

STATE OF TEXAS

(Minutes conducted via electronic voting)

COUNTY OF CAMERON

BE IT REMEMBERED, that on the **7th day of April, 2026**, the Board of Trustees of the Brownsville Independent School District met in a **Regular Board Meeting** at the Administration Building, 1900 Price Road, Brownsville, Texas, for the purpose of transacting any and all business that came before the Board and with the following to wit:

PRESENT:

Daniella Lopez Valdez	President
Frank Ortiz	Vice-President
Minerva Pena	Secretary
Carlos Elizondo	Board Member
Denise Garza	Member
Jessica Gonzalez	Member
Neida Ruth Grantland	Member

ABSENT:

ALSO PRESENT:

Dr. Jesus H. Chavez	Superintendent of Schools
Eden Ramirez	Attorney for the Board

ALSO ABSENT:

None

WHEREUPON, a quorum being present and it appearing before the Board, it is hereby so found that notice of this **Regular Board Meeting** has been duly given in the manner and for the length of time as prescribed by law. The meeting was called to order and declared ready for the transaction of business with the following to wit:

- I. Meeting called to order by Daniella Lopez Valdez, Board President at 5:30 p.m.**
- II. Moment of Silence led by Dr. Jesus H. Chavez, Superintendent.**
- III. Pledge of Allegiance led by Daniella Lopez Valdez, Board President.**
- IV. Roll Call. Daniella Lopez Valdez, Board Member announced that all Trustees are present.**
- V. Recommend approving the agenda of the Regular Board Meeting of Tuesday, April 7, 2026, with any corrections/deletions.**
Dr. Jesus H. Chavez stated the following amendment:

Handout 1 added to official minutes

VII. A. 1 Page 2 will be replaced with Page 2a
VII. A. 6 Delete from agenda and backup

- XII. B. 16 Delete from Agenda and backup**
- XII. B. 17 Delete from Agenda and backup**

Motion made by Daniella Lopez Valdez, seconded by Neida Ruth Grantland, and unanimously carried to recommend approving the agenda of the Regular Board Meeting of Tuesday, April 7, 2026, with the corrections/deletions, as stated by administration. (7-0-0).

- VI. Recommend approving the minutes with any corrections:**
 - A. Special Called Board Meeting on Tuesday, December 9, 2025.

Motion made by Jessica Gonzalez, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approving the minutes of the Special Called Board Meeting on Tuesday, December 9, 2025, with no corrections as stated by administration. (7-0-0)

- VII. Superintendent's Report: * SB1566**
 - A. Conference Presentations:**
 - 1. Presentation of the BISD Early College High Schools Valedictorian, Salutatorian and Third Honor Student for the 2025-2026 School Year.

VII. A. 1Page 2 will be replaced with Page 2a

BISD Early College High Schools proudly recognized the 2025-2026 Top Students from each of the respective high schools. These students have achieved this significant milestone through hard work, dedication, and perseverance.

Brownsville Early College High School (BECHS)

- Valedictorian: Alexandra Antoinette Saavedra
- Salutatorian: Vidal Garza
- Third Honor Student: Christopher Edward Padron

Hanna Early College High School

- Valedictorian: Carla Gisel Garza
- Salutatorian: Danica Ianna Garcia
- Third Honor Student: Byanka Gloria Maldonado

Lopez Early College High School

- Valedictorian: Ashley Nicole Amaro
- Salutatorian: Anika Eve Bouchot
- Third Honor Student: Julianna Kay Bard

Pace Early College High School

- Valedictorian: Maya Kira Salazar
- Salutatorian: Ana Valeria Solis
- Third Honor Student: Xavier Agado

Porter Early College High School

- Valedictorian: Sophia Maral Jaramillo
- Salutatorian: Susan Perez
- Third Honor Student: Johana Coello Carrillo

Rivera Early College High School

- Valedictorian: Damian Ledezma
- Salutatorian: Sofia Gonzalez
- Third Honor Student: Elaine Garces

Veterans Early College High School

- Valedictorian: Zeviel Abraham Nicanor Diaz Pineda
- Salutatorian: Felicity Si Kei Fok
- Third Honor Student: Maria Rebecca Trejo

2. Recognition of Breeden Elementary Student Participants and Sponsors at the Rio Grande Valley Livestock Show.

Students from Breeden Elementary competed at the Rio Grande Valley Livestock Show in Mercedes, Texas, on Saturday, March 14, 2026. These student participants placed in every plant category open to elementary through high school students.

Student participants include:

Diego Garza (9th Place) and Allison Torres (Class 10 -Edibles/Cabbage);
Sophia Salazar and Aaron Jimenez (6th Place) (Class 1 -Foliage);
Felicity Hesterberg (8th Place) (Class 8 -Herbs).

These accomplishments were made possible through the dedication of our sponsors-Brenda Ramirez, Amy Najera, and Nancy Lara-who established a 4-H Club with an initial emphasis on competing in the horticulture event. The initiative was supported by Ms. Petra Torres, Breeden Elementary Principal, and Ms. Micaela Escobar, Director of Records Management, Sustainability and Warehouse. The preparation process began in November 2025 and led to the competition held on Saturday, March 14, 2026. This initiative is an extension of our Barracuda Bloom Garden and involved extensive planning, as well as strong student and parent involvement and commitment throughout the process. Through the Learn, Grow, Eat & Go! curriculum, students are gaining valuable knowledge in gardening, sustainability, and environmental stewardship. Breeden Elementary is proud to recognize the hard work of our students and the continued support of our staff, sponsors, and families in making these achievements possible.

3. Recognition of State Swimming.
- Recognition of the Veterans Memorial High School for their outstanding achievement in having a student qualify for the State Competition, which took place on February 20 in Austin. Advancing to the state level represents a high level of achievement and reflects the dedication, focus, and perseverance required to compete among the best in the state. This success is the result of extensive preparation, consistent effort, and a strong support system that encourages students to reach their full potential. It also highlights the commitment of Veterans Memorial High School to fostering excellence and providing opportunities for students to excel. We would like to extend special congratulations to Ella Hodgson for representing Veterans Memorial High School with pride at the state level. Ella's hard work, discipline, and commitment to her craft exemplify what it means to strive for success and achieve at the highest level. Her accomplishment serves as an inspiration to her peers and is a true reflection of her passion and determination. We would also like to recognize and

thank her amazing coaches, whose guidance, encouragement, and dedication played a vital role in this achievement. Their leadership and commitment to student success continue to make a meaningful impact on the lives of their students and the overall success of the program. Congratulations once again to Veterans Memorial High School, Ella Hodgson, and her coaching staff on this exceptional accomplishment. We are proud of their success and look forward to seeing continued achievements in the future.

4. **Recognition of State Wrestling.**
Congratulations to Rivera Early College High School and Veterans Memorial High School for their outstanding accomplishment in having students qualify for the State Competition, which took place on February 13 in Cypress. Qualifying for a state-level competition is a significant achievement that reflects months-and often years-of dedication, perseverance, and a strong commitment to excellence. This accomplishment is a testament not only to the talent and determination of the students, but also to the unwavering support, guidance, and leadership provided by their coaches, sponsors, and campus administrators. Their continued commitment to maintaining high standards and fostering student success is truly commendable. We would like to give special recognition to Shelby Garcia from Veterans Memorial High School and Matilda Villarreal from Rivera Early College High School for representing their campuses with pride and distinction at the state level. Notably, Matilda Villarreal earned a bronze medal in her weight class, finishing third place overall, an outstanding achievement at the state level. Their hard work, discipline, and determination exemplify what it means to strive for excellence and serve as an inspiration to their peers. Congratulations once again to Rivera Early College High School and Veterans Memorial High School on this remarkable achievement. Their success highlights the strength of their programs and the dedication of everyone involved. We are proud of their accomplishments and look forward to seeing the continued success in future competitions.

5. **Recognition of State Powerlifting.**
Congratulations to Rivera Early College High School, Pace High School, and Veterans Memorial High School for their outstanding accomplishment in having student-athletes qualify for the State Powerlifting Competition, which took place on March 27th in Abilene, Tx qualifying for a state-level powerlifting competition is a significant achievement that reflects months-and often years-of dedication, perseverance, and an unwavering commitment to excellence. This accomplishment is a testament not only to the strength and determination of the athletes, but also to the continued support, guidance, and leadership provided by their coaches, sponsors, and campus administrators. Their commitment to maintaining high standards and fostering student success is truly commendable. Congratulations once again to Rivera Early College High School, Pace High School, and Veterans Memorial High School on this remarkable achievement in state powerlifting. Their success highlights the strength of your programs and the dedication of everyone involved. We are proud of their accomplishments and look forward to the continued success in future competitions.

6. **Recognition of Salvador Garcia - Rivera Early College High School Head Boys Soccer Coach.** **Amendment: Delete Agenda item**

7. Recognition of Gifted and Talented Week.
The Texas Legislature formally designated the first full week of April as Gifted and Talented Awareness Week in the State of Texas as an official state-recognized observance for the next ten years. The purpose is to recognize that Gifted and Talented students exhibit high-performance capabilities in areas of intellect, creativity, and/or artistic areas or unusual capacity for leadership or capabilities in academic fields. Texas public schools are required under the Texas Education Code to identify and serve Gifted and Talented students through equitable, research-based, and high-quality instructional programs. This resolution is to affirm the Brownsville Independent School District's support of the importance of meeting the diverse academic or fine arts and social and emotional needs of students. The commitment is to providing rigorous learning opportunities, professional learning for educators, and programming that fosters excellence, innovation, and academic growth. Brownsville ISD encourages students, educators, families and the community to celebrate and support the achievement and needs of Gifted and Talented Learners. We have a few campus representatives present at this meeting to help us celebrate Gifted and Talented Awareness Week.

8. Presentation of a Proclamation recognizing members of the City of Brownsville's 2026 Boards and Commissions.

This proclamation from the City of Brownsville recognized and honored the individuals who serve on the City's Boards and Commissions. Brownsville ISD was honored to receive this recognition for its contributions and expertise in supporting effective governance and the continued growth and development of the community. The District plays an important role in shaping initiatives, providing guidance, and enhancing public engagement. The city values BISD's commitment and the positive impact it makes in advancing community efforts. This recognition is presented in conjunction with the City's Charro Days celebrations, highlighting the spirit of community and collaboration.

9. Recognition of BISD Teacher Incentive Allotment Department Record Achievement.
Brownsville Independent School District recently reached a historic milestone in the Texas Teacher Incentive Allotment (TIA) program, with the Texas Education Agency approving a new round of teacher designations for the 2025-2026 cycle. The approval includes 943 new and higher teacher designations, bringing the district's total number of TIA-designated teachers to 1,831 educators, the highest number in district history. This milestone reflects the district's continued commitment to recognizing instructional excellence and supporting measurable student growth across all campuses. As a result of the latest round of designations, Brownsville ISD is projected to generate more than \$29 million in Teacher Incentive Allotment funding during the current school year. Since joining the program in 2019, the district has generated approximately \$61.5 million in TIA funding, and over the course of the approved designation periods, Brownsville ISD is projected to generate more than \$150 million in total allotment funding. These funds directly support teacher compensation and strengthen instructional quality throughout the district. This achievement reflects the collaborative work of district leadership, campus administrators, teachers, and the Brownsville ISD TIA team, who have worked diligently to build and sustain a strong educator effectiveness system.

BISD TIA TEAM:

Emiliano Camarillo, Lead TIA Coordinator
Cynthia Garza, TIA Coordinator
Hilda Soto, TIA Coordinator
Sylvia Castro, TIA HR Officer

10. Brownsville Independent School District Financial Report for the period ended March 31, 2026.
Ms. Rosario Pena, Chief Financial Officer stated, good evening, Madam President, Ms. Daniela Lopez-Valdez, Superintendent Dr. Chavez, members of the Board and audience. I'll walk the Board through the district's financial position cumulative as of March 31, 2026. In the General Fund, funds 101 through 199. Total revenues received from local, state, and federal sources are approximately at \$360.6 million, while expenditures total \$365.9 million, resulting in a temporary deficiency balance of \$5.3 million. This deficiency is primarily related to the state's practice for distribution of Foundation School Program Funding, which allocates funds based on a monthly percentage rather than evenly throughout the year. This creates timing differences in revenue recognition that are expected to normalize in the coming months. Additionally, I would like to remind the Board that Fund 101, which includes our Food and Nutrition services, operates on a reimbursement basis. As such, expenditures are incurred prior to the revenue being received, contributing to the time variance in the General Fund. I would also like to emphasize that the \$17.9 million in proceeds from the sale of Cummings and Longoria remain separate from normal operating funds. These funds are designated specifically for the CTE building project and are not being used to offset operational expenditures. In your Special Revenue funds, Funds 206 through 499, total revenues received to date stand at \$26.3 million, with expenditures totaling \$38 million, resulting in a deficit of about \$11.8 million. As a reminder, Special Revenue funds operate on a reimbursement basis. Expenditures occur first, and revenues are recognized after reimbursement requests are submitted and processed. At year-end, this deficit will convert to a receivable and does not indicate overspending. Your Debt service fund stands at revenues totaling \$7.7 million, while expenditures total \$12.9 million, resulting in a deficiency balance of \$5.2 million. This deficiency is due to the timing of property tax collections relative to scheduled debt payments. As tax revenues continue to be collected, the fund is expected to offset and is projected to end the fiscal year at or near a zero balance once all collections have been realized. And finally, in your self-insurance fund, total local revenues stand currently at \$41.2 million, with expenditures totaling \$43.6 million, resulting in a deficit balance of \$2.4 million. While revenues continue to increase due to adjustments in the district's contributions, per-employee contributions, and pharmacy rebates, claims activity has also increased. The district continues to closely monitor utilization trends and cost drivers to ensure the long-term stability of the fund. In summary, the balances presented this evening primarily reflect timing differences in state funding distributions, reimbursement-based programs, and tax collections rather than structural financial concerns. Administration will continue to closely monitor all funds to ensure fiscal responsibility and maintain the district's financial stability. This concludes the financial report. Mr. Carlos Elizondo, board Member stated, thank you. Just real quick, is the PEIMS in this presentation as well, the amount of monies that we do in PEIMS or not? Ms. R. Pena replied, sir, they're reflected

in your revenues as your PEIMS reports are ADA to the state, and that's how they reimburse us. Mr. Elizondo stated, but that's not included in this report? **Ms. R. Pena replied, no, sir, it is not.** Mr. Elizondo stated, okay, thank you. And then also on the self-insurance fund, is the workers' comp included in this presentation as well? **Ms. R. Pena replied, no, sir, the workers' comp has a different fund.** Mr. Elizondo stated, okay, thank you. So do you think that the \$2 million is that something that we're going to incur on the employees? Is that what I gathered you were saying that we're going to increase? **Ms. R. Pena stated, no, sir, it's been reducing from prior years because the district increased the contribution. So that deficit is actually being reduced.** Mr. Elizondo stated, because we increased the employee contribution? **Ms. R. Pena stated, the district contribution, yes.** Mr. Elizondo stated, are we going to continue to increase the employee contribution to minimize that \$2 million or is it not? **Ms. R. Pena stated, I am going to defer the question to Dr. Cantu.** **Dr. Nellie Cantu, Chief Operations Officer stated, at this time, Mr. Elizondo, there has been no discussion on raising any cost to the employees or the district.** Mr. Elizondo stated, thank you. That's good to hear. Mr. Frank Ortiz, Board Member stated, yes, Ms. Pena, I know that you mentioned that the sale of the Cummings Building and the sale of Longoria Buildings are in two separate accounts that are going to be used for the CTE and is that correct? **Ms. R. Pena replied, that is correct, sir, they are currently held in an investment account.** Mr. Ortiz stated, okay, do we have a number, or maybe I might have missed it, on how much interest we've made on those two amounts? **Ms. R. Pena replied, I don't have that in front of me, sir. That comes in the quarterly investment report, but I can get that information to you, sir.** Mr. Ortiz stated, when's the other quarterly report coming in? **Ms. R. Pena replied, I believe it's in, Ms. Alaffa, if you can help me out, May.** Mr. Ortiz stated, okay, it's just next month, so we can go ahead and wait until next month.

VIII. PUBLIC COMMENT:

Adina Alegria Good afternoon, President Lopez Valdez, members of the Board, Dr. Chavez, those in the room, and those keenly joining the Brownsville ISD KBSD/ITV channel.

C Elizondo stepped out at 6:43 p.m.

My name is Adina Alegria, Executive Director of Texas Valley Educators Association, affiliated with Brownsville Unions Coalition. Last month, I stood here and opened my remarks with a line that clearly struck a nerve. The relentless pursuit of employment status. And ladies and gentlemen, boy did that phrase ring true. So much so that individuals have now doubled down. And here we are again with the same moot topic. Proving that nothing about the statement was exaggerated. Individuals remain absolutely relentless in their obsession with removing our current superintendent. Tonight's agenda item says it all. This is not leadership. This is not governance, this is fixation. And let's be honest, the entire community knows Dr. Chavez is retiring in just a few short months. His exit already planned. But when political favors are owed, when alliances must be repaid, when personal vendettas take priority over students, the pursuit must persist, even if it means dragging this district through chaos. This is a witch hunt, plain and simple. A targeted, obsessive, unnecessary witch hunt against a superintendent whom the community respects and admires. Community members have made it abundantly clear where their trust lies. We also know leaders have talked with TEA. What was said? That Brownsville ISD is not on TEA's radar. Not even close. Why? Because under Dr. Chavez's leadership, the district's ratings have remained strong. Because the work is being done. Because the numbers speak louder than the noise coming from this dais. But let me warn you, and I say this with urgency, if certain individuals continue acting like petulant children who throw tantrums when

they don't get their way, TEA will notice. Not because of the superintendent, but because of the dysfunction displayed right here, meeting after meeting. At this point, the community should be furious, absolutely furious. How many times has the same agenda item or some version of it been dragged back into the spotlight?

Carlos Elizondo returned at 6:45 p.m.

How much time has been wasted? How much energy was drained? How much progress stalled? And now, at the end of the school year, when campuses are in crunch time, when students and staff need stability, when every minute counts, some of you want to double down. You want to throw the district into turmoil. You want to gamble with the remaining months in the school year. Notice, community, who? your agents of chaos are. And ask yourselves, for what? To hire an interim superintendent we don't need? To spend money we don't have? To create instability where none has to exist? I hope the community is watching. I hope the community remembers. And when the time comes, I hope the community goes out and votes. Because instead of fighting battles that matter, battles for students. for teachers, for campuses, we have board members who are unprepared, who don't show up, who belittle and humiliate employees, and who place the termination of the superintendent on the agenda over and over and over and over again. This is not courage. It is not advocacy. This is not the good fight. This is not even good trouble. And so I end the question that every parent, every educator, every taxpayer should be paying or asking, excuse me, right now, when does it, Stop. Thank you for your time, service to the Brownsville community, and your attention this evening.

