Agenda of Regular Meeting

The Board of Trustees
San Elizario ISD

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held July 20, 2022, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Due to health and safety concerns related to the COVID-19 coronavirus, this meeting will be conducted by videoconference and teleconference. At least a quorum of the board will be participating by videoconference in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act. All persons in physical attendance must comply with current state and local public health orders, including those regarding face masks/coverings, maintain at least 3 feet of social distance from one another, and remain in compliance with any other state and local public health orders issued in connection with the Covid-19 Pandemic. One or more of the vendors being considered at this meeting may appear through video conference call / Microsoft Teams / Zoom. Any such presentation will be visible and audible to anyone attending the open meeting.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to acardonajr@seisd.net at any time prior to the board meeting time.
A Board packet can be found at San Elizario ISD Public View - BoardBook Premier

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

The open portions of this meeting will be recorded and made available to the public upon request.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **GENERAL FUNCTIONS**
   Mrs. Sandra Licon, Board President
   A. Call Meeting to Order
   B. Roll Call
   C. Pledge of Allegiance

D. **San Elizario ISD Mission Statement**
San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.
Mrs. Sandra Licon, Board President

2. **OPEN FORUM** (five minute limit) **6**
3. **DISTRICT RECOGNITIONS**
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   Dr. Jeannie Meza-Chavez, Superintendent
      1. Alarcon Elementary Grant Recipient - Rebecca Olan-Gomez
      Mrs. Leticia de Santos, Principal at Alarcon Elementary School
      2. Garcia-Enriquez Middle School Grant Recipients- Mr. Harry Collins and Mrs. Marisol Galarza
      Mr. Richard Salcido, Principal at Garcia-Enriquez Middle School
      3. San Elizario High School Grant Recipients - Mrs. Rachel Norman Aguirre and Mrs. Elizabeth Luna-Lopez
      Mrs. April Marioni, Principal at San Elizario High School
   B. SEHS Eagle Ops Back on Track Program Participants
   Mrs. April Marioni, Principal at San Elizario High School and Mr. Jaime Parra, Assistant Principal at San Elizario High School
   C. TSPRA STAR AWARDS - Best of Category San Elizario ISD Military Connected Families Website - Mr. Horacio Hernandez and Mrs. Perla Magallon
   Dr. Jeannie Meza-Chavez, Superintendent
   D. Dr. Jeannie Meza-Chavez named the 2022 Region 19 Superintendent of the Year
   Mrs. Sandra Licon, Board President
4. **NEW BUSINESS / BOARD ACTION ITEMS**
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   Board of Trustees
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      2. Listening Circles 13
      3. San Eli VOTES Website (Feedback)
      4. Trustee Advocates Program Session 3 Travel Plans - September 15-16, 2022 14
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   Dr. Rogelio Segovia, Associate Superintendent and Mr. Jesus Martinez, Support Services Director
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   Dr. Rogelio Segovia, Associate Superintendent; Mrs. Blanca Cruz, Human Resource Director, and Mr. Jesus Martinez, Support Services Director
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   Dr. Rogelio Segovia, Associate Superintendent
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   Mr. Edgar Ponce, ESSER Programs Coordinator

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         PO# 45176 - ESA Construction, Inc - $36,956.00
         PO# 45177 - Sarah Aguilar Perez - $49,500.00
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      Mr. Norberto Rivas, Chief Financial Officer
   D. Consider and possible Board action to approve request for proposals for third-party Medicaid billing provider (RFP#22-1117)
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Board of Trustees

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   DMA(LOCAL): PROFESSIONAL DEVELOPMENT - REQUIRED STAFF DEVELOPMENT
   EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL LEVELS)
   EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS
   EHBAA(LOCAL): SPECIAL EDUCATION - IDENTIFICATION, EVALUATION, AND ELIGIBILITY
   EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS
   EIF(LOCAL): ACADEMIC ACHIEVEMENT - GRADUATION
   FFBA(LOCAL): CRISIS INTERVENTION - TRAUMA-INFORMED CARE
   FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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   Board of Trustees
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      Mr. Jesus Martinez, Support Services Director

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   Dr. Jeannie Meza-Chavez, Superintendent, Dr. Rogelio Segovia, Associate Superintendent, and Ms. Susana Frescas, Instructional Programs Administrator

E. Board Training (Information)
   Dr. Jeannie Meza-Chavez, Superintendent
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Mr. Raul Jacques, Child Nutrition Services Director

G. Dr. Jeannie Meza-Chavez selected for TASA's Executive Coaching for Superintendents, July 27-28, September 8-9, November 2-3, and February 22-23 (Information)
Dr. Jeannie Meza-Chavez, Superintendent

H. Dr. Jeannie Meza-Chavez named convocation speaker for Kingdom Collegiate Academies in Dallas, Texas on August 3, 2022 (Information)
Dr. Jeannie Meza-Chavez, Superintendent

7. **EXECUTIVE SESSION**
The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:
   A. Discussion on Employee / Board / Superintendent Communication
8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
9. **NEXT MEETING DATE:**
Regular Board Meeting: August 10, 2022, at 5:30 p.m.
10. **ADJOURNMENT**

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

Texas Government Code Section:

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

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

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

OPEN FORUM PROCEDURES

The following should be read by the Board President at the beginning of open forum, before any speakers take the podium:

At regular meetings, the Board of Trustees will allow Open Forum to hear persons who desire to make comments to the Board. Persons who wish to participate in this portion of the meeting shall sign up with the presiding officer or designee before the meeting begins and shall indicate the topic about which they wish to speak.

1. Pursuant to Policy BED, each participant will be limited to five minutes to make comments to the Board. Non-English speakers that require translation will be allowed an additional five minutes for translation purposes.
2. **Employees or members of the public should follow and exhaust all administrative procedures and remedies prior to presenting complaints about a student matter or district employee to the Board.** Complaints about student discipline, specific student issues or employee matters may be redirected to the appropriate administrative channels.
3. The board does not generally respond directly to comments nor answer questions asked by speakers. Texas law does not allow the Board to discuss or take actions on any issues that has not been posted on the meeting agenda. However, specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide any matter or issue that is not included on the agenda posted with the public notice of this meeting.

SEISD teachers receive grants

By Jeannie Meza-Chavez
Special to the Courier

SAN ELIZARIO – Five teachers in the San Elizario Independent School District (SEISD) received the Classroom Fund, a project with the El Paso Community Foundation. The Classroom Fund was established in 2011 to help teachers with classroom supplies. Schoolteachers from El Paso and Las Cruces can apply for the grant. With the generous support of The El Paso Community Foundation, the Classroom Fund helps educators with the necessary supplies to help support students.

"Thank you so much to the El Paso Community Foundation for allowing our teachers to apply for funds which will help our teachers to purchase more innovative learning materials. This material will greatly benefit our students by enhancing and engaging student learning," said Alarcon Elementary School Principal Leticia de Santos.

According to the 2021 Classroom Fund Grantee list, the following five SEISD educators were awarded $1,000 each worth of supplies to utilize with students. The Ann M. Garcia-Enriquez Middle School individuals who received the grant are Harry Collins and Marisol Galarza. Additional San Elizario High School recipients are Elizabeth Luna-Lopez and Rachel Norman Aguirre. Finally, the grantee of the Classroom Fund from the Lorenzo Alarcon Elementary is Rebecca Olan Gomez.

Harry Collins is a physical education teacher at Ann M. Garcia-Enriquez (GEMS). He said, "The pandemic changed many students' lives, especially in their physical and mental health, which go hand in hand. The School Fund Grant will allow our middle school P.E. class to provide alternative opportunities to exercise along with the traditional exercise methods we currently use to help build and strengthen their social, emotional, and physical health. Hopefully, this will also extend to the community and home, encouraging them to show others ways to get healthy."

From its beginnings, the Classroom Fund continues to support the educational needs of students. Teachers, counselors, school nurses, and coaches all have an opportunity to apply for a $1,000 grant. To be considered, grant applicants must apply online and include a list of supplies they request.

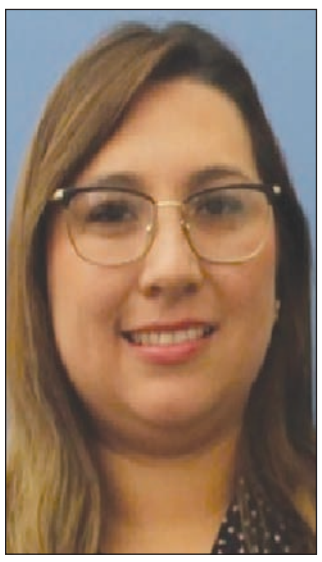
GEMS Counselor Marisol Galarza thanks the El Paso Community Foundation. "I am deeply grateful for the grant and thrilled to utilize these items as they will enhance our SEISD Eagles' social-emotional learning," she said

According to the Classroom Fund website http://theclassroomfund.org/, all applications undergo a review by the Classroom Fund committee. Upon selection, grantees must provide a digital photo, video, or a thank you letter to the Foundation. The Foundation takes care of ordering the materials requested, and arrangements are made for the grantees to pick up the items.

– Photos courtesy SEISD

Rachel Norman Aguirre

Harry Collins



Marisol Galarza

Elizabeth Luna-Lopez

Rebecca Olan-Gomez

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The Canutillo Independent School District will hold a public meeting 5:30 p.m. on Tuesday, June 28, 2022 in the Central Office Board Room, 7965 Artcraft, El Paso, Texas 79932. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed tax rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice. Visit Texas.gov/PropertyTaxes to find a link to your local property tax database on which you can easily access information regarding your property taxes, including information about proposed tax rates and scheduled public hearings of each entity that taxes your property.

Maintenance Tax	$0.982400/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$0.360000/$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and Operations	8.24%	Decrease
Debt Service	14.70%	Increase
Total Expenditures	6.47%	Increase

Total Appraised Value and Total Taxable Value (as calculated under Section 26.04, Tax Code)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	$ 3,868,826,896	$ 4,714,423,056
Total appraised value* of new property**	$ 143,500,601	$ 140,299,755
Total taxable value*** of all property	$ 2,864,134,508	$ 3,339,559,729
Total taxable value*** of new property**	$ 131,812,584	$ 130,578,216

* "Appraised value" is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.
** "New property" is defined by Section 26.012(17), Tax Code.
*** "Taxable value" is defined by Section 1.04(10), Tax Code.

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* $79,979,627

* Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations	Interest & Sinking Fund*	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 0.982400	$ 0.360000*	$ 1.342400	$ 6,758	$ 4,911
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ 0.936380	$ 0.214910*	$ 1.151290	$ 6,456	$ 4,591
Proposed Rate	$ 0.982400	$ 0.360000*	$ 1.342400	$ 7,323	$ 4,747

*The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both.

The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	$ 205,776	$ 258,988
Average Taxable Value of Residences	$ 171,204	$ 190,074
Last Year's Rate Versus Proposed Rate per $100 Value	$ 1.342400	$ 1.342400
Taxes Due on Average Residence	$ 2,298.25	$ 2,551.56
Increase (Decrease) in Taxes		$ 253.31

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in the tax rate or property value.

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is $1.342400. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of $1.342400.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	$ 22,121,211
Interest & Sinking Fund Balance(s)	$ 12,024,851

A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

Guide To Create Your ISD Advocacy Plan

STEP 1: Develop an Introductory Statement

Share why the school district is developing an advocacy plan, identify the plan authors, and define the timeline for execution.

Example: The Superintendent and Board of Trustees of San Elizario ISD welcome and invite community stakeholders to partner with the school district to influence state education policy, and will work to model and encourage its community to vote in all elections. By 2026, the school district will have embedded civic engagement and advocacy efforts with support systems within its operations.

The Board of Trustees and Superintendent of San Elizario ISD would like to invite community stake holders to engage with community leaders to increase voter registration and voter turn out in all elections. By 2023, the district will implement advocacy efforts to increase and encourage voter registration and voting participation.

STEP 2: Write an Advocacy Background Statement

Document the school district's current experience with advocacy, and identify the current state of its advocacy.

Examples:

Community Engagement & Mobilization *- The San Elizario ISD has a strong relationship with its local community and engages in local advocacy efforts, but is not involved in state level advocacy. Every 5 years, San Elizario ISD has engaged the community in local bond task force efforts that include about 30 community members, and that last for about 6 months. Feedback from the task force indicates some level of frustration over their ability to influence the content of the bond program.*

Other examples of local advocacy include building relationships with community members through programs like Coffee with the Superintendent, a bond task force committee, and a new San Elizario ISD leadership program with 40 participants.

