 55-56-57                               | Oda, Eiichiro       |
| One piece. New world.Volumes 61-62-63                                | Oda, Eiichiro       |
| One piece. New world.Volumes 64-65-66                                | Oda, Eiichiro       |
| One piece. New world.Volumes 67-68-69                                | Oda, Eiichiro       |
| One piece. New world.Volumes 70-71-72                                | Oda, Eiichiro       |
| One piece. New world.Volumes 73-74-75                                | Oda, Eiichiro       |
| One piece. New world.Volumes 76-77-78                                | Oda, Eiichiro       |
| One piece. New world.Volumes 79-80-81                                | Oda, Eiichiro       |
| One piece. New world.Volumes 82-83-84                                | Oda, Eiichiro       |

|                                                                                                                             |                       |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|
| One piece. New world.Volumes 85-86-87                                                                                       | Oda, Eiichiro         |
| One piece. New world.Volumes 88-89-90                                                                                       | Oda, Eiichiro         |
| One piece. Paramount war.Volumes 58-59-60                                                                                   | Oda, Eiichiro         |
| One piece. Sabaody.Volumes 52-53-54                                                                                         | Oda, Eiichiro         |
| One piece. Skypiea.Volumes 25-26-27                                                                                         | Oda, Eiichiro         |
| One piece. Skypiea.Volumes 28-29-30                                                                                         | Oda, Eiichiro         |
| One piece. Skypiea.Volumes 31-32-33                                                                                         | Oda, Eiichiro         |
| One piece. Thriller bark.Volumes 46-47-48                                                                                   | Oda, Eiichiro         |
| One piece. Thriller bark.Volumes 49-50-51                                                                                   | Oda, Eiichiro         |
| One piece. Wano.100-101-102                                                                                                 | Oda, Eiichiro         |
| One piece. Wano.103-104-105                                                                                                 | Oda, Eiichiro         |
| One piece. Wano.94-95-96                                                                                                    | Oda, Eiichiro         |
| One piece. Wano.97-98-99                                                                                                    | Oda, Eiichiro         |
| One piece. Wano.Volumes 91-92-93                                                                                            | Oda, Eiichiro         |
| One shot at forever : a small town, an unlikely coach, and a magical baseball season                                        | Ballard, Chris        |
| Portrait of a nation : men and women who have shaped America : highlights from the Smithsonian's National Portrait Gallery. |                       |
| Practical magic                                                                                                             | Hoffman, Alice        |
| Scorpion Deep                                                                                                               | Drews, C. G           |
| Styx : the river                                                                                                            | Gill, Nikita          |
| Summer haters club : a chill guide to surviving summer SAD, climate anxiety, and summer-loving friends                      | Smith, Lindsey        |
| Sunday money : a novel                                                                                                      | Hill, Maggie          |
| The Amoeba Sisters' Cartoon Guide to Biology                                                                                | Peterson, Sarina      |
| The blind side : evolution of a game                                                                                        | Lewis, Michael        |
| The Bodyguard A Novel                                                                                                       | Center, Katherine     |
| The book of magic                                                                                                           | Hoffman, Alice        |
| The dog stars : a novel                                                                                                     | Heller, Peter         |
| The Drowning Game                                                                                                           | Bowling, Dusti        |
| The gilded blade                                                                                                            | Barnes, Jennifer Lynn |
| The haunting of Hill House                                                                                                  | Jackson, Shirley      |

|                                                                                                                           |                   |
|---------------------------------------------------------------------------------------------------------------------------|-------------------|
| The promise of a nation : commemorating 250 years of patriotism, resilience, and aspirations from the national collection |                   |
| The Velvet Knife                                                                                                          | Johnson, Maureen  |
| The Wit and Wisdom of Ted Lasso                                                                                           | Spragg, Iain      |
| Theo of Golden : a novel                                                                                                  | Levi, Allen       |
| This could all go bad                                                                                                     | Hall, Spencer     |
| This is the year                                                                                                          | Munoz, Gloria     |
| Though I am an inept villainess: tale of the butterfly-rat body swap in the maiden court. 1                               | Nakamura, Satsuki |
| Though I am an inept villainess: tale of the butterfly-rat body swap in the maiden court. 2                               | Nakamura, Satsuki |
| Though I am an inept villainess: tale of the butterfly-rat body swap in the maiden court. 3                               | Nakamura, Satsuki |
| Though I am an inept villainess: tale of the butterfly-rat body swap in the maiden court. 4                               | Nakamura, Satsuki |
| Though I am an inept villainess: tale of the butterfly-rat body swap in the maiden court. 5                               | Nakamura, Satsuki |
| Uncertain : the wisdom and wonder of being unsure                                                                         | Jackson, Maggie   |
| We've Decided to Go in a Different Direction Essays                                                                       | Sanchez, Tess     |
| Welcome to Demon School! Iruma-Kun 12                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 13                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 14                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 15                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 16                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 17                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 18                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 19                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 20                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 21                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 22                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 23                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 24                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 25                                                                                     | Nishi, Osamu      |
| Welcome to Demon School! Iruma-Kun 26                                                                                     | Nishi, Osamu      |

|                                            |                  |
|--------------------------------------------|------------------|
| Welcome to Demon School! Iruma-kun. Vol. 1 | Nishi, Osamu     |
| Welcome to Demon School! Iruma-kun. Vol. 2 | Nishi, Osamu     |
| Welcome to Demon School! Iruma-kun. Vol. 3 | Nishi, Osamu     |
| Whalefall : a novel                        | Kraus, Daniel    |
| When breath becomes air                    | Kalanithi, Paul  |
| Wild about you                             | Hill, Kaitlyn    |
| Wool                                       | Howey, Hugh      |
| Yotsuba&! 14                               | Azuma, Kiyohiko  |
| Yotsuba&! 15                               | Azuma, Kiyohiko  |
| Yotsuba&!. 1                               | Azuma, Kiyohiko  |
| Yotsuba&!. 10                              | Azuma, Kiyohiko  |
| Yotsuba&!. 11                              | Azuma, Kiyohiko  |
| Yotsuba&!. 12                              | Azuma, Kiyohiko  |
| Yotsuba&!. 13                              | Azuma, Kiyohiko  |
| Yotsuba&!. 2                               | Azuma, Kiyohiko  |
| Yotsuba&!. 3                               | Azuma, Kiyohiko  |
| Yotsuba&!. 4                               | Azuma, Kiyohiko  |
| Yotsuba&!. 5                               | Azuma, Kiyohiko  |
| Yotsuba&!. 6                               | Azuma, Kiyohiko  |
| Yotsuba&!. 7                               | Azuma, Kiyohiko  |
| Yotsuba&!. 8                               | Azuma, Kiyohiko  |
| Yotsuba&!. 9                               | Azuma, Kiyohiko  |
| You jump first                             | Ariel, Myah      |
| You, me, and infinity                      | Caletti, Deb     |
| Yowamushi pedal. 1                         | Watanabe, Wataru |
| Yowamushi pedal. 5                         | Watanabe, Wataru |
| Yowamushi pedal. 6                         | Watanabe, Wataru |
| Yowamushi pedal. 7                         | Watanabe, Wataru |

## Potential Acquisitions for MVISD - Middle Schools

Posted 9/22/26

NOTE: All ISBN formats (paperback, hardcover, ebook, audiobook, etc.) will be applied for each individual title.

| Title                                                                                                 | Author/Artist     |
|-------------------------------------------------------------------------------------------------------|-------------------|
| A home for Lucy                                                                                       | Levitt, Mike      |
| A Million Revolutions --the True Story of a Girl Who Cycled Across India                              | Raj, Suhasini     |
| A warrior's choice                                                                                    | Hunter, Erin      |
| Absent                                                                                                | Ogle, Rex         |
| All that Chandni knows                                                                                | Patel, Khushboo   |
| America as it happened : a moment-by-moment journey through time, from prehistory to the present day. |                   |
| American Sign Language : 200 essential words and phrases                                              |                   |
| Ancient Greece                                                                                        |                   |
| Anna-Jane and the endless summer                                                                      | Classey, Paige    |
| Apollo and the lost sun                                                                               | Tyler, Madeline   |
| Arizona Diamondbacks                                                                                  | Abdo, Kenny       |
| Athletics                                                                                             | Abdo, Kenny       |
| Atlanta Braves                                                                                        | Abdo, Kenny       |
| Baltimore Orioles                                                                                     | Abdo, Kenny       |
| Baltimore Ravens                                                                                      | Graves, Will      |
| Baseball's shining season : America's pastime on the brink of war                                     | Sandler, Martin W |
| Bats                                                                                                  | Lim, Angela       |
| Bear hunting                                                                                          | Kaiser, Emma      |
| Berserkers                                                                                            | Larson, M. A      |
| Beyond the clouds. Volume 01 :the girl who fell from the sky                                          | Nicke             |
| Beyond the clouds. Volume 02 :the girl who fell from the sky                                          | Nicke             |
| Beyond the clouds. Volume 03 :the girl who fell from the sky                                          | Nicke             |
| Beyond the clouds. Volume 04 :the girl who fell from the sky                                          | Nicke             |
| Beyond the clouds. Volume 05 :the girl who fell from the sky                                          | Nicke             |
| Bonebag                                                                                               | Elliott, E. M     |
| Boston Red Sox                                                                                        | Abdo, Kenny       |
| Buffalo Bills                                                                                         | Scheff, Matt      |
| Cardfight!! Vanguard. 10                                                                              | Itou, Akira       |