Celia Saiz-Broussard Good evening, Board President Lopez Valdez, Dr. Chavez, and members of the Board. My name is Celia Saiz-Broussard, and I'm speaking as the president of BEST AFT Union Local 3877. I'm also the proud pre-K teacher at Skinner Elementary. I'm going to be speaking on agenda items XI. A2, recent middle school site visits, BEST hopes that all of you had a wonderful, peaceful, and relaxing Easter weekend. BEST questions why the district has legal policies in place but fails to follow them. Agenda items XI. A2 refer to staff members who conducted middle school site visits recently. Middle schools have been tasked with coming up with action plans for the next two weeks and blitzes that are being done that focus on ELAR and math. Some campuses are focusing on these two while others are being told to cover all testing subjects. Non-testing subjects like 6th grade social studies, 7th grade Texas history, and electives are being asked to teach testing subjects in lieu of their own state curriculum. Action plans should have been prepared much sooner than that in the last two weeks. Texas Education Code 28.002 Required Curriculum states, A, each school district that offers kindergarten through grade 12 shall offer as a required curriculum Number one, a foundation curriculum that includes A, English language arts, two, mathematics, science, and social studies, consists of Texas, United States, and world history, government, economics, and with emphasis on the free enterprise system and its benefits, and geography. Well, this is not occurring. TEA states that in Texas, students cannot be generally removed from core content classes to receive accelerated instruction, remediation for another subject as they can miss the foundation enrichment curriculum. House Bill 1416 requirements are students cannot be removed from core instruction or required enrichment activities to meet House Bill 1416 accelerated instruction requirements. Apparently, high level administration is not familiar with this as the blitz is occurring across all middle school campuses. If administration is allowed to choose what policies they want to follow, why aren't employees allowed to do the same? As the blitz pertains to state testing, we at BEST want to remind all administrators that testing does not exempt teachers from their duty-free lunch or from receiving their daily planning period. Eating lunch with our students is not a duty-free lunch. We thank all principals in advance who have scheduled all teachers to have their duty -

free lunch and their planning time. And we request that administration send a reminder of these rights to all campuses. Thank you and have the best evening.

Zoraya Salinas Good evening President Lopez Valdez, Dr. Chavez, esteemed members of BISD Board and the Brownsville community. My name is Zoraya Salinas and I serve as a classified representative with BEST AFT. I am also a pride paraprofessional at Ortiz Elementary for special education. I am speaking on agenda item X. A10, recommendation to accept the 2026-2028 Innovative Services for Students with Autism grant and authorize its implementation in compliance with TEA requirements. As the district considers accepting these funds, I urge you to also consider the current conditions under which these services are being delivered. I am here to address a serious and ongoing issue the shortage of staff in special education and the unsafe practices that have resulted from it. Across campuses, paraprofessionals and behavior intervention aides are being routinely pulled from their assigned positions to cover other areas. This is no longer an occasional adjustment. It has become a pattern and it's unacceptable. When support staff are removed from the students they are assigned to, we are directly compromising the services those students are legally entitled to receive. Many of these students require consistent supervision and behavioral support. Removing that support places them at risk academically, emotionally, and physically. At the same time, staff are being placed in situations that expose them to liability, expected to step into unfamiliar roles, work with students they are not assigned to, and manage behaviors without proper preparation or support. If an incident occurs, who's accountable? Right now, the system is placing both students and employees in vulnerable positions. Let me be clear. This is not about staff unwillingness to help or our employees go above and beyond every single day. This is about a system that is operating beyond safe and appropriate limits. Through a recent publication information request, BEST AFT obtained data regarding staffing in special education ECSC classrooms. Currently, there are five substitute teachers and 28 substitute paraprofessionals supporting these units. However, substitutes are often unable to perform essential duties, such as diapering or lifting and transferring students. As a result, those responsibilities are shifted to already overextended staff. This is not sustainable. At this time, we are calling on the district to take immediate and decisive action to ensure adequate staffing in special education. This includes ending the routine reassignment of paraprofessionals from their designated duties and implementing clear safeguards to protect both students and staff. This is a matter of compliance. This is a matter of safety, and this is a matter of responsibility. Our students cannot wait, and our staff should not have to choose between doing their job and protecting themselves. If we continue on this path, it is not a question of if something will go wrong, but when. I urge this board to act with urgency and accountability. Thank you and have the best evening.

Esmeralda Cantu Castle So there's two things on the agenda that I wanted to mention. So my name is Esmeralda Cantu-Castle. You can call me Esme. I am the candidate for state Rep for District 37. And one thing that I saw on your agenda was you were being investigated because your students exercise their rights to free speech. And I think that, you know, just personally, that's government overreach. I wanted to share a quote really quickly from the Tinker case. It's a 1969 Supreme Court case. The Supreme Court said that students do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gates. And that is true. This is their first experience with government when they come into the education system. And the education system is supposed to be a nursery for democracy. So, you know, I support you and support your students in exercising their free speech, you know, and it, you know, substantial, minimum disruption, but even still, they get to speak, their communities have been

disrupted, and in some cases, their homes have been disrupted. So, the state has a hand in that disruption, so they shouldn't be, you know, investigating harshly. Also, speaking as a community member, I want to take a moment to recognize the Olivera Middle School All Girls Racing Team. These young women have qualified for the Green Power USA National Finals for eight consecutive years. In 2025, they made it to the Nationals and placed third place in the nation, competing against high schools and universities. They were the only all-girl team in the competition. But what really matters is how they did it. You know, at the race, during their first lap of the race, another car slammed into theirs and some breaking four spokes on their wheels. And at that point, like most teams would be done. But these girls, their car kept running for 89 minutes. It's an electric car. I think it's supposed to be solar powered as well. And so it performed at an elite level. They went head to head with the seven time national championship team, completing 34 laps of their 35. So they had that team on the ropes. And by the end of the competition, Everyone wanted to know where those girls were from. They're from here. They're from Brownsville. They put you guys on the map. But they are not just racers, right? They're not just racers. They're engineers. They're strategists. And they're building something bigger than themselves. And they're inspiring future careers, opening doors, and showing what is possible for young women in STEM. And today, they're at risk of losing their trip. They need their funds to make sure that they make their national competition, because they qualified. just like they have been every year. And so what's at risk, right? Their momentum. What is at risk is momentum, opportunity. whether these girls continue to believe, right, in themselves and their hard work and that their hard work will be met with support. They've done everything that has been asked of them and have earned their place. And as a community, we should always make sure that we stand with our students, especially when they rise to this level. We should rise with them. And so let's get them to their finals. And that's all I have to say. Thank you.

The Board may deliberate or take action regarding the following agenda items.

Board policy BE (Local) and Robert's Rules limits debate to two opportunities. A Trustee may debate a motion for three minutes on the first speaking opportunity and two minutes on the second opportunity.

Note: Board of Trustees may go into Closed/Executive Session to deliberate any item on this agenda as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.

IX. Recommend approving the Consent Agenda. The Board has agreed to discuss the following items. All of the items below that are not called out will be approved by consent.

Mr. Carlos Elizondo, Board Member stated, I had a question on 13 but you already, if you can amend your motion to have 13. **Ms. Patricia Perez Executive Assistant stated, 13?** Ms. Daniella Lopez Valdez, Board President stated, it's a Competitive Sealed Proposal, Mr. Elizondo, is this, number 13. Mr. Elizondo stated, correct. **Ms. Perez stated, we'll circle on page four under A13.** Ms. Gonzalez stated, I'll amend my motion to include 13 as well.

- | | | | |
|-----------|-----------|---------------------------------|----------------------------------|
| X. | A. | General Function Items | 1, 2, 4, 6, 7, 10, 11, 12 |
| | B. | Payments | 1 |
| | C. | Budget Amendments | 1 |
| | D. | Contracts/Agreements | |
| | E. | Bids/Proposals/Purchases | 1 |

Amended Motion made by Jessica Gonzalez, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approval of Consent Agenda. (7-0-0)

(All presentations limited to five (5) minutes)

X. Consent Agenda:

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

1. Recommend approval for Comprehensive Counseling Consultants LLC, of Edinburg, Texas to provide consulting services for students in the Youth Connection Project for the 2025-2026 school year. Categorical Fund: 206 \$ 5,000.00 for 2 camps. * **Consent Agenda**
2. Recommend approval for Region One Education Service Center, of Edinburg, Texas to provide consulting services for students in the Youth Connection Project for the 2025-2026 school year. Categorical Fund: 206 \$ 3,500.00 for 2 camps. * **Consent Agenda**
3. Recommend approval for Coaching Excellence in Organization, of Edinburg, Texas to provide consulting services for students in the Youth Connection Project for the 2025-2026 school year. Categorical Funds: 206 \$ 9,998.00 for 1 camp. *

Ms. Jessica Gonzalez, Board Member stated, Motion to approve. Ms. Daniella Lopez Valdez, Board President stated, second. Ms. Pena, this is your item. Ms. Minerva Pena, Board Member stated, yes, question, categorical funds, are those grants, are they part of local funds, Dr. Chavez? Do you know the answer? **Dr. Jesus Chavez, Superintendent stated, I'm actually going to have Dr. Cantu respond to that. Dr. Nellie Cantu, Chief Operations Officer replied, this is a grant, ma'am.** Ms. Pena stated, so it has nothing to do, it doesn't touch our local funds at all. **Dr. Cantu replied, no ma'am.** Ms. Pena stated, and this is the fact when we have the grants, if we don't use it, we lose it, am I correct? **Dr. Cantu replied, that is correct ma'am.** Ms. Pena stated, okay, that's what I, and they can put that when they put categorical funds and put in parentheses grants for us to figure that out right away, that way it makes it a lot easier for the item. So let me ask you this, on all of them that have the categorical funds, they're all grants, every single one of them. **Dr. Cantu replied, yes, items that were circled on three and five, those are grants. And I'd like to just, it's a grant for the Youth Connection.** Ms. Pena interjected, and it's okay, that's okay. I'm okay with them. Thank you.

Motion made by Jessica Gonzalez, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approval for Coaching Excellence in Organization, of Edinburg, Texas to provide consulting services for students in the Youth Connection Project for the 2025-2026 school year. Categorical Funds: 206 \$ 9,998.00 for 1 camp. * (7-0-0)

4. Recommend approval to provide consulting services for students in the Youth Connection Project for the 2025-2026 year with Dr. ET Company, of Weslaco, Texas. Categorical Fund: 206 \$ 6,000.00 1 camp.* **Consent Agenda**

5. Recommend approval for College 1st Program dba Vision Ed Group, of Mission, Texas to provide consulting services for students in the Youth Connection Project for the 2025-2026 school year. Categorical Funds: 206 \$24,000.00 for 4 camps. *

Ms. Denise Garza, Board Member stated, Motion to approve. Ms. Daniella Lopez Valdez, Board President stated second. Ms. Minerva Pena, Board Member stated, question answered. Ms. Neida Ruth Grantland, Board Member stated, (inaudible), yeah, just a small question. I know that we have Youth Connection projects mentioned in several items. Is this a small group of students or is this district-wide? **Dr. Nellie Cantu, Chief Operations Officer replied, it is district-wide, ma 'am.** Ms. Grantland stated, District-wide. Okay and so these different entities that are being brought on to do this bring a variety of topics to these young people or is it, is there, what I'm, I guess what I'm trying to say is does, does this program and what you bring to it offer some continuity so that it's not piecemeal? **Dr. Cantu replied, it does, ma 'am. It focuses on literacy, the academic piece. There's also a mental health piece and there's also a motivation on for the students to remain in school and stay focused on that.** Ms. Grantland stated, excellent. Thank you. Ms. Pena stated, question? Ms. Lopez Valdez stated, I have Ms. Gonzalez first. Ms. Jessica Gonzalez, Board Member stated, Dr. Cantu, if you can just please thank Ms. Clough for us. These are such amazing things that are being brought to us and they're going to impact our students directly. I don't want to call them our needy students because all our students need, but she's always on top of every single grant that she can have. So, please give her a thanks for us. **Dr. Cantu stated, we'll do, ma 'am.** Ms. Lopez Valdez stated, Ms. Pena. Ms. Pena stated, yes, ma 'am, I noticed you said it's district wide and the question stands. How big is this group? I know it's district wide, but you can have one here, one there equals to two. So how big is this group? **Dr. Cantu replied, so the item, are you talking about one specific item, or are you on the agenda because the camps are all different, and they're targeting different amount of students?** Ms. Pena stated, yes, but they're going to come, number five, I'm on number five. They're going to come, the Youth Group protection for the school district. How many students, everything across the board for that particular \$24,000? So how many, how big are these groups? It says four campuses. How big are these groups at the four campuses? **Dr. Cantu replied, yes, this, we're targeting 200 students and it's June 9th, June 18th, June 23rd and June 25th.** Ms. Pena stated, so they are, I said, you said targeting. Are they actually going to have the 200 students? **Dr. Cantu stated, they are being recruited individually and they're talking to parents. And so, they're making every effort to get these students to come in.** Ms. Pena stated, so, can you get us a number when it finally does get approved and the parents do agree so we can see what the size of those groups are, please? **Dr. Cantu stated, yes, ma 'am.** Ms. Pena stated, thank you.

Motion made by Denise Garza, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approval of College 1st Program dba Vision Ed Group, of Mission, Texas to provide consulting services for students in the Youth Connection Project for the 2025-2026 school year. Categorical Funds: 206 \$24,000.00 for 4 camps. * (7-0-0)

6. Recommend approval for Region One Education Service Center, of Edinburg, Texas to provide consulting services for students in the Youth Connection Project for the 2025-2026 school year. Categorical Fund: 206 \$ 6,500.00 for 4 camps. * **Consent Agenda**

7. Recommend approval for the 2026–2027 District adoption of instructional materials for Mathematics K–12 from Savvas Learning Company and McGraw Hill LLC, to commence in the 2026–2027 school year, for a five-year term at a total cost of \$4,716,254.53. *
Consent Agenda
8. Recommend approval to contract Region One ESC Consultants to support initiatives and practices at Putegnat Elementary for educational staff based on District needs and funding. Total amount not to exceed \$10,000.00. *

Ms. Jessica Gonzalez, Board Member stated, Motion to approve. Ms. Daniella Lopez Valdez, Board President stated Second; Ms. Grantland this is your item. Ms. Neida Ruth Grantland, Board Member stated, thank you, Madam President. I'm wondering about the timing of this, this is pretty late in the year to be approving money for initiatives at a particular school, whatever school. I realize that this school, you know, is attending to things at this point in time, but why is it so late in the game? **Ms. Beatriz Hernandez, Chief Academic Officer stated, so, this is a last time that we came to the school board, Putegnat Elementary was one of the schools that came forward due to some technical aspects of the budget. So, she did come in last time to request this, however, we needed to come back and present it to the Board as part of the process because we are using some categorical funding to cover the plan that she has set in place for her campus.** Ms. Grantland stated, so could you define technical process? **Ms. Hernandez stated, some requirements from the funding source.** Ms. Grantland stated, that's still a bit general. Ms. Lopez Valdez stated, I believe our principal is.. **Ms. B. Hernandez interjected, Dr. Rubio, do you want to add on to the... Okay, Dr. Vasquez is here, go ahead. Dr. Aidee Vasquez, Putegnat Elementary Principal stated, hi, how are you? Good evening, everyone. So, we are here to request the additional amount for Region One. Last time we were here, it was for the upper grades for third, fourth, and fifth. And this time we are requesting support for early literacy in first and second.** Ms. Grantland stated, I see, so the timing then is explained because this is not a group that's being tested in the immediate time right now, is that correct? **Dr. Vasquez replied, that is correct. The results that we've been seeing with Region One in 3rd, 4th, and 5th have been very positive. We've been seeing a lot of progress that we want 1st and 2nd to get some of that support so that then we can carry over to our 3rd, 4th, and 5th the following year.** Ms. Grantland stated, and so my next question is what are you doing for the earlier childhood pre-KK? **Dr. Vasquez stated, so for the earlier childhood pre-KK right now we're doing the Footsteps to Brilliance right that's the one of the one of the key components that we're using to promote early literacy and in kinder we're doing the M class and all the supports lessons that come with a program that our kindergartners use. And we support all of those through Tier 2 and Tier 3 instruction.** Ms. Grantland stated, and I know that you're doing some assessing even at that young age that's age appropriate, and I appreciate that. **Dr. Vasquez stated, yes, that's correct. And based on the assessment from Boy and Moy, and then this week we're actually starting to test Oy in first and second, we're using those results to plan what the needs are for when Region One comes in to support our teachers.** Ms. Grantland stated, excellent. Thank you for the answers. Ms. Jessica Gonzalez, Board Member stated, thank you. Dr. Vasquez, I just wanted to take advantage that you were here, as you know, I do have a class adopted at your campus. I do have a first-grade class. And I love, we were just talking

about reading when I was there last week for Easter. And just FYI, I did tell them that I have read to them all year long. So, at my last visit, we won't talk about it being my last visit, but my last visit, they are going to read to me. That's the promise we made from the very beginning of the school year that I would, you know, read to them and bring them all the fun stuff, but with the condition that at the very end of the year, they are to read to me. So that's the plan. And if I don't go, that's not the last visit. I'm just kidding. I'll be there in May. **Dr. Vasquez stated, yes, everyone's always welcome at Putegnat.** Mr. Frank Ortiz, Board Member stated, just to follow up, I guess to Ms. Hernandez or Ms. Rubio, back again on the technological issues that arise, you know, especially with the grant specifications, what specifically were those? I know that Ms. Grantland asked that question, but I'm curious to know as well. **Dr. Alma Cardenas Rubio, Assistant Supt for Elementary Education replied, let me explain a lot of times the principals are aware that they can add days to Region One, but we have a stipulation that the Board has requested that if they want to add more days let's say they want to add it to second or first, they cannot write from the Board approval from previous approvals. They have to come back over here. So, when I explained that to Dr. Vasquez, look, you did add for the third, fourth, and fifth. You did add five days, but if you want to add more, you cannot just add them. You have to come back to the Board and request those days. And that's why we're back at the Board. She had requested so many, she wanted to add more, we explained, if you want to add more, you still have to keep coming back. And so the other one was for the upper grades and this one was for the lower grades.** Mr. Ortiz stated, just to follow up, in the planning process, was the principal aware of this? Were y'all aware of this in the planning process to get this going so that we wouldn't have delayed it? **Dr. Rubio stated, let me explain. The previous request that came to the board, as you know, there were around four or five schools. And so at that time, she had experienced that one-to-one additional days. When they received funding, you know that we requested it in August. So there's different kind of monies that they receive. They receive the August money, that's for the priority schools. That's one Board agenda item. Then they want to add more for the upper grade, that's another Board agenda item. But what we did not explain when they're going through the PR system is that they will stop it at the PR if it doesn't add up to the days that they've requested. That is something that we're working with the principal so that when they come originally, they already know, I'm going to ask for the upper grades and second grade. When I met with Dr. Vasquez, as you know, we'll be presenting that on the second item, one of the areas that she's working on is professional development. What we're trying to do, so that we don't have to keep coming back is already propose those days from the original onset. However, we don't realize what we actually need until the results come in NClass, Cpals all of those results are coming in and right now in first, if you look at the contract, it is for second grade. And what we realized in second grade there is a group of students that regressed and that is the area that she is now seeing that there is a need. So what we are going to in the future, if that is okay with the Board, is we are going to propose days. If we don't use those days, we will be fine. But if we need them we wont have to keep coming back.** Mr. Ortiz stated, that was going to be my follow-up question. In the planning process, you know, let's plan as if we're going to need them. **Dr. Rubio stated, correct.** Mr. Ortiz continued, you know, it's better to have them and not need them than to need them and not have them. You know, so I'm glad that you're saying that you're working with the principals to make them aware of the processes so that they won't get stuck. Because I know what

they go through at the campus level when they need certain PD and certain materials and resources. It's a battle with upper administration and with finance because certain things aren't met and to try to get POs approved and so forth. That's what I was going to recommend. If in the planning process that's what you're going to do, then I think it will work out well for everyone. Dr. Vasquez, I don't have any questions for you. I know what it's like to stand there. This is why I'm asking them. Ms. Grantland stated, piggybacking on what Mr. Ortiz said your explanation makes a lot of sense. It does show some maybe better planning could have taken place And I do agree that better to have them and not need them than to need them and then have to come and scramble. The thing I don't appreciate is vague answers like technical stuff, you know, so please don't do that to me. **Dr. Rubio stated, I would like to add another item that might be very valuable. A lot of times we don't get the funding, let's say that we get additional \$200,000 or we get additional \$100,000. a grant or through TXRL or through TIA because we did get some more funding. A lot of times principals have the autonomy that if they receive additional funding, they chose to use it this way. Okay, and so that's why we come to the Board sometimes at this time of the year because they like to close up those gaps at this time of the year and this is how they want to use the funding. So sometimes it could have been that we also received additional funding and this is why we had to come here. So just know that that could be a case.** Ms. Grantland stated, and that's perfectly acceptable. But, you know, if it's a matter of better planning, then let's just say that and not try to hedge around it. Thank you. Ms. Lopez Valdez stated, well, thank you all for this presentation. I appreciate the willingness to go out and get for grants, go for grants, especially when we know we can't rely on state and federal funds like we used to.