Electoral Engagement *- The school district provides nonpartisan voting facts for bond and school board elections, but has not provided information for other elections. San Elizario ISD has partnered with to host school board candidate forums prior to the local election.*

Issue Development & Campaigns *- The board has not engaged in advocacy during the state legislative session yet. However, it does submit resolutions to TASB and attends TASB's grassroots meetings. The superintendent communicates with our State Representative and Senator about the impact of legislation when requested by the legislator. The board does not adopt its own legislative agenda or keep track of key legislation and the local legislative delegation's voting records. The board does not have any experience with federal legislative advocacy.*

1. Community Engagement & Mobilization: The San Elizario ISD continuously works to maintain a relationship with local community leaders and community members through the Mission Progressing Together Meetings (MPT), which holds monthly meetings throughout the school year in partnership with the City of San Elizario.

2. Electoral Engagement: The San Elizario ISD will identify guidance on what nonpartisan voting facts for bond

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STEP 3: Create an Anchor

Anchor the plan with the school district's Vision and Mission Statements from its existing strategic plan.

Example: Insert the ISD vision statement. Every school district should have a vision statement per (AE)Legal and BAA(Legal).

Insert ISD mission statement, if one exists.

San Elizario ISD Vision Statement: San Elizario ISD: a Proud Community of Champions - Soaring to Excellence!"

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

STEP 4: Identify the Problem

Reflect on the problem that the school district wants to solve. Consider whether there is a particular legislative action that the district seeks. Or, does the district want to improve its local advocacy?

Example: ISD is losing student enrollment through charter school expansion. The enrollment loss becomes revenue loss without the same ability to eliminate the associated cost. Ultimately, the budget pressure of revenue loss results in budget cuts that affect service delivery and community expectations. The community does not understand the impact of charter school expansion upon its school district.

San Elizario ISD is lacking broadband internet access, funding for our students due to decline in enrollment, and a need for mental health awareness and resources.

STEP 5: Conduct an Advocacy SWOT analysis

Identify the school district's advocacy strengths, weaknesses, opportunities, and threats.

As a group, utilize Google Jamboard to conduct a SWOT analysis of the organization's community engagement & mobilization, legislator relationships, electoral engagement, issue development & campaigns, and effective communications.

Insert the conclusions drawn from the SWOT Analysis below. (SWOT = Strengths, Weakness, Opportunities, Threats)

SWOT Analysis:

Advocacy Strengths:

Advocacy Weaknesses:

Advocacy Opportunities:

Advocacy Threats:

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STEP 6: Establish Advocacy Beliefs

Identify the core advocacy beliefs the superintendent and board of trustees share about local, electoral, and legislative advocacy.

Example: The ISD Superintendent and Board of Trustees believe the following about advocacy.

Community Engagement & Mobilization:

- *We believe that it is important for individual Trustees to visit campuses.*
- *We believe that it is important for Trustees to belong to and contribute to key community organizations.*
- *We believe that it is important for the school district to have a relationship with community groups and members of the community.*
- *We believe that it is important to build valued partnerships.*
- *We believe that the Board should have a written plan to advocate within the community.*
- *We believe that the community expects to see the Superintendent and Trustee attend school events, as they are available.*
- *We believe that It is important for Trustees to understand the needs of teachers.*

Electoral Engagement

- *We believe that it is important for every Trustee and the Superintendent to vote in every election.*
- *We believe that San Elizario ISD can serve as a nonpartisan resource that our community trusts to provide factual information about every election.*
- *We believe that all students should learn to participate in elections and know how to register to vote, research candidates, and vote.*

Legislator Relationships

- *We believe that it is important for Trustees and the Superintendent to have a relationship with every Legislator in their local delegation, and their staff.*
- *We believe that students and community members add value to San Elizario ISD's legislative efforts.*
- *We believe that it is important to engage the community in San Elizario ISD's legislative efforts.*
- *We believe that it is important to create a system of legislative advocacy that the Superintendent and Trustees develop together.*
- *We believe that San Elizario ISD's advocacy system should be sustainable.*

The San Elizario ISD Board of Trustees and Superintendent believe the following about advocacy.

Community Engagement & Mobilization:

We believe that it is important for individual Trustees to visit campuses.
We believe that it is important for the school district to have a relationship with community groups and members of the community.
We believe that it is important to build valued partnerships.

Electoral Engagement:

We believe that it is important for every Trustee and the Superintendent to vote in every election.
We believe that all students should learn to participate in elections and know how to register to vote, research candidates, and vote.
We believe in supporting community civic/education
We believe that is important that San Elizario ISD encourages coummunity members to register to vote, become informed voters and exercise their right to vote during elections.

Legislator Relationships:

The San Elizario ISD believes we can builld strong relationships with elected officials and bring forth crititcal issues affecting our community and district.

We believe that effective communication begins with transparency and trust in part of our Board of Trustees and Superintendent.

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STEP 7: Define Advocacy Goals and Success

State the school district's advocacy goals and define success. What do you want to achieve? What does success look like? Develop goals for community engagement & mobilization, legislator relationships, electoral engagement, issue development & campaigns, and effective communications.

Example: Issue Development & Campaigns - The San Elizario ISD Superintendent and Board Trustees want to draw attention to and inform the community about the issues and problems that San Elizario ISD faces that need legislative action, engage the community in the development of solutions, and coordinate the efforts of the stakeholders to influence legislative action.

The San Elizario ISD Board of Trustees and Superintendentwant to draw attention and inform the community about the following issues and and problems that San Elizario ISD would like to improve:

1. By June 2022, SEISD would like to implement a voter information website / voter toolkit.

2. In every election cycle, every effort to host a student body lead candidate forum.

3. In every election cycle, every effort to develop and promote a San Eli Votes Campaign.

4. By 2023 - 2024, SEISDwould like to implement adult U.S. citizenship classes.

5. By the middle of 2027, SEISD would like to gradually Increase of voter registration and involvement.

6. By the middle of 2027, SEISD would like to have implemented a civic and financial literacy class in the high school in which more than 50% of the graduating seniors take.

7. Voter Registration Goal: Increase voter registration incrementally by 3% per year.

8. Voter Turnout Goal: Increase voter turnout incrementally by 3% per year.

STEP 8: Develop Final Plan

Write a concise one- to two-page executive summary that gives an overview of the plan. Then add the key messages and content from Steps 1-7 to create the final plan.

Example: Background - Advocacy is the act of identifying a problem, seeking a solution for the problem, and building support for both the problem and the solution. Advocacy efforts aim to influence public policy as well as public opinion. ISD is committed to creating an advocacy system that values, informs, and engages the community in these efforts. In addition ISD is committed to modeling and educating the students of ISD about the importance of advocacy.

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RAISE YOUR HAND TEXAS

STEP 9: Adopt the Plan

Present the Executive Summary and Advocacy Plan to the school board in a regular meeting for its consideration and adoption. The Board and Superintendent will use this opportunity to publicly discuss the Board's commitment to advocacy, share its intentions with the community, and invite the community to join the effort.

Complete this task before the May local election, if possible. If not possible, then consider completing this task by the end of the school year.

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RAISE YOUR HAND TEXAS

San Elizario ISD Listening Circle
Wednesday, June 29, 2022
San Elizario High School

Welcome: The goal for today is to listen to you, the students. Your student perspective in helping our district become better will help us all improve the services for all students.

Introductions: Let's begin with introductions. My name is _____ and I proudly serve as _____ for the San Elizario ISD Board of Trustees. Please share your name and grade level.

Group Discussion:

1. Why are you here?

2. In one sentence, what can we do as a district to improve?

3. What are you good at?

4. What is a favorite thing about your campus?

Conclude:

1. Who else can we reach out to?

2. Where could we visit to learn more about the issues brought up today?

Next Possible Steps:

1. Would you be interested in attending future listening circles to improve our schools?

Session Schedule

- Based upon the survey feedback that we received about the session schedule, we are making a change to Session 5. The revised schedule is as follows:
    - Session 3 – September 15-16, 2022
    - Session 4 – January 11-13, 2022
    - Session 5 – April 21-22, 2023 (new)
    - Session 6 – June 15-16, 2023

Session 3 Objectives

- Training Objectives
    - Share your advocacy plan with another district and seek feedback
    - Prepare for mock legislative hearings and meetings with legislators
    - Choose your own Learning Experience
        - Choose from a variety of learning experience options that align best with the goals in your advocacy plan
    - Legislator perspective
    - Capitol Tour
- Draft Session Schedule
    - September 14: Reception 5:30pm-7:00pm
    - September 15: Training 8:30am-5:00pm
    - September 16: Training 8:30am-12:00pm

Your District's Completed Advocacy Plan

- During Session 3, you will have time to work on a key element of your Advocacy Plan. We will create learning experiences that align with a key goal in your plan. Each district will have the opportunity to choose which experience that they want to pursue.
- To help me to design these experiences in the most meaningful way, please forward to me a copy of your completed advocacy plan by June 17th so that I can tailor the experience to your need.

What to pack

- We will spend a lot of time at the Capitol from this point forward, so please encourage your district attendees to bring comfortable walking shoes. (Trust me on this.)

Hotel

- Raise Your Hand Texas (Jane Shipwash) will book the hotel accommodations for all of the attendees using the information that your district provides.
- We are still working on the hotel location and will update you on that at a later date.
- Raise Your Hand Texas will be billed directly for the hotel rooms for the superintendent and trustee attendees. Other school district staff will provide payment for their hotel room.

Transportation

- For this session, we will spend more of our time at the Capitol.
- If you are more comfortable having a car with you rather than using Uber/Lyft, you could consider parking at the Capitol Visitor Parking garage. (This might be good practice for game-time!)

Session 3 Attendees

- As you begin to think about which Trustees will attend Session 3, consider that it may be helpful (but not required) to have some trustee(s) that have previously attended Session 2 to also attend this session and also bring some new trustees if they are also interested.
- Reviewing the Session 3 objectives may be helpful in determining the best assortment of Trustees to bring. Session 4 will focus on legislative mock hearing training at the Capitol.
- We will continue to use spreadsheets to communicate your travel needs, and we would like to have all responses reflected in your district's travel spreadsheet (below) by August 1.
    - Amarillo ISD Session 3 Travel Plans
    - DeKalb ISD Session 3 Travel Plans
    - Ector County ISD Session 3 Travel Plans
    - Gregory-Portland ISD Session 3 Travel Plans
    - Katy ISD Session 3 Travel Plans
    - Lake Worth ISD Session 3 Travel Plans
    - San Elizario ISD Session 3 Travel Plans
    - Tornillo ISD Session 3 Travel Plans

Check in

If you would like, I would enjoy checking in with you to see how everything is going. I have set up a number of options during the month of August from which you can choose if you'd also like to touch base and check in. Here's the link to sign up for an August meeting time.

Summary of Next Steps

- Identify Session 3 attendees and complete your district's Session 3 travel spreadsheet by August 1.
- Sign up for an August check-in time with me and your Regional Advocacy Director (if you'd like).

TRUSTEE ADVOCATES PROGRAM SESSION 3 ATTENDEE TRAVEL DETAILS

School District:	San Elizario ISD		
District Contact:		Superintendent	
Travel Contact:		Executive Secretary to the Superintendent	
RYHT Travel Contact:	Jane Shipwash	jane.shipwash@ryht.org	
All Information Due:	**August 1, 2022**		
Session 3 Attendee Choices Due:	**August 1, 2022**		
District Form Instructions:	**Complete all orange-colored cells for the Superintendent and each Trustee. In addition, provide the same information for any district staff member that may also attend.**		

Full Name	Role	RYHT covers cost	Email	Cell	Dietary restrictions, if any	Allergies, if any	Will attend Session 3 on September 15-16, 2022	Hotel needed? (Yes or No)	Hotel Check-in Date (change if different)	Hotel Check-out Date (change if different)	Hotel Confirmation # (will provided by RYHT in August)
	Superintendent	X							September 14	September 16	
	Trustee	X							September 14	September 16	
	Trustee	X							September 14	September 16	
	Trustee	X							September 14	September 16	
	Trustee	X							September 14	September 16	
	Trustee	X							September 14	September 16	
	Trustee	X							September 14	September 16	
	Trustee	X							September 14	September 16	
	District Staff (if applies)								September 14	September 16	
	District Staff (if applies)								September 14	September 16	
	District Staff (if applies)								September 14	September 16	
	District Staff (if applies)								September 14	September 16	
	District Staff (if applies)								September 14	September 16	
	District Staff (if applies)								September 14	September 16	

Travel notes

Superintendent and Trustees are eligible for reimbursement of expenses associated with travel to Austin (i.e. transportation, meals, etc.).

RYHT will book the hotel accommodations for all attendees and pay for the accommodations for the superintendent and trustees.