|                                                                                   |                         |
|-----------------------------------------------------------------------------------|-------------------------|
| Cardfight!! Vanguard. 7                                                           | Itou, Akira             |
| Cardfight!! Vanguard. 8                                                           | Itou, Akira             |
| Cardfight!! Vanguard. Volume 1                                                    | Itou, Akira             |
| Cardfight!! Vanguard. Volume 1                                                    | Itou, Akira             |
| Cardfight!! Vanguard. Volume 5                                                    | Itou, Akira             |
| Chicago Cubs                                                                      | Abdo, Kenny             |
| Chicago White Sox                                                                 | Abdo, Kenny             |
| Choir grrrl                                                                       | Granillo, Ashley Jean   |
| Cincinnati Bengals                                                                | Flynn, Brendan          |
| Cincinnati Reds                                                                   | Abdo, Kenny             |
| Cleveland Browns                                                                  | Scheff, Matt            |
| Cleveland Guardians                                                               | Abdo, Kenny             |
| Colorado Rockies                                                                  | Abdo, Kenny             |
| Concussion crisis : the rise of head injuries in youth sports                     | Miller, Marie-Therese   |
| Dallas Cowboys                                                                    | Hanlon, Luke            |
| Deciduous trees                                                                   | Bell, Samantha          |
| Deer hunting                                                                      | Xie, Chelsea            |
| Detroit Lions                                                                     | Hanlon, Luke            |
| Detroit Tigers                                                                    | Abdo, Kenny             |
| Diamond fever! : a true crime story in the Wild West                              | Sheinkin, Steve         |
| Don't Wake Up                                                                     | Ramos-Gomez, Cassandra  |
| Double crossed : the WWII spies who saved D-day                                   | Barone, Rebecca E. F    |
| Earth heroes                                                                      | Dyu, Lily               |
| El diablo de la botella                                                           | Stevenson, Robert Louis |
| El ultimo viaje : del Doctor Korczak y sus hijos                                  | Cohen-Janca, Irene      |
| Elk hunting                                                                       | Kaiser, Emma            |
| Esperanza Rising --A Graphic Novel                                                | Ryan, Pam Munoz         |
| Exploration and plunder : Everest, the Arctic, modern pirates                     | Hyde, Natalie           |
| Farewell Cuba, mi isla                                                            | Diaz, Alexandra         |
| Feeling like an ADHD alien                                                        | Varnel, Pina            |
| Five nights at Freddy's. Tales from the Pizzaplex.Graphic novel collection vol. 3 | Cawthon, Scott          |

|                                                                                       |                         |
|---------------------------------------------------------------------------------------|-------------------------|
| Follow the water : the unbelievable true story of a teenager's survival in the Amazon | Cochrane, Ellen         |
| Foto estudio corazon                                                                  | Heredia, Maria Fernanda |
| Freshwater fish                                                                       | Golkar, Golriz          |
| Friedel and Gina : a true story of sisterhood and survival during the Holocaust       | Dronfield, Jeremy       |
| Fun in the sun                                                                        | Heart, Lee              |
| Ghost in the night                                                                    | Jackson, Tiffany D      |
| Girl of lore                                                                          | Dale, Melanie           |
| Glory be                                                                              | Sumner, Jamie           |
| Green Bay Packers                                                                     | Rebman, Nick            |
| Harry Potter y el caliz de fuego                                                      | Rowling, J. K           |
| Harry Potter y el prisionero de Azkaban                                               | Rowling, J. K           |
| Harry Potter y la camara secreta                                                      | Rowling, J. K           |
| Harry Potter y la Orden del Fenix                                                     | Rowling, J. K           |
| Harry Potter y la piedra filosofal                                                    | Rowling, J. K           |
| Heart to Heart                                                                        | Heart, Lee              |
| Here lies a ghost                                                                     | Bourne, Shakirah        |
| Hijacked by goats                                                                     | Braden, Ann             |
| Historias de miedo para contar en la oscuridad                                        | Schwartz, Alvin         |
| Home of the Brave                                                                     | Isay, Dave              |
| Hope in a Classroom                                                                   | Perry, Imani            |
| Houston Astros                                                                        | Abdo, Kenny             |
| Houston Texans                                                                        | Flynn, Brendan          |
| Hypergifted                                                                           | Korman, Gordon          |
| I witnessed. The Great Train Robbery of 1963                                          | Debbink, Andrea         |
| Invisible                                                                             | Moreno, Eloy            |
| Jacksonville Jaguars                                                                  | Flynn, Brendan          |
| Kansas City Chiefs                                                                    | Flynn, Brendan          |
| Kansas City Royals                                                                    | Abdo, Kenny             |
| Keeper of the lost cities, the graphic novel, part 1. Volume 1                        | Frenn, Celina           |
| Keeper of the lost cities, the graphic novel. Volume 1.Part 2                         | Frenn, Celina           |

|                                                                                             |                          |
|---------------------------------------------------------------------------------------------|--------------------------|
| La bandera : poems of resistance and pride                                                  | Denise, Anika            |
| La extraordinaria orbita de Alex Ramirez                                                    | Paulino, Jasminne        |
| La Fosa del Lobo                                                                            | Wolk, Lauren             |
| Las Vegas Raiders                                                                           | Flynn, Brendan           |
| Life in pixels                                                                              | Laurel, Gume             |
| Lizards                                                                                     | Lim, Angela              |
| Lonely Planet's ultimate travel quiz book.                                                  |                          |
| Lonely Planet's ultimate travel quiz book. 2 :more fiendish brain-teasers from easy to hard | Fullman, Joe             |
| Los Angeles Angels                                                                          | Abdo, Kenny              |
| Los Angeles Dodgers                                                                         | Abdo, Kenny              |
| Los chimpances miran a los ojos (Chimpanzees Look into Your Eyes)                           | Ferrari, Andrea          |
| Lost on Doll Island                                                                         | Ramos-Gomez, Cassandra   |
| Making waves                                                                                | Heart, Lee               |
| Mammals                                                                                     | Mooney, Carla            |
| Meet me at sunset                                                                           | Heart, Lee               |
| Mexikid dreams : a graphic memoir                                                           | Martin, Pedro            |
| Miami Dolphins                                                                              | Flynn, Brendan           |
| Miami Marlins                                                                               | Abdo, Kenny              |
| Middle school monsters                                                                      | Easter, Robin            |
| Mil millas                                                                                  | McKenzie, Precious       |
| Milwaukee Brewers                                                                           | Abdo, Kenny              |
| Minnesota Twins                                                                             | Abdo, Kenny              |
| Minnesota Vikings                                                                           | Flynn, Brendan           |
| Monster and apprentice                                                                      | Khoury, Jessica          |
| NASA's Artemis missions : exploring the moon                                                | Hubbard, Ben             |
| New York Mets                                                                               | Abdo, Kenny              |
| New York Yankees                                                                            | Abdo, Kenny              |
| No way never sisters                                                                        | Acevedo, Chantel         |
| Padres ajenos                                                                               | Castilla, Julia Mercedes |
| Path of a warrior                                                                           | Hunter, Erin             |