Motion made by Jessica Gonzalez, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approval to contract Region One ESC Consultants to support initiatives and practices at Putegnat Elementary for educational staff based on District needs and funding. Total amount not to exceed \$10,000.00. * (7-0-0)

9. Recommend approval of the 2025-2026 Local Improvement Plans to be held locally unless requested by the Texas Education Agency for Perkins Middle School, Garcia Middle School, Stell Middle School, and Putegnat Elementary School with any needed corrections or revisions. *

Ms. Denise Garza, Board Member stated, Motion to approve. Ms. Jessica Gonzalez, Board Member stated, Second. Ms. Daniella Lopez Valdez, Board President stated, Ms. Grantland. Ms. Neida Ruth Grantland, Board Member stated, thank you, Madam President. I think this is just for a point of clarification. Why are we being asked to approve holding these plans locally unless TEA asks for them. I'm trying to understand the whole dynamic between this, behind this item. **Dr. Roni Rentfro, Director of Assessment/Research & Evaluation stated, I do have the principals and representative from the campus joining us as well if you have specific questions. Regarding the situation with this, as you know we have campus improvement plans that are required by the state and federal funding. We bring those to you in November the 5th I believe you approved all of the district campus improvement plans. On top of that because we had three campuses participating in a grant, they came to you last month with approval for the plans that they were required to have because those campuses get treated as if they're**

comprehensive schools when they're under a grant and those have-to-have Board approved targeted improvement plans. The state has created a different level of plan called the local improvement plan and initially at the beginning of the year they said the approval of a campus improvement plan would cover the local improvement plan and then as it went through the fall towards December, they became very specific about the items they wanted to have included in a local improvement plan. And so we got together with Region One and looked at some of the options and so we're bringing to you the key pieces of what they say needs to be approved in case they were requested. The state has not actually sent the Superintendent an email saying they need any of our local plans. However, last year, Brite Elementary was one of the ones in the lucky draw, so we do know what the process is, and because I've been doing this a few too many years, I know that even though it sounds like we would take pieces of our campus improvement plan and submit them to the state, I have learned the hard way that it's actually much easier to spend a little time with our folks and pull out their key components and bring them to you for approval rather than saying, but it's already in their campus improvement plan, or doing some other format. Ms. Grantland stated, well, I'm glad I asked that question because it's rather convoluted from the state side, I think. So we're looking at redundancy, are we not? Dr. Rentfro replied, yes and I have, I'll be honest, complained a lot to Region One and to the staff that I've worked with at TEA that when they say that it can be a local improvement plan, my experience since 2013 in doing this, because I have submitted the campus plans, they come back with, well, can you show me specifically where it is in the plan? Of course, our plans are over 100 pages for the campus improvement plan. So I tried just chopping the pages down, giving those to the state. They still came back with questions saying, what is it specifically that they're doing? So, this additional step is really in addressing proactively what questions I know we would get if we submitted their campus improvement plan even if I just chose the pages that are relevant and making sure it's clear. Ms. Grantland stated, well, I appreciate your forward thinking on that because it certainly helps. I don't see where our principals are being helped by these demands that are being made in this redundant process but thank you very much. Mr. Ortiz stated, Dr. Rentfro, coming back again to these campuses, I mean, as you mentioned a little while ago, they do have a campus improvement plan. Now, in addition, they have a local improvement plan. So there's two different plans, okay, and coming back to the question that was asked about redundancy, are these two plans in any way integrated? I mean, because, I mean, you have goals. I mean, wouldn't it be the same goals of certain things that you're trying to address? Because when the campus improvement plan is formulated, I mean, you're looking at your whole campus holistically and identifying strengths, weaknesses, and areas that you want to address. Wouldn't you be doing the same thing in the local improvement plan? This is what I'm saying. Are they related in any way, integrated in any way? Dr. Rentfro replied, they're completely integrated, sir. But for one thing, the local improvement plan focuses very specifically on professional development. for the professionals at the campus and about what they're doing to bring in specific supports or do some changes in perhaps the curriculum or materials that they're using. Those are pieces, and they are definitely in our campus improvement plans. But as again, in my experience, when we do submit the campus plans, the state will come back and say, we need this more information. We need more information. We need this specific information. And so, to be proactive, I've over the years been honing it down to just a brief thing. Honestly, I hope they can tell you that

doing this part of it was just a minor pulling of their key criteria out and reviewing their progress as they've gone through this year, because progress is a key component of this, using their benchmarks, and you're welcome to ask any of our principals here. So, we tried to get it down to and we literally pull the pieces, paste them into the form as much as possible, and then just make sure things are cleared up in order to have something that's in a format that I know TEA will not come back and ask for another version or additional information. Mr. Ortiz stated, so, Dr. Rentfro, so then we're saying that you're saying that they're completely integrated. So, are we calling one a CIP and the other one the LIP? **Dr. Rentfro replied, we are required to do that by the state guidelines, yes, sir.** Mr. Ortiz stated, okay. Ms. Pena stated, question yes, I noticed that it says the fiscal implications are budgeted local and categorical district and campus funds. How much of it is coming out of our local funds? **Dr. Rentfro replied, it depends on the campus' plan because again, as we were clarifying with Mr. Ortiz, those funds are actually in their campus improvement plans already but these are specifically, we don't, and the state hasn't asked us for specific financial implications for those key items that they're saying are their major strategies that they're reporting to the state. They don't ask the financial impact, but those funds are the ones that were already budgeted. through the district and the campuses for, through their campus improvement plan.** Ms. Pena stated, okay, no offense, didn't answer my question. Because it says categorical and campus funds, I understand that, that's not what I asked. Ms. Lopez Valdez interjected, let's remember to be respectful. Ms. Pena stated, no, I'm sorry, how much local funds and I don't mean to sound like, it's just that, when we ask a question, and this happens all the time, I want the actual answer to the question and not go around. And I know you don't intend to do that. How much local funds, because I understand the campus funds, that's because I've already been budgeted, you're 100% correct, categorical funds. How much local funds and why don't we have a number and we get a number, are we going to approve it? Because if we approve on there just go ahead and get what you need. That's not something that I'm comfortable with because then I hear we're running out of money, too much to spend here, too much to spend there. So can you give us a number before we can approve this because we're saying budgeted local funds which is whatever you want in the way I'm reading it. So how do we get a number, what we're approving for you to use? Ms. Lopez Valdez interjected; Ms. Pena I don't know if you see but the item says \$10,000. Ms. Pena continued, right but in fiscal implications it doesn't say that. That's why. Because once you see what's written on the side, but fiscal implications says whatever is budgeted, that kind of leaves it a little bit unclear. Ms. Lopez stated, Dr. Rentfro, do you have that number right now? **Dr. Rentfro replied, I do not, again, these funds are the ones that were budgeted through the campus improvement plans and through the district improvement plan. These are, as far as the local amounts, that would be something that our Finance Department, I'm sure, could assist, along with the principals, saying they've designated this particular expenditure related to one of their activities, but I cannot give you those specific dollars at this point in time without going back and doing a lot of work between our Finance Department and our campuses regarding the plan they've been implementing in reality since the beginning of the school year.** Ms. Pena stated, and that's not something that is real difficult to get because you already budgeted the operative work and the good stuff budgeted. So can somebody please get us how much money was budgeted for that because you cannot go over that budget. So that's what I want to see. I know what you're saying, but once you say budgeted, you have a total. It is not difficult to go get that because that's real simple in one page. Here's the answer.

Please give us that information. If you could, I would really appreciate it because at this time, because I don't have that clear. I'm not going to be able to.. Ms. Lopez Valdez, interjected, Ms. Rosie Pena, do you think you would have the number for us? Ms. Pena continued, may I please finish, Ms. Daniella? Please stop being rude. Ms. Lopez Valdez stated, I just am trying to get to the point. Ms. Pena stated, hey don't, don't interrupt, you do that often and that's rude. I want to make sure that I get it before. So if I don't approve, I want to save because I don't see that there's a number for it. That's all I'm saying, just to take care of the district and not come back in the future and say, well, we didn't tell them to do that. Oh, yes, you did. I don't want them to blame the person that's doing it instead of the people at the top who knew they should have put the answer. You see what I'm saying? I'm sure we'll protect the schools. **Dr. Rentfro stated, so, yes, ma 'am, however, as I stated, that is not a requirement of the state for the local improvement plans because, again, it's a locally held plan. This is simply a summary of the plan to submit if it is requested by TEA. You can see the budgeted funds for each campus. We can certainly generate that. But specifically, to the activities in these local improvement plans, it's simply a summary said again comes from their campus improvement plans and from the district's funds they set aside for priority schools and those that are in addition, needing additional funding and they've come to you multiple times for some of the professional development they've added to that.** Ms. Pena stated, thank you and I totally understand that TEA doesn't need to know that because it's not their money. So I respect that because they're saying it properly. We don't need to know because we're not paying for any of that. So I would like to know just to make sure that the district is able to do and going to stay within the guidelines of what has been budgeted. That's all I'm asking Ms. Rentfro and TEA doesn't need that because it's not their money, but I'd like to know just how much we're spending and maybe we need to make sure we give them more and not cutting them short. Ms. Grantland interjected, Madam President, I call the vote. **Dr. Rentfro stated, may I ask a question? to just clarifying for the information that you request. Are you specifically asking what they have spent on just these items in their local improvement plans or their entire campus improvement plans?** Ms. Pena stated, no, I just want to know how much of local funds are given to each campus and to make sure that they have enough. That's what I'm asking. **Dr. Rentfro stated, thank you.** Ms. Pena stated, okay. Ms. Lopez Valdez stated, we have a call to a vote. *Mr. Eden Ramirez, Board Attorney stated, I mean if there's no more debate, we can just move to the vote without doing the roll call.* Ms. Lopez Valdez stated, Dr. Chavez, did you want to close it up? Okay, we have a first and a second.

Motion made by Denise Garza, seconded by Jessica Gonzalez, to recommend approval of the 2025-2026 Local Improvement Plans to be held locally unless requested by the Texas Education Agency for Perkins Middle School, Garcia Middle School, Stell Middle School, and Putegnat Elementary School with any needed corrections or revisions. *

The following vote was recorded

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

Nay:

Abstain: Minerva Pena

Motion Carried: 6-0-1

Ms. Lopez Valdez stated, thank you very much for your presentation. Ms. Pena stated, keep up the good work ladies and gentlemen.

10. Recommend approval to accept the grant award and authorize District administration to implement all 2026-2028 Innovative Services for Students with Autism grant activities in compliance with TEA requirements. No cost to the District. * **Consent Agenda**
11. Recommend approval to authorize administration to move forward with the HVAC Upgrades for Brownsville Early College High School through a Competitive Sealed Proposal (CSP) process, as authorized by Texas Government code 2269.056(a). Funding for this project will be provided through Local Funds 197 at about approximate cost of \$1,500,000.00. * **Consent Agenda**
12. Recommend approval to authorize administration to move forward with the roof replacement of Aiken Elementary School through a Competitive Sealed Proposal (CSP) process, as authorized by Texas Government Code 2269.056(a). Funding for this project will be provided through Local Funds 197 at an approximate cost of \$1,600,000.00. **Consent Agenda**
13. Recommend approval to authorize administration to move forward with the structural repairs of Sams Memorial Stadium through a Competitive Sealed Proposal (CSP) process, as authorized by Texas Government Code 2269.056(a). Funding for this project will be provided through Local Funds 197 at an approximate cost of \$3,500,000.00.

Ms. Denise Garza, Board Member stated, Motion to approve. Ms. Daniella Lopez Valdez, Board President stated Second; Mr. Elizondo. Mr. Carlos Elizondo, Board Member stated, do we have the firm here to give us a presentation or? Ms. Lopez Valdez stated, what is your question, Mr. Elizondo? Mr. Elizondo stated, do we have a firm here so I can ask them the question? **Dr. Jesus Chavez, Superintendent stated, I don't know that we have a firm, but let me call Ms. Rosie Pena. Ms. Rosario Pena, Chief Financial Officer stated, thank you, Dr. Chavez we do have a representative from the Rubiano group and we also have Mr. Ramiro Pena who can also answer some questions.** Mr. Heriberto Cavazos, Representative stated, good evening my name is Heriberto Cavazos and I'm the managing partner at GRE Engineering. Mr. Elizondo stated, just real quick, just general questions. When do you expect to start and when do you expect to finish and how true are those dates? Mr. Cavazos replied, we expect the project to start in, after it's awarded, we're going to the Board meeting in June. So we're expecting to start construction after the 4th of July holiday. And we would expect phase 1 of the project to be complete at the end of September. Mr. Elizondo stated, and so is the facilities, are they going to be accessible? Mr. Cavazos replied, they should be accessible. The way we've developed the drawings is in three different phases. So the phase 1 repairs, which is what I'm saying would be done, you know, at the end of September. Those are mainly repairs on the underside of the bleachers. So those really should not get in the way of the football season in particular that starts in August. Phase 2 and Phase 3 would be the press box and then the topside. Those I would recommend that we would start after football season so that they could phase in better with some of the other sports that would come after that. Mr. Elizondo stated, okay and also, who's the, I guess, the team that gave you the input on what

the actual school district needed? Mr. Cavazos stated, in what they needed? Mr. Elizondo stated, correct. Mr. Cavazos stated, so we developed a report based on our assessment that we presented last May, and we met with Ramiro, with Coach Leal, and we met with Alonso Guerrero to develop the scope for the project, and that's where the cost estimates everything came from. Mr. Elizondo stated, so is it going to be a complete redone or is it just going to be an upgrade to the actual press box? Mr. Cavazos stated, it's just structural repair so if you go there now like we provided in the report last year, there's a lot of concrete distress, corroded rebar, cracking, things like that. It's just structural repairs. It's not a complete rehabilitation of the press box or of the stadium itself. Mr. Elizondo stated, so it's going to be more like a patch job to the facility right now? We're going to patch it up? Mr. Cavazos stated, it's a repair. I would call it more than a patch. I think what we're trying to avoid is to do just topical repairs that would maybe develop later. So it's a little bit more than just a patch but it's just structural repairs. Mr. Elizondo stated, but it's going to stay the way the form, what I'm talking about, I'm trying to see if I'm correct is the actual form, the structure or the footprint is not going to change. We're just going to patch whatever is there. Mr. Cavazos stated, correct, we're going to repair what's there, it's not going to change. Mr. Elizondo stated, thank you. Ms. Minerva Pena stated, question, thank you for the photographs and I see all the repairs and how it's falling apart. And you're going to make sure that every single thing that is here, it's at approximately \$3 million. So we are working to stay within that budget to make sure that repairs, because I see the repairs and there are a lot and they're not really big, but there are a lot. And the price is really a lot, \$3 million, I can build a mansion or maybe a whole neighborhood. But my question is that, I've seen the damages, they have to be repaired, they have to be maintained, and there's certain chemicals and certain paint that you paint, because it's going to be on the outside to make sure that water doesn't go through and do the damage to the structure. So, I see a lot of them, and it's really bad, and it's in dire need. Are we sure, is Mr. Leal still here, no okay. **Mr. Ramiro Pena, Supervisor stated, I think he left.** Ms. Pena continued, yeah, Mr. Guerrero is not here either. Mr. Leal, I want to make sure that have you been down to the stadium to actually see all these? Mr. Cavazos stated, yes ma 'am, yes ma 'am. Ms. Pena stated, okay, and we made sure that we covered every corner, so we found every crack, every broken thing that needs to be repaired. Mr. Cavazos stated, that's what we're doing now in developing the repair documents. So those types of repairs are very labor -intensive, and the materials that are used to do the repairs are expensive repairs. So in developing that budget number of \$3 million, what we did is we compared it to, I don't know if you guys are familiar with the El Jardin Hotel Project downtown? Ms. Pena stated, yes, sir. Mr. Cavazos continued, we were the structural engineers on that job, so it's very similar type work where it's concrete repairs. So we use our experience from what the bids came at in that job to get an idea of what we think it would be. But again, you know, things change so much, you know, with everything else in this world, right? Inflation and things going up and down. Ms. Pena stated, prices is the one that's changed, not the things, money. Mr. Cavazos stated, prices so that's why, you know, we recommended the strategy of phasing out the repairs that way. When we put it out to bid, we get an idea of what those phases would cost and then we can better plan, you know, when we could go out to do the actual repairs. You know, not only to work with the athletic schedule, but with the budgeted amount in case it's over or less, you know, you have an idea of how you want to move forward with the project if it's phased out,