Attendees can seek reimbursement of expenses to Raise Your Hand Texas.

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

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. R. Segovia, Associate Superintendent & J. Martinez, Support Services Director
Subject: School Safety and Security Committee Board Representation
Date: July 20, 2022

HISTORY:

The School Safety and Security Committee is a working group of diverse individuals that serves the members of its school district by helping create and maintain a safe and secure school climate and culture for staff and students (SSSC Guidelines, 2022). There needs to be representation from various perspectives on school safety and security in the committee. To the greatest extent practicable, the committee must consist of at least the following individuals:

1. The city or county's office of emergency management – at least one representative
2. The local police department or sheriff's office - at least one representative
3. The board of trustees – the president and at least one other representative of the board
4. The superintendent and a least one designee
5. A classroom teacher
6. At least two parents or guardians
7. If the district has an instructional partnership with an open-enrollment charter school – a member of the charter school's governing body or their designee
8. If the district has its own police department – at least one representative

RATIONALE:

For this committee to have a greater impact, it is recommended that the San Elizario Board President and another Board of Trustee participate in the School Safety and Security Committee.

The tentative dates and times are as follows:

- 10/20/2022 4:00 pm – 5:00 pm
- 12/01/2022 4:00 pm – 5:00 pm
- 01/18/2023 2:00 pm – 3:00 pm*
- 04/13/2023 4:00 pm – 5:00 pm
- 07/19/2023 4:00 pm – 5:00 pm

*Time change

San Elizario ISD
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San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is that the Board of Trustees selects an additional Board Member to join the Board President in the membership of this committee.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

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

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent, Mrs. Blanca Cruz, HR Director and Mr. Jesus Martinez, Support Services Director.
Subject: San Elizario ISD Safe to Return In-Person and Continuity of Services Plan
Date: July 20, 2022

HISTORY:

As of a result of the COVID-19 emergency closure, the San Elizario Independent School District Leadership (SEISD) Team developed a prevention and mitigation practices plan designed to reduce the likelihood that a coronavirus outbreak occurs in the school district.

RATIONALE:

The SEISD continues to be committed to following the prevention and mitigation practices already in place to reduce the likelihood of a coronavirus outbreak in the school district. In addition, this re-entry plan will serve to meet the Elementary and Secondary School Emergency Relief (ESSER) III requirement. This plan will be reviewed continuously throughout the school year. Finally, the re-entry plan will be brought back to the Board of Trustees at the January and July board meetings.

BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is that the Board of Trustees review the re-entry plan.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

2022 - 2023

Back@theNEST

Re-entry Plan

Soaring to Excellence 20

Plan subject to change based on TEA, CDC, Local, and State guidelines

Message from Board President

The 2022-2023 school year is now upon us. We are excited to welcome everyone back. As we prepare for the upcoming school year in San Elizario ISD, please rest assured that we continue to take every precautionary measure to ensure the safety and well-being of our students, district personnel and parents on campus. We are also fully committed in supporting our students' educational journey, as well as those of our teachers.

The continued communication between home, school and community will be key to making this school year successful and memorable for everyone.

Thank you for entrusting the San Elizario ISD with your children and choosing to live and work in this beautiful community.

Sincerely,
Sandra Licon
San Elizario ISD Board President

Message from the Superintendent of Schools

Dear San Elizario ISD Community,

Our San Elizario ISD Team is excited to have the opportunity to welcome everyone back for the upcoming school year. We know the previous year provided significant challenges to the education of our students and fundamental obstacles to the districts' normal method of operation. Together, we worked to keep supporting one another. On behalf of the San Elizario Team, please accept our thanks and admiration for everything you did!

While there are still many questions about the COVID-19 pandemic and its future and continued impact, there is one commitment we have made in San Elizario ISD and that is implementing safety precautions that will enable us to have a better learning and work environment for our students and employees. Safety precautions will continue so that our learning environments are protected for all stakeholders. With your collaboration and continued support, we can all work to keep San Elizario ISD and the children we serve and our employees safe. This re-entry guide is specifically designed to be read by all stakeholders and serve as a fluid document that will be updated to address continuously changing information as it arises.

Thank you once again for choosing San Elizario ISD. We are proud to be able to contribute to improving the lives of children. San Elizario ISD continues to be the place where students soar.

Respectfully,

Jeannie Meza-Chavez, Ph.D.
San Elizario ISD Superintendent of Schools

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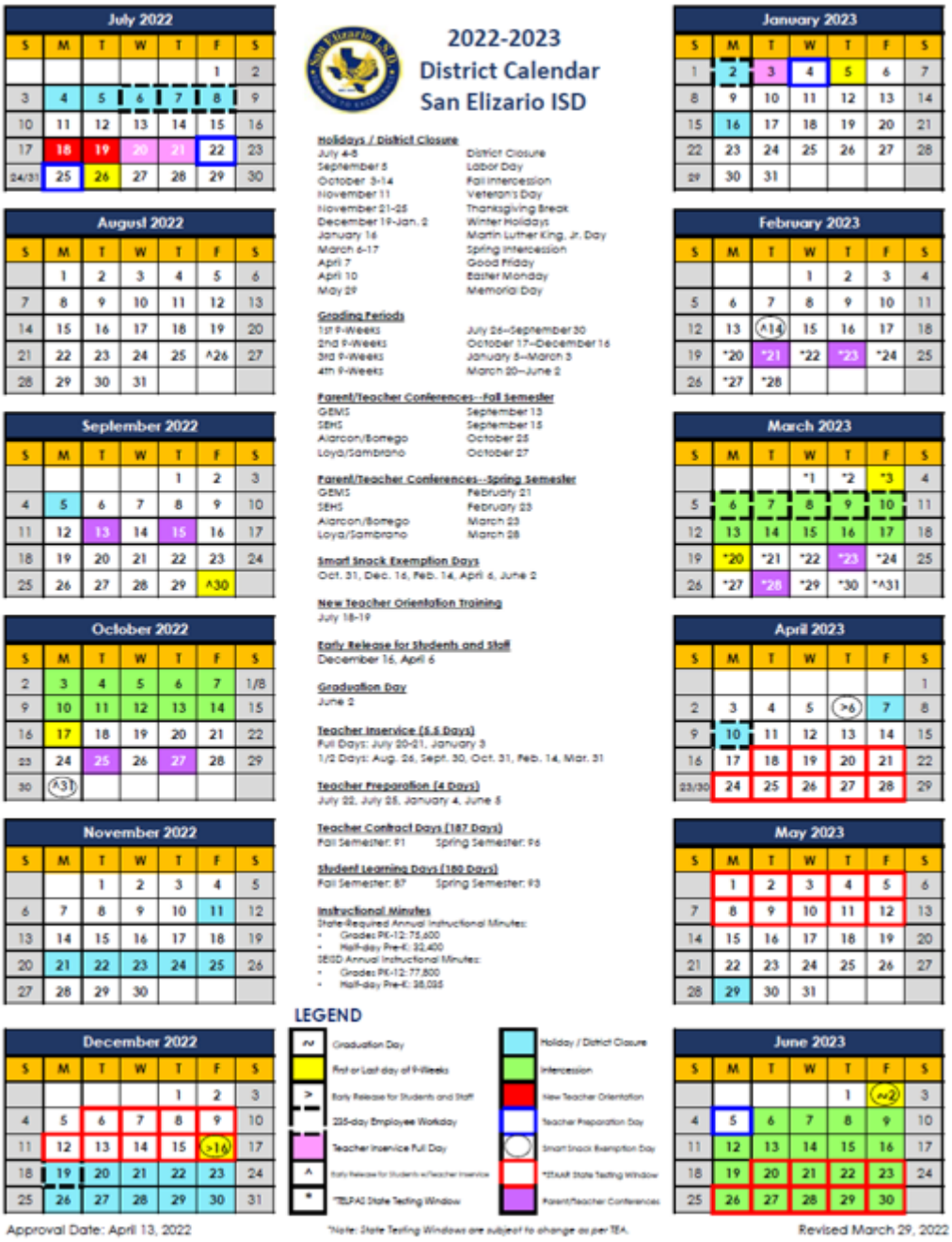
PART I - Attestations

Introduction

The San Elizario Independent School District Leadership Team developed a prevention and mitigation practices plan that are outlined in this document and are designed to significantly reduce the likelihood that a coronavirus outbreak occurs on campus. Some practices are required for all school systems, some are required in areas with high levels of community spread, and some are recommendations.

District Calendar

The San Elizario Independent School Board approved a year-round calendar for the 2022 – 2023 school year. The district will proceed with this year-round calendar which allows for more frequent breaks for our students and teachers.



Bell Schedule

Bell schedules will be differentiated by grade level (i.e., primary and elementary or secondary schools). Below you will find the face-to-face school day bell schedules.

Campus	Teacher (Start/End Times)	First Bell	Tardy Bell	Attendance Bell	Dismissal Bell	Total Minutes
San Elizario High School	8:10 AM—4:10 PM	8:40 AM	8:45 AM	Attendance is recorded by class period.	4:05 PM	440
Garcia-Enriquez Middle School	8:10 AM—4:10 PM	8:40 AM	8:45 AM	Attendance is recorded by class period.	4:00 PM	440
Alarcon and Borrego Elementary Schools (Grades 3-6)	7:30 AM—3:30 PM	7:30 AM	7:35 AM	10:00 AM	2:50 PM	440
Loya Primary (3 and 4year-olds) and Sambrano Elementary (Grades Kinder-2nd)	7:30 AM—3:30 PM	7:30 AM	7:35 AM	10:00 AM	2:50 PM	440
Loya Primary PPK-3--(1/2 day AM)	7:30 AM—3:30 PM	7:30 AM	N/A	N/A	11:00 AM	210
Loya Primary PPK-3--(1/2 day PM)	7:30 AM—3:30 PM	11:20 AM	N/A	N/A	2:50 PM	210

Attendance Requirements
Teachers will take attendance daily. Students are required to attend school at least 90% of the school year in order to receive credit and be promoted regardless of the method of instruction. All guidelines set forth by Board policy FEA and FEC (LOCAL) will be enforced.

Methods of Instructions
The San Elizario Independent School District will be offering face-to-face instruction for all students at all grade levels for the 2022 – 2023 school year.

Teacher Availability and Instructional Support
Teachers will be available throughout the school week. Any additional meeting times to further support our parents and students will be set by the campus principal.

Student Engagement
Teachers will engage students with high-yield instructional strategies in order to address the loss of learning created by the COVID-19 emergency closure. In addition, the following will address the specific learning loss among low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness and children in foster care:

- Implementation of Guided Reading at the elementary grade levels
- Implementation of Fundamental Five at the secondary grade levels
- Implementation of Istation
- Implementation of Newsela
- Implementation of IXL
- Implementation of targeted tutoring

The following table specifies the instructional methods San Elizario ISD selected and are allowable by the Texas Education Agency.

School	Grade Level	Face-to-Face
Loya Primary	**PK 3 - PK4**	★
Sambrano Elementary	**K - 2nd**	★
Alarcon Elementary	**3rd - 6th**	★
Borrego Elementary	**3rd - 6th**	★
Garcia Enriquez MS	**7th - 8th**	★
San Elizario HS	**9th - 12th**	★

Materials Design
SOAR@theNEST

The San Elizario Independent School District offers a robust online resource center called Specialized Online Academic Resources referred to as SOAR@theNEST. Students and parents may access the district's online resources in an easy to navigate link. The link is provided below.

- https://www.seisd.net/Page/529

Technology Devices

In preparation for an unanticipated long-term closure, the San Elizario Independent School District distributed a total of more than 1600 devices to students who did not have any type of technology at home. This total includes I-Pads, Chromebook, and laptops. Students who had no internet connectivity at home were also provided with a hotspot per household. A hotspot is a device that allows students to connect to the internet. A total of 241 hotspots have been distributed providing internet service to 533 students. A verification of internet connectivity is currently underway to ensure our students have the internet connection needed to succeed.

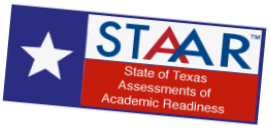
Student Progress: School Grading Policies

Grading Requirements

Traditional grading practices will continue for the 2022 – 2023 school year. Teachers will be monitoring student progress throughout the school year. In addition, report cards and progress reports will be available via Parent Portal. Paper progress reports and report cards will be available for pick-up upon parent / guardian request. All guidelines set forth by Board policy EIA and EIE (LOCAL) will be enforced. To further ensure success of our students, ongoing progress monitoring will continue with the assistance of our counselors, at-risk teachers, social workers, math and reading interventionist and teachers.