|                                                                                         |                                   |
|-----------------------------------------------------------------------------------------|-----------------------------------|
| Percy Jackson & the Olympians. Book five,The last Olympian :the graphic novel           | Venditti, Robert                  |
| Percy Jackson & the Olympians. Book four,The battle of the labyrinth :the graphic novel | Venditti, Robert                  |
| Percy Jackson & the Olympians. Book one,The lightning thief : the graphic novel         | Venditti, Robert                  |
| Percy Jackson & the Olympians. Book three,The Titan's curse :the graphic novel          | Venditti, Robert                  |
| Philadelphia Eagles                                                                     | Scheff, Matt                      |
| Philadelphia Phillies                                                                   | Abdo, Kenny                       |
| Pittsburgh Pirates                                                                      | Abdo, Kenny                       |
| Pittsburgh Steelers                                                                     | Graves, Will                      |
| Playing for keeps                                                                       | Heart, Lee                        |
| Popcorn                                                                                 | Harrell, Rob                      |
| Puente a Terabitia                                                                      | Paterson, Katherine               |
| Que problema con mi nombre!                                                             | Torres Sanmiguel, John Fitzgerald |
| Raptors                                                                                 | Hand, Carol                       |
| Reptiles                                                                                | Russo, Kristin J                  |
| San Diego Padres                                                                        | Abdo, Kenny                       |
| San Francisco 49ers                                                                     | Flynn, Brendan                    |
| San Francisco Giants                                                                    | Abdo, Kenny                       |
| Seattle Mariners                                                                        | Abdo, Kenny                       |
| Shoe savvy                                                                              | Loh-Hagan, Virginia               |
| Shook                                                                                   | Randall, Julian                   |
| Sign language                                                                           | Xiong, Keng                       |
| Slow burn                                                                               | Grant, Katy                       |
| Small game hunting                                                                      | Larsen, Ib                        |
| Snakes                                                                                  | Lim, Angela                       |
| Songbirds                                                                               | Golkar, Golriz                    |
| Spiders                                                                                 | Bell, Samantha                    |
| Spy School Goes East                                                                    | Gibbs, Stuart                     |
| St. Louis Cardinals                                                                     | Abdo, Kenny                       |
| Tales from the clans                                                                    | Hunter, Erin                      |

|                                                                                                          |                      |
|----------------------------------------------------------------------------------------------------------|----------------------|
| Tampa Bay Rays                                                                                           | Abdo, Kenny          |
| Texas Rangers                                                                                            | Abdo, Kenny          |
| The beasts of winter                                                                                     | Cervantes, J. C      |
| The blue dress                                                                                           | Morrison, Rebecca    |
| The Christmas wish                                                                                       | Heart, Lee           |
| The drawing encyclopedia                                                                                 | Rebman, Nick         |
| The dream & the hope : the historic rise of Ketanji Brown Jackson to the nation's highest court          | Thomas, Garen Eileen |
| The entity                                                                                               | Crawford, Terrance   |
| The gardening encyclopedia                                                                               | Sonneborn, Liz       |
| The magic & card trick encyclopedia                                                                      | Stickney, Laura      |
| The Night Mother. Volume one                                                                             | Lambert, Jeremy      |
| The Nightmare Brigade. Vol. 3, Finding Alice                                                             | Thilliez, Franck     |
| The origami encyclopedia                                                                                 | Richmond, Marley     |
| The Perigee visual dictionary of signing : an A-to-Z guide to over 1,350 signs of American Sign Language | Butterworth, Rod R   |
| The science of pets : examining zoomies & other animal antics                                            | Van Oosbree, Ruthie  |
| The Shadow Stream                                                                                        | Lombard, Kirk        |
| The Story of Art Without Men --An Illustrated Guide to Amazing Women Artists                             | Hessel, Katy         |
| The tale of the twisted toymaker                                                                         | Valentine, Danielle  |
| The tenth mistake of Hank Hooperman                                                                      | Choldenko, Gennifer  |
| The Unusuals                                                                                             | Levine, Gail Carson  |
| The wild zone                                                                                            | Riordan, Rick        |
| Toronto Blue Jays                                                                                        | Abdo, Kenny          |
| Tracks and scat                                                                                          | Russo, Kristin J     |
| Turkey hunting                                                                                           | Bell, Samantha       |
| Turtles                                                                                                  | Wheeler, Jill C      |
| Ultraviolet                                                                                              | Salazar, Aida        |
| Unfathomable : 20 wild (but true) stories about the ocean                                                | Boone, Mary          |
| Up from the ashes : based on an extraordinary true story of World War II                                 | Cameron, Sharon      |
| Upland bird hunting                                                                                      | Bell, Samantha       |
| Washington Nationals                                                                                     | Abdo, Kenny          |

|                                                                                              |                     |
|----------------------------------------------------------------------------------------------|---------------------|
| Waterfowl                                                                                    | Hand, Carol         |
| Waterfowl hunting                                                                            | McKinney, Donna B   |
| Whale fall                                                                                   | Rourke, Elysia      |
| When a Dragon Calls 1                                                                        | Kashiwaba, Sachiko  |
| When a Dragon Calls 2                                                                        | Kashiwaba, Sachiko  |
| When tomorrow burns                                                                          | Keller, Tae         |
| Where Ella went                                                                              | Morrison, Laurie    |
| Wild hog hunting                                                                             | Forest, Christopher |
| Wildflowers                                                                                  | Mooney, Carla       |
| Witch Hat Atelier 15                                                                         | Shirahama, Kamome   |
| Witch hat atelier. Volume 1                                                                  | Shirahama, Kamome   |
| Witch hat atelier. Volume 10                                                                 | Shirahama, Kamome   |
| Witch hat atelier. Volume 11                                                                 | Shirahama, Kamome   |
| Witch hat atelier. Volume 12                                                                 | Shirahama, Kamome   |
| Witch hat atelier. Volume 13                                                                 | Shirahama, Kamome   |
| Witch hat atelier. Volume 2                                                                  | Shirahama, Kamome   |
| Witch hat atelier. Volume 3                                                                  | Shirahama, Kamome   |
| Witch hat atelier. Volume 4                                                                  | Shirahama, Kamome   |
| Witch hat atelier. Volume 5                                                                  | Shirahama, Kamome   |
| Witch hat atelier. Volume 6                                                                  | Shirahama, Kamome   |
| Witch hat atelier. Volume 7                                                                  | Shirahama, Kamome   |
| Witch hat atelier. Volume 8                                                                  | Shirahama, Kamome   |
| Witch hat atelier. Volume 9                                                                  | Shirahama, Kamome   |
| Witch hat atelier.--Volume 14                                                                | Shirahama, Kamome   |
| Written in the stars                                                                         | Heart, Lee          |
| Wrong Way Corrigan's Wild Ride --The Unbelievable Tale of an Accidental Transatlantic Flight | Rockliff, Mara      |
| X marks the haunt                                                                            | Currie, Lindsay     |
| You are now old enough to hear this                                                          | Starmer, Aaron      |
| You Vs the Poison Plot                                                                       | Hicks, Josh         |



## ***Agenda Item Memorandum***

**To:** MVISD Board of Trustees  
**Date:** October 26, 2026  
**Agenda item:** Consider approval of Elementary Reading Language Arts Instructional Materials Adoption Committee

### **Background Information:**

As our current elementary Reading Language Arts (RLA) curriculum contract approaches expiration at the end of this school year, Medina Valley ISD has begun the process of evaluating instructional materials for future adoption. Our goal is to ensure we select a High-Quality Instructional Materials (HQIM) resource that is aligned with the Texas Essential Knowledge and Skills (TEKS), supports evidence-based reading instruction, and meets the diverse needs of our students.

We are committed to a thoughtful, collaborative, and transparent selection process. As a first step, we gathered feedback from K–5 RLA teachers regarding the components they value most in a reading resource, as well as challenges and opportunities for improvement. Teachers were also invited to express interest in serving on the instructional materials selection committee.

Committee members were selected with careful consideration of their roles, grade levels, experience, and instructional backgrounds to ensure diverse perspectives and representation of the students we serve. The committee will evaluate resources approved through the State Board of Education's Instructional Materials Review and Approval (IMRA) process and help develop a recommendation for Board consideration.

### **Administrative Consideration:**

The Texas Education Agency coordinates and facilitates the review and approval of instructional materials by the State Board of Education (SBOE) and provides guidance and resources to assist with their procurement and implementation. (Texas Education Code Chapter 31 Instructional Materials)

**Funding Source:** Not Applicable  
**Supporting Documents:** Proposed Committee Member List  
**Recommendation:**

It is recommended that the Board of Trustees approve the proposed members for inclusion on the Elementary Reading Language Arts Instructional Materials Adoption Committee.