broken out like that. Ms. Pena stated, and when you do find someone to come and do the repairs. We're going to give them a timeline. And if they go past that timeline, are we going to do something about maybe getting some kind of penalty? Because I know we don't include weather, I totally understand, but other than maybe not meeting it and there was no weather problem. We're going to make sure we stay on top of it so it can get done in the proper timeline and not drag their feet. Because I've seen, you know, I come from a family that does construction. Sometimes you have a project and you pull your workers here to go to that one over there and this one's on standby and this one's on hold. Can we make sure that we they do it, they stick to the timeline? Can you make sure that happens? Mr. Cavazos, stated, right when we develop the front-end documents for the contractual documents, we always recommend putting in a liquidated damages clause that could hold the contractor's feet to the fire in case they go over in terms of time. Ms. Pena stated, thank you I really appreciate that. Ms. Lopez Valdez stated, any other questions? Ms. Garza was first. Ms. Denise Garza, Board Member stated, thank you Mr. Cavazos, I know that these pictures were presented to us as you mentioned last May. Since last May, have you gone out there? Are there new needed repairs that may be added to this project? Or is it strictly what you showed us last May? Mr. Cavazos stated, we've been out, we started going out in November, we were out there in November, December, and January. We basically went out and did a more intensive field assessment than we did the first time when we developed that report. When we did that report, at that point, the idea of that report was to get a general view of what the stadium's condition was. Now that we're developing repair documents, we have to be much more exact in terms of where that distress is and how to define the repairs of that distress. So we've gone back and we've looked at it a lot closer now as part of this repair project. And the idea there is to prioritize the repairs that need to get done in terms of level of severity. So there'll be some repairs that'll get done, some smaller cracks that are not structural. That's why I kind of emphasize the word structural repairs. That's the purpose of this project. Ms. Garza stated, thank you so much for the clarification. Mr. Elizondo stated, just real quick. So you said you got most of these prices because of the downtown building? Mr. Cavazos stated, we did compare like per square foot, you know, repairs of that sort and compared them with what we had here at Sams Stadium. Mr. Elizondo stated, it's because 3 and a half million is a lot of money. That's just my concern. But there's a difference in the structure that's downtown to structures here, the structure that's downtown is a vertical building that holds a lot of weight. This one is more of a horizontal, not a lot of weight bearing. So shouldn't it be a lot less? Mr. Cavazos replied, uh, the, the repairs are very similar in terms of actually implementing the repairs in terms of chipping in and in the, the products that are used are similar. Yes, the two structures are very different, but in terms of implementing those types of repairs, it's very similar in terms of execution. That's why we compared them both. Mr. Elizondo stated, I agree with the repairs, but what I'm trying to say is because you're saying it's very costly and you compare it to a building whose structure is vertical, which is a little different, right? Because now you're talking about weight bearing. You can't just patch on plaster and be okay with it because of the load, right? This is not the same. So you see what I'm trying to say? I know that you're going to patch the same amount, but shouldn't it be a lot less expensive because of the load difference? Mr. Cavazos replied, so the repairs are similar in that it depends how corroded the rebar is. And there are situations here in Sams Stadium, although you're right, you know, it's not a 12 story structure like the way El Jardin

is. But there are locations here at Sams Stadium where the rebar is completely corroded. We have to go in there and reinforce. So that's what I mean in terms of the repairs being similar and that it's the same approach in terms of repairing. Whether it's a vertical building or a horizontal building, in terms of the repair approaches, it's similar. Mr. Elizondo stated, I agree with the same approach but it shouldn't be the same cost is what I'm trying to say. Mr. Cavazos stated, in our experience, we think it would be similar. Mr. Elizondo stated, of course you're the one that's going to get paid. Mr. Cavazos stated, what's that? Mr. Elizondo stated, thank you, you're the one that's going to get paid, I understand that. Mr. Cavazos stated, no, we're engineers, we're not contractors, sir. Mr. Elizondo stated, I know that but you created the document, right? Mr. Cavazos stated, we're creating the repair documents, yes. Mr. Elizondo stated, thank you I don't have any questions, thank you. Ms. Pena stated, a follow-up? Yes, and I noticed that you said we went in, but you told me you're going to continue to go in to make sure you check that everything is covered. So you told Ms. Denise, well, we are going in. in January, February and you told me you're going to continue, and you didn't tell her that when you were saying that. So are you going to continue to go in and make sure that we've got everything covered and looked at all the damage that needs to be repaired? Mr. Cavazos stated, yeah, we're almost done. We're about two weeks from issuing the construction documents. Ms. Pena stated, and the minor repairs that I see here, and you're right, they're very minor repairs. Are you going to focus on making sure we take care of it now and not wait for it to become a bigger problem and a bigger issue? Because it's easier to take care of the minor repairs and not say, well, let's leave that for later while we do this, because that one could get bigger, it's going to cost more. So are you going to look at working in that manner? Mr. Cavazos replied, in terms of what the recommended budget is now, those \$3 million, it's to repair the larger distress, not necessarily the smaller one. Something that's medium to severe distress is what the repair documents are focusing on now. Ms. Pena stated, okay, so when are we going to look at the small one that's on its way one day to be a big one? Because these issues that we have here have been building up, building up, building up, building up, building up, and no one looked at it. And now look at our price and value of things. So, we need to make sure, and why would we not focus on the smaller ones that will eventually, if we don't take care of them now, it's going to cost us the millions that it's costing us now. Why would we not do that? Mr. Cavazos replied, we can I think as of right now, those smaller repairs are not included in that budgetary figure. But we could always, you know, continue the project after that and depending on where the bids come in in terms of doing the smaller repairs. Ms. Pena stated, okay, I appreciate that but please look at it so in the future we don't come out and have to pay a lot because the way you're saying to me and as construction, growing up in construction and with master electricians, it doesn't make any sense that you would do that and not worry about that until later. But I think we need to take care of the little ones as quick as possible so they don't become a bigger problem. Mr. Cavazos stated, okay. Ms. Grantland stated I call the vote?

Motion made by Denise Garza, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approval to authorize administration to move forward with the structural repairs of Sams Memorial Stadium through a Competitive Sealed Proposal (CSP) process, as authorized by Texas Government Code 2269.056(a). Funding for this project will be provided through Local Funds 197 at an approximate cost of \$3,500,000.00. (7-0-0)

B. Recommend approval of the following Payment(s):

1. Recommend the approval of payments or construction services and/or engineering services throughout the District in the total amount of \$593,689.11. **Consent Agenda**

C. Recommend approval of Budget Amendments:

1. Recommend approval of Budget Amendment #019 in the amount of \$10,069,850.00 for Local Funds. (Reallocation of \$375,000.00 and Additional Funding of \$9,194,850.00 and Fund Balance of \$500,000.00). **Consent Agenda**

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

1. Recommend approval to continue the Memorandum of Understanding with Texas State Technical College (TSTC) for CTE Dual Enrollment/Dual Credit opportunities. This annual agreement takes effect upon school board approval and shall continue through 2026-2027 school year in the amount not to exceed \$20,000.00. *

Ms. Daniella Lopez Valdez, Board President stated, Motion to approve. Ms. Jessica Gonzalez, Board Member stated second. Ms. Lopez Valdez stated, Ms. Garza, this is your item. Ms. Denise Garza, Board Member stated, yes, hello Mr. Dorsett. **Mr. Adrian Dorsett, CTE Director stated, good evening, everyone.** Ms. Garza continued, good evening I have a few questions. I know we're continuing this MOU and it's for Veterans Memorial High School. What is the program that Veterans is you know doing this MOU with TSTC? **Mr. Dorsett replied, with TSTC. So this is an MOU that's specifically for welding.** Ms. Garza stated, okay and my thing is, are there any other programs that they offer that we can do an MOU for our district? **Mr. Dorsett replied, there are. So right now, CTE has two MOUs. They have one with TSC for cybersecurity, and they have one, this one, that we're going to renew that's been in the past as well for welding. So today, we were in talks with TSC, Texas Southmost College, to finalize opening up more dual enrollment opportunities, also in welding, nursing, pharmacy, all the other courses that we offer because we need to get back to where we were a while back where there were many dual enrollment offerings. The pendulum has swung and those dual enrollment offerings have gone and now it's coming back again to where we're opening up. doors and knocking on them to just give these opportunities to our students.** Ms. Garza stated, so this offsite MOU with Veterans is actually done at veterans, and then your CTE program has the other welding program at the CTE? **Mr. Dorsett replied, that's correct.** Ms. Garza stated, okay, just a little recommendation to our Curriculum and Instruction team. I think this is great that we're looking at other Community College, TSTC. And I think we should probably not just focus for the CTE but also look at the other community colleges around us to see what other programs that they have to

offer for our students in general from all of high school. And if we can implement some of our middle school kids to follow a career path, let's move forward and do that. Thank you.

Motion made by Daniella Lopez Valdez, seconded by Jessica Gonzalez, and unanimously carried to recommend approval Recommend approval to continue the Memorandum of Understanding with Texas State Technical College (TSTC) for CTE Dual Enrollment/Dual Credit opportunities. This annual agreement takes effect upon school board approval and shall continue through 2026-2027 school year in the amount not to exceed \$20,000.00. * (7-0-0)

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

1. Recommend awarding RFP #26-092A 2026 Commencement Equipment Rental Services to SRS Advertising, Brownsville, Texas. The contract period will be in effect from April 7, 2026 through April 7, 2027, with the option to renew up to two (2) additional one (1) term if all parties agree. Year one (1) of a three (3) year contract. **Consent Agenda**

XI. Board Member Request(s)

**A. Conference Presentation(s):
Closed Meeting**

1. Requesting an in-depth report by BISD Trustees legal counsel regarding the State investigation that has been launched against BISD regarding the protest student walkouts throughout the school district and the alleged actions of the Board, Superintendent, administrators, faculty and staff of the school district. Specifically, I request that we be informed of the procedural structure of the State investigation and the steps they will take or have taken in this school district, to date. Additionally, I would like a report of outcomes in all Texas districts where investigations have already taken place. (Board Agenda Request Neida Ruth Grantland/Board Support Carlos Elizondo).

Ms. Daniella Lopez Valdez, Board President stated, is administration ready to present? *Mr. Eden Ramirez, Board Attorney stated, so, this is one of those items where I think we're going to have to bifurcate some things for executive session just because of the legal nuances involved with that. And there's some limited stuff we could talk about in open. We could start here if you want and then I can stop as we go. We can present it in close first and then come back in open and give an update if you all want to give an update to the community about that. You all tell me how you want to proceed with that.* Ms. Minerva Pena, Board Member stated, I think we should do close first and then come back. What do you guys think? Ms. Neida Ruth Grantland, Board Member stated, I agree that we could do that but what I want is for there to be a complete understanding in our community as to what is going on and what we're facing. *Mr. Ramirez stated, yes, and what I can do is that after we brief you in executive, I can tell you what we can come out here and I can provide a statement on behalf of the board for that.* Ms. Grantland stated, fair enough. *Mr. Ramirez stated, okay.* Ms. Lopez Valdez stated, could we continue with the agenda? *Mr. Ramirez replied, yes, we could, if that is okay yes.* **Moved into closed session for discussion.**

2. Presentation by Chief Academic Officer and any other staff members who conducted middle school site visits recently. Please provide full information as to the purpose, rationale, and outcomes for said visits. (Board Agenda Request Neida Ruth Grantland/Board Support Frank Ortiz)

Handout #2 added to official minutes

Ms. Beatriz Hernandez, Chief Academic Officer stated, good evening, Ms. Daniela Lopez Valdez, Dr. Chavez, members of the Board. At your request, I will be presenting to you a brief overview of our recent site visits as it relates to middle school, the rationale, the purpose, and the outcomes of these visits. After, of course, the presentation, I'll be open to any questions. So, at a high level, our campus site visits are part of our systems of support. So, is the team that goes out there, whether it be a department, district leadership, a principal supervisor, curriculum specialist, is working alongside the campus leadership team to make sure that we provide them with targeted data that will guide the campus leadership team in their decision making ultimately with the goal of enhancing and improving student outcomes and addressing any campus and student needs. So, at a high level, that's the purpose and that we have for these site visits. Now some of the focus items as we conduct these visits include a focus on curriculum and instruction, assessment and data analysis, coaching and mentoring, professional development, as well as program compliance. So, our rationale is that based on the analysis of campus data, whether it be performance, growth, or specifically on accountability and its updates, these site visits were scheduled to ensure that system alignment. Making sure that we continue with our efforts of and model of a continuous improvement and making sure that we provide supplemental support to our campuses based on their needs. Some of the outcomes, not all that we have identified is we're starting off with specific campus supports. We have also been able to adjust our professional development sessions whether it be at the district level or by campus or grade level based on the site visits. We've been based on our site visits; we've been able to revise principal meeting agenda topics to better enhance topics that we present to our principals as well as enhance the coaching and mentoring that occurs at the campus level. So here is just an overview of our systems of support as it relates to side visits. The way we see it is it's layers of support, on a daily basis, whether it be in the classroom with a leadership team, we have our elementary and secondary curriculum and instruction team composed of our curriculum specialist, executive directors as well working alongside our principal supervisors, our assistant superintendents, and our executive directors on an ongoing basis. We also have our department directors and their teams providing specific support, not necessarily overseen with a compliance piece, but supports that will assist the campus in targeting specific student and campus needs. Some of the departments that provide this supplemental support include 504-RTI, our advanced academics, special education, our bilingual department, and our CTE department amongst others. Then we have our overall district leadership team which I lead alongside the principal supervisor that's assigned to the campus that we visit and the department directors from the various subpopulations that are at every single one of the campuses. So once again, I want to reiterate that all these visits that we conduct, whether, again, be directly coming from the specialist, a principal supervisor, a department, or the district leadership team, are supportive in nature and non-evaluative. And that's the approach that we continue to take. Because ultimately, the end goal is to, again, improve instruction and make sure we support

the campuses meeting their needs. Ms. Neida Ruth Grantland, Board Member stated, well, thank you, that's a very good overview, but my specific request was for these visits that happened just a couple of weeks ago to the middle school campuses. So in reference to that, what data did you take to them at that point that they didn't already have? **Ms. Hernandez stated, so what we do as far as the data, after a district benchmark as it relates to the district leadership visits, those are the ones that are led by me and then alongside the department directors and principal supervisors, we conduct those around after a benchmark. And so, the campus already has the data at their fingertips. As you all are aware, we have a very good software program which is Tango. All of us at the district level have that data in place. So prior to our visit, we do provide our campuses not only with their invite but an agenda item that the visit by not necessarily going in and diving into the data because we would have done that either through a principal's meeting or they would have done that at the campus level. It's more tailored to the instructional focus and their action plan that's taking place at their campus.** Ms. Grantland stated, okay, so this action plan has taken place over the course of the school year starting with your first assessment and then moving on as you go through assessments. So my, I guess my point is this last assessment that you had and the timing of your visits between when you went and this time of testing, I'm trying to understand what the rationale was behind the timing of your visit. What was to be gained? **Ms. Hernandez stated, so to answer that question, for the 25 -26 school year, TEA moved our testing calendar up a week, meaning that, as a matter of fact, this week is the opening week for testing. Last school year, we tested a bit later. So that meant that when our calendar committee met at the end of last school year, the committee comes together and it's composed of our principals, specialists, directors, principal supervisors. They select the dates that, we never find the perfect day because there's either early childhood assessments going on, and so they select the week where we're going to have a benchmark. And so, this time around, the benchmark had to come in a lot earlier since we're testing a lot earlier. And so, as it relates to middle school, the assessment was done in the month of February. At the same time in the month of February, the campus was also not just the campus but statewide, we were having our TELPAS assessment window which is the assessment for our bilingual students. So, after they took this assessment, that's when our middle school site visits were scheduled. We did not visit all 10 campuses. We did visit five of our campuses based on that data.** Ms. Grantland stated, so you're telling me that the data came in concerning, it was concerning data that you saw and at those five campuses and that is why you went to those five campuses? **Ms. Hernandez replied, at times it is not necessary that we just go specifically for a data that is concerning. Sometimes it might be showing that the campus might be needing additional support with resources. So, we go and find out is this a compliance? Is this related to funding? Is this related to staffing? Or is this aligned to the data that we're seeing from the benchmark. So, to answer, are all these five visits just because there's a red flag on a specific indicator with the assessment? Not necessarily. Because we're testing it a lot earlier, we also have to be cognizant that many of our campuses, if they're not up to par with their scope and sequence, they're still teaching and continuing to teach up until they conclude with their scope.** Ms. Grantland stated, right, so this is what, your visit was about three weeks prior to the actual test, three weeks maybe? When you visited between that time and the testing that's coming, how many weeks are you looking at? **Ms. Hernandez stated, our last middle school visit for the district leadership, it was early March, ma 'am. It was**

the fourth, yeah. Ms. Grantland stated, okay, and your testing is what, next week? Well, you said you're already in the preliminaries. **Ms. Hernandez stated, the state opened the window this week. That's a district. The majority of our campuses are testing.** Ms. Grantland stated, so in the interest of time, my question is, at this late date, what was to be accomplished by going in? And did you see the teachers, or did you just see the principals? **Ms. Hernandez stated, a combination. So, we go in. We provide our preliminaries with a preset agenda. And again, more than anything, it's that alignment that we have not only in listening, working alongside the principal, listening to their plan, seeing how aligned it is not only to the goals and priorities of their campus and the district, and see if we need to provide some additional assistance. Every time that we conduct one of these visits, not only do we leave with next steps for the campus, but next steps for us as a school district.** Ms. Grantland stated, well, and I get that. I'm just questioning the timing of this visit. This visit, I would imagine, has brought a lot of stress to the campuses. They're weeks before the testing. The testing has opened. At this point, it's all hands on deck, and let's, you know, go in on a wing and a prayer. If you haven't done it by now, you better really quick figure out what you need to do. So here's my last couple of questions to you. Is there any situation on the campus where a teacher is being asked to teach outside of their certification? **Ms. Hernandez replied, within these visits, we are not providing direct guidance as far as specific strategies or interventions.** Ms. Grantland stated, so you're telling me a recommendation has not been made for teachers to teach outside of their certification area at any of those campuses? **Ms. Hernandez stated, not from the site visits, ma'am. Not from the district leadership site visits.** Ms. Grantland stated, but recommendations such as that have been made? **Ms. Hernandez stated, not that I am aware, but I mean if you have a specific campus where that has been we will certainly look into it.** Ms. Grantland stated, another question I have is are there any campuses of these visits where English Language Arts, it's going to be tested are being taught at the exclusion of other subjects. **Ms. Hernandez stated, based on the current plans by the middle schools, depending on the school and how they decided as a school, they decided to execute their short STAAR plan, it could be that they do have some more time being spent in one subject area over another for a few days.** Ms. Grantland stated, so, you're telling me students are spending extra time like two, three periods on one particular subject to the exclusion of another? **Ms. Hernandez stated, I wouldn't be able to tell you the number of periods, but I can tell you that there's been an adjustment to the amount of time. So at the end of the day, our priority is to make sure that high quality instruction is at the campus, not just in reading and math, but in every subject area. However, at times, the campuses are in need to provide interventions. However, we understand that there are some guidelines that the Texas Education Agency has regarding readjusting and removing kids from a certain subject area. So within that scope some of these campuses do opt to utilize within of course the guidelines to readjust part of their schedule.** Ms. Grantland stated, so I hear you saying that this is a state recommendation to take students and have them go through multiple periods of the same subject? **Ms. Hernandez stated, no ma'am. What I'm saying is that our main priority or one of our main focuses is to make sure that we provide high quality instruction in all subject areas. However, at times, campuses do plan for a short, very strict, time, could be eight days, nine days, in which the scope of the ELAR class or the math class could be a little bit longer than what the schedule calls for.** Ms. Grantland stated, and do you know how many campuses have that and what a little bit longer is? Is it 30 minutes, 40 minutes? **Ms. Hernandez stated, it's going to**