State Assessments

The State of Texas Assessments for Academic Readiness (STAAR) will continue for the 2022 – 2023 school year. Online options will be available. In addition, schools will continue to administer districtwide benchmarks and common assessments in order to measure student progress. Board policy EIE (LOCAL) will be enforced.



Professional Development Calendars

The San Elizario Independent School District has been providing on-going professional development to all teachers. This has been targeted professional development to prepare teachers to teach effectively address the loss of learning due to the COVID-19 emergency closure.

Instructional materials support for online instructional materials

Students in the San Elizario Independent School District will engage with academic material that is available for face-to-face instruction The San Elizario Independent School District has been strategically adopting instructional materials that can be implemented in both face-to-face and online mode in the event of an unanticipated long-term closure. The following are a few examples of the instructional materials available to our students:

- Istation – R&M
- HMH (K-2 ELAR) - Sambrano
- K-1 STEMScopes Math Sambrano
- STEMScopes
- My World Pearson (Social Studies)
- PK-1 Estrellita/Fundations
- Go Math
- PK3-PK4 – follow guidelines & Oracy focus

Specific supports for educators and families to implement effective remote asynchronous instruction

The teachers will continue to receive professional development that will assist them in the development of highly effective and interactive lessons. In addition, the teachers will receive side-by-side support from the school's instructional specialists and district's instructional officers. Professional Learning Committee (PLC) meetings will focus on research-based instructional delivery.

Parents may find how-to videos on the district's SOAR@theNEST online resources page. These are designed to assist parents on how to help their children access District resources. In addition, the district will continue to make the Helpdesk available to parents. Our district and campus parent liaison along with the administrators will continue to provide the technological assistance needed to ensure students experience success.

PART II

Open Response

The following blueprint will be followed in the event of an unanticipated long-term closure occurs:

San Elizario ISD Learning – SOAR@theNEST -- Blueprint

	Loya & Sambrano PreK3 - 2nd	Alarcon & Borrego 3rd - 6th	GEMS 7th - 8th	SEHS 9th - 12th
Structure/Schedule	Lead4Ward: school@home	Lead4Ward: school@home	Lead4Ward: school@home	Lead4Ward: school@home
Learning Management System (LMS) or Virtual Environment	Google Classroom	Google Classroom	Google Classroom	Google Classroom
Online Resources	Istation – R&M HMH (K-2 ELAR) - Sambrano K-1 STEMScopes Math Sambrano STEMScopes My World Pearson (Social Studies) PK-1 Estrellita/Fundations Go Math PK3-PK4 – follow guidelines & Oracy focus	Istation – R HMH (ELAR) Reflex Math STEMScopes My World Pearson (Social Studies) Sharon Wells	Istation – R Pearson ELAR IXL STEMScopes HMH (Social Studies)	STEMScopes Pearson ELAR • HMH (Social Studies)
Explicit Instruction	*Delivery of Instruction, Quality Control and Support of Online Learning*	*Delivery of Instruction, Quality Control and Support of Online Learning*	*Delivery of Instruction, Quality Control and Support of Online Learning*	*Delivery of Instruction, Quality Control and Support of Online Learning*
Social Emotional Learning	PBIS Counseling Services *Common Sense Education: Digital Citizenship & Social Emotional Learning*	PBIS Counseling Services *Common Sense Education: Digital Citizenship & Social Emotional Learning*	PBIS Counseling Services *Common Sense Education: Digital Citizenship & Social Emotional Learning*	PBIS Counseling Services *Common Sense Education: Digital Citizenship & Social Emotional Learning*
Making Individualized Connections with Students	-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)	-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)	-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)	-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)
Scope & Sequence TEKS alignment	TEKS Resource System Targeted curriculum and assessment align to the TEKS	TEKS Resource System Targeted curriculum and ssessment align to the TEKS	EKS Resource System Targeted curriculum and ssessment align to the TEKS	EKS Resource System Targeted curriculum and assessment align to the TEKS
Mode of Communication	Dojo	Dojo	Dojo	Remind/Alternative

TEKS Alignment

The San Elizario Independent School District will continue to use the TEKS Resource System for face-to-face instruction. The TEKS Resource System is a targeted curriculum and assessment tool that is aligned to the Texas Essential Knowledge and Skills (TEKS).
https://www.teksresourcesystem.net/

Special Education

San Elizario ISD will fulfill its obligation to provide instructional and related services as required by each student's IEP. Instructional and related services as outlined in each student's IEP will be provided as documented in each student's Individualized Emergency Contingency Plan. If a parent would like to request an adjustment to service provision, an ARD may be held at any time to address these requests.

Instructional materials include specifically designed resources and / or accommodations and modifications to support students with disabilities in both an asynchronous environment or face-to-face environment.

Teachers will work with parents to obtain progress with regard to instruction.

Special education paraprofessionals will also be available to assist students with instructional activities throughout the school day.

Co-teach and support facilitation services will be provided in accordance with the students' IEP.

If a student's IEP has recommended speech therapy, occupational therapy, physical therapy, adaptive physical education, VI or AI instructional support, or Special Education Counseling, these services will continue as set forth in the Individualized Emergency Contingency Plan and each child's IEP.

Section 504

Each 504 student will follow the instructional plan as developed for general education peers unless their 504 plan indicates alternative services are necessary. Parents may request a Section 504 meeting at any time to review the accommodations and services in place for their child. Teachers will continue to implement each student's accommodations and related services as developed by the 504 committees. Additionally, should a child receive dyslexia instruction as part of their 504 services, these services will be provided in a small group or individual setting in order to comply with the services set forth in the 504 plan.

Intervention

All RTI students will receive support as outlined in their individualized Intervention Plan.

Progress Monitoring

- Teachers should review the progress of each student with an IAP weekly and determine what, if any, additional accommodations may be needed for each student to continue to make progress.
- Teachers should consider alternate strategies/supports to ensure continued progress (i.e., more synchronous instruction; more small-group support, etc.).
- Teachers should, after other interventions have been unsuccessful, request to convene a Section 504 committee meeting to address lack of progress.

English Learners

ELL students are eligible to receive a variety of services and participate in programs that will help them learn academic content and become skilled in their second language (English).

- Compliance with the LPAC process is required.
- All students will receive instructional accommodations according to each individual student's LPAC.

PART III

Guidelines for Sanitizing Technology Devices
How to clean your computer or laptop:

- Turn off power. For computers, power down then unplug the device and monitor. Unplug laptops and remove battery if possible.
- Gently wipe monitor free of smudges, smears, or dust using a microfiber cloth
- If this doesn't work, use a solution of diluted dish soap. A single drop of soap and warm water.
- Dip a clean fiber cloth into solution and thoroughly wring it out. This is important when cleaning laptops, as liquid shouldn't drip down through keys.
- Gently wipe display with dampened cloth.
- Rinse all soap out of this cloth and wring it out again. Go back over your display to remove any soap residue.
- Gently wipe screen with a dry microfiber cloth.

How to clean computer keyboard:

- Disconnect power source. For computers, power down and unplug device. Additionally, unplug keyboard from computer. Remove batteries for wireless keyboard. Laptops should be unplugged and remove battery if possible.
- Spray keyboard with canned air to remove any leftover crumbs or dust.
- Lightly dab a cotton swab in gentle rubbing alcohol. Spot test first to be sure alcohol doesn't remove lettering.
- Dry keys using microfiber cloth. Do not replace batteries or plug in until keys are completely dry.

How to clean touchscreens

- Touchscreens should be cleaned daily using a dry microfiber cloth.
- For more thorough cleaning, a dampened microfiber cloth then wipe display dry with a fresh microfiber.
- Careful not to get any moisture in the openings.

How to disinfect tablets:

- Use a touchscreen-safe antimicrobial spray and a microfiber cloth. (Please refer to manufacturer's recommendations and instructions)
- Make sure electronics are powered off and unplugged.
- Dampen a microfiber cloth with spray, being careful not to oversaturate cloth.
- Wipe down screen, avoid all openings.
- Allow spray to sit the amount of time noted on product.
- Wipe screen dry with fresh microfiber cloth.

How to disinfect tablet cover:

- Mix a couple of drops of dish soap with warm water in a bowl
- Dip cloth into the solution so that is damp, not saturated.
- Wipe down the cover.
- Rinse cloth until it runs clean; wring it out so that it is damps.
- Wipe cover again to remove soapy residue and leave to air dry or wipe with a dry cloth.

Transitions

- Signage and floor markings will be present to help assist students and staff with social distancing in common spaces and hallways. 3-6 feet distancing will be followed whenever possible.
- During passing periods, traffic flow will be routed to minimize student contact.
- Students will be instructed to stay to their far right during passing periods.
- Staff will be onsite to ensure compliance of current CDC guidelines as applicable

Water Fountains

- Students are encouraged to bring a clear plastic water container to school each day with their names clearly marked on it.
- SEISD has retrofitted several of the existing water fountains to bottle-filling stations.

Transportation

Bus transportation is provided for all Special Education students when required by the students ARD and IEP. All general education students will be provided transportation if eligible from the designated transportation areas to each campus.

- Parents are strongly encouraged to provide transportation to school for their children. This will allow for better social distancing among riders inside school buses.
- Buses will be thoroughly cleaned and sanitized after the morning and afternoon routes, focusing on high-touch surfaces.
- Drivers, bus monitors and student riders may continue to use a face mask if they choose to, as long as the wearing of a mask is not a mandate.

Student Arrival (*The measures below are currently lifted*)

- Parents will not be permitted to walk students inside the school building.
- Parents will remain in their cars during morning drop-off and dismissal.
- Early bird arrivals are strongly discouraged. Any students dropped off before the building is open will not be allowed inside the building and will not be monitored.

Student Pick-Up during the Instructional Day (*The measure below is currently lifted*)

- Parents picking up students during the day will call ahead so that students can be sent or accompanied to parent vehicles upon arrival. If a parent/guardian must enter the campus, it will be limited to one visitor per student, and additional family members will need to wait outside of the school building.

Student Meals: Breakfast & Lunch

- Campuses utilizing the Breakfast in the Classroom program will continue.
- Lunch meals will be served in the cafeteria, a 3-6-foot distancing will be observed when possible.

Library (*The measures below are currently lifted*)

- Books and materials will be collected in boxes or on carts and left untouched until a 3-day quarantine is complete.
- Librarians will wear gloves while working with any books or library materials.
- Students' access to stacks will be one way.
- Students will only be allowed in specialty display areas one at a time.
- All shared materials will be removed.
- Social distancing of 3-6 feet will be observed as much as possible.

Off-Campus Student Events (*The measures below are currently lifted*)

- SEISD will pursue virtual activities in lieu of field trips, assemblies and special performances accordingly.
- When participating in off-campus, school-sanctioned activities, students should follow all on-campus, in-person protocols and requirements.

On-Campus Events (*The measures below are currently lifted*)

- SEISD will avoid scheduling any non-essential large group gatherings and events.
- Typical parent meetings, such as meet the teacher, open houses, parent conferences, etc. will be held virtually as appropriate.
- Any extracurricular activity, including campus club meetings, that are approved to be held on campus will adhere to social distancing requirements outlined by SEISD, TEA and UIL.

Athletics

- All students who participate in athletics will be required to meet UIL requirements.
- All students will be required to attend in-person/virtual athletic class, after-school practices and games.
- All students must complete Rank One online paperwork prior to any athletic workouts or try outs.
- All of the SEISD athletic teams will follow the mitigating guidelines established by the UIL, TEA, and state and local authorities.
- Please contact the high school and middle school administrators at each individual campus for information on when their athletic classes are scheduled.

Middle School Athletics

- Middle school students will need to complete all Rank One paperwork prior to the first day of practice.
- Middle school game schedules will be adjusted to accommodate any delayed start of practices. Middle school game schedules are TBA.

Social Emotional Student Supports

SEISD Counselors are available to support students academically, socially and emotionally. Our counselors are prepared and ready to provide mental health support or resources for families who may be struggling emotionally. These services may be provided remotely or face-to-face.

Social Emotional Learning (SEL) lessons will be offered to SEISD students to develop important skills such as self-awareness, self-management, social awareness, relationship skills and responsible decision making.

Practices to Prevent the Virus from Entering the School

If an individual who has been in a school is lab-confirmed to have COVID-19, the district lead nurse will notify the local health department, in accordance with applicable federal, state and local laws and regulations, including confidentiality requirements of the Americans with Disabilities Act (ADA) and Family Educational Rights and Privacy Act (FERPA).

Consistent with school notification requirements for other communicable diseases, and consistent with legal confidentiality requirements, San Elizario ISD will notify all teachers, staff, and families of all students in a school if a lab-confirmed COVID-19 case is identified among students, teachers or staff who participate on any on campus activities.