Proposed 2026-2027 Elementary Reading Language Arts Instructional Adoption Committee Members:

| Campus   | Name                   | Role                                 | Grade Level |
|----------|------------------------|--------------------------------------|-------------|
| CES      | Jeness Tschirhart      | Teacher                              | 5th         |
|          | Cassandra Neumann      | Instructional Coach                  | K-5         |
|          | Angie Beck             | Teacher                              | Kinder      |
| LE       | Jennifer Pena          | DL Teacher                           | 4th         |
|          | Stephanie Torres       | Instructional Coach                  | K-5         |
|          | Maria Rivas Elizondo   | Instructional Coach                  | K-5         |
| LRE      | Tina Cherasard         | Teacher                              | 3rd         |
|          | Jayna Kementz          | Instructional Coach                  | K-5         |
|          | Lacey Dye              | Teacher                              | 1st         |
| SES      | Shayna Kropa           | Teacher                              | 2nd         |
|          | Mary Lou Tijerina      | Instructional Coach                  | K-5         |
|          | Jessica Redwine        | Teacher                              | Kinder      |
| PES      | Sara Wood              | Special Education                    | 5th         |
|          | Yvonne Zaragoza        | Instructional Coach                  | K-5         |
|          | Nelbelee Narvaez       | Teacher                              | 2nd         |
| LCE      | Zuguey Marrufo         | DL Teacher                           | Kinder      |
|          | Ruth Bernard           | Admin                                | AP          |
|          | Brandi Sherwood        | Teacher                              | 4th         |
|          | Anabel Trujillo        | Instructional Coach                  | K-5         |
| District | Kristin Rodriguez      | Director of Elementary C&I           |             |
|          | Erika Zavala           | RLA Coordinator                      |             |
|          | Brian Squires          | IM Coordinator                       |             |
|          | Ginavie Meyer          | Instructional Technology Coordinator |             |
|          | Clarissa Dovalina      | Multilingual/Bilingual Director      |             |
|          | Lindsay Tschirhart     | Math Coordinator                     |             |
|          | Laura Garza-Lisherness | Special Education Director           |             |



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** October 26, 2026

**Agenda item:** Consider Award of the Construction Materials Observations and Testing Services for Medina Valley ISD Elementary School #7 Project

### **Background Information**

Independently of the contractor, construction manager-at-risk, or design-build firm, a district shall provide or contract for the construction materials engineering, testing, and inspection services and the verification testing services necessary for acceptance of the facility by the district. The district shall select the services for which it contracts in accordance with (Government Code 2254.004. *Gov't Code 2269.058*)

### **Administrative Consideration**

District staff requested a proposal from Arias & Associates, Inc. to perform the required materials observations and testing services. Arias & Associates was also the engineering firm that performed the geotechnical engineering for the project.

The proposed cost for the materials observations and testing services is in the amount of \$273,832.00. District staff also recommends providing an additional \$50,000.00 contingency to this cope to cover any unforeseen conditions bringing the total to \$323,832.00.

### **Funding Source:**

2024 Bond Funds

### **Recommendation:**

It is recommended that the Board award the construction materials observation and testing services to Arias & Associates, Inc for the Medina Valley ISD Elementary School #7.



## ***Agenda Item Memorandum***

**To:** MVISD Board of Trustees

**Date:** October 26, 2026

**Agenda item:** Consider Approval of Change Order #1 Final to WR Griggs General Contractors for the Ladera Elementary Portable Infrastructure Project

### **Background Information**

The School Board previously approved the substantial completion of this project at the September's Board Meeting. A final change order has been prepared to credit back the unused owner contingency allowance for the project back to the District.

### **Administrative Consideration**

Pfluger Architects together with MVISD staff have reviewed the credit and prepared change order #1 for a credit that decreases the contract amount from \$510,000.00 to \$442,252.00 or a net decrease of \$67,748.00.

### **Supporting Document(s):**

Drafted Changed Order #1

### **Recommendation:**

It is recommended the Board approve change order #1 to WR Griggs General Contractors for the Ladera Elementary Portable Infrastructure Project reducing the contract amount from \$510,000.00 to \$442,252.00 or a net decrease of \$67,748.00.



# AIA® Document G701® – 2017

## Change Order

**PROJECT:** *(Name and address)*  
Medina Valley ISD - Ladera Elementary  
School Portables

**CONTRACT INFORMATION:**  
Contract For: General Construction

**CHANGE ORDER INFORMATION:**  
Change Order Number: 001

Date:

Date: October 13, 2026

**OWNER:** *(Name and address)*  
Medina Valley ISD  
8449 FM 471 South  
Castroville, Texas 78009

**ARCHITECT:** *(Name and address)*  
Pfluger Architects  
200 E. Grayson, Ste.115  
San Antonio, Texas 78215

**CONTRACTOR:** *(Name and address)*  
WR Griggs  
PO Box 491  
Castroville, Texas 78009

### THE CONTRACT IS CHANGED AS FOLLOWS:

*(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)*

1. Credit unused allowance to Owner via change order # 1.

|                                                                          |    |            |
|--------------------------------------------------------------------------|----|------------|
| The original Contract Sum was                                            | \$ | 510,000.00 |
| The net change by previously authorized Change Orders                    | \$ | 0.00       |
| The Contract Sum prior to this Change Order was                          | \$ | 510,000.00 |
| The Contract Sum will be decreased by this Change Order in the amount of | \$ | 67,748.00  |
| The new Contract Sum including this Change Order will be                 | \$ | 442,252.00 |

The Contract Time will be increased by Zero (0) days.

The new date of Substantial Completion will be August 20, 2026.

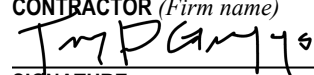
**NOTE:** This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

### NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Pfluger Architects  
**ARCHITECT** *(Firm name)*  
  
**SIGNATURE**

Raul Llanas, AIA  
**PRINTED NAME AND TITLE**

10/13/26  
**DATE**

WR Griggs  
**CONTRACTOR** *(Firm name)*  
  
**SIGNATURE**

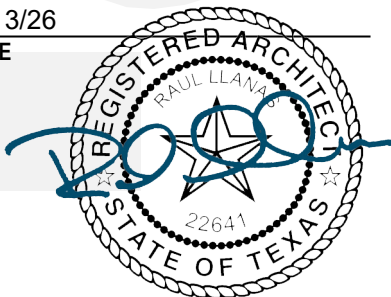
Troy Griggs  
**Troy D Griggs, VP**  
**PRINTED NAME AND TITLE**

10/13/2026  
**DATE**

**OWNER** *(Firm name)*  
  
**SIGNATURE**

Medina Valley ISD  
**PRINTED NAME AND TITLE**

**DATE**



10/13/26



## ***Agenda Item Memorandum***

**To:** MVISD Board of Trustees

**Date:** October 26, 2026

**Agenda item:** Consider approval of name for Middle School #3

### **Background Information**

A public community survey was shared in August and September to collect name submissions for Medina Valley ISD's third middle school, scheduled to open in August 2027. After receiving approximately 120 submissions, a naming committee, in partnership with a marketing agency, reviewed the names to ensure they aligned with Board policy, which requires school names to reflect the geographical or historical significance of the community rather than honor an individual. The committee also considered factors such as simplicity, memorability, distinctiveness, longevity and branding potential. Through a collaborative review process, the committee narrowed the submissions to its top three choices and reviewed preliminary logo concepts to evaluate brand alignment. Following thoughtful discussion and consideration, the committee reached a unanimous decision on its final name recommendation.

### **Administrative Consideration**

### **Supporting Documents**

### **Recommendation**

The MVISD Naming Committee recommends the board approve the name of Lucas Creek Middle School for Medina Valley ISD Middle School #3.



## ***Agenda Item Memorandum***

**To:** MVISD Board of Trustees

**Date:** October 26, 2026

**Agenda item:** Consider approval of name for Medina Valley HS Athletic Field

### **Background Information**

The naming of Patterson Field is proposed in honor of longtime Medina Valley ISD Athletic Director and Coach, John “Jay” Henderson Patterson, recognizing his 25 years of dedicated service to the district from 1976 until his retirement in 2001. In accordance with Board Policy CW (Local), which outlines guidelines for the naming of district facilities, the district may recognize individuals who have made significant contributions to Medina Valley ISD and its community. Throughout his career, Coach Patterson played an important role in shaping Medina Valley’s athletic programs and establishing a tradition of excellence that continues today. He was a member of the coaching staff that helped lead the Medina Valley HS Panthers to a state football championship in 1984. Beyond his contributions on the field, Coach Patterson made a lasting impact on generations of student-athletes through his leadership, mentorship and commitment to developing character, teamwork and sportsmanship. Naming the field in his honor would recognize his legacy and preserve his contributions to Medina Valley ISD and the community for generations to come.

### **Administrative Consideration**

### **Supporting Documents**

### **Recommendation**

The MVISD Naming Committee recommends the board approve the name of the Medina Valley High School athletic field to be, Patterson Field.



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** October 26, 2026

**Agenda item:** Consider award of Construction Manager at Risk Contract for the Medina Valley High School HVAC Upgrades Project and delegate authority to the Superintendent and staff to proceed and negotiate the final terms of the contract.

### **Background Information**

District staff and MEP Engineering worked together in preparing an RFCSP for the CMAR Contract. The proposing companies were to be evaluated on fee, project management ability, relevant experience, contractor qualifications.

### **Administrative Consideration**

The District accepted bids for this RFCSP 27-002 on September 22, 2026 where five bids were submitted. Bids for Pre-Construction and Construction Phase costs ranged from \$1,212,000.00 to \$2,072,851.00. District Staff and MEP Engineering have reviewed and ranked the proposals based on the information provided by the contractors using the published selection criteria.