vary by campus but we can certainly provide you with their schedule that they're implementing at this time after the testing. Ms. Grantland stated, well, I'm going to close my questioning. You've answered some of my questions. I just would like to voice my own opinion that our teachers are under a lot of stress right now. Their principals, their administration are under a lot of stress right now. And I want them to know that as a board member, I support anything that will help them to do better, anything that will help them to increase their skill level or increase someone else's skill level so that the children can succeed. But I do think that we need to be very cognizant of the timing of things. Right now, to go in and tell somebody, okay, this is the blitz, you got to do this, you got to do that, in my opinion, in my humble opinion, is counterproductive. And so I thank you for the information you gave me tonight. **Ms. Hernandez stated, and if I may add, we take the feedback very seriously. And we understand that support can be experienced differently by individuals. We are very cognizant of that. And that's why we opened up by saying that these visits are supportive in nature and non-evaluative. And not to try to provide an excuse, but that first week in March which came a week after they tested. The focus was more than anything to align ourselves, because once you get data, you can go in so many different directions with our accountability system. You can go into domain one, domain two, domain three. I'm going to share with you that one of the things that for us as a school district came out of these visits, what's finding what is going to be our focus for the next six weeks as it relates to accountability and instruction. It allowed us to, instead of continuing those visits, pull in the 10 middle school principals to this room and say, let's look at our Domain 3 where we have all of our students, but we also have all of our subpopulations. And the target, one of the biggest targets in that Domain 3 is Meets and Masters. And Meets and Masters helps all the students because those are your two highest performance levels. So please know that That came out of these five visits. The visits are not specific in nature to designate this is your Blitz or this is your ELAR plan because we're not going in as at least a district leadership team as a content expert. That's when the specialists go in, the department. We're going at a high level of hey, campus principal, what is it that you need to get your campus plan going? But at the same time, we know that this instruction will yield results if it's aligned to the rules of that accountability framework that we have.** Ms. Grantland stated, well, and at least that came out of that at the expense of the teachers, I might add. But at least that was gleaned, and that's empowering your principals. What you're describing in this very moment is very powerful. And I would commend the department for developing that and for empowering the principals so that they can go in turn to empower their teachers. Thank you. Ms. Denise Garza, Board Member stated, you mentioned that the opening window for testing started today, which runs through the 17th. Did any of our schools test today? And the reason I ask is because I don't know if it was Thursday or Friday. One of our schools had posted on their Facebook page, I guess they had it decorated so when the kids came back on today, it was ready for STAAR. Did we have any schools testing today? And the reason I ask is because we're coming back from a holiday and sometimes coming back from a holiday, you don't want to think about, you know, testing. **Ms. Hernandez stated correct. We do have, the state does allow us a window. We do give the principals that autonomy to select their days based on what's the best, which one best meets their needs. I do believe that we did begin testing, I'm sorry, tomorrow we begin testing not all the campuses, but a few campuses that selected to start this, which is the first week window for the state.** Ms. Garza stated, okay, because you also had mentioned next week,

but then we do have some this week. Do we know what campuses will be testing this week? Were there any today that tested? **Ms. Hernandez replied, not today, but tomorrow, yes. We can send you the calendar. On Friday, we're going to send you the one for the ones that are going to test this week, but we can certainly send you tomorrow the ones that are testing tomorrow, Wednesday, and all the way to Friday.** Ms. Garza stated, and this was requested by the campus principal. **Ms. Hernandez replied, that is correct. They submit their testing plan to the Assessment department about three weeks ago. About three weeks ago they submitted their testing plan. Because they need to work on the logistics, making sure everybody's trained at the campus, et cetera.** Ms. Garza stated, thank you. Mr. Frank Ortiz, Board Member stated, yes, I have several questions. The first question is these visits that are taking place at the middle school, did they also take place at the elementary and the high school or was it specifically only middle schools? **Ms. Hernandez replied, they took place at the elementary and the high school.** Mr. Ortiz stated, so it was district-wide, it wasn't just the middle schools? **Ms. Hernandez stated, that is correct.** Mr. Ortiz stated, coming back to the middle school, since that's what's on the agenda here, on the request here, where did the ELAR Blitz come from? Was it a recommendation from central administration office or was it a recommendation from the campus principals themselves? **Ms. Hernandez replied, the campus principals work with their teams, meaning their teachers and they create their content action plan. They are supported by our curriculum specialist, their supervisor, direct supervisor alongside with other departments. But it's the campus that holds that instructional leadership, baton, and they develop their logistical plan and their action plan with supporting guidance from the rest of the departments and the team.** Mr. Ortiz stated, so you're telling me that the ELAR Blitz was campus-based and not top-down. **Ms. Hernandez stated, correct.** Mr. Ortiz stated, talking about equity, are there any middle schools that are doing the ELAR Blitz right now? Because it's an hour and a half, okay, it's two blocks, and that the ELAR teachers, there may be eight of them, and then when we look at the other content areas like science, social studies, mathematics, they don't get a 90 minutes, they only get their 45 minutes, but instead of having eight teachers like they do at ELAR, they only have five, which basically that the numbers from those eight teachers for ELAR obviously are a lot smaller than when they go to the other areas that have less teachers on board. Do we have any of that type of (inaudible) that is happening at any middle schools? **Ms. Hernandez stated, the specificities, I mean, we can certainly share with you some of the various ways that campus leaders and their teams have decided to approach if ELAR is one of the priority subjects that they want to focus on or if it's mathematics. And the question that you have is, ELAR, as far as if we have any specific ones that are spending, you said more than the, the periods that they have in? We could have some, right, Oscar? Yeah.** (inaudible) Mr. Ortiz stated, the only thing is, my question to that is, is where do we get eight teachers for ELAR, and we'll only get five teachers for the other content areas? **Ms. Hernandez replied, so even prior to right now, where are these eight teachers coming from? Prior to STAAR 2.0, STAAR 1.0, we had another assessment, which was the TAAS and the TACS, who had the reading and the writing assessments separately. And so even at that point, every middle school campus, you had the test in fourth grade, you had the test in seventh grade, and then a component at the high school. But as it related to fourth and seventh grade, the campuses would have a reading teacher and a writing teacher. Brownsville ISD continued with that same model. So that's where we get the double of the teachers because they the way we have it structured.** Mr. Ortiz stated, the other question that I

have is coming back to pulling students out from other areas, like for instance, the electives and so forth, to be able to attend these classes. Dance band, they're still competing in UIL right now. So we're pulling these students from those areas so that they can attend a double class. How are the band and the dance teachers going to prepare their students for competition? **Ms. Hernandez replied, and I understand the concern and the question, Mr. Ortiz. As far as I know, any, I mean, if there's a specific campus where this is happening, because again, every, these action plans that the principals and their teams are putting together are within the established guidelines.** Mr. Ortiz stated, but if y'all are going out and visiting campuses and meeting with the principals, shouldn't y'all know what the principle has in place? And if we're keeping students from attending these other classes that they're still competing in UIL, shouldn't y'all know that? We all go and visit. **Ms. Hernandez stated, once again, our district leadership team, going back to that, you know, we already have those accountability demands. And the scope of the district leadership visit is just making sure that there's that alignment, making sure that the instruction is tied to the standards. As far as how that campus principal operates their campus and what, how they decide to establish their different plans, as long as they're within the guidelines and the scope of what is permitted, whether it be through local, state, or federal requirements, that's something that we don't dive into necessarily at that site visit.** Mr. Ortiz stated, well, you mentioned here on your campus visits that you look at program compliance. **Ms. Hernandez stated, that is correct.** Mr. Ortiz stated, well, wouldn't that fall under program compliance? When you go over there and you sit down with the principals and you see that they're pulling students out of dance and band and other areas that they're still competing in, and those teachers need those students there, well, wouldn't that be part of the area that y'all look at and let them know that, hey, you may be out of compliance here because they're still competing and the students are not going to those classes? **Ms. Hernandez stated, program compliance as it relates to, I'm sorry, correct, as it relates to the information that we shared with you is we do go with our Bilingual Department, with our Special Education Department, with our 504 RTI department. Maybe I needed to explain a little bit more as far as program compliance, making sure that accommodations, that any questions on compliance paperwork, where are we with response to interventions are being answered and supported at these campus visits. Very similar to accountability, a campus visit based on the discussion can either be prolonged in just talking about data if that's what, and so it's very structured in the way that we devote the time and the minute. So if there's a specific campus that you have that is particularly pulling out students from a fine arts class and that, you know, that's happening, you know, please let us know that way we can address that with the campus principal. Dr. Jesus Chavez, Superintendent stated, we'll ask for it.** Mr. Ortiz stated, may I, sir? Well, that's something that you need to go out there and find out. **Ms. Hernandez stated, okay. Dr. Chavez stated, and actually, that's specifically the statement that I was going to say that we will check with our principals and see whether any of them are using some of the Fine arts areas, we will take care of that.** **Ms. Hernandez stated, so, I'm sorry, before, I know the principals did reach out to Mrs. Longoria regarding if any Fine Arts teachers were in any way involved with the planning. They did say no, but we will certainly go back and ask this specific question once again to our middle school principals.** Ms. Minerva Pena, Board Member stated, yes, how many visits per week per school do you do? **Ms. Hernandez stated, I can certainly provide the specific number.** Ms. Pena stated, at the top of your head. This is your everyday job. So how many times a

week do you go out to a school on a weekly basis or daily basis? **Ms. Hernandez stated, so that first week in March, if we go back specifically to this presentation, we visited the five middle schools.** Ms. Pena stated, so like yesterday, how many visits did you do? **Ms. Hernandez replied, right now we're no longer going out there to the campuses. All the work is happening in planning our professional development plan for the upcoming school year, making sure that we adjust as we get the feedback for the school year. So, the work transforms into summer school, preparing for our plans for the upcoming school year. But certainly, as it relates, you said what comes to your mind is I know for sure that at the beginning, the first week in March, we did visit those five middle schools.** Ms. Pena stated, how many visits do you plan in the next month and a half? Between now and the end of school, how many visits per campus do you anticipate? **Ms. Hernandez replied, it's going to depend, because there's flexibility also with the campuses. For example, right now that they're testing, it's all hands-on deck, like Ms. Grantland was saying. Even though it's just third through twelve that are assessing, principals utilize their pre-K teachers, their kinder teachers. Teachers are going to need to be relieved for breaks. et cetera. So, we will continue that after testing with an emphasis on the early literacy. We do have a grant going on, so our focus as soon as we complete the testing will be the K through second grant that we have going on.** Ms. Pena stated, okay and what my colleagues brought up is concerns about the subjects and all that. I've had those and I've already, I went to Dr. Chavez and I approached him with it. He said he was going to look into it. And we have about the fact that you, you know, you take the periods and you substitute them or you don't do this, what Ms. Grantland said. And to hear you say that you know nothing about it and you have no idea, it's kind of like really shocking because that is the job that, you know, we're supposed to be doing when we go out there. So can we, can you get me a list of how many times and how many campuses were visited during this school year? Take your time. You got between now and the end of school year. Because we want to make sure because we're hearing one thing here from you to us and then when we're out there, we get other information from the campuses and I don't know how to balance that out to make sure that it's being done properly and not in the sense that teachers need to be allowed to teach and that was the serious concern. Teachers need to be allowed to teach and that's one of the things that I was taught growing up. You never disconnect from the front line because you came from the front line. You came as a teacher, you came as a principal, you remember what you wanted your boss to be like. You want to make sure that you are the boss that you wanted to be. So can you please get me that information how many times, how many campuses were visited and please look into the information that they said about those classes because it's really like it's shocking to hear that you didn't know anything about that or you haven't been given that concern. Because I've gotten a lot of it and I referred it to Dr. Chavez to look into it. And I've been doing this for the last couple of months. So it's like very uncomfortable to hear that you had no knowledge of that. So can you please look into that for me? **Ms. Hernandez stated, absolutely, just for clarity and so I can certainly provide the board with a number of visits and the campuses that we went to. As far as not having the knowledge of, just to clarify, it was me saying, not knowing which, students were being pulled out of the Fine Arts. Because as far as the information that we had received from the campuses, it wasn't there. But I can, like I said, I'm going to go back and check with them.** Ms. Jessica Gonzalez, Board Member stated, thank you. Ms. Hernandez, I just wanted to thank you and your team for making sure that there's no stone unturned in trying, in just targeting our students, our children. up

to the very last point. I know, I also hear it from my kids that right before, let's just say math, algebra, whatever, I can hear them and if they're watching, I hope they did what they need to do at home. But it's always, oh, right now it's puro math, math, math, math, and then again, his social studies or history. But as a parent, obviously as a Board member as well, but I just want to thank you again and your team for making sure that up to the very, very last minute we are targeting these kids and we're making sure that no minute is getting wasted and making sure that it goes into their little minds and hopefully stays there, not just goes there, but they comprehend it and it stays there. That's exactly what I wish this would have been done in a curriculum meeting so that we would have had more time to communicate, but I just wanted to say that because based off what I was hearing is you're just targeting the trying to target the child through their superiors of course and making sure that no stone is left unturned and I love that you mentioned sped bilingual all of those. You know, we have students of all kind. So, thank you for making sure that every single student is being serviced. You have a good team. Ms. Grantland stated, and I agree with that, but I'd like to caution everyone not to be frenetic about it and cause any kind of disrespect or any kind of stress level to come in to play with that because you will be counterproductive every single time. Thank you. Ms. Gonzalez stated, I'm sorry I had one more thing I just remembered. Also, us as adults, one thing it's so important for us to do is to model to our children, to our students. And one thing that we always tell them is if you see something, say something. So, if we know something, we need to say something. Because if not, guess what? It's never going to get fixed. So again, us as adults, it's our job to model to our children and our students that if we see something, we say something. Mr. Ortiz stated, and I think the same thing holds true for employees. If they see something, say something without fear of retaliation. **Ms. Hernandez, stated, if I may add, I just want to not only thank the team, but I want to thank the campuses. They're doing very important work. And even though testing, has just, you know, it's opening up this week and for the next several weeks. The demands of accountability put in a lot of pressure on everybody. No justification to be out of compliance, exert pressures unneeded, but at the end of the day, even our high schools, as we continue assessing, they're building up on their CCMR, which is their college career and military ready component, which counts for 50 % of their overall grade. And that is something that continues to be evaluated each and every day because these students, their completion in any one of these 10 indicators either gets the child better prepared to succeed in college career, or the military, but based on their completion and their performance, the campus either gets a point or does not get a point for accountability regardless. And that's 50 % regardless of how they perform in their end of course assessment. So please know we're cognizant. We appreciate the feedback. I will end by saying that our site visits are supportive in nature, non-evaluative. We go in with this approach of here's the agenda for items if depending on the data, these are the five look for us in the event that we have some time to visit the classroom. And I say time because sometimes there are some other needs. And it's not that the classroom's not the priority, but I know that I have other layers of support within the district that go and tend to the teachers. So those district leadership team visits, although in some cases might include some learning walks with teachers, And the teachers, we even give the look for us to the principal and say, please share this with your teacher. It looks out for a couple of things. Are the books there, which is the adopted curriculum? Are the kids engaged? Are we within the lesson? Nothing out of the scope of the work, not have a lesson with this, this, and that ready. It's just, again, not every time that we go**

we visit, but I just want to reiterate that the intent is that support, that by going there, earlier Ms. Pena said we can't forget, we don't forget because we're right there. It's working alongside. It has become a system of the leadership and learning, a reciprocal process where not only do they gain, but we gain, whether it's myself, the directors, the principal supervisor, the specialists, the department directors. And so please know that we understand. We take your feedback very seriously and we're going to come back and reconvene. And if there's refinements that we need to do, we're absolutely open to it. We did begin also some, you know, informal surveys also with some of our principals after the visit. We want to hear from them. You know, some people will say, well, maybe they're going to put this because you're asking them. But at least we're, you know, we're attempting various ways to get their feedback. So please know that. Ms. Grantland stated, may I thank Ms. Hernandez? Ms. Pena stated, I have. Ms. Grantland stated, Ms. Hernandez, thank you so much for the presentation. Just in closing, my thoughts are that you mentioned these things in the high school, the readiness, that component, but we shouldn't see it as just the high school's goal. It needs to start at pre-K. And if we start looking at it as a team of educators from pre-K all the way to 12th grade, then it layers upon layer upon layer. That's the kind of direction we all need to be taking. **Ms. Hernandez stated, and we appreciate that, and thank you for allowing us to attend that Texas Read Lead Conference with the district leadership team, because it's exactly that. You have a strong foundation in making sure that those kids are reading by the age where they need to read. And it's just ongoing from there. You just continue growing and growing until you make sure that the objectives are met. So thank you.** Ms. Pena stated, may I? Ms. Lopez Valdez stated, Ms. Pena. Ms. Pena continued, yes, and I thank you for that. And one very important thing that you mentioned, you're a support system, not a dictator system. And I want, like you said, a survey. I want the principals to be honest with us. Because the only way we can better ourselves, if we have people that care enough about us to tell us where our flaws are and what we need to do to fix it, because sometimes we don't know. Sometimes we unintentionally come across in a way and good people who believe in you and want you to continue to grow will tell you you're doing this wrong and it's coming like that and sometimes you get surprised and you get like upset but some people care enough about us to tell us, we got to change this because it's not working and it's reflecting very bad on what you're doing. And I know that's not the intent. So, I would like for them to be very honest without any fear because we live in 2026 where everybody's afraid. The bad is continuing to succeed because the good is sitting down and being quiet. So, we need to be respectful, firm, and stern, and say, no, this is not working, let's work on it. And I'm asking people to stand up, please politely put it down in a constructive way so we can change it and make it work so both the teachers, the principals, and the administrators at the main office, they'll all be comfortable working together, because that's the objective of doing this. So, thank you, ma'am. Ms. Lopez Valdez stated, Ms. Hernandez, I want to thank you for your professionalism in this presentation. I appreciate you and everybody involved in this accountability process. I also just think that maybe, Dr. Chavez, we can work on which committee meeting we can have to really explain the legislative process and the advocacy process, because a lot of these are unfunded mandates. Not only were unfunded mandates coming in terms of funding, they were also coming in terms of accountability. And like Dr. Rentfro said, since 2013, she has seen the local control be taken away of how we spend our funding and how we're able to allocate those funds, it also comes to accountability and how you have presented to us before on how almost 50% of how our child is rated is on one test, on one subject. While

I love a well-rounded student and while I support, I'm not a big fan of this testing, it's what the state ranks us on. It's what affects enrollment. It's what affects our actual ADA and attendance and our funding. So all of it is linked. And I just want to encourage my trustees to ask these questions. We can have committee meetings about it and make sure that we do it in a constructive way. And I know that these are, you know, these are questions that really mostly involve advocacy and where this comes down from, and then eventually onto our local Board, right? And local control is something that we've always fought for. It's important to know how the local control continues to be taken away, because we know our kids' needs. You all know our kids' needs. The campuses know our kids' needs. And that's where we should be focused on. We know we have a different demographic. We know what works for our kids. And we should all advocate for local control. We should advocate for more funding. We should advocate for more local control as a group because it is not right for us to go and fight against each other. We should all advocate for our students together. And so I encourage everyone to join this advocacy process. I think it's important for us to really know where these unfunded mandates come from. And I think it's important for us to support our staff because they're doing everything that they can with less time and less energy and less, you know, less money. A stat that I like to put out there is in 1995, Texas was number seven out of 50 states in what we spent and how we prioritized education. We're in 2026, and Texas is 43 out of 50 states in how we prioritize and fund education. So, like, we really need to vote. We really need to see where the real problem stems from, and we need a forest through the trees, because all of these conversations are important, and they deserve their time. But we must come to where the source is, and we need to unite and fight for our kids. So, thank you again for your professionalism. I appreciate it.