General Building Entry Guidelines
Introduction

The safety and well-being of all students, staff and visitors are a priority for **San Elizario ISD** as the district re-enters the work site and instructional facilities at one-hundred percent. Various changes in the way the workplace and campuses look, as well as practices and protocols, have been implemented to follow recommended **Guidance as stated by the City of El Paso Department of Public Health's Local Health Authority, TEA and CDC. Transmission of coronavirus in general occurs much more commonly through respiratory droplets than through contact with contaminated surfaces, but it is possible to get infected if one touches a contaminated surface and then touches their nose, eyes, or mouth. The risk of transmission appears to be proportional to the closeness and frequency of interaction between an infected individual and others who are not infected, and/or not vaccinated.** Our goal is to collaboratively ensure that all students, employees and visitors in district facilities feel safe and secure to effectively navigate the complexities of a "new normal" and reduce the risk of exposure to and infection with COVID-19.

The measures implemented include more frequent sanitizing of highly touched areas (facilities and school buses), surfaces and work areas, daily student, staff and visitor wellness checks, temperature checks, , access to hand sanitizer throughout the district's facilities, to include classrooms, social distancing floor markings, (Centers for Disease Control and Prevention) CDC guidance signage, safety shields in high traffic reception areas, sneeze guard desk shields for primary and elementary students, continuation of face mask wearing (although not currently required) for those who choose to do so, needle point bipolar ionization through HVAC systems, higher MERV rated filtration, increased filter changeout frequency and other measures detailed in this book. The cooperation of all staff in keeping a safe environment as the district and the community continue to fight the spread of COVID-19 is essential.

As always, San Elizario ISD staff will continue to meet the challenges of COVID-19 with continuous improvements and perseverance, embodying the commitment of educating all students for success—no matter the circumstances. This guidebook is the San Elizario Independent School District's guidance on re-entry into the physical instructional environment.

Guidance concerning the coronavirus (COVID-19) is regularly updated. The information outlined here are the current best practices provided by federal, state, and local health officials for mitigating COVID-19 in the work environment. The District will update this guidance as new information becomes available. This plan is fluid and will be reviewed in accordance with CDC, TEA and Local Department of Public Health guidelines for effectiveness and revised as needed to meet the needs of all stakeholders.

General Guidelines

Building/ Campus Hours

Please refer to individual Department or Campus Facility schedules. Employees must self-assess for COVID-19 symptoms by reviewing the District's Employee Assessment through the Health Portal at **https://app.healthofficeportal.com/SHM_San_Elizario_Independent_School_District/Portal/Login.aspx** Health Assessment questionnaire and checking their temperature before reporting to work. Employees should arrive on time, as scheduled for duty, to allow for the health check screening process. For the safety of the learning environment, parents are strongly encouraged to assess their children and themselves for symptoms before sending students to school.

Health and Safety

The **San Elizario Independent School District** continues to monitor the transmission indicators of the coronavirus. Your health and safety remain our top priority. As a result, the District continues to practice a variety of safety measures and to scale safety efforts as quickly as possible to keep employees safe. In order to address the spread of COVID-19, it is important to know how the virus is transmitted.

Transmission of COVID-19

Transmission of coronavirus in general occurs much more commonly through respiratory droplets than through contact with contaminated surfaces, but it is possible to get infected if one touches a contaminated surface and then touches their nose, eyes, or mouth. The risk of transmission appears to be proportional to the closeness and frequency of interaction between an infected individual and others who are not infected, and/or not vaccinated.

The Centers for Disease Control and Prevention (CDC) website supplies the latest information about COVID-19 transmission: https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html

Persons at Higher Risk

Based on what we know, persons at high risk for severe illness from COVID-19 include people 65 years and older, people with underlying medical conditions such as heart disease, lung disease, asthma, diabetes, people on dialysis, people with liver disease, and people with compromised immune systems.

Symptoms of COVID-19

The new coronavirus (COVID-19) is different from the coronaviruses that cause mild illnesses like the common cold. Infection with COVID-19 can cause illness ranging from mild to severe and in some cases can be fatal. Based on what is currently known, symptoms may appear 2 to 14 days after exposure to the virus. Symptoms of COVID-19 typically include cough, shortness of breath or difficulty breathing, chills or repeated shaking with chills, fever (≥100°F), muscle pain, sore throat, and, in some cases, a loss of taste or smell. Other less common symptoms include nausea, vomiting, and/or diarrhea. In some cases, infected persons have no signs or symptoms and are referred to as asymptomatic.

While most cases have been among adults, symptoms of COVID-19 in children are like symptoms in adults. Symptoms of COVID-19 in children typically include cold-like symptoms, such as fever, runny nose, and cough. Vomiting and diarrhea have also been reported.

Campus Administrators/Department Heads

Campus Administrators/Department Heads will be responsible for the following (as applicable based on current guidelines):

- Screenings (temperature check and COVID-19 Health Assessment Health Portal questionnaire) (See addendum)
- Social distancing (3-6 feet)
- Personal protection equipment
- Cleaning supplies
- Signage standards
- Entrances, exits, and traffic flow
- Lobby and visitor processes
- Shared area protocols
- Other safety procedures and protocols

Campus Administrators/Department Heads will collaborate to implement safety protocols and procedures within the department or campus. Each facility will have a department head/ campus administrator who will be responsible for implementing and monitoring the safety protocols and procedures within. Department heads/ campus administrators will judge the specific needs of their building by conducting daily evaluations of the building's functionality in work and instructional areas.

Campus Administrators/Department Heads will collaborate in mapping unidirectional traffic in their workspaces where applicable, ensuring directional arrows and signage are installed, reconfiguring office and classroom space usage as needed to promote appropriate distancing/spacing (3-6 feet whenever possible), and implementing practices regarding the safe use of any special areas or equipment, such as copiers. Department heads/campus administrators will ensure an enhanced cleaning regime is visible and will report any additional cleaning needs or supplies to the proper staff member.

Enhanced Cleaning

The Custodial Services Department has a high standard for cleanliness and safety and is committed to upholding those standards with our intensive cleaning process. Enhanced cleaning and disinfecting protocols have been put in place as a result of COVID-19 and are based on current local health and government guidelines.

Utilization of EPA Registered chemicals for disinfection, focus on proper dwell time for proper disinfection and increased frequency of disinfecting high touch surfaces.

- Doorknobs
- Countertops
- Handrails
- Light switches
- Restroom fixtures
- Desks
- Keyboards and mouse
- Desk Phones

Areas of enhanced focus

- Buses
- Restrooms
- Offices
- Break rooms
- Vending machines
- Copier/printers
- Front desk and lobby areas
- Equipment

Suggested personal area cleaning

- Desks
- Computer keyboards and mouse
- Phone
- Remote control
- Chair arms
- File cabinet drawer handles
- Coffee machine

Buses

Buses will be thoroughly cleaned and sanitized after the morning and afternoon routes, focusing on high-touch surfaces such as bus seats, steering wheels, knobs, door handles and step rails. Social distancing guidelines for buses of 3-6 feet will be followed when possible. Bus drivers, bus monitors and student riders may use a face mask if they choose to do so, although not required.

Common Areas

All students, staff and visitors will be required to follow established safety protocols.

- Social distancing (3-6 ft.) , if applicable based on current guidelines.
- The use of face coverings is not required but, those choosing to wear a face mask may continue to do so.

Hand sanitizer or portable hand sanitizer dispensers, and spray cleaners will be available in common areas.
Doors in common areas may need to remain open to avoid multiple persons touching the handles.

Stop the Spread of Germs

Employees, students and visitors can do their part to help prevent the spread of respiratory diseases by following these guidelines:

Social Distancing

The District will follow social distancing protocols within buildings. Individuals should keep a three-foot minimum distance between other persons as much as possible. Social distancing markings at all district campuses and facilities will be clearly visible to promote distancing guidelines.

Face Coverings

The Texas State Governor's Executive Order Number GA-36 prohibits governmental agencies, including school districts from mandating the use of face coverings. Therefore, the use of a face covering is no longer required while on district grounds. However, those that choose to continue wearing a face covering (face mask), may continue to do so.
As a reminder, face masks do not replace social distancing and frequent handwashing. CDC recommends washing hands for at least 20 seconds and doing so frequently.

Gloves

Follow these tips:

- Wash your hands before putting gloves on.
- Remove hand jewelry prior to use.
- Make sure gloves fit properly.
- Be aware that sharp objects can puncture gloves.
- Always change your gloves if they rip or tear.
- Never reuse, share, wash, or disinfect gloves.

How to Remove Gloves

- Pinch and hold the outside of the glove near the wrist area.
- Peel downwards, away from the wrist, turning the glove inside out.
- Pull the glove away until it is removed from the hand and hold the inside-out glove with the gloved hand.
- With your ungloved hand, slide your fingers under the wrist of the remaining glove, taking care not to touch the outside of the glove.
- Again, peel downwards, away from the wrist, turning the glove inside out.
- Continue to pull the glove down and over the inside-out glove being held in your gloved hand.
- After removing gloves, wash your hands thoroughly with soap and water or alcohol-based hand sanitizer.

Main Lobby Areas (*The measures below are currently lifted*) Floor markings/safe zones will be established around the front desk/receiving areas. Spaces will be reconfigured to achieve social distancing as needed.

District facilities and Campuses

For the safety of our learning environment, all visitors will be required to follow established safety protocols and guidelines. All visitors will be screened for symptoms of COVID 19, by having their temperature checked and by answering a Health Assessment questionnaire. If a visitor has any symptoms of COVID 19, the visitor will not be admitted into the facility.

Appointment Scheduling (*The measure below is currently lifted)*

San Elizario ISD staff must set department or campus appointments with visitors, including parents, during hours of the day where foot traffic from employees or students is minimal. For example, after employee or student entry or before departure times.

Campus and Facility Contact Numbers

Administration (Central) Office	(915) 872-3900
Excell Academy	(915) 872-3915
Support Services Operations Center	(915) 872-3980
Lorenzo G. Loya Primary	(915) 872-3940
Lorenzo G. Alarcon Elementary	(915) 872-3930
Alfonso Borrego Sr. Elementary	(915) 872-3910
Josefa L. Sambrano Elementary	(915) 872-3950
Ann M. Garcia-Enriquez Middle School	(915) 872-3960
San Elizario High School	(915) 872-3970

Wash your hands often

Visitors with an Appointment
If a visitor has an appointment, the reception staff member will suggest that the department representative come to meet with the visitor in a provided space. However, the final decision on whether to allow the person to go to the department will be left with the department representative. For campus visitors, Campus staff will follow established visitor protocols.

Visitors without an Appointment
If a visitor does not have an appointment, the department will be contacted to determine whether someone is available to assist the visitor. If the specific staff member is not available, and for the safety of the learning environment, the visitor may be asked to schedule an appointment or attempt to conduct their business via phone or other means.

Conference and Training Rooms
The following guidelines will apply to the use of conference rooms and common workspaces:
Conference rooms and common workspaces may be utilized by following social distancing guidelines as applicable based on current guidance.

The following guidelines should be practiced for in-person meetings:

- Seating, if used, should be situated so that persons are at least three feet apart, when possible.

- Tables and surfaces should be wiped down with sanitizing products at the start and end of each meeting.
- Staff should plan for a 30-minute window between meetings for cleaning.

Restrooms
When opening or closing the restroom door, it is recommended to use a paper towel, tissue, disinfectant wipe, or disposable glove. Restrooms will be stocked with soap and paper towels. Hand soap will be available in all restrooms. Posters on how to wash hands properly will be posted in all restrooms. Restrooms will be cleaned regularly throughout the day, and at night as applicable. Portable hand sanitizer stations will be located right outside restrooms or hallways.

Meals and Break Rooms
While there is no data to suggest that COVID-19 can be transmitted through properly cooked and handled food, the coronavirus can live on surfaces for extended periods of time and is transmissible in locations like communal kitchens and break rooms where people are gathered in close proximity for extended periods of time and where surfaces are improperly sanitized between use.

Workstations
Employees will be required to follow a "clean desk" protocol. No food, drinks, or items that can be damaged should remain on the desk at the end of the workday. Personal cups, water bottles, etc., should be put away in drawers or cabinets. Workstations will undergo a daily cleaning/disinfecting, which requires that workstations be clear. Employees are asked to collaborate in the efforts by wiping down their workstations and equipment during the day.

The workstation of an employee who shows symptoms consistent with COVID-19 or has been diagnosed with COVID-19 will not be used for at least 24 hours, when possible. After 24 hours, the workstation will be cleaned and sanitized by Custodial Service.