After reviewing and checking references the ranking is as follows:

|                                    |       |
|------------------------------------|-------|
| Dawson Construction                | 90.86 |
| Joeris General Contractors         | 84.70 |
| CGC General Contractors            | 81.06 |
| Marksmen General Contractors       | 72.76 |
| Bartlett Cocke General Contractors | 68.86 |

Through this process it shows Dawson Construction is the best value for the District Construction Manager at Risk on this project.

### **Funding Source:**

2023 Bond Interest

### **Recommendation:**

It is recommended the Board approve Dawson Construction as the Construction Manager at Risk on the Medina Valley High School HVAC Upgrades Project with a contract in the amount of \$1,424,000.00.



### Medina Valley High School HVAC Upgrades Project

#### RFCSP 27-002 - CMAR Evaluation Summary

| Contractor                               | Price Proposal<br>(20) Points | Project Management<br>Ability<br>(40) Points | Contractor's Relevant<br>Experience<br>(30) Points | Contractors<br>Qualificaitons<br>(10) Points | <b>Total</b><br>(100) Points |
|------------------------------------------|-------------------------------|----------------------------------------------|----------------------------------------------------|----------------------------------------------|------------------------------|
| Dawson Construction, LLC.                | 16.50                         | 38.75                                        | 25.61                                              | 10.00                                        | <b>90.86</b>                 |
| Bartlett Cocke General Contractors, LLC. | 5.79                          | 28.63                                        | 24.44                                              | 10.00                                        | <b>68.86</b>                 |
| Joeris General Contractors, LLC.         | 11.37                         | 37.00                                        | 26.33                                              | 10.00                                        | <b>84.70</b>                 |
| CGC General Contractors                  | 20.00                         | 29.06                                        | 22.50                                              | 9.50                                         | <b>81.06</b>                 |
| Marksmen General Contractors             | 11.20                         | 29.00                                        | 22.56                                              | 10.00                                        | <b>72.76</b>                 |



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees

**Date:** October 26, 2026

**Agenda item:** Consider approval of a Budget Amendment

### **Background Information**

The 2025-2026 budget has been approved by the Board of Trustees according to Texas Property Tax Code, section 26.09 (e). Amendments to that budget must also be Board approved.

### **Administrative Consideration**

Several projects that were budgeted in 2025-2026 were unable to be completed prior to the end of the fiscal year. The funds for these projects will roll into fund balance and this request allows the funds to be reallocated in the 2026-2027 budget.

### **Supporting Documents**

- Budget Amendment Worksheet

### **Recommendation**

The administration recommends an increase to the General Fund budget of \$238,582 for projects that were approved in 2025-2026, but were not completed by August 31, 2026.

# Medina Valley Independent School District

## BUDGET AMENDMENT REQUEST FORM

Board Meeting Presentation Date: October 26, 2026

Fund Name & Number: General Fund - 199

Person Requesting Budget Amendment: Crystal Hermes

### PURPOSE OF AMENDMENT:

☐ Increase in Funds from Original Budget

\$ 238,582 Total Amount of Increase

|                       |    |    |         |
|-----------------------|----|----|---------|
| Function Distribution | 11 | \$ | 15,263  |
|                       | 41 | \$ | 12,043  |
|                       | 51 | \$ | 75,948  |
|                       | 52 | \$ | 4,856   |
|                       | 81 | \$ | 130,472 |

### EXPLANATION FOR AMENDMENT:

Function 11: Classroom furniture for Ladera ES portable #3

Function 41: Employee ID badges

Function 51: Emergency HVAC repairs and chiller taps

Function 52: Police Department items that were backordered

Function 81: Final closeout of the Ladera portable project and the freezer/cooler projects

*\*\*These are all items that were approved in the 2025-2026 budget that were unable to be completed by August 31, 2026.*



# Memorandum

To: Medina Valley ISD School Board

From: Clarissa Dovalina, Director of Bilingual/ESL/Migrant/LOTE

Date: October 26, 2026

Subject: 2026-2027 Bilingual Exception/ESL Waiver Application to TEA

This memorandum is to request your approval for the submission of the 2026-2027 Bilingual Exception/ESL Waiver application to the Texas Education Agency.

As presented to our Committee of Directors, Medina Valley ISD will be supporting 21 educators on the waiver who are expected to become ESL- or bilingual-certified as requisite of Texas Administrative Code Chapter 89.1207—Bilingual Program Exceptions and English as a Second Language (ESL) Program Waivers. It is imperative certification is obtained to ensure high quality, linguistically-accommodated instruction is provided to all emergent bilinguals.

Your approval of this application will allow Medina Valley ISD to maintain essential language services and uphold our shared commitment to meeting the needs of every emergent bilingual student.



# Waivers

## 2026-2027 Application for Bilingual Exception / ESL Waiver

**Waiver ID: 91317**

### Application Information

**Category:** General

**Creator:** Clarissa Dovalina, District Editor

**Status:** Draft

**Creation Date:** 10/15/2026

**Approving Superintendent:**
**Assigned To:** Clarissa Dovalina

**Creator Email:** clarissa.dovalina@mvisd.org

**Approving Superintendent Email:**

### Bilingual/ESL Contact

**Full Name:** Clarissa Dovalina

**Phone:** (830) 931-2243 Ext: 8154

**Email:** clarissa.dovalina@mvisd.org

### LEA Information

**LEA:** MEDINA VALLEY ISD (163908)

**Address:** 8449 F M 471 S, CASTROVILLE, TX 78009-9531

**Phone:** (830) 931-2243

### HR Director Contact

**Full Name:** Jason Migura

**Phone: Ext:**
**Email:** jason.migura@mvisd.org

### Chief Financial Officer Contact

**Full Name:** Crystal Hermes

**Phone: Ext:**
**Email:** crystal.hermesch@mvisd.org

### Special Instructions

A Local Education Agency (LEA), including school districts, open-enrollment charters, and districts of innovation are required to identify and serve emergent bilingual (EB) students through bilingual education, per Texas Administrative Code (TAC) §89.1205. If the LEA does not have the appropriately certified educators for their required bilingual or English as a second language (ESL) program, they will file the applicable bilingual exception or ESL waiver for the teachers and students impacted, per 19 TAC §89.1207.

This is a one-year provisional measure taken to report the current needs of the district and to specify the actions to be taken in order to secure the appropriately certified staff, provide training and support to the teachers under the exception/waiver, and verify the implementation of temporary alternative methods that meet the affective, linguistic, and cognitive needs of the emergent bilingual students and align as closely as possible to the required bilingual or ESL program. The district's bilingual/ESL program contact and/or the human resource contact person may complete and submit the exception/waiver application. The application includes a verification that the superintendent has reviewed and approved the application.

- The Alternative Methods Description shall include how the district is going to align the temporary methods as closely as possible to the required bilingual/ESL program to meet the affective, linguistic, and cognitive needs of EB students. Describe the activities and how they will aim to meet the expected goal during this year's cyclical process.
- The Action Plan shall include 3-5 measurable targeted activities planned for the school year to recruit, hire, and retain the appropriate certified teachers. A description of the activity and the goal will be included with the expected completion date during this year's cyclical process.
- The Comprehensive Professional Development Plan will include how the district plans to use the 10% of the Bilingual Education Allotment (BEA) funds to prepare teachers under an exception or waiver with high-impact professional learning opportunities during this year's cyclical process.

To submit your Bilingual Exception/ESL Waiver Application you must provide the district Information on the TEAL Dashboard, including the Alternative Methods Description, a Comprehensive Professional Development Plan, and the Action Plan to actively recruit and retain bilingual/ESL teachers to avoid filing for a Bilingual Exception and/or ESL Waiver in subsequent years.

## Alternative Methods and Recruiting Activities

### 1. BILINGUAL PROGRAM ALTERNATIVE METHODS DESCRIPTION.

Describe how the district plans to align the temporary alternative methods as closely as possible to the required bilingual program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year's cyclical process separately by selecting "Add Activity Details" button. This data is mandatory only if you are requesting for BIL exception.