B. Action Item(s):

Closed Meeting

1. Consider termination of the current contract with Valley Risk Consulting, Inc. (Roger Garza), in accordance with contract provisions, and direct the Superintendent to issue a new RFP for insurance and benefits consulting services and return recommendations to the Board. (Board Agenda Request - Carlos Elizondo/Board Support Frank Ortiz)

Handout 3 added to official minutes

Mr. Carlos Elizondo, Board Member stated, I have a question for the attorney. Can we take this back into executive session or do you want me to? *Mr. Eden Ramirez, Board Attorney stated, it's up to you, we can take it back into executive.* Mr. Elizondo stated, I think we can begin at executive and come back. There's a lot of things that need to be taken. Ms. Lopez Valdez stated, okay, and just so we know, we do have a presentation. Okay. I want to make sure we do get the presentation. *Mr. Ramirez stated, do you want to do the presentation first?* Ms. Lopez Valdez stated, I think we should do the presentation for sure. Mr. Elizondo stated, I don't need a presentation on my agenda. I want to speak to it in the back. Mr. Ramirez stated, I mean, yeah, we can... Ms. Lopez Valdez, interjected, I do want to make sure that administration has the time to present. Mr. Elizondo stated, sure, they can present at the end. Ms. Lopez Valdez, but we can still discuss. Ms. Pena stated, they can present at the end afterwards. Ms. Lopez Valdez stated, okay, let's go ahead and take these two items back into executive session, but administration should still present on both items because I know there's two prepared items. **(Placed into executive session for discussion)**

2. Presentation, Discussion and Possible Action Regarding Airline Flights For Students Attending The National Chess Championship Tournaments. (Board Agenda Request Minerva Pena/Board Support Carlos Elizondo)

Mr. Carlos Elizondo, Board Member stated, Motion to approve. Ms. Daniella Lopez Valdez, Board President stated, this is a discussion? Ms. Minerva Pena, Board Member stated, yes. *Mr. Eden Ramirez, Board Attorney stated, this is presentation, discussion and possible action.* Ms. Pena stated, it's in black and white right there. Ms. Lopez Valdez stated, so we have a motion. Ms. Pena stated, second. *Mr. Ramirez stated, so the motion is to what?* Ms. Pena stated, to discuss? *Mr. Ramirez stated, right, but is the motion to discuss or?* Ms. Pena stated, to discuss a possible action on the information that we need to ask about. *Mr. Ramirez stated, okay, so because the item does not have a recommendation that says to do or not do something, it's about something, we would need to have a motion that is to do something. And so, if you're requesting a specific thing to do, that would need to be in the motion.* Ms. Pena stated, okay so I'd like to amend this item to motion to discuss the possible action. *Mr. Ramirez interjected; wait you made the motion.* Mr. Elizondo stated, I'll make the motion, I can revert, if she wants to take the initial motion, I'll second it. *Mr. Ramirez stated, okay so go ahead with your motion.* Ms. Pena stated, yes I'd like to turn around and, oh sorry, to discuss presentation and possible action regarding the Chess and making the decision tonight about the airline tickets for the students for the National Chess Tournament.

Elizondo stepped out at 8:28 p.m.

Ms. Lopez Valdez stated, okay we have a first and a second, now we can discuss. I know Dr. Rentfro is ready; Ms. Pena, I have Denise going first. Ms. Denise Garza, Board Member stated, I know you have some concerns it's my item. Ms. Lopez Valdez stated, go ahead. Ms. Pena stated, but no, you can go ahead and then I'll do, yeah. I'll yield the floor to Denise and I'll do it after. Ms. Garza continued, thank you, Ms. Pena. I know there's a presentation in regards to this chess travel. The only thing is, is the ongoing concerns that we have received from parents, right, in our campuses that are actually going to go represent BISD. Now, I just, my concern is a lot of these schools are schools that continuously every year go to these championships or nationals, right? Is there any way that our parents can purchase tickets beforehand? And of course, if the campus does not end up going, they get credit, that way they can avoid these high cost of flight tickets. Is that possible? **Dr. Roni Rentfro, Director of Assessment/Research & Evaluation replied, so that is not, we do not book flights for parents. Our department and the district only books the flights for the students who are eligible to advance. We do this as quickly as feasible, but when it comes down to the actual purchase of the parents wanting to have their own to travel as well, that is up to the individual.** Ms. Garza stated, no, no, I get that we don't pay for the parents, but I know like right now we have parents that I guess we're kind of told last minute not last minute but last minute when it comes to booking a good airfare, right? So, these are pretty much plans that happen throughout the year right because there's chess champion, they're not sorry there's chess tournaments happening throughout the year. And we kind of know what schools end up taking the most students and all that. Is there any way that we can put in policy for the chess team to maybe start early to avoid this situation for our parents? Because we do have a lot of parents that right now are struggling for that high airline ticket. Only because, for whatever reason that happened, but I think we don't have a clear understanding of what really happened with these tickets or what is going on. So just to make it possible, easier for our parents out there. **Dr. Rentfro stated,**

unfortunately, I do not have the answer to that. I will tell you that in reality, the girls were qualified back in October. However, for the elementary, middle school, and high school competitions. Their first qualifying tournament occurred January 31st to February 1st, and the second opportunity to be qualified happened March 17th. When we look at flights, it is our responsibility to ensure that all of the campus team, for example, and I'll make up a campus who's probably not traveling, Aiken Elementary. If Aiken Elementary has their top kids advance according to the Regional Chess Championship that happened on February the 1st and then they have some additional qualifiers on March the 7th.

Carlos Elizondo returned at 8:30 p.m.

It is our responsibility to make sure that coach and those students are traveling together, which means we are booking group tickets. You cannot group, get a group ticket in advance. They have to actually provide the name of each individual and their birth date in order to book the tickets. So until we actually have who's going, who's decided to participate, who has the written parental permission to participate and the commitment that we can actually go and book the flights. And since we don't want to end up, if we had started after February the 1st, we could end up with a child, and we actually have sometimes one additional child qualifying, they wouldn't be in that test, in that flight group if we purchased it in advance of that competition. And that's where we really struggle in making sure that all of this information is together. There are written commitments by the parents, by the coaches, by the campus, and all that we've pulled together. I have to give kudos to my team of Irma De Leon, who's our lead teacher, and to my administrative assistant, who has become an amazing travel agent for the district and spends three months at this every year, and working with our procurement offices, in particular with Mayra and others in trying to make sure that all this comes together. Again, looking at that timely, you notice we're sending the top three BISD schools in the top five places, or the top individual in the first place. eighth place. And when you actually look at this timeline, so we have students qualifying, we meet with the coaches the following week. The campuses are asked to submit their names one week later. And when you start looking at the timeline of this, the soonest we could have booked those flights was basically when they were booked. Unfortunately, this year, tickets jumped tremendously in price. When we got the first concern, I actually went on to Southwest Airlines, and there were some flights that were \$908 one way, but there were also still flights available for \$139 one way. So there were still some very economical flights. The challenge is that for our younger students, our parents went to travel with them, literally, and we had booked all the available seats, basically, on those flights. And so that's where the parents were finding they could not get the same flight as their child, or if they were able to get on that same flight, the flights were more expensive. And I'll be honest, the flights we booked by the end of the process, and it was within a couple-of-week window, jumped in price for us by several hundred dollars. So even at group rates for round-trip tickets, it was very expensive for the district and the prices we have no control over. But we do book as effectively and efficiently, but again, our first priority is to make sure that we're traveling as a group because I don't want one student ending up qualifying at state a month later that then can't get, we can't get into the group because we don't have a group. One student is not a group and we don't have another coach to go. We don't have another administrator to travel. It's a very dynamic process in making sure that our students get to travel very safely and they're, work

together in our groups to do this. And if we can't pull somebody out or add somebody to a group, it's not feasible. You have to actually disrupt your group and rebook it if you want to add a student to the group or actually cancel a seat on the group. And that's when we have the parents sign up in advance, but we try to give them a week or so to figure out whether they can or not. And that is why you see the timeline that you see in this process.

Neida Ruth Grantland stepped out 8:34 p.m.

And it's, I don't know, I will go ahead and stick my foot in it right now that several years ago we had started suggesting that we not send our youngest competitors to the national competitions, the national tournaments, because that is where we really have the biggest struggle in trying to make sure there's some way to get the parents on board. But since we don't book parent flights, we don't know which ones are planning to attend or how many are. Sometimes it's one parent, sometimes it's no parents, sometimes it's two parents. We can't control that part of the flight and the group travel. We just focus on the required participants, which is our administrator, coaches, and the qualifying students, and making sure the campus group stays together. Ms. Garza stated, thank you, Dr. Rentfro. It's just I'm trying to think outside the box on how we can streamline this and make it easier for not just our parents but also our campuses. And I don't know, maybe we need to maybe contract like a travel agency, at least for the campuses when it comes to the parents and all that because I know a lot of, I've received a lot of calls from parents. We've received emails from parents. I know they're very stressed out, and it's just heartbreaking when you hear parents say, well, my child made the team and is eligible for this national championship, but I don't have the money, you know, to go with my child, right? Because of the age I get, especially our elementary kids, I would not send my elementary child or, you know what, I would not even send my high school child alone without me, right, because you just never know, right? So I just want to see with what we've experienced this year, how can we make this process different and easier instead of, you know, working harder, we work smarter. Ms. Lopez Valdez stated, I know Ms. Pena has something to say. I know, I don't know if it's been mentioned, but I know the price of fuel since the war has gone up, you know, and no one could have predicted this. But Ms. Pena, go ahead. Ms. Pena stated, yes, okay, and that is my point exactly. The minute that they won in February, the first week, I've been doing chess and working with BISD in chess for 27 years. My son, 17 years ago, graduated, he started at eight, and this is a wonderful program, and I will fight until God calls me home. Because it teaches kids who are, labels ADHD, kids who are dyslexic, kids who might have Asperger's, autism. It teaches them, guess what? You're smart. It teaches them how to think ahead and to, if I move right, I'm going to have this happen on the left. It is a phenomenal program. My question is why, this is the first year, first year that this, I'm going to, please forgive me for using the verbiage, a disaster with the airlines has happened. I don't understand why the minute we found out that the majority of the children going to nationals are from the regional tournament. The ones that win at state are very minimal, and it's almost like a handful. Of course, it's more, maybe two handfuls. But why we did not book before the war started? We would not have the \$1,200 tickets. And please forgive me to say I'm very discouraged to hear you say not to send the younger children, because I took my son when he was seven. And please forgive me, my son, but I'm going to say he's very dyslexic. And this program shot him to the top when he was promoted to Washington, D.C. with the Federal Government because of what he has learned. So I will fight for this

program. And the younger you start them, the easier it makes them to understand how they can grow.

Neida Ruth Grantland returned 8:38 p.m.

My concern is because, like you said, we waited. It was a choice. It wasn't a practice. This is the first year this happens. I've been doing this for years, and I'll get you the times and the dates. It was a choice. It wasn't a practice. Of course, the war really kicked us in the heel. My concern right now when I'm bringing this up is because the parents that at this point in time cannot afford to go on the same airline because they couldn't buy the tickets. Because for years, right away you find out we're going to book on this date with this airline. And parents go in and they buy it and they get ready. Never had any problems. I've never seen it like this. Never, never, never. And I'm researching it. I'm getting times and dates. Trust me. I do my homework. So, when I come and ask you, I already have the answer. I want to see if we agree with the answer. My concern is, Dr. Chavez, some of these parents could not afford the \$1,200, and you've got like an 8-year-old. An 8-year-old doesn't want to go without mom or without dad. So, the parent has been told, well, you know what, you're going to have to pay BISD back because the way we group, we don't get a refund, we don't get an extension, we lose the money. But these parents barely have any money, have saved up all year during the chess time, from the beginning of school year until they go to state or national, to be able to buy that airline ticket. What can we do? I know that the way we booked before, or you and I booked, individually, if I cancel, I get a year to use that ticket, and I can use it for somebody else, but the ticket, I keep it, but I have a year to make other arrangements. What can we do for these parents that cannot afford to pay the district back because they're unable to go to this event and the child does not want to go without mom or dad all the way to Baltimore or Chicago or wherever the tournament's going to be. How can we help these parents because it was not their fault, sir, that we didn't book a week after we won and we knew who the winners were, we knew who the contenders were that we had to pay for. But for whatever reason, everybody has a way to run their office and to run what they do and to do it as quick as possible or to take a little time to wait for other things. How can we help these parents? And I guess I'll ask the attorney. What can we do where it doesn't look like a gift of funds but... **Dr. Rentfro interjected, excuse me may I make one clarification?** Ms. Pena continued, no, no, no, let me finish please. No, please let me finish. Ms. Lopez Valdez interjected, lets me respectful. Ms. Pena continued, please let me finish. Let's be respectful. No, no. Please be respectful. I'm asking the attorney. Let me finish with the attorney and then you can talk. Can I do that please? My question is, because this is all it boils down to. My question is, these parents are going to have to turn around because they can't go. So, the way that it was grouped, it was grouped where they don't get a refund. BISD, because of the grouping, they don't get the ticket back. They don't get to hold it, because I already researched all that. I already looked at all that. Like I said, by the time I come here, I've got all the answers. My question is, what can we do so the parents that barely have any money to pay and couldn't come up with the money, and they want to let the children go, how can we do it, Dr. Chavez? And are we mandated to force that parent to pay that \$500 back or whatever we paid for it because they're unable to go what, what can we do to help our parents? *Mr. Eden Ramirez, Board Attorney stated, so let me go ahead and look a little more into that. I don't want to miss I don't want to give you a wrong answer right now I do I will look at it because if there are some scenarios where a parent wouldn't necessarily be required. For example, if you have a field trip and you're paying for the school bus to take you to San Antonio and the student can't go, that parent isn't required to reimburse that specific portion of the fuel*

for that trip. And so let me look at this a little further and I can give a better answer for you than right now. Ms. Pena stated, and this is the only reason I put this on, because I want to know, I've got 235 text messages. I get calls until 2 o'clock in the morning and I take them. Please forgive me. They're going to hear it out there. I've been on a call with someone who's crying because they can't do something. And the call gets disconnected because they say, oh, ma'am, I guess we got disconnected. Well, forgive me, I kind of fell asleep during the conversation. So I had to call back. But my thing is... *Mr. Ramirez interjected; we do have time Trustee Pena.* Ms. Pena continued, I know but we had little long one and I timed it and it went real long and you didn't call it. So, I'm watching you. *Mr. Ramirez stated, no I am having everybody here.* Ms. Pena interjected, no, no, no. Ms. Lopez Valdez stated, let's make sure to get back to the subject. Ms. Pena stated, but real quick can we really look. *Mr. Ramirez stated I will look into it yes ma'am.* Ms. Pena stated, can we look at it, I just want to make sure we can do whatever we can, that is the only reason I put it on there to help those parents who are not able to reimburse the district or maybe you can give them a long time to make it in pay or whatever we can do to show them that BISD is here for them and doesn't want to jeopardize their finance at home. *Mr. Ramirez stated yes ma'am.* Ms. Pena continued that's the only reason I put it on there. So then if that's the case, do you recommend we table this for later? *Mr. Ramirez stated, yes I mean, I don't think there's any action for the board to take regarding that's what I was going for earlier when I needed an action. I understand now what the context is and why there wasn't one action or the other. I would actually request you all withdraw your second and your motion, leave it as it is. Yeah, you can table it if you want. And then I will look into this, and I'll send guidance to the superintendent and cc you all on it on these options that we can do.* Ms. Pena stated, I really appreciate it and thank you Ms. Rentfro, you've done a great job and I appreciate all your time. Thank you so very much. **Dr. Rentfro stated, again I would like to make one clarification. April 1st, we added the state as a qualifier. Prior to that we had only used regionals because we wanted to do this earlier but because on April 1st of last year we decided to use state as well as a qualifier for the travel, that pushed us into a big expanse. And because my staff have been doing this for several years. The second thing that happened was last year, we had one supranational, one event, the same place, everybody traveling together. Now, as you notice, we actually have a bunch of campuses traveling to different events. We added the girl's chess travel this year as well, which falls, actually they're leaving Thursday, some campuses are leaving Wednesday. We have them heading out to the Girls National Travel. And so that's also what happened to some parents is all of a sudden, they realized that their daughter was going to two chess meets out of state. And they realized all of a sudden, they couldn't afford to travel for both. So, my heart goes out to my parents. We get a lot of calls. We try to work out situations for parents, come up with solutions. And one of the ones that came across today, we are handling because we found out it's a round trip ticket. We don't have to have the parent pay for half the ticket since they're going to come back separately with their child. We do make a lot of concessions and arrangements. But again, our priority is to make sure the team travels together as a team because I can't have split a coach. I can't take a coach out of one flight and put them on another because then another group doesn't have their coach or administrator traveling with that group of students. So that's where we've run into the situation this year with the split, the fact that the two events were that far apart between February the 1st and March the 8th.** Ms. Pena stated, and if I may please clarify, I've been doing this for 27 years. We have been having the regional

with the qualifier and we would also do the state if they won first. That's been there for years. It's in our policy book and let us get that policy and we have and 27 years, we have the one super nationals every four years, Ms. Rentfro. Every four years, that's a common thing. It happened last year, so now we have to wait four more years. And yes, the district has always done regional, main, and if anyone who didn't place in regional would place at state and that was the policy, we will turn around and fund them. And we've done it every year. This is not in the first year. **Dr. Rentfro stated, first place, yes, but now we've extended it beyond first place.** Ms. Pena stated, it's always been first, second, and third that I know of. So I know that it was changed. **Dr. Rentfro stated, not in the last four or five years.** Ms. Pena stated, well, they've changed it and please forgive me, they've gone against policy. But I hear what you're saying, but it's been like that for a long time. Ms. Lopez Valdez interjected, it is fairly recent, because I do remember this conversation. Thank you. Mr. Ortiz, I know you have something. Mr. Frank Ortiz, Board Member stated, just a question, Dr. Rentfro. What governing body is the one for the National Chess Championship Tournament? **Dr. Rentfro stated, you would ask me.** Mr. Ortiz stated, well I am asking for a reason. **Dr. Rentfro continued, but the National Chess Association. We go under the National Academic Chess Association.** Mr. Ortiz stated, okay Dr. Rentfro do they ever take testing dates into consideration? **Dr. Rentfro replied, absolutely not.** Mr. Ortiz stated, yeah, I know, because we've got testing, like you said, next week or so, and then some of these kids are leaving, some of these students, should I say, are leaving Wednesday, Thursday, or Friday, and then they come back on Monday, and then we start testing. So it is a concern. **Dr. Rentfro stated, I wear both hats here, remember, so I'm Assessment, and I'm Advanced Academics, and so we've had many conversations about this with our folks until they really can't plan on having an additional day although we have allowed it because that really impacts it and of course it impacts our coaches who are teachers...** Mr. Ortiz interjected, and the whole state of Texas really the whole state of Texas so I was just asking that thank. **Dr. Rentfro I wish they would.** Ms. Pena stated, and Mr. Ortiz let me correct let me let you know what happened my son went on one of those days and they actually took the test over there with the coordinator and he was tested for that exam. It has happened a lot. It happened one time, I don't know how they got permission to do that, but I know it happens and this is a program that's very important and they come back and we need to do everything we can do to provide the student their needs to success and be as successful as you and I have been. Ms. Lopez Valdez stated, Ms. Gonzalez. Mr. Ortiz stated, well, I'm not questioning that, I was just asking for clarification. Ms. Pena stated, I know, but what's happening in chess. Ms. Lopez Valdez stated, okay, I know Ms. Gonzalez has been waiting for a while. Ms. Jessica Gonzalez, Board Member stated, thank you, yeah, I almost forgot what I was going to say at one point. I know we're going to table this item, but I just had a suggestion, and this not only goes for chess, but this goes for athletics, this goes anything and everything that involves travel. I think that we as a Board might need to set some sort of policy to make sure, and I hate to use the word mandatory, but please understand me here. We need to have set meetings with these parents, with these sponsors, with these principals, and we need to make sure that everybody is on the same page. What the district pays for, what the district doesn't pay for, what could happen, what could not happen. And honestly, these meetings should begin since, and forgive me, I know nothing about chess, I don't know if it's called season, but the beginning of the season or the school year, whatever it's called. But we need to have to be informing these parents of what exactly they're signing themselves into, even to the point of, guess what, nationals might include testing time. So