Individual Offices

Employees in individual offices are encouraged to use video conferencing methods for meetings and should not hold meetings or host guests in their office unless a three-foot social distancing can be achieved.

Screening Process
All staff, students and visitors will be screened for symptoms of COVID-19 as a safety measure to promote a healthy work and learning environment and reduce the risk of transmission of COVID-19. (See addendum)

Employee Self-Screening
Employees are asked to self-screen before reporting to work by checking their temperature and determining if they have any of the following new or worsening signs or symptoms of possible COVID-19:

- Feverish feeling or a measured temperature equal to or greater than 100°F
- Repeated shaking with chills
- Cough
- Sore throat
- Nasal Congestion
- Persistent Headaches
- Shortness of breath or difficulty breathing
- Body aches / Muscle or Joint Pain
- Fatigue
- Nausea / Vomiting
- Loss of sense of smell or taste
- Been in close contact with a person who is lab confirmed to have COVID-19
- If running a fever of 100°F or higher, or feeling ill, please stay at home.
- Make sure to contact your health provider, if needed, and notify your supervisor regarding your absence.

If you have one or more of the above symptoms, it is recommended by the Health Department for you to be referred for COVID-19 testing. Additionally, you will need to follow self-quarantine recommendations until you have obtained test results or clearance from your Health Care Provider.

All travel restrictions are lifted in El Paso County; staff and students may travel out of the region; however, they should observe all preventive measures and recommendations (social distancing, wearing face covering if applicable, washing hands often) while traveling and upon return.

Temperature Checks
Individuals with temperature readings over 100°F will not be allowed to report to the work area. They will be directed to a designated area where they will be given contact information to one of the District's Health Services representatives for further instructions.
If you have any symptoms of COVID-19 or are diagnosed with COVID-19, you will not be permitted to work until the following criteria are met:

- Fever-free for 24 hours without the use of fever-reducing medications; and
- At least 5 days have passed since symptoms first appeared. With a clearance letter from the El Paso Department of Public Health, if COVID-19 confirmed.
- You have a medical professional's note clearing you to return to work.
- A Negative PCR test 3-5 days after onset of symptoms.

If you become ill during the workday and exhibit any symptoms of COVID-19 or are diagnosed with COVID-19, you will not be permitted to work until the criteria above are met or you have a Negative PCR test, or a clearance letter from the Department of Public Health or a medical professional's note clearing you to return to work.

For more information about what to do if you become ill, visit:
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html

Guidelines for Staff with Confirmed Covid-19, Covid-19 Symptoms, or Family Members with Covid-19 Symptoms

Staff Who Become Ill During the Workday

Due to the contagious nature of the virus, all staff should stay informed, practice healthy habits, and avoid sharing equipment when possible to prevent the spread of COVID-19.

Signs or symptoms may appear 2 – 14 days after exposure to the virus.

People with the following symptoms may have COVID-19:

- Cough
- Shortness of breath/difficulty breathing
- Chills/repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- Loss of taste or smell
- Diarrhea
- Fever of 100°F or higher or feverish feeling
- Known close contact with a person who has COVID-19

If staff develop symptoms of COVID-19 during the workday or are confirmed to have COVID-19 infection, the following steps will be taken to reduce transmission:

- Separate ill staff from others and send them home.
- Contact **Custodial Department** for Standard Operating Procedures of cleaning/disinfection of ill staff's desk/workstation.
- Contact Health Services to assist with contact tracing to determine other staff that may have been exposed to the virus**.**
- **Human Resources** will inform staff of possible exposure to the virus while keeping confidentiality. (See Board Policy DH and Educator Code of Ethics)

Return-to-Work Guidance

The virus that causes COVID-19 can be spread to others by infected persons through respiratory droplets from those who have few symptoms, no symptoms, or are mildly ill. Due to the contagious nature of the virus, all staff should stay informed and take actions based on established guidance.

Staff and Students with Confirmed COVID-19 may not return to work or school until….

No longer having a fever (100°F or higher) within 24 hours without the use of fever-reducing medicine like Advil, Tylenol, or aspirin) and

Significant improvement of other symptoms (cough, sore throat, headache, etc.) and At least 5 days have passed since symptoms first appeared, or Staff member has a statement from a medical professional that clears them to return to work based on an alternative diagnosis, a Negative PCR test, or a clearance letter from the El Paso Department of Public Health.

Staff with symptoms of COVID-19 who **have not been tested or evaluated** by a medical professional are assumed to have COVID-19.

Staff with symptoms of COVID-19 may not return to work until:

- The same criteria listed above have been met, or
- The staff member has a statement from a medical professional that clears them to return to work based on an alternative diagnosis.

Staff exposed to persons known to have COVID-19 may not return to work until:

- The end of the 5-day self-quarantine period from the last date of exposure.
- The employee must provide a medical professional's note clearing them to return to work.
- Return-to-work guidance cannot predict every unique situation.

Employee and students who are fully vaccinated do not have to quarantine unless they are showing signs and symptoms of COVID-19 if exposed.

Addendum

Form 1 - SEISD Employee Respiratory Screening Questionnaire

SEISD Employee Respiratory Screening	
1. Have you had any recent fevers of 100°F or greater?	Yes or No
2. Have you had any repeated shaking with chills?	
3. Have you had any cough (dry or productive)?	

4. Have you had a sore throat?	
5. Have you had any nasal congestion or runny nose?	
6. Have you had any persistent headaches?	
7. Have you had any shortness of breath?	
8. Have you had any body aches/ muscle or joint pain?	
9. Have you been experiencing extreme fatigue?	
10. Have you had any nausea/vomiting/ diarrhea?	
11. Have you had loss of your sense of smell or taste?	
12. Have you been in close contact with a person who is lab confirmed to have COVID 19?	

NOTE: If you answered yes to one or more of the above questions, please proceed with the following:

a) Contact your immediate supervisor/administrator and notify them of your symptoms
b) It is recommended for you to follow up with your Primary Care Provider for further evaluation or
c) El Paso City Health Department recommends calling (915) 212-0783/ 434-1092 or register online at EPStrong.org to schedule an appointment for COVID 19 testing.

Employee's Signature: _____ Department/Campus: _____ Date: _____

COVID-19 Decision Tree

Confirmed, Symptomatic, or Sick [1]

Isolate at Home

- Stay home and isolate for at least 5 days since date of test or if not test, since symptoms appeared
  AND
- Diarrhea free and fever free for at least 24 hours without fever reducing medication AND
- Improvement in symptoms
- If asymptomatic, isolate for 5 days from test date. Date of test is day zero.

Return to Work/ School

...when the above can be met AND

- The use of a well-fitting mask in all indoor settings is highly encouraged. MUST monitor for symptoms for 5 additional days. A clearance form must be filled out by student/employee.

Close Contact/Exposure [2]

If Unvaccinated OR Not up to date on COVID-19 Vaccinations (Includes Booster)

Quarantine, Mask, and Test

- Quarantine at home for at least 5 days, with date of exposure being day 0.
- Get tested 5 days after exposure, if possible
- If positive, follow criteria under "Confirmed or Sick"
- If negative, follow return to school guidance below
- If symptoms develop following negative test, isolate from others and test again for COVID-19
- If the close contact lives with someone who has COVID-19 and cannot avoid continued close contact, quarantine starts after the person who has COVID-19 meets the criteria to end home isolation

Return to Work/School

...when the above can be met AND

- The use of a well-fitting mask in all indoor settings is highly encouraged. MUST monitor for symptoms for 5 additional days. A clearance form must be filled out by student/employee.

If up to date on COVID-19 Vaccinations (Includes Booster) OR Tested positive for COVID-19 in last 90 days

Mask and Test

Boosted or vaccinated individuals do not need to quarantine. They are:

- HIGHLY recommended to wear a well-fitting mask around others for 10 days and MUST
- monitor for symptoms
- Should get tested 5 days after exposure, if possible
- If positive, follow criteria under "Confirmed or Sick"
- If negative, continue wearing a well-fitting mask in all indoor settings is recommended and MUST monitor for symptoms for 5 additional days
- If symptoms develop following negative test, isolate from others and test again for COVID-19

Note: If 2 or more people are positive for COVID-19 at home, then quarantine for 5 days

1. If an individual has symptoms that could be COVID-19 and wants to return to school before completing the stay at home period, the individual must either (a) obtain a medical professional's note clearing the individual for return based on an alternative diagnosis or (b) obtain a negative molecular (PCR) or antigen test conducted by a healthcare provider. The district will utilize the "date of collection" of the COVID-19 test to determine the end of the isolation period.
2. Close contact is defined as:
   a. being directly exposed to infectious secretions (e.g., being coughed on); or
   b. being within 6 feet for a cumulative duration of 15 minutes over a 24-hour period;
3. Either (a) or (b) in footnote 2 above defines close contact if it occurred during the infectious period of the lab-confirmed case, defined as two days prior to symptom onset to 5 days after symptom onset. In the case of asymptomatic individuals who are lab-confirmed with COVID-19, the infectious period is defined as two days prior to the confirming lab test and continuing for 5 days following the confirming lab test.
4. Exception to (b): In the K-12 indoor classroom setting, the close contact definition excludes a student who is within 3 to 6 feet of an infected student if both the infected student and the exposed student(s) correctly and consistently wore well-fitting masks the entire time.

Note: Employees who request additional paid leave due to COVID-19 under the Board of Trustees Resolution - (in addition to having exhausted all types of leave), a positive PCR test result is also required to qualify .

Revised 1/17/22

Employee Support

All staff members are encouraged to communicate any concerns to their supervisor, who will be able to further direct them in the event added services, information, and/or considerations are needed. Below are some resources available for employees.

Resources

TRS-Active Care	(800) 222-9205	www.trsactivecareaetna.com
Teledoc	(855) 835-2362	https://member.teladoc.com/trsactivecare
Texas Department of State Health Services ■ *COVID-19 Self-Checker* ■ *COVID-19 Test Collection Sites*	Dial 2-1-1, then choose Option 6.	https://www.dshs.state.tx.us/coronavirus/testing.aspx coronavirus@dshs.texas.gov
Centers for Disease Control and Prevention ■ *"If You are Sick or Caring for Someone"*	(800) 322-4636	https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/index.html

Centers for Disease Control and Prevention and the Texas Education Agency

https://www.cdc.gov/ https://tea.texas.gov/

CDC.GOV

https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html

The Center for Disease Control (CDC) recently updated its isolation and quarantine guidelines. The Texas Education Agency (TEA), and the Department of Public Health (DPH) have offered guidance as well.

Please be advised that San Elizario Independent School District will continue to follow the most up to date guidelines as they are made available by the local health authority. Therefore, any COVID-19 reports received on or after January 17, 2022 will follow the new guidelines.

- A full summary of the new CDC guidelines can be found HERE
- A full summary of the new DPH guidelines can be found HERE
- A full summary of the new TEA guidelines can be found HERE

Below is a summary of some frequently asked questions:

- When am I considered "up to date" with my vaccines? ANSWER CAN BE FOUND HERE
- Where can I test for COVID-19? CLICK HERE FOR A LIST OF LOCATIONS WITH OR WITHOUT AN APPOINMENT
- Where can I find information about the infusion treatment? CLICK HERE
- I took a home test and tested positive for COVID-19. Can this result be used?
  Answer: Yes, please send a picture of your results to regallegos@seisd.net and bcruz@seisd.net
  Note: you must also self-report to the department of health by using THIS LINK
- If I am positive, what date will be used to determine my return-to-work date? The date of the test collection will be used to determine the 5 days. Date of test will be "day zero".
- Where can I find information regarding mental health? CLICK HERE

2022-2023

Distrito Independentie de San Elizario

BACK@THENEST:
PLAN DE REINGRESO

ELEVÁNDONOS HACIA LA EXCELENCIA

Mensaje del presidente de la Mesa Directiva

El año escolar 2022-2023 se aproxima. Estamos emocionados de darles la bienvenida a todos. Mientras nos preparamos para el próximo año escolar en San Elizario ISD, tenga la seguridad de que continuamos tomando todas las medidas de precaución para garantizar la seguridad y el bienestar de nuestros estudiantes y el personal del distrito. También estamos totalmente comprometidos en apoyar la trayectoria educativa de nuestros estudiantes, así como la de nuestros profesores.

La comunicación continua entre el hogar, la escuela y la comunidad será clave para que este año escolar sea exitoso y memorable para todos.

Gracias por confiarle a San Elizario ISD a sus hijos y elegir vivir y trabajar en esta hermosa comunidad.