Medina Valley ISD remains committed to providing high-quality bilingual education that addresses the affective, linguistic, and cognitive needs of emergent bilingual students. The district will continue implementing its Transitional Bilingual Education Early-Exit (TBE-EE) model in applicable grade levels while introducing its one way Dual Language Immersion (DLI) model in prekindergarten and kindergarten during the 2026-2027 school year. Teachers identified under the bilingual exception will receive targeted professional development, mentoring, and instructional coaching to support implementation of the district's bilingual program models. Professional learning will emphasize language allocation and transition plans, biliteracy development, cross-linguistic connections, culturally responsive instruction, and implementation of

### Activity Details Summary

| Number | Activity Description                                                                                                                                                           | Plan/Goal of the Activity                                                                                                                                                                                                                                                                                                                                                                                                                                       | Completion Date Range |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1      | Bilingual Certification and Placement Verification: Collaborate with HR and campus administrators to verify certification and bilingual student placement.                     | Support students' sense of belonging by ensuring placement in appropriate bilingual settings that recognize and value their home language and culture.<br>Verify that students are assigned to bilingual program settings that provide access to required Spanish and English language instruction.<br>Ensure students have access to rigorous, grade-level instruction aligned with their designated bilingual program model.                                  | August - October      |
| 2      | Bilingual Certification Preparation and Monitoring: Provide targeted preparation and review certification progress, including examination plans and results.                   | Strengthen teachers' understanding of bilingual content-area instruction and strategies that provide access to grade-level TEKS.<br>Support teachers in developing the Spanish language proficiency and bilingual instructional knowledge needed to implement the district's program models.<br>Strengthen teachers' understanding of culturally responsive bilingual education and the importance of affirming students' linguistic identities.                | August - October      |
| 3      | Bilingual Teacher Mentoring: Pair teachers seeking bilingual certification with appropriately certified bilingual educators for ongoing instructional support.                 | Support teachers in creating inclusive classrooms that build on students' cultural experiences, home language, and funds of knowledge.<br>Support collaborative planning that maintains grade-level rigor and provides appropriate scaffolds for academic success.<br>Strengthen teachers' use of biliteracy strategies, cross-linguistic connections, and linguistically accommodated instruction.                                                             | August - October      |
| 4      | Bilingual Program Implementation: Provide professional learning on DLI and TBE-EE expectations, language allocation, cross-linguistic connections, and biliteracy development. | Strengthen teachers' implementation of language allocation, cross-linguistic connections, and biliteracy development aligned with the district's DLI and TBE-EE models.<br>Ensure bilingual instruction maintains grade-level rigor and develops students' ability to apply academic concepts across languages.<br>Promote learning environments that affirm students' home language, cultural identities, and sense of belonging within the bilingual program. | August - October      |

| Number | Activity Description                                                                                                                                                           | Plan/Goal of the Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Completion Date Range |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 5      | Bilingual Instructional Monitoring: Conduct bilingual walkthroughs and provide feedback focused on program implementation and language development.                            | <p>Observe and provide feedback on instructional practices that affirm students' cultural identities and encourage meaningful participation.</p> <p>Monitor implementation of language allocation, cross-linguistic connections, visual supports, and opportunities for students to develop academic language.</p> <p>Monitor delivery of grade-level TEKS instruction and provide feedback on scaffolds that support academic understanding.</p>                              | August - October      |
| 6      | Bilingual Certification Preparation and Monitoring: Provide targeted preparation and review certification progress, including examination plans and results.                   | <p>Strengthen teachers' understanding of bilingual content-area instruction and strategies that provide access to grade-level TEKS.</p> <p>Support teachers in developing the Spanish language proficiency and bilingual instructional knowledge needed to implement the district's program models.</p> <p>Strengthen teachers' understanding of culturally responsive bilingual education and the importance of affirming students' linguistic identities.</p>                | November - January    |
| 7      | Bilingual Program Implementation: Provide professional learning on DLI and TBE-EE expectations, language allocation, cross-linguistic connections, and biliteracy development. | <p>Promote learning environments that affirm students' home language, cultural identities, and sense of belonging within the bilingual program.</p> <p>Ensure bilingual instruction maintains grade-level rigor and develops students' ability to apply academic concepts across languages.</p> <p>Strengthen teachers' implementation of language allocation, cross-linguistic connections, and biliteracy development aligned with the district's DLI and TBE-EE models.</p> | November - January    |
| 8      | Bilingual Instructional Monitoring: Conduct bilingual walkthroughs and provide feedback focused on program implementation and language development.                            | <p>Monitor implementation of language allocation, cross-linguistic connections, visual supports, and opportunities for students to develop academic language.</p> <p>Observe and provide feedback on instructional practices that affirm students' cultural identities and encourage meaningful participation.</p> <p>Monitor delivery of grade-level TEKS instruction and provide feedback on scaffolds that support academic understanding.</p>                              | November - January    |
| 9      | Bilingual Certification Preparation and Monitoring: Provide targeted preparation and review certification progress, including examination plans and results.                   | <p>Support teachers in developing the Spanish language proficiency and bilingual instructional knowledge needed to implement the district's program models.</p> <p>Strengthen teachers' understanding of culturally responsive bilingual education and the importance of affirming students' linguistic identities.</p> <p>Strengthen teachers' understanding of bilingual content-area instruction and strategies that provide access to grade-level TEKS.</p>                | February - April      |

| Number | Activity Description                                                                                                                                                                  | Plan/Goal of the Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Completion Date Range |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 10     | Bilingual Program Implementation: Provide professional learning on DLI and TBE-EE expectations, language allocation, cross-linguistic connections, and biliteracy development.        | <p>Ensure bilingual instruction maintains grade-level rigor and develops students' ability to apply academic concepts across languages.</p> <p>Strengthen teachers' implementation of language allocation, cross-linguistic connections, and biliteracy development aligned with the district's DLI and TBE-EE models.</p> <p>Promote learning environments that affirm students' home language, cultural identities, and sense of belonging within the bilingual program.</p> | February - April      |
| 11     | Bilingual Instructional Monitoring: Conduct bilingual walkthroughs and provide feedback focused on program implementation and language development.                                   | <p>Observe and provide feedback on instructional practices that affirm students' cultural identities and encourage meaningful participation.</p> <p>Monitor implementation of language allocation, cross-linguistic connections, visual supports, and opportunities for students to develop academic language.</p> <p>Monitor delivery of grade-level TEKS instruction and provide feedback on scaffolds that support academic understanding.</p>                              | February - April      |
| 12     | Bilingual Certification Progress Review: Conduct individualized check-ins with teachers pursuing bilingual certification.                                                             | <p>Support teachers in strengthening content-area instructional knowledge and maintaining grade-level academic expectations.</p> <p>Identify additional certification preparation needs related to Spanish proficiency, biliteracy, and bilingual instructional practices.</p> <p>Reinforce teachers' understanding of the importance of students' cultural identities, home language, and experiences in bilingual instruction.</p>                                           | February - April      |
| 13     | Bilingual Certification Preparation and Monitoring: Provide targeted preparation and review certification progress, including examination plans and results.                          | <p>Support teachers in developing the Spanish language proficiency and bilingual instructional knowledge needed to implement the district's program models.</p> <p>Strengthen teachers' understanding of culturally responsive bilingual education and the importance of affirming students' linguistic identities.</p> <p>Strengthen teachers' understanding of bilingual content-area instruction and strategies that provide access to grade-level TEKS.</p>                | May - July            |
| 14     | Bilingual Staffing and Placement Review: Collaborate with HR and campus administrators & EB Coordinators to review teacher assignments and bilingual student placement for 2027-2028. | <p>Ensure students are scheduled for appropriate grade-level instruction that supports continued academic growth.</p> <p>Support continuity of bilingual services in learning environments that affirm students' home language and cultural identities.</p> <p>Verify student placement and teacher assignments that support the required language allocation and bilingual program model.</p>                                                                                 | May - July            |

## 2. ESL PROGRAM ALTERNATIVE METHODS DESCRIPTION.

Describe how the district plans to align the temporary alternative methods as closely as possible to the required ESL program to meet the affective, linguistic, and cognitive needs of EB students. Be sure to describe the activities and how they will aim to meet the expected goal during this year's cyclical process separately by selecting "Add Activity Details" button. This data is mandatory only if you are requesting for ESL waiver.