there's going to be a big decision you're going to make. But again, this is a suggestion across the board, athletics, UIL, fine arts, everything is we might have to get to that point and then just us as a board just and I would hate to set policy for that. Please understand that I would hate it, but we just need to get a little bit stricter on our communication with, again, all from the principal, sponsor, and families. **Dr. Rentfro stated, yes, and actually we have five-page agendas when we meet with them at the beginning of the year. What we would appreciate, honestly, from the other directors we've talked about, travel, is the district does need to set in place some guardrails that are available so that we aren't constantly doing one for chess, one for DI, one for CTE, one for band travel, athletics travel, because there are some parameters that really we need in a general travel guide because they are common to all of them, including this question about can we reimburse parents for any of the costs? I shouldn't say reimburse. Can we allow the parents to not reimburse the district for any of these costs that might be incurred in the part of the student? I understand hardship. I work with that a great deal. I've been to Early College High School, which is all about those kids. But to be fiscally responsible, I have to go by the current guidelines that say that we have the parent be responsible for that child's ticket if we book it. And it is their decision to not travel. And so, anything y'all can do to help provide guide rails was is always appreciated.** Ms. Gonzalez stated, and if I can just add really quick since right now you said that yeah you talked to them at the beginning of the year let's just say. **Dr. Rentfro interjected, and after each event.** Ms. Gonzalez continued, yes let's make sure that even if it seems redundant at one point but we need to drill into everybody's head so that everybody knows like the back of their hand that, this is what the district does, this is what the district doesn't do, I'm sorry. This is your responsibility. This is our responsibility. And just constantly, just a constant reminder. Thank you. Ms. Pena stated, and Jessica, we do. The Iran war destroyed a lot of this stuff. This was disastrous. And this is a very unique year and this is why I wanted to look into it, because that meeting that you're talking about, I attended them all the time. She does a wonderful job. And she meets with them. And she does everything and puts it in black and white. We're in a unique time in our lives. This has never happened before. I want to see what we can do. That's the bottom line. Because you do a good job in informing the parents. And I know you're good at that. And you do excellent to continue to do that. Thank you. Ms. Lopez Valdez stated, Dr. Rentfro, thank you so much to you and your staff and for all that you do in booking these flights.

Ms. Pena stated, I move that we table this item at this time. Ms. Lopez Valdez stated, I need a second. Ms. Grantland, stated, second.

Motion made by Minerva Pena, seconded by Neida Ruth Grantland, and unanimously carried to recommend approval of tabling agenda item XI B. 2. (7-0-0)

Ms. D. Garza stated, Ms. Pat, before we go to closed meeting, I just wanted to also announce the passing of Ms. Rose Lorenz who was a former Special Ed Supervisor here for BISD and just want to thank her for her years of service to our BISD community. Thank her family. Ms. Pena stated, God bless her soul.

XII. CLOSED MEETING: as pursuant to the Texas Government Code Sections: 551.071, 551.072, 551.074, 551.082, and 551.084. 8:53 p.m.

XI. A. Conference Presentation(s):

1. **Requesting an indepth report by BISD Trustees legal counsel regarding the State investigation that has been launched against BISD regarding the protest student walkouts throughout the school district and the alleged actions of the Board, Superintendent, administrators, faculty and staff of the school district. Specifically, I request that we be informed of the procedural structure of the State investigation and the steps they will take or have taken in this school district, to date. Additionally, I would like a report of outcomes in all Texas districts where investigations have already taken place. (Board Agenda Request Neida Ruth Grantland/Board Support Carlos Elizondo).**

XI. B. Action Item(s):

Closed Meeting

1. Consider termination of the current contract with Valley Risk Consulting, Inc. (Roger Garza), in accordance with contract provisions, and direct the Superintendent to issue a new RFP for insurance and benefits consulting services and return recommendations to the Board. (Board Agenda Request - Carlos Elizondo/Board Support Frank Ortiz)

A. LEVEL III GRIEVANCE(S):

1. Level III Parent Grievance No. 007/25-26 on Consuelo Infante on behalf of Student C.G.G.
2. Level III Grievance No.024 / 25-26 on B.V.

B. PERSONNEL MATTER(S):

1. Presentation and acceptance of Retirements. (17)
2. Presentation and acceptance of Resignations. (2)
3. Personnel Update with Superintendent (Dr. Jesus H. Chavez)
4. Non-chapter 21 contractual personnel for the 2025-2026 school year(s) — Coordinator, Human Resources. Subject to receipt of all outstanding documentation. (1)
5. Non-chapter 21 contractual personnel for the 2025-2026 school year(s) — Director, Maintenance. Subject to receipt of all outstanding documentation. (1)
6. Non-chapter 21 contractual personnel for the 2025-2026 school year(s) — Specialist, Family Engagement 21st Century CCLC. Subject to receipt of all outstanding documentation. (1)
7. Campus professional staff for Chapter 21-term contracts for the 2026-2027 School Year.
8. Department professional staff for Chapter 21-Term contracts for the 2026-2027 School Year.
9. Campus professional staff for Non-Chapter 21 contracts for the 2026-2027 School Year.
10. Department professional staff for Non-Chapter 21 contracts for the 2026-2027 School Year.

11. Campus professional staff for Probationary contracts for the 2026-2027 School Year.
12. Department professional staff for Probationary contracts for the 2026-2027 School Year.
13. Qualified administrators as Texas Teacher Evaluation Support System (T-TESS) Appraisers for the 2025-2026 Fiscal School Year.
14. Compensation adjustment for professional employee (S.B.) on temporary assignment.
15. Proposed non-renewal of a term contract professional teacher (E.T.) at the end of the 2025-2026 School Year.
16. Proposed non-renewal of a term contract professional teacher (G.S.) at the end of the 2025-2026 School Year. **Amendment: XII. B. 16 Delete agenda and backup**
17. Proposed non-renewal of a term contract professional counselor (R.C.) at the end of the 2025-2026 School Year. **Amendment XII. B. 17 Delete agenda and backup**

C. ATTORNEY CONSULTATION

1. **Staff Attorney**
 - a. Appraisals of vacant District campuses.
2. **Board Attorney:**
 - a. Legal Update with Board Counsel.
 1. Settlement Agreement with Employee (L.M.).

D. INTERNAL AUDITOR CONSULTATION

1. Consultation with Director of Internal Audit.

E. BOARD MEMBER REQUEST(S):

1. Discussion and consideration regarding the Superintendent's contract, including placing the Superintendent on administrative leave, suspension, or termination of contract. Discussion and consideration on naming an Interim Superintendent. (Board Agenda Request Carlos Elizondo/Board Support Minerva Pena)

XIII. BOARD RECONVENES - Board action on agenda items discussed in Executive Session. 2:35 a.m.

XI. A. Conference Presentation(s):

1. **Requesting an in-depth report by BISD Trustees legal counsel regarding the State investigation that has been launched against BISD regarding the protest student walkouts throughout the school district and the alleged actions of the Board, Superintendent, administrators, faculty and staff of the school district. Specifically, I request that we be informed of the procedural structure of the State investigation and the steps they will take or have taken in this school district, to date. Additionally, I would like a report of outcomes in all Texas districts where investigations have already taken place. (Board Agenda Request Neida Ruth Grantland/Board Support Carlos Elizondo).**

Ms. Patricia C. Perez, Executive Assistant/Board of Trustees stated, under Board member request, Roman numeral XI. A1. Mr. Eden Ramirez, Board Attorney stated, with respect to item XI. A. 1, members of the board, no action is needed on that. However, we do have a statement we'd like to make for the public regarding this matter. Just for the, in the spirit of transparency, the Texas Education Agency issued an SAI investigation over the recent state walkouts regarding Immigration and Customs Enforcement agency that students did across the state of Texas. Brownsville ISD, in conjunction with other districts in the state, were identified as districts which TEA was reviewing the actions. Specifically, TEA is reviewing whether the district encouraged or facilitated the walkout of students for protests and two, whether the district has appropriate policies in place for handling this kind of disruptions. And so, the investigation was commenced, the district is cooperating. It's already provided a response and all the documents that were requested, and in the meantime, we'll provide further updates once we get more information. At the heart of all of this, the district was always acting in the interest of the safety of students and none of the actions that the district took, the district is taking the position they're not in violation of the guidance that was issued by TEA. So, when we have more updates on this, we'll continue updating the community on this matter.

**XI. B. Action Item(s):
Closed Meeting**

1. Consider termination of the current contract with Valley Risk Consulting, Inc. (Roger Garza), in accordance with contract provisions, and direct the Superintendent to issue a new RFP for insurance and benefits consulting services and return recommendations to the Board. (Board Agenda Request - Carlos Elizondo/Board Support Frank Ortiz)

Ms. Daniella Lopez Valdez, Board President stated, I will turn it over to Mr. Zorola. Mr. Corpus Zorola, Director of Employee Benefits stated, well good morning and thank you for giving me the opportunity to discuss our partnership with Valley Risk Consulting. I've been working with cabinet members, or at least my leadership, and the CFO in our Procurement office to take a look at this contract, and I want to thank the Board Members that actually asked us to take a look at it, because I really have not took a look at what this individual does for the district. So, I went ahead and used my procurement hat I was a Certified Purchasing Manager for over 30 years in the state of Texas to see what this contract does for BISD. So, Valley Risk Consulting, we have historical facts, right? And we could take a look at their qualifications, their accolades, and their services. So, their qualifications or the individual that we use or the firm has over 40 years' experience. That's in your health market risk management. They have 10 years with BISD, so it's not only the administration that I'm working with, past administrations have used them because of our \$56 million self-insured program, right? They're located in South Texas. As a Procurement Manager, I've always had issues with having somebody outside the valley. When my boss asks for help, right, I need to ask the vendor for help if I can't answer it. Having somebody locally gives us that advantage. Right? They're licensed in the state of Texas to do what they do. Right? They consult with over 20 agencies here in the Valley, 14 school districts, three cities, four counties. And not only do they consult with them, they have 29 staff members strong. So, I have an additional individuals to talk to if I have questions. Right? To give me that umbrella that we need. They're accolades. So, they have helped us with our rebates, and so far, we've received over \$6 million, right, that the firm said, hey, you guys can do a rebate separately. They

help with our language when it comes to our health plan. Also, their monetary initiatives that they give us, right. Hey, Corpus, you could do this change to get us more initiatives when we go out and solicit, right, incentives, I'm sorry. Instant communications. Since I've been there for the past five months, they're there for me. They're there for Dr. Cantu. They're there for Rosie Pena, right? And, of course, their local representatives look at services. So, they do complete employee benefits analysis. Anything that's under my umbrella, they could aid us, right? Remember, you're talking about millions. They provide underwriting. and proposal services, like the current CSP that we have out in the market, right? They helped us design that to assure that our health market is current. We're not going out there blind and just asking for someone to come and help us with a TPA. We're looking at what our current market. We all know that right now, our health market is really going crazy, and so we need those expertise. They provide medical cost management services. They take a look at if we are really getting what we actually quoted for, right? They do pharmacy audits while asking we're getting that money, that \$6 million back. They work with Workman Compensation with me. They do analysis when it comes to Workman Comp and they come pass and provide recommendation on property and casualty. We just had a bid that we accepted dealing with property and casualty, right? They look at that and make sure we're meeting the current market because it's constantly changing. So, when this came up, I haven't been in procurement for about five years. And so, like anything else in the market, it changes. So, I said, well, let me go take a look with our Purchasing Director and see if anything's changed. She told me, well, Corpus, we do have a way to work a process with vendors, and that's in the solicitation. And it's something like what we do with our staff, progressive discipline. So, let's say if I had an issue with this company, the first thing I would do, I would file a complaint with our Procurement office. We'll review the terms and conditions of the contract. find out if there's really grounds for termination. We look at internal approvals, we look at the past performance document within the vendor, and then we develop exit strategies if we need to. Then we would issue a formal notice of need to, then we will manage the transition because this firm is actually doing something, how we're going to get the other firm to come in. Then we take a look at the financial closure, how much it's going to cost us, do post-termination review, and then we do record keeping in case we have any litigation coming up. I'm with three strikes you're out when I've been handling with firms, right? I think I had some issues with another firm where I would sit down with them. And I said, you know what, our Board Members, our cabinet members expect us to do this accomplished. Let's accomplish it. What's going on, right? Okay, let's see how we're going to solve it and work it out because litigation is expensive. Dr. Nellie Cantu, Chief Operations Officer stated, so, as Mr. Zorola mentioned, Board Members, this is a \$56 million operation or initiative. It's a complex system. It's a system that we don't have the expertise and we have just started the procurement process this month. And so, beginning the procurement process, once we receive the information, there needs to be analysis and comparisons of the market and state and some federal laws also. And so, our concern is how are we going to complete the procurement process? One of the things Mr. Zorola talked about, there is a process in our procurement guidelines to terminate the contract. He went over the qualifications, the accolades. We need the objectivity and full adherence to state and local guidelines. This is a critical high-stakes procurement. We're not talking about a million dollars. We're talking about \$56 million. So, a minor misstep

can have long term consequences. So, this recommendation, it's a strategic decision and it directly supports the district's commitment to integrity, efficiency and high-quality outcomes on the competitive seal proposal process that we have already begun. So, administration will honor this request to test the market and begin to request for proposals. But what we're asking is allow us to complete the medical competitive seal proposal because of its complexities and the critical high stakes procurement that is involved in this. This is administration's recommendation and again, we will be respectful of the Board's recommendation or decision. Ms. Lopez Valdez stated, thank you for the presentation. I appreciate it. Mr. Carlos Elizondo, Board Member stated, I have some questions. Ms. Lopez Valdez stated, Mr. Elizondo? Mr. Elizondo stated, just real quick. You claim they're highly qualified, right? **Dr. Cantu replied, we talked about the experience that they have, sir, and the years that they have been with the district, and the incentives that they have secured for us. And they've also redirected us when we've had a concern or there's language that's submitted that we're not familiar with, there's recommendations that are given to us. They're not making decisions. They're giving us recommendations.** Mr. Elizondo stated, can we put the cameras on the screens, please? Just real quick, I don't dispute the qualification, what I'm asking is how those qualifications were validated against the market recently and have they? **Dr. Cantu replied, because we have had a great return on our investment that we have. For the last 10 years, if we came to you and said we have lost money, we haven't gotten the incentives we needed and so forth, we would definitely be testing the market. But that's not what we have right now. We have, you know. So to answer your question, we have not tested the market in the last 10 years because of what we have accomplished with the guidance that we received from this entity.** Mr. Elizondo stated, correct and so what you're trying to say is you'll test the market later? Is that what you're saying? **Dr. Cantu stated, what our recommendation is since we have started at the request of the Board, the CSP process, the competitive seal proposal for the medical plan, let's finish that process and have them help us with the language and the expertise that they have. Once that competitive seal proposal is completed, we will honor the request and go out to test the market.** Mr. Elizondo stated, what would be the downside of testing the market now while making the current services that we already have? **Dr. Cantu stated, I think one of the most important things is a historical data that we have in our district. This individual or this entity has a historical data and the trends is familiar of what's worked for us, what has not worked for us. So, I think that that's the most important advantage that they, this entity knows our district, knows our strengths, knows our areas of concern. And I think that's what's important. And going through the seal, the competitive seal proposal is critical that we have that knowledge and as I said, if this Board wishes to begin a request for proposals, we'll honor that and we're just saying allow us to complete this CSP that has already begun at the request of the Board.** Mr. Elizondo stated, and just what you're saying is what I'm going to ask, wouldn't the same experience position them well to compete and win again if they were the reasons why? **Dr. Cantu stated, your correct sir but now we look at the procurement, and the procurement process, it's usually 45 days, am I correct for posting? 45 days. We're already started the Competitive Sealed Proposal, so we wouldn't have those expertise when we open the bids. We would have to wait 45 days to test it, post it because there's guidelines and those are procurement guidelines. Those are not guidelines that we've established.** Mr. Elizondo stated, right, but the RFP doesn't require disruption, right? It simply validates

whether we're getting the best deal or not. **Dr. Cantu stated, if we begin the process, we can begin the process now but not terminate the contract right now because then we would not have those expertise through this process. We would not have anyone with those expertise.** Mr. Elizondo stated, right, so in the expertise I was talking to the attorneys earlier and they said this is not a requirement for a district to have a consultant. **Dr. Cantu stated, you're correct, it is not.** Mr. Elizondo stated, it's not the rules, not the law, right? **Dr. Cantu stated, that is correct, sir.** Mr. Elizondo stated, and then the other thing is also you were talking about the benefits that we got from this consulting firm. But I go back to the record and say because you said that we've had them for a long time but we haven't tested the market to see if they continue to be the best option for the school district especially at \$56 million right? And you say that we shouldn't do that now. But then how do we test if it is the best product that we're supposed to be getting, right, for the amount of money that we're getting? And then the other hand, you specifically stated that we're getting a lot of benefit. But we ask for the benefits from the pharmacy side of it, and we haven't been getting them until 2024, when we went out. I specifically made the request for how much money are we getting back from the pharmacy. And we were getting zero before 2024. And when we made this request, now in 2024, we made 1.2 million dollars. What has happened to the previous years before? And this is what I'm gathering at. This individual has not made the best decisions for the school district. I've talked to other school district where he does work and they're getting three times as much they've given us, and they have twice as less amount of employees on their plan. There's obviously something going on, and I continue to hear the same thing over and over. We just started. We tried to do it the last time, and Ms. Grantland was here, and you know, we went against each other because you had mentioned that we had already started the process. We needed to do it. Now you're here. She made the motion to get it done in advance so we can get the best option for the school district, and we're hearing the same thing again. Yet we don't go out and test the market to see if this company is the best for us. **Dr. Cantu stated, Mr. Elizondo I don't think that is that we don't want to test the market. We're talking about the timing of testing the market. And because we would have to wait the 45 days posting for procurement for this CSP that we have out right now, we've already had one posting. There will be a second posting. We won't have those expertise. That's my statement. So, yes, we're willing to test the market. I think it's a matter of timing at this time.** Mr. Elizondo stated, right and then you go back to the compliance factor of it, right? Isn't compliance the minimum expectation for any vendor and not a reason to avoid the actual competition? **Dr. Cantu stated, well, I will tell you that the majority of the districts, 14 school districts in the valley that are self-funded use this entity. There are four counties. They are licensed in the state of Texas. They consult with insurance companies to compare and contrast with language that we're not familiar with, and this isn't just being in full transparency. What we're asking is we need their support to continue the CSP, and then we can test the market and see if that is the best. Because of the timing, the procurement timing, and Mr. Corpus, can you tell me, is it only just 45 days? Because we, I know we're advertising twice, right? Or the? Mr. Zorola stated, right and so, the CSP, we do have it about 45 days out in the market, right? We just have to advertise twice. This one, we actually have it longer, right? Now, the reason why we're asking you all to keep this consultant on board is because that firm already helped us design the specification, right? And he's going to help us close it to come with a clean recommendation to the trustees.** Mr. Elizondo stated, and specifically, that's the reason that I'm concerned. And the reason I'm telling you this is I'm