Atentamente,

Sandra Licon
Presidente de la Mesa Directiva de San Elizario ISD

Mensaje del Superintendente de Escuelas

Estimada comunidad de San Elizario ISD,

Nuestro equipo de San Elizario ISD está emocionado de tener la oportunidad de darles la bienvenida a todos para el próximo año escolar. Sabemos que el año anterior presentó desafíos importantes para la educación de nuestros estudiantes y obstáculos fundamentales para el método normal de funcionamiento de los distritos. Juntos, trabajamos para seguir apoyándonos unos a otros. En nombre del equipo de San Elizario, ¡acepte nuestro agradecimiento y admiración por todo lo que hizo!

Si bien todavía hay muchas preguntas sobre la pandemia de COVID-19 y su impacto futuro y continuo, hay un compromiso que hemos hecho en San Elizario ISD y es implementar precauciones de seguridad que nos permitirán tener un mejor ambiente de aprendizaje y trabajo para nuestros estudiantes y empleados. Las precauciones de seguridad continuarán para que nuestros entornos de aprendizaje estén protegidos para todas las personas interesadas. Con su colaboración y apoyo continuo, todos podemos trabajar para mantener seguros a San Elizario ISD, a los niños a quienes servimos y a nuestros empleados. Esta guía de reingreso está diseñado específicamente para que la lean todas las partes interesadas y sirve como un documento fluido que se actualizará para abordar la información que cambia continuamente a medida que surge.

Gracias una vez más por elegir a San Elizario ISD. Estamos orgullosos de poder contribuir a mejorar la vida de los niños. San Elizario ISD sigue siendo el lugar donde los estudiantes se elevan.

Respetuosamente,

Jeannie Meza-Chavez, Ph.D.
Superintendente de Escuelas de San Elizario ISD

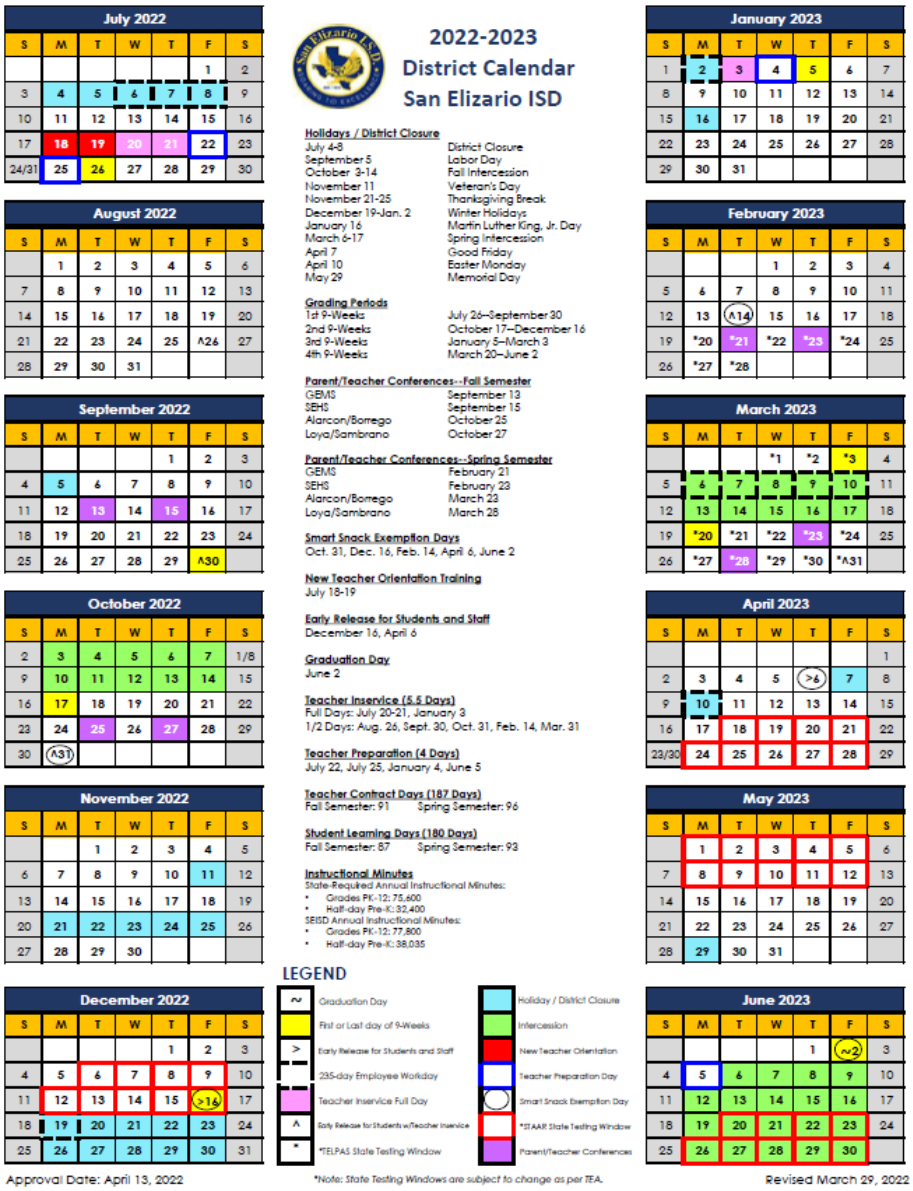
PARTE I – Certificaciones

Introducción

El Equipo de Liderazgo del Distrito Escolar Independiente de San Elizario desarrolló un plan de prácticas de prevención y mitigación que se describe en este documento y está diseñado para reducir significativamente la probabilidad de que ocurra un brote de coronavirus en el campus. Algunas prácticas son obligatorias para todos los sistemas escolares, algunas son obligatorias en áreas con altos niveles de propagación comunitaria y algunas son recomendaciones.

Calendario del distrito

La Junta Escolar Independiente de San Elizario aprobó un calendario anual para el año escolar 2022-2023. El distrito continuará con este calendario anual que permite descansos más frecuentes para nuestros estudiantes y maestros.



Horario escolar
Los horarios de las campanas se diferenciarán por nivel de grado (es decir, escuelas primarias y primarias o secundarias). A continuación encontrará los horarios de las campanas del día escolar en persona.

Campo Escolar	Maestros (Start/End Times)	Primera Llamada	Ultima Llamada	Recordatorio de tomar asistencia	Hora de Salida	Total de minutos de instruccion
San Elizario High School	8:10 AM—4:10 PM	8:40 AM	8:45 AM	Asistencia se toma cada clase	4:05 PM	440
Garcia-Enriquez Middle School	8:10 AM—4:10 PM	8:40 AM	8:45 AM	Asistencia se toma cada clase	4:00 PM	440
Alarcon and Borrego Elementary Schools (Grades 3-6)	7:30 AM—3:30 PM	7:30 AM	7:35 AM	10:00 AM	2:50 PM	440
Loya Primary (3 and 4year-olds) and Sambrano Elementary (Grades Kinder-2nd)	7:30 AM—3:30 PM	7:30 AM	7:35 AM	10:00 AM	2:50 PM	440
Loya Primary PPK-3--(1/2 day AM)	7:30 AM—3:30 PM	7:30 AM	N/A	N/A	11:00 AM	210
Loya Primary PPK-3--(1/2 day PM)	7:30 AM—3:30 PM	11:20 AM	N/A	N/A	2:50 PM	210

Requisitos de asistencia
Los maestros tomarán la asistencia diariamente. Se requiere que los estudiantes asistan a la escuela por lo menos el 90% del año escolar para recibir crédito y ser promovidos. Se harán cumplir todas las pautas establecidas por la política de la Junta FEA y FEC (LOCAL).

Métodos de instrucciones
El Distrito Escolar Independiente de San Elizario ofrecerá instrucción en persona para todos los estudiantes en todos los niveles de grado para el año escolar 2022-2023.

Disponibilidad de maestros y apoyo educativo
Los maestros estarán disponibles durante la semana escolar. El director de la escuela establecerá cualquier horario de reunión adicional para apoyar aún más a nuestros padres y estudiantes.

Participación de los estudiantes
Los maestros involucrarán a los estudiantes con estrategias de instrucción de alto rendimiento para abordar la pérdida de aprendizaje creada por el cierre de emergencia de COVID-19. Además, lo siguiente abordará la pérdida de aprendizaje específica entre los estudiantes de bajos ingresos, los estudiantes con discapacidades, los estudiantes de inglés, las minorías raciales y étnicas, los estudiantes sin hogar y los niños en hogares de acogida:

• Implementación de lectura guiada en los niveles de grado de primaria.
• Implementación de Fundamental Five en los niveles de grado secundario
• Implementación de Istation
• Implementación de Newsela
• Implementación de IXL
• Implementación de tutorías específicas

La siguiente tabla especifica los métodos de instrucción que San Elizario ISD seleccionó y son permitidos por la Agencia de Educación de Texas.

Escuela	Nivel	En Persona
Loya Primary	**PK 3 - PK4**	★
Sambrano Elementary	**K - 2nd**	★
Alarcon Elementary	**3rd - 6th**	★
Borrego Elementary	**3rd - 6th**	★
Garcia Enriquez MS	**7th - 8th**	★
San Elizario HS	**9th - 12th**	★

Diseño de materiales

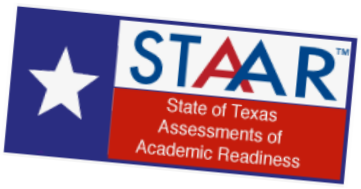
SOAR @ theNEST
El Distrito Escolar Independiente de San Elizario ofrece un sólido centro de recursos en línea llamado Recursos Académicos Especializados en Línea al que se hace referencia como SOAR @ theNEST. Los estudiantes y los padres pueden acceder a los recursos en línea del distrito en un enlace fácil de navegar. El enlace se proporciona a continuación.

- https://www.seisd.net/Page/529

Dispositivos tecnológicos
En preparación para un cierre inesperado a largo plazo, el Distrito Escolar Independiente de San Elizario distribuyó un total de más de 1600 dispositivos a estudiantes que no tenían ningún tipo de tecnología en casa. Este total incluye I-Pads, Chromebook y computadoras portátiles. A los estudiantes que no tenían conexión a Internet en casa también se les proporcionó un punto de acceso por hogar. Un hotspot es un dispositivo que permite a los estudiantes conectarse a Internet. Se han distribuido un total de 241 hotspots que brindan servicio de Internet a 533 estudiantes. Actualmente se está realizando una verificación de la conectividad a Internet para garantizar que nuestros estudiantes tengan la conexión a Internet necesaria para tener éxito.

Progreso del estudiante: políticas de calificación de la escuela
Requisitos de calificación
Las prácticas tradicionales de calificación continuarán durante el año escolar 2022-2023. Los maestros estarán monitoreando el progreso de los estudiantes durante el año escolar. Además, las boletas de calificaciones y los informes de progreso estarán disponibles a través del Portal para padres. Los informes de progreso en papel y las boletas de calificaciones estarán disponibles para recoger a pedido de los padres / tutores. Se harán cumplir todas las pautas establecidas por la política de la Junta EIA y EIE (LOCAL). Para asegurar aún más el éxito de nuestros estudiantes, el monitoreo continuo del progreso continuará con la ayuda de nuestros consejeros, maestros en riesgo, trabajadores sociales, intervencionista de matemáticas y lectura y maestros.

Evaluaciones estatales
Las Evaluaciones de Preparación Académica del Estado de Texas (STAAR) continuarán durante el año escolar 2022-2023. Habra opciones en línea disponibles. Además, las escuelas continuarán administrando evaluaciones comparativas y evaluaciones comunes en todo el distrito para medir el progreso de los estudiantes. Se hará cumplir la política de la mesa directiva EIE (LOCAL).



Calendarios de desarrollo professional
El Distrito Escolar Independiente de San Elizario ha estado brindando desarrollo profesional continuo a todos los maestros. Este ha sido un desarrollo profesional dirigido a preparar a los maestros para que enseñen a abordar de manera efectiva la pérdida de aprendizaje debido al cierre de emergencia de COVID-19.

Apoyo de materiales de instrucción para materiales de instrucción en línea
Los estudiantes del Distrito Escolar Independiente de San Elizario se involucrarán con material académico que está disponible para instrucción en persona el Distrito Escolar Independiente de San Elizario ha estado adoptando estratégicamente materiales instructivos que se pueden implementar tanto en modo presencial como en línea en el caso de un cierre inesperado a largo plazo. Los siguientes son algunos ejemplos de los materiales de instrucción disponibles para nuestros estudiantes:

- Istation - R&M
- HMH (K-2 ELAR) - Sambrano
- K-1 STEMScopes Math Sambrano
- STEMScopes
- My World Pearson (Estudios Sociales)
- PK-1 Estrellita / Fundaciones
- Ir a las matemáticas
- PK3-PK4: siga las pautas y el enfoque de Oracy

Apoyos específicos para que los educadores y las familias implementen una instrucción asincrónica remota eficaz.