120

Medina Valley ISD will continue providing high-quality English as a Second Language (ESL) instruction that addresses the affective, linguistic, and cognitive needs of emergent bilingual students through its elementary content-based and secondary pull-out ESL program models. Teachers identified under the ESL waiver will receive targeted professional development, mentoring, and instructional coaching

focused on second-language acquisition, implementation of the English Language Proficiency Standards (ELPS), linguistically accommodated instruction, and opportunities for students to develop English proficiency through listening, speaking, reading, and writing across content areas. The Bilingual/ESL Department will collaborate with campus administrators, instructional coaches, and appropriately certified ESL teachers to

### Activity Details Summary

| Number | Activity Description                                                                                                                                                    | Plan/Goal of the Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Completion Date Range |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 1      | ESL Certification and Placement Verification: Collaborate with HR and campus administrators to verify certification and ESL student placement.                          | Support learning environments that recognize and value emergent bilingual students' cultural backgrounds, experiences, and home languages.<br>Identify teachers requiring ESL certification support to strengthen access to English language development and linguistically accommodated instruction.<br>Support access to rigorous, grade-level instruction through appropriate ESL program staffing and instructional support.                                                   | August - October      |
| 2      | ESL Student Placement: Review EB student schedules and classroom assignments with campus administrators and LPAC Coordinators.                                          | Ensure students have access to grade-level TEKS instruction with linguistic accommodations that support academic understanding.<br>Verify student placement in appropriate ESL program settings that provide English language development based on identified language needs.<br>Promote inclusive classroom environments where students' linguistic and cultural backgrounds are recognized and valued.                                                                           | August - October      |
| 3      | ESL Teacher Mentoring: Pair teachers seeking ESL certification with appropriately certified ESL educators.                                                              | Support teachers in incorporating students' cultural backgrounds, experiences, and funds of knowledge into instruction.<br>Strengthen teachers' use of the ELPS, proficiency-level scaffolds, and opportunities for listening, speaking, reading, and writing in English.<br>Support teachers in delivering rigorous, grade-level instruction with linguistic accommodations based on students' English proficiency.                                                               | August - October      |
| 4      | ELPS Implementation: Provide professional learning focused on the new ELPS, instructional scaffolds, and daily listening, speaking, reading, and writing opportunities. | Ensure students engage in rigorous, grade-level content while receiving linguistic support necessary to access and demonstrate academic understanding.<br>Strengthen implementation of the new ELPS through intentional language development, instructional scaffolds, and meaningful listening, speaking, reading, and writing opportunities.<br>Promote classroom environments where students feel comfortable participating, practicing English, and sharing their experiences. | August - October      |
| 5      | ESL Instructional Monitoring: Conduct walkthroughs and provide feedback on ELPS implementation, scaffolds, and academic language opportunities.                         | Observe and provide feedback on classroom environments that encourage participation and value students' cultural and linguistic assets.<br>Monitor implementation of the ELPS, instructional scaffolds, and daily opportunities for students to listen, speak, read, and write in English.<br>Monitor access to grade-level TEKS instruction and provide feedback on strategies that support academic understanding.                                                               | August - October      |

| Number | Activity Description                                                                                                                                                    | Plan/Goal of the Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Completion Date Range |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 6      | ESL Certification Preparation and Monitoring: Provide targeted certification preparation, study resources, and individualized support.                                  | <p>Strengthen teachers' ability to provide linguistically accommodated, grade-level content instruction aligned with ESL program expectations.</p> <p>Support teachers in understanding second-language acquisition, English proficiency levels, and effective ESL instructional strategies.</p> <p>Strengthen teachers' understanding of cultural and linguistic diversity and its influence on student engagement and learning.</p>                                                             | August - October      |
| 7      | ELPS Implementation: Provide professional learning focused on the new ELPS, instructional scaffolds, and daily listening, speaking, reading, and writing opportunities. | <p>Promote classroom environments where students feel comfortable participating, practicing English, and sharing their experiences.</p> <p>Strengthen implementation of the new ELPS through intentional language development, instructional scaffolds, and meaningful listening, speaking, reading, and writing opportunities.</p> <p>Ensure students engage in rigorous, grade-level content while receiving linguistic support necessary to access and demonstrate academic understanding.</p> | November - January    |
| 8      | ESL Instructional Monitoring: Conduct walkthroughs and provide feedback on ELPS implementation, scaffolds, and academic language opportunities.                         | <p>Monitor access to grade-level TEKS instruction and provide feedback on strategies that support academic understanding.</p> <p>Monitor implementation of the ELPS, instructional scaffolds, and daily opportunities for students to listen, speak, read, and write in English.</p> <p>Observe and provide feedback on classroom environments that encourage participation and value students' cultural and linguistic assets.</p>                                                               | November - January    |
| 9      | ESL Certification Preparation and Monitoring: Provide targeted certification preparation, study resources, and individualized support.                                  | <p>Strengthen teachers' understanding of cultural and linguistic diversity and its influence on student engagement and learning.</p> <p>Strengthen teachers' ability to provide linguistically accommodated, grade-level content instruction aligned with ESL program expectations.</p> <p>Support teachers in understanding second-language acquisition, English proficiency levels, and effective ESL instructional strategies.</p>                                                             | November - January    |
| 10     | ELPS Implementation: Provide professional learning focused on the new ELPS, instructional scaffolds, and daily listening, speaking, reading, and writing opportunities. | <p>Ensure students engage in rigorous, grade-level content while receiving linguistic support necessary to access and demonstrate academic understanding.</p> <p>Promote classroom environments where students feel comfortable participating, practicing English, and sharing their experiences.</p> <p>Strengthen implementation of the new ELPS through intentional language development, instructional scaffolds, and meaningful listening, speaking, reading, and writing opportunities.</p> | February - April      |
| 11     | ESL Instructional Monitoring: Conduct walkthroughs and provide feedback on ELPS implementation, scaffolds, and academic language opportunities.                         | <p>Observe and provide feedback on classroom environments that encourage participation and value students' cultural and linguistic assets.</p> <p>Monitor implementation of the ELPS, instructional scaffolds, and daily opportunities for students to listen, speak, read, and write in English.</p> <p>Monitor access to grade-level TEKS instruction and provide feedback on strategies that support academic understanding.</p>                                                               | February - April      |

| Number | Activity Description                                                                                                                                                        | Plan/Goal of the Activity                                                                                                                                                                                                                                                                                                                                                                                                             | Completion Date Range |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 12     | ESL Certification Preparation and Monitoring: Provide targeted certification preparation, study resources, and individualized support.                                      | <p>Strengthen teachers' ability to provide linguistically accommodated, grade-level content instruction aligned with ESL program expectations.</p> <p>Support teachers in understanding second-language acquisition, English proficiency levels, and effective ESL instructional strategies.</p> <p>Strengthen teachers' understanding of cultural and linguistic diversity and its influence on student engagement and learning.</p> | February - April      |
| 13     | ESL Certification Preparation and Monitoring: Provide targeted certification preparation, study resources, and individualized support.                                      | <p>Strengthen teachers' understanding of cultural and linguistic diversity and its influence on student engagement and learning.</p> <p>Support teachers in understanding second-language acquisition, English proficiency levels, and effective ESL instructional strategies.</p> <p>Strengthen teachers' ability to provide linguistically accommodated, grade-level content instruction aligned with ESL program expectations.</p> | May - July            |
| 14     | ESL Staffing and Placement Review: Collaborate with HR and campus administrators, & EB Coordinators to review teaching assignments and ESL student placement for 2027-2028. | <p>Ensure students have access to grade-level academic instruction and appropriate language supports for continued achievement.</p> <p>Verify student placement and teacher assignments aligned with elementary content-based and secondary pull-out ESL program requirements.</p> <p>Support continuity of ESL services in inclusive learning environments that value students' linguistic and cultural backgrounds.</p>             | May - July            |

### 3. ACTION PLAN WITH TARGETED RECRUITING ACTIVITIES.

Describe the district's action plan for the current school year. The plan should include 3-5 measurable targeted activities the district will complete during the year to recruit, hire, and retain appropriately certified teachers. A description of the activity and goal will be included with the expected completion date during this year's cyclical process. The activities should (1) demonstrate support for teachers seeking certification, including access to TEA's free certification resources, (2) reflect efforts to recruit certified teachers to the district, and (3) strengthen program implementation by preparing teachers under the bilingual exception or ESL waiver to better serve the needs of the district's emergent bilingual students. Provide the activity information separately by selecting "Add Activity Details" button.

The Medina Valley ISD Bilingual/ESL Department will continue collaborating with Human Resources and campus administrators to recruit, hire, and retain appropriately certified bilingual and ESL teachers. The district has made progress in reducing the number of teachers requiring a bilingual exception or ESL waiver, with 21 teachers identified for the 2026-2027 school year, fewer than in the previous two years. The Bilingual/ESL Department will provide ongoing certification support through targeted preparation sessions, access to TEA's free certification resources, mentoring, individualized guidance, and reimbursement for passing certification examination scores. Certification progress, including testing plans and outcomes, will be monitored to identify teachers requiring additional support. Additionally, the Bilingual/ESL