glad that you mentioned that. I've done some research on this because someone came and told me, there's this thing that happened in another city, same thing we're doing here called Operation Poisoned Pawns, which this vendor is specifically in. in those findings. And I can read you an excerpt from the actual Operation Poisoned Pawns, just so you'll know the gravity of the issue that I have, and the biggest concern for this school district, especially because there's over \$53 million dollars involved. Let me read that to you. There are two entries. The first one, it says 11, Roger Garza, open parenthesis, John CC-8, close parenthesis. that's the undercover. Was a vendor seeking a contract with the County of El Paso to provide the actuarial and dental services? The second part, number 19, Rogelio, this is open quotes, Roger, close quotes, Garza, open parenthesis, John CC-8, close parenthesis, parenthesis, M, close parenthesis. Next line, crime key equals 3, see below. The Ketner Information alleges that Garza was present, comma, along with an individual from Dannenbaum Engineering in Anthony Cobo's office where Arturo "Tury" Duran allegedly offered Cobo's bribes to secure county work for Dannenbaum Engineering and Valley Risk Consulting, period, Roger Garza, established Valley Risk Consulting in 2004. This is the concern that I have and this is the reason that you're getting pushback from me. *Mr. Ramirez stated, I do have time, Mr. Elizondo.* **Dr. Cantu stated, Mr. Elizondo, we, we've heard you loud and clear and those are very valid concerns. What I can assure you is that we have a very strict procurement process that we will adhere to. We have our own procurement guidelines that Mr. Zorola just went over. There's a process with if we want to terminate a contract and we're so not following our own processes.** Mr. Elizondo stated, can we get the screens back on? **Dr. Cantu stated, yes. So not following our own process would put us in a not a very good situation. I'll just leave it at that. And so, what we're saying is that I heard what you said and those are very valid concerns. But because of the timing, I'm going to say this again, I think it's critical that we have the support that we need for such a critical procurement, high stakes procurement process.** Mr. Elizondo stated, ma'am, I guess I'm not making it; This is the perfect timing to stop it. This is what I'm saying. This is a perfect time to stop it and go out to the market and see what is in the best interest of the school district especially after what I read. *Mr. Ramirez interjected, sir I did have time Mr. Elizondo.* Mr. Elizondo stated, thank you again. Ms. Lopez Valdez stated, thank you Dr. Cantu and Mr. Zorola, I appreciate you all being here. Mr. Elizondo stated, my motion stands as read. Ms. Lopez Valdez stated, we have a first and a second. **Ms. Patricia Perez, Executive Assistant/Board of Trustees stated, I need a second.** Ms. Minerva Pena, Board Member stated, do we have a second? I'll second. Ms. Lopez Valdez stated, can you read the motion out loud Ms. Perez or Mr. Elizondo? **Ms. Perez stated, Consider termination of the current contract with Valley Risk Consulting Inc., Roger Garza, in accordance with contract provisions and direct the superintendent to issue a new RFP for insurance and benefits consulting services and return recommendations to the board. Board agenda request, Carlos Elizondo, board support, Frank Ortiz.**

Motion made by Carlos Elizondo, seconded by Minerva Pena, to recommend approval to consider termination of the current contract with Valley Risk Consulting Inc., Roger Garza, in accordance with contract provisions and direct the superintendent to issue a new RFP for insurance and benefits consulting services and return recommendations to the board. Board agenda request, Carlos Elizondo, board support, Frank Ortiz.

The following vote was recorded

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

Motion Failed: 3-4-0

A. LEVEL III GRIEVANCE(S):

1. Level III Parent Grievance No. 007/25-26 on Consuelo Infante on behalf of Student C.G.G.

Motion made by Jessica Gonzalez, seconded by Daniella Lopez Valdez, and unanimously carried to recommend approval to grant the remedies requested for the Parent Level III Grievance No. 007/25-26 on Consuelo Infante on behalf of Student C.G.G.) (7-0-0)

2. Level III Grievance No.024 / 25-26 on B.V.
Mr. Eden Ramirez, Board Attorney stated, Legal counsel recommends no action is taken. We can move on to the next item. Mr. Carlos Elizondo, Board Member stated, I want to take a vote on that one, sir. Mr. Ramirez stated, okay, then you can make a motion. Mr. Elizondo stated, I make, is that the one that? Ms. Lopez Valdez stated, I think. Mr. Ramirez stated, that was the student one. Mr. Elizondo stated, okay I'll take that. Mr. Ramirez stated, I'm sorry. No, no, no, no, no, no, no, no, no. This was the employee one. Ms. Patricia Perez, Executive Assistant/Board stated item 2. Mr. Ramirez stated we already did the student one. Ms. Lopez stated, it's the employee one. Mr. Ramirez stated, the employee one, legal is recommending no action. Mr. Elizondo stated, if someone wants to make a motion they can make a motion. Mr. Elizondo stated, yes of course I would like to make a motion to, there was three. Mr. Ramirez stated, there were three remedies. Mr. Elizondo interjected to grant the remedies. Ms. Minerva Pena, Board Member stated second, can you mention how many of the remedies that could be granted or, because one is, I think is up. Mr. Ramirez stated, so if you grant, so, okay we might need to go back into executive to get you this, because remember, one of those was directing that we redo. Ms. Pena interjected, no, just the number one, two. I'm just asking. Mr. Elizondo (inaudible). Mr. Ramirez stated, it would be, so there were four remedies. Number one was already granted. There was three pending. But one of those three was to redirect us to do the entire investigation all over again. Mr. Elizondo stated, well, then I'll rephrase my motion, the two except for that one. Ms. Pena stated, so that means number two and four. Mr. Ramirez stated, yes. Ms. Pena stated, because I saw you put your fingers down. Mr. Ramirez stated, correct, yes. Ms. Perez stated, grant remedies two and four. Mr. Ramirez stated, is that your motion to grant remedies two and four? Two and four. Mr. Elizondo stated, yes, two and four. Ms. Pena stated, second.

Motion made by Carlos Elizondo, seconded by Minerva Pena, to recommend approval granting remedies #2 and #4 of the Level III Grievance No.024/25-26 on B.V.

The following vote was recorded:

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

Motion Failed: 3-4-0

B. PERSONNEL MATTER(S):

Motion made by Carlos Elizondo, seconded by Jessica Gonzalez, to recommend approval grouping Personnel Items B. 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14 and 15. (7-0-0)

1. Recommend approval of Retirements. (17) **(G7-0-0)**
Beulah D. Camarillo, Cynthia Cisneros, Maria G. Cisneros, Nina D. Garcia, Gilbert Guerra, Eva Guerrero, Marivel Guerrero, Noe Guerrero, Diana Hite, Ludivina Lerma, Patricia M. Longoria, Kimberly Molina, Mario Molina, Claudia O. Pedraza, Rebecca J. Robles, Nancy M. Ruiz, Gloria L. Salazar
2. Recommend approval of Resignations. (2) **(G7-0-0)**

Elizabeth Gonzalez, Tomas Sierra
3. Personnel Update with Superintendent (Dr. Jesus H. Chavez) Isamara Silva Hernandez – Vermillion Elem and Melanie Reyes - Pace **(G7-0-0)**
4. **Motion made by Daniella Lopez Valdez, seconded by Jessica Gonzalez to recommend approval Non-chapter 21 contractual personnel to Patricia Rodriguez for the 2025-2026 school year(s)-Coordinator, Human Resources. Subject to receipt of all outstanding documentation. (1)**

The following vote was recorded

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

Motion Carried: 4-3-0

5. Recommend approval Non-chapter 21 contractual personnel for the 2025-2026 school year(s) — Director, Maintenance. Subject to receipt of all outstanding documentation. (1)
Roberto Baez – Maintenance Department

Ms. Jessica Gonzalez, stated, Motion to approve. Ms. Daniella Lopez Valdez stated, Second. Mr. Carlos Elizondo state, there's a discussion right on this one? *Mr. Eden Ramirez, Board Attorney stated, there can be. It's a motion and a second so the floor is open for discussion.* Ms. Lopez stated, Mr. Elizondo. Mr. Elizondo stated, yes, I just wanted to keep the conversation going on the compensation. *Mr. Ramirez stated, right, but*

what's the question? Mr. Elizondo stated, the amount of years of service I think that were granted to this individual and just to confirm they are true years of service for that field. *Mr. Ramirez stated yes, he's asking if the years of service that are being proposed are accurate to the field service.* (inaudible) *Mr. Ramirez continued, yes. You're going to check on that and award only what is available by law.* Mr. Elizondo stated, thank you.

Motion made by Jessica Gonzalez, seconded by Daniella Lopez Valdez, to recommend approval of Non-chapter 21 contractual personnel for the 2025-2026 school year(s) — Director, Maintenance top Roberto Baez. Subject to receipt of all outstanding documentation. (1)

The following vote was recorded

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

Motion Carried: 4-3-0

Ms. Minerva Pena, Board Member stated, and please note that my votes at this time are not for it because we're not filling in the teachers positions and the positions on the field for the schools and so I don't think it's fair that we fill the positions in the main office while we do not fill the positions that are the most needed for our teachers and our students to be able to have what they need to succeed. Which is teachers present and not filling up the classrooms because we don't want to hire the teachers replacement when they retire.

6. Recommend approval Non-chapter 21 contractual personnel for the 2025-2026 school year(s) — Specialist, Family Engagement 21st Century CCLC. Subject to receipt of all outstanding documentation. (1) **Frances Gonzalez – Grants (G7-0-0)**
7. Recommend approval Campus professional staff for Chapter 21-term contracts for the 2026-2027 School Year. **(G7-0-0)**
8. Recommend approval Department professional staff for Chapter 21-Term contracts for the 2026-2027 School Year. **(G7-0-0)**
9. Recommend approval Campus professional staff for Non-Chapter 21 contracts for the 2026-2027 School Year. **(G7-0-0)**
10. Recommend approval Department professional staff for Non-Chapter 21 contracts for the 2026-2027 School Year. **(G7-0-0)**
11. Recommend approval Campus professional staff for Probationary contracts for the 2026-2027 School Year. **(G7-0-0)**
12. Recommend approval Department professional staff for Probationary contracts for the 2026-2027 School Year. **(G7-0-0)**

13. Recommend approval Qualified administrators as Texas Teacher Evaluation Support System (T-TESS) Appraisers for the 2025-2026 Fiscal School Year. **(G7-0-0)**
14. Recommend approval Compensation adjustment for professional employee (S.B.) on temporary assignment. **(G7-0-0)**
15. Recommend approval Proposed non-renewal of a term contract professional teacher (E.T.) at the end of the 2025-2026 School Year. **(G7-0-0)**
16. Recommend approval Proposed non-renewal of a term contract professional teacher (G.S.) at the end of the 2025-2026 School Year. **(Agenda item pulled by administration)**
Amendment: XII. B. 16 Delete agenda and backup
17. Recommend approval Proposed non-renewal of a term contract professional counselor (R.C.) at the end of the 2025-2026 School Year. **(Agenda item pulled by administration)**
Amendment XII. B. 17 Delete agenda and backup

C. ATTORNEY CONSULTATION

1. Staff Attorney
 - a. Recommend approval Appraisals of vacant District campuses. **No action taken**
2. Board Attorney:
 - a. Legal Update with Board Counsel.
 1. Recommend approval Settlement Agreement with Employee (L.M.).

Motion made by Carlos Elizondo, seconded by Neida Ruth Grantland, and unanimously carried to recommend approval of Settlement agreement with employee LM and request authorization to proceed as discussed in executive session.

Mr. Eden Ramirez stated, we will bring the final one to you anyways.

D. INTERNAL AUDITOR CONSULTATION

1. Consultation with Director of Internal Audit. **No action taken**

E. BOARD MEMBER REQUEST(S):

1. Discussion, consideration, and possible action regarding the Superintendent's contract, including possible action to place the Superintendent on administrative leave, suspension, or termination of contract. Discussion, consideration, and possible action on naming an Interim Superintendent. (Board Agenda Request Carlos Elizondo/Board Support Minerva Pena)

Mr. Carlos Elizondo, Board Member stated, I would like to make a motion as discussed. *Mr. Eden Ramirez, Board Attorney stated, so we need to explicitly say it for this one.* Mr. Elizondo stated, go ahead and read it then. Ms. Daniella Lopez Valdez, Board President stated, Mr. Elizondo, you can read it. Mr. Elizondo stated, he can read it thank you. *Mr. Ramirez continued, so discussion and consideration regarding the superintendent's contract including placing the superintendent on administrative leave, suspension or*

termination of contract, discussion and consideration on naming interim superintendent. But we do need the name of the interim you are going to be recommending. Mr. Elizondo stated, Adela Benavides. *Mr. Ramirez stated, Alda.* Mr. Elizondo stated, Alda Benavides. Ms. Minerva Pena, Board Member stated, Second. *Mr. Ramirez stated, and just to be clear, your motion is to suspend?* Mr. Elizondo stated, that's correct. Ms. Lopez Valdez stated, discussion? I completely disagree with this decision again for the fiduciary responsibility of the district. I think Dr. Chavez has done a wonderful job and he was willing to finish his contract. I think I've said what I would like to say last time and repeating myself again, unfortunately, for this decision. But I know that we'll keep fighting the good fight. And Dr. Chavez, thank you for fulfilling your dream and becoming the Superintendent of Brownsville and for stepping up when we needed someone. And what better than to have someone who is homegrown and who did amazing things and who's recognized all over the state. Thank you very much.

Motion made by Carlos Elizondo, seconded by Minerva Pena, to suspend Dr. Jesus H. Chavez, Superintendent and place the Superintendent on administrative leave, pursuant to the discussion and consideration regarding the superintendent's contract and to appoint Alda Benavides as Interim Superintendent.

The following vote was recorded

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

Motion Carried: 5-2-0

XIV. Announcement(s):

Dr. Jesus Chavez, stated, so let me make some district calendar event announcements and then I'll make my closing comment. On April 9th, we have the 5th grade Honor Choir performance at 6 p.m. at Lopez Early College High School Auditorium. April 10th, end of the fifth six weeks, Coffee with the Superintendent, we will need to cancel. April 16th, Policy Committee Meeting, 5:30 p.m. Boardroom. April 17th, 11 p.m. 11th annual Autism conference at 8:30 a.m. Brownsville Event Center April 18th that we have the Green Power USA Goblin Race and a.m. over at Brite Elementary. We have the chess program tournament at 8 a.m. over at Vela Middle School. Let me first of all recognize all of our employees across the district. I've been here for about two and a half years and I really have enjoyed working with every single one of you. Not only our teachers, but our principals, our assistant principals, all the faculty and staff at the schools. But in addition to that, I really have enjoyed working with the tremendous folks that we have throughout our district in the various departments. You know, whether you think of transportation, maintenance, you think of the construction area, everything that we do as a district, everyone has done extremely well. Certainly, I want to thank our leadership team. They have been very supportive of not only what we need to do for our students, but our community and our district. And they've worked really well with me. I really have a lot of thoughts with regards to the great things that have happened here over the last two and a half years. I really will continue taking a look at Brownsville. We want Brownsville to continue to do well. We want our students to do well. One of the things that I really have been impressed with the district has been the work that everyone

does to make sure that our students do well, not only in the grade levels that they're in, but in addition to that, one of the things that you know I have promoted is the idea that we need to continue to focus on students getting beyond the high school level. And yes, we have a lot of students that are going to the college, to the university. But in addition to that, we want students who maybe aren't thinking of the four years to be sure that they're thinking of a certified area. A two-year program, a one-year program. We want them to get ahead in the work that they do here for Brownsville ISD and or throughout the state. So I really am very thankful to everyone concerned across our district. Let me also say that as I have worked here, one of the things that I have also enjoyed is working with our community. And I say our community, you know, from the standpoint of not only our parents, because our parents are very supportive. They're always present. They are always with us. They're always to help and assist the success that we want for our students. But I'm also very proud to say that I work very closely with the community. I work very closely with the business. And here I'm talking about, you know, all concerned, right? All the folks, not only our employees that serve in community, that serve in these businesses, but in addition to that, the leaders of these areas. I mean, I was very happy to work together, not only with our mayor, but with our county commissioners and our county judge. I know that we have had some situations where we needed to involve the entire city to make sure that our students were doing well, to be sure that we accepted, you know, here I'm thinking of hosting one of the regional football games in our stadium when one of our teams was playing and all of us came together for that. So, I am very, very appreciative of all the support and help that I have gotten from everybody throughout the city of Brownsville for Brownsville ISD. I'm certainly going to miss everybody, but as you know I had already announced that I would be leaving here at the end of this school year. I know the Board is the Board and you know they make the decisions so tonight they've made a decision. But I'll tell you, I've been very happy to be here in Brownsville. You know that I attended school here. I was born about five blocks from the courthouse. I moved over to 3434 East 26th Street down Southmost Road when I was about three years old. We didn't even have pavement up in front of our house. But the city has grown tremendously and I have been very proud to now have the name of yes, I served as superintendent in Brownsville ISD So my thanks to everyone concerned all across our community all across our district for their help and support in moving our district forward. Thank you so very much I will miss all of you, but I'm going to be around and you will see me in town. You will see me involved and I look forward to that. Thank you so very much

XV. Adjournment.

Motion was made by Carlos Elizondo, seconded by Daniella Lopez Valdez, and unanimously carried approving to adjourn the Regular Board Meeting at 3:15 a.m. (7-0-0)

➤ **There being no further business appearing before the Board, the meeting was adjourned.**

(HANDOUTS ADDED TO OFFICIAL MINUTES)

(AUDIO/VIDEO TAPES OF THE OPEN MEETING AND THE WRITTEN CERTIFIED AGENDA OF THE CLOSED MEETING ARE ON FILE)

Approved by: _____
Daniella Lopez Valdez, President of the Board

Date

Attested by: _____
Minerva Pena, Secretary of the Board

Date

Notes: Font style designation

- Board of Trustees
- Administration**
- Board Attorney*
- Staff Attorney***
- Speaker/Presenter

(Minutes presented at Special Called Board Meeting of May 26, 2026)