#### Activity Details Summary

| Number | Activity Description                                                                                                                       | Plan/Goal of the Activity                                                                                                                                   | Completion Date Range | Person Responsible                         |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------|
| 1      | Certification Preparation: Provide TEA certification resources, targeted study sessions, mentoring, and guidance on certification testing. | 100% of teachers under the exception/waiver will be provided certification resources and participate in at least two preparation opportunities by May 2027. | August - October      | Bilingual Department Representative<br>123 |

| Number | Activity Description                                                                                                                                                                      | Plan/Goal of the Activity                                                                                                                                   | Completion Date Range | Person Responsible                  |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------|
| 2      | Professional Development and Coaching: Provide targeted professional learning on ELPS, CBLI, bilingual/ESL instructional practices, and program implementation.                           | 100% of teachers under the exception/waiver will participate in at least two professional learning or coaching opportunities by May 2027.                   | August - October      | Bilingual Department Representative |
| 3      | Certification Preparation: Provide TEA certification resources, targeted study sessions, mentoring, and guidance on certification testing.                                                | 100% of teachers under the exception/waiver will be provided certification resources and participate in at least two preparation opportunities by May 2027. | November - January    | Bilingual Department Representative |
| 4      | Professional Development and Coaching: Provide targeted professional learning on ELPS, CBLI, bilingual/ESL instructional practices, and program implementation.                           | 100% of teachers under the exception/waiver will participate in at least two professional learning or coaching opportunities by May 2027.                   | November - January    | Bilingual Department Representative |
| 5      | Certification Progress Monitoring: Conduct individualized certification check-ins and review testing plans, examination outcomes, and additional support needs.                           | Review and document certification progress for 100% of teachers under the exception/waiver at least once per semester.                                      | November - January    | Bilingual Department Representative |
| 6      | Certification Preparation: Provide TEA certification resources, targeted study sessions, mentoring, and guidance on certification testing.                                                | 100% of teachers under the exception/waiver will be provided certification resources and participate in at least two preparation opportunities by May 2027. | February - April      | Bilingual Department Representative |
| 7      | Professional Development and Coaching: Provide targeted professional learning on ELPS, CBLI, bilingual/ESL instructional practices, and program implementation.                           | 100% of teachers under the exception/waiver will participate in at least two professional learning or coaching opportunities by May 2027.                   | February - April      | Bilingual Department Representative |
| 8      | Certification Progress Monitoring: Conduct individualized certification check-ins and review testing plans, examination outcomes, and additional support needs.                           | Review and document certification progress for 100% of teachers under the exception/waiver at least once per semester.                                      | February - April      | Bilingual Department Representative |
| 9      | Student Placement and Staffing Verification: Review EB student placement, teacher assignments, and certification status when developing 2027-2028 schedules and class lists.              | Verify bilingual/ESL student placement and corresponding teacher assignments at 100% of campuses before the start of the 2027-2028 school year.             | May - July            | Campus Administrator                |
| 10     | Recruitment and Hiring: Collaborate with Human Resources to prioritize appropriately certified bilingual and ESL candidates through recruitment efforts, job fairs, and hiring processes. | Document recruitment efforts and review certification qualifications for 100% of candidates recommended for bilingual/ESL-designated positions.             | May - July            | Human Resources                     |

#### 4. COMPREHENSIVE PROFESSIONAL DEVELOPMENT PLAN.

Include how the district plans to use the 10% of the Bilingual Education Allotment (BEA) funds to prepare teachers under an exception or waiver with high-impact professional learning opportunities during this year's cyclical process.

Medina Valley ISD will utilize the required 10% of the Bilingual Education Allotment (BEA) to provide high-impact professional development for teachers identified under the bilingual exception and ESL waiver. Professional learning will focus on strengthening instructional practices that address the affective, linguistic, and cognitive needs of emergent bilingual students while supporting teachers in obtaining appropriate certification. Bilingual Exception: Teachers will receive targeted preparation for applicable bilingual certification examinations, including the TExES Bilingual Target Language Proficiency Test (BTLPT) and TExES Bilingual Education Supplemental examination. Professional learning will also address biliteracy development, cross-linguistic connections, language allocation and transition plans, and instructional

Summary

BIL Exception

| Language(s) | Number Of  | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | Program Models                    | Explanation                                  |
|-------------|------------|----|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|-----------------------------------|----------------------------------------------|
| Spanish     | Students   | 0  | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     | Dual Language Immersion One-Way   | PK & K: DLI one-way 1st-5th: TBE, Early Exit |
|             | Classrooms | 0  | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1     | Transitional Bilingual Early-Exit |                                              |
|             | Teachers   | 0  | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 1     |                                   |                                              |

ESL Waiver

| Number Of  | PK | K | 1  | 2 | 3  | 4 | 5  | 6 | 7 | 8 | 9  | 10 | 11 | 12 | Total | Program Models                 | Explanation                                  |
|------------|----|---|----|---|----|---|----|---|---|---|----|----|----|----|-------|--------------------------------|----------------------------------------------|
| Students   | 20 | 1 | 14 | 0 | 10 | 9 | 12 | 0 | 5 | 0 | 19 | 3  | 11 | 12 | 116   | Content-Based ESL Pull-Out ESL | elementary=content-based; secondary=pull-out |
| Classrooms | 4  | 1 | 1  | 0 | 1  | 1 | 2  | 0 | 3 | 0 | 1  | 1  | 1  | 2  | 18    |                                |                                              |
| Teachers   | 4  | 1 | 1  | 0 | 2  | 1 | 2  | 0 | 3 | 0 | 1  | 2  | 1  | 2  | 20    |                                |                                              |

LEA Attachments (0)

There are no LEA attachments.



## ***Agenda Item Memorandum***

**To:** MVIDS Board of Trustees  
**Date:** October 26, 2026  
**Agenda item:** Consider approval of 2026-2027 Staff Development Minutes Waiver

### **Background Information:**

The Staff Development Waiver allows district and charter schools to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school year.

The waiver provides for a maximum of 2,100 total minutes to use for professional development for districts that provide operational and instructional minutes. Each district may choose how to apply their approved Staff Development Minutes Waiver. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year.

This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year.

### **Administrative Consideration:**

Pursuant to Texas Education Code (TEC) §25.081 this waiver allows the district to train staff on various educational strategies designed to improve student performance in lieu of a maximum of 2,100 minutes of student instruction for districts that provide operational and instructional minutes.

**Funding Source:** Not Applicable  
**Supporting Documents:** Proposed Waiver Application  
**Recommendation:**

It is recommended that the Board of Trustees approve the 2026-2027 Application for Staff Development Minutes Waiver



# Waivers

**2026-2027 Application for Staff Development Minutes Waiver****Waiver ID: 91107****Application Information****Category:** Expedited**Creator:** Emily Lorenz, District Superintendent**Status:** Draft**Creation Date:** 10/13/2026**Approving Superintendent:****Assigned To:****LEA Contact****Full Name:** Emily Lorenz**Phone:** (830) 931-2243 **Ext:** 8004**Email:** emily.lorenz@mvisd.org**LEA Information****LEA:** MEDINA VALLEY ISD (163908)**Address:** 8449 F M 471 S, CASTROVILLE, TX 78009-9531**Phone:** (830) 931-2243**Date of LEA Board of Trustees Approval****Date:****Information**

Pursuant to Texas Education Code (TEC) §25.081 this waiver allows the district or charter school to train staff on various educational strategies designed to improve student performance in lieu of a maximum of:

- 2,100 minutes of student instruction for districts and charter schools that provide operational and instructional minutes; or
- 5 days of student instruction for charter schools that provide 180 days of operation

**Requested Years**

2026-2027    5 day week calendar type

**LEA Attachments (0)**

There are no LEA attachments.



## ***Agenda Item Memorandum***

**To:** MVISD Board of Trustees

**Date:** 10/26/26

**Agenda Item:** Consider approving the 2026-2027 Early Graduates

### **Background Information:**

In accordance with Board Policy EIF (Legal), a parent is entitled to request that the parent's child be permitted to graduate earlier than the child would normally graduate, if the child completes each course required for graduation. The following list of students have applied for early graduation and are working toward meeting the requirements for graduation. These students have been approved by their counselor and Medina Valley High School Principal, Elisa McCracken to graduate early. The decision of the board concerning the requests is final and may not be appealed. Administration is recommending approval of the 2026-2027 Early Graduation Candidates.

### **Recommendation:**

It is recommended that the Board of Trustees approve the 2026-2027 Early Graduation Candidates as presented.

| ID#    | Last Name   | First Name  | Cohort Grade Year | Intended Graduation Date |
|--------|-------------|-------------|-------------------|--------------------------|
| 032047 | Castro      | Jaylinette  | % 2027            | December 2026            |
| 009628 | Marquardt   | Brody       | % 2027            | December 2026            |
| 013487 | Vermeulen   | Tavin       | % 2027            | December 2026            |
| 014010 | Arroyo      | Sebastian   | % 2028            | May 2027                 |
| 028676 | Bada        | Elaogooluwa | % 2028            | May 2027                 |
| 034497 | Cruz Rosado | Franchesca  | % 2028            | May 2027                 |
| 030981 | Mutz        | Aubrey      | % 2028            | May 2027                 |
| 019679 | Tolliver    | Forrest     | % 2028            | May 2027                 |
| 010907 | Vause       | Marcus      | % 2028            | May 2027                 |
| 014231 | Webb        | Anika       | % 2028            | May 2027                 |
| 011963 | Zinsmeyer   | Brooke      | % 2028            | May 2027                 |