Los maestros continuarán recibiendo desarrollo profesional que los ayudará en el desarrollo de lecciones interactivas y altamente efectivas. Además, los maestros recibirán apoyo de los especialistas en instrucción de la escuela y los oficiales de instrucción del distrito. Las reuniones del Comité de Aprendizaje Profesional (PLC) se enfocarán en la entrega de instrucción basada en la investigación.

Los padres pueden encontrar videos instructivos en la página de recursos en línea SOAR @ theNEST del distrito. Estos están diseñados para ayudar a los padres sobre cómo ayudar a sus hijos a acceder a los recursos del Distrito. Además, el distrito seguirá poniendo el servicio de asistencia técnica a disposición de los padres. Nuestro enlace de padres del distrito y la escuela junto con los administradores continuarán brindando la asistencia tecnológica necesaria para asegurar que los estudiantes experimenten el éxito.

PARTE II Respuesta Abierta

Plan en caso de un cierre a largo plazo

Se seguirá el siguiente plan en caso de que se produzca un cierre imprevisto a largo plazo: Aprendizaje de San Elizario ISD - SOAR @ theNEST – Plan

	Loya & Sambrano PreK3 - 2nd	Alarcon & Borrego 3rd - 6th	GEMS 7th - 8th	SEHS 9th - 12th
Structure/Schedule	**Lead4Ward: school@home**	**Lead4Ward: school@home**	**Lead4Ward: school@home**	**Lead4Ward: school@home**
Learning Management System (LMS) or Virtual Environment	**Google Classroom**	**Google Classroom**	**Google Classroom**	**Google Classroom**
Online Resources	**Istation – R&M** **HMH (K-2 ELAR) - Sambrano** **K-1 STEMScopes Math Sambrano** **STEMScopes** **My World Pearson (Social Studies)** **PK-1 Estrellita/Fundations** **Go Math** **PK3-PK4 – follow guidelines & Oracy focus**	**Istation – R** **HMH (ELAR)** **Reflex Math** **STEMScopes** **My World Pearson (Social Studies)** **Sharon Wells**	**Istation – R** **Pearson ELAR** **IXL** **STEMScopes** **HMH (Social Studies)**	**STEMScopes** **Pearson ELAR** • **HMH (Social Studies)**
Explicit Instruction	***Delivery of Instruction, Quality Control and Support of Online Learning***	***Delivery of Instruction, Quality Control and Support of Online Learning***	***Delivery of Instruction, Quality Control and Support of Online Learning***	***Delivery of Instruction, Quality Control and Support of Online Learning***
Social Emotional Learning	**PBIS** **Counseling Services** ***Common Sense Education:*** ***Digital Citizenship & Social Emotional Learning***	**PBIS** **Counseling Services** ***Common Sense Education:*** ***Digital Citizenship & Social Emotional Learning***	**PBIS** **Counseling Services** ***Common Sense Education:*** ***Digital Citizenship & Social Emotional Learning***	**PBIS** **Counseling Services** ***Common Sense Education:*** ***Digital Citizenship & Social Emotional Learning***

Making Individualized Connections with Students	**-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)**	**-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)**	**-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)**	**-Intro Self -Humanize the Course -Enrich Multimedia w/Personalization -Create cooperative learning -Enable interactive communication -Student Rewards (Racoon Gang, 2015)**
Scope & Sequence TEKS alignment	**TEKS Resource System Targeted curriculum and assessment align to the TEKS**	**TEKS Resource System Targeted curriculum and assessment align to the TEKS**	**EKS Resource System Targeted curriculum and assessment align to the TEKS**	**EKS Resource System Targeted curriculum and assessment align to the TEKS**
Mode of Communication	**Dojo**	**Dojo**	**Dojo**	**Remind/Alternative**

Alineación de los TEKS

El Distrito Escolar Independiente de San Elizario continuará usando el Sistema de Recursos TEKS para la instrucción presencial. El Sistema de Recursos TEKS es un plan de estudios y una herramienta de evaluación específicos que está alineado con los Conocimientos y Habilidades Esenciales de Texas (TEKS).

https://www.teksresourcesystem.net/

Educación especial

San Elizario ISD cumplirá con su obligación de proporcionar servicios de instrucción y servicios relacionados según lo requiera el IEP de cada estudiante. Los servicios educativos y relacionados como se describen en el IEP de cada estudiante se proporcionarán según se documenta en el Plan de contingencia de emergencia individualizado de cada estudiante. Si un padre desea solicitar un ajuste en la prestación del servicio, se puede realizar un ARD en cualquier momento para atender estas solicitudes.

Los materiales de instrucción incluyen recursos diseñados específicamente y / o adaptaciones y modificaciones para ayudar a los estudiantes con discapacidades tanto en un entorno asincrónico como en un entorno presencial.

Los maestros trabajarán con los padres para obtener progreso con respecto a la instrucción. También habrá paraprofesionales de educación especial disponibles para ayudar a los estudiantes con las actividades de instrucción durante el día escolar.

Los servicios de co-enseñanza y facilitación de apoyo se proporcionarán de acuerdo con el IEP de los estudiantes.
Si el IEP de un estudiante ha recomendado terapia del habla, terapia ocupacional, fisioterapia, educación física adaptativa, apoyo instructivo de VI o AI, o Consejería de Educación Especial, estos servicios continuarán como se establece en el Plan de Contingencia de Emergencia Individualizado y el IEP de cada niño.

Sección 504
Cada estudiante 504 seguirá el plan de instrucción desarrollado para los compañeros de educación general a menos que su plan 504 indique que son necesarios servicios alternativos. Los padres pueden solicitar una reunión de la Sección 504 en cualquier momento para revisar las adaptaciones y los servicios establecidos para su hijo. Los maestros continuarán implementando las adaptaciones de cada estudiante y los servicios relacionados desarrollados por el comité 504. Además, si un niño recibe instrucción sobre dislexia como parte de sus servicios 504, estos servicios se brindarán en un grupo pequeño o en un entorno individual para cumplir con los servicios establecidos en el plan 504.

Intervención
Todos los estudiantes de RTI recibirán apoyo como se describe en su Plan de Intervención individualizado.

Seguimiento del progreso

- Los maestros deben revisar el progreso de cada estudiante con un IAP semanalmente y determinar qué adaptaciones adicionales, si las hay, pueden ser necesarias para que cada estudiante continúe progresando.
- Los maestros deben considerar estrategias / apoyos alternativos para asegurar un progreso continuo (es decir, instrucción más sincrónica, más apoyo en grupos pequeños, etc.).
- Los maestros deben, después de que otras intervenciones no hayan tenido éxito, solicitar convocar una reunión del comité de la Sección 504 para abordar la falta de progreso.

Educacion Bilingue
Los estudiantes ELL son elegibles para recibir una variedad de servicios y participar en programas que los ayudarán a aprender el contenido académico y adquirir habilidades en su segundo idioma (inglés).

- Se requiere el cumplimiento del proceso LPAC.
- Todos los estudiantes recibirán adaptaciones de instrucción de acuerdo con el LPAC de cada estudiante individual.

PARTE III

Direcciones para la desinfección de dispositivos tecnológicos

Cómo limpiar su computadora o computadora portátil:

- Apague la energía. En el caso de las computadoras, apague y luego desconecte el dispositivo y el monitor. Desenchufe las computadoras portátiles y retire la batería si es posible.
- Limpie suavemente el monitor para que no tenga manchas, manchas o polvo con un paño de microfibra
- Si esto no funciona, use una solución de jabón para platos diluido. Una sola gota de jabón y agua tibia.
- Sumerja un paño de fibra limpio en la solución y escúrralo bien. Esto es importante al limpiar computadoras portátiles, ya que el líquido no debe gotear a través de las teclas.
- Limpie suavemente la pantalla con un paño húmedo.
- Enjuague todo el jabón de este paño y escúrralo nuevamente. Vuelve a revisar tu pantalla para eliminar cualquier residuo de jabón.
- Limpie suavemente la pantalla con un paño de microfibra seco.

Cómo limpiar el teclado de la computadora:

- Desconecte la fuente de energía. Para computadoras, apague y desenchufe el dispositivo. Además, desconecte el teclado de la computadora. Retire las baterías del teclado inalámbrico. Las computadoras portátiles deben desenchufarse y quitar la batería si es posible.
- Rocíe el teclado con aire enlatado para eliminar las migas o el polvo sobrantes.
- Frote ligeramente un hisopo de algodón en alcohol suave. Primero haga una prueba puntual para asegurarse de que el alcohol no elimine las letras.
- Seque las llaves con un paño de microfibra. No reemplace las baterías ni enchufe hasta que las llaves estén completamente secas.

Cómo limpiar pantallas táctiles

- Las pantallas táctiles deben limpiarse a diario con un paño de microfibra seco.
- Para una limpieza más profunda, use un paño de microfibra humedecido y luego seque la pantalla con una microfibra nueva.
- Tenga cuidado de que no entre humedad en las aberturas.

Cómo desinfectar tabletas:

- Utilice un aerosol antimicrobiano apto para pantallas táctiles y un paño de microfibra. (Consulte las recomendaciones e instrucciones del fabricante)
- Asegúrese de que los dispositivos electrónicos estén apagados y desenchufados.
- Humedezca un paño de microfibra con spray, teniendo cuidado de no saturar demasiado el paño.
- Limpie la pantalla, evite todas las aberturas.
- Deje que el spray se asiente el tiempo indicado en el producto.
- Seque la pantalla con un paño de microfibra limpio.

Cómo desinfectar la cubierta de la tableta:

- Mezcle un par de gotas de jabón para platos con agua tibia en un recipiente
- Sumerja un paño en la solución para que esté húmedo, no saturado.
- Limpie la cubierta.
- Enjuague el paño hasta que quede limpio; escúrralo para que quede húmedo.
- Limpie la tapa nuevamente para eliminar los residuos de jabón y déjela secar al aire o limpie con un paño seco.

Transiciones

- Habrá carteles y marcas en el piso para ayudar a los estudiantes y al personal con el distanciamiento social en los espacios comunes y los pasillos. Siempre que sea posible, se seguirá una distancia de 3 a 6 pies.
- Durante los períodos de transición, el flujo de tráfico se enrutará para minimizar el contacto de los estudiantes.
- Se les indicará a los estudiantes que permanezcan en el extremo derecho durante los períodos de transición.
- El personal estará en el lugar para garantizar el cumplimiento. El personal estará en el lugar para garantizar el cumplimiento de las pautas actuales de el CDC según corresponda.

Fuentes de agua

Se anima a los estudiantes a traer un recipiente de plástico transparente para agua a la escuela todos los días con su nombre claramente marcado en él.

SEISD ha modernizado varias de las fuentes de agua existentes en estaciones de llenado de botellas.

Transporte

Se proporciona transporte en autobús para todos los estudiantes de educación especial cuando lo requieran el ARD y el IEP de los estudiantes. Todos los estudiantes de educación general recibirán transporte si son elegibles desde las áreas de transporte designadas a cada campus.

- Se recomienda encarecidamente a los padres que proporcionen transporte a la escuela para sus hijos. Esto permitirá un mejor distanciamiento social entre los pasajeros dentro de los autobuses escolares.
- Los autobuses se limpiarán y desinfectarán a fondo después de las rutas de la mañana y la tarde, centrándose en las superficies de alto contacto.
- Los conductores, los monitores de autobús y los estudiantes que viajan en autobús pueden seguir usando una máscara facial si así lo desean, siempre y cuando el uso de una máscara no sea un mandato.

Llegada del estudiante (*Las medidas que figuran a continuación se han levantado actualmente*)

- A los padres no se les permitirá caminar a los estudiantes dentro del edificio de la escuela.
- Los padres permanecerán en sus autos durante la entrega y salida de la mañana.
- Se desaconseja encarecidamente la llegada anticipada. Los estudiantes que dejen antes de que el edificio esté abierto no podrán ingresar al edificio y no serán monitoreados.

Recogida de estudiantes durante el día de instrucción (*Las medidas que figuran a continuación se han levantado actualmente*)

- Los padres que recojan a los estudiantes durante el día llamarán con anticipación para que los estudiantes puedan ser enviados o acompañados a los vehículos de los padres a su llegada. Si un padre / tutor debe ingresar al campus, se limitará a un visitante por estudiante y los miembros adicionales de la familia deberán esperar fuera del edificio de la escuela.

Comidas para estudiantes: desayuno y almuerzo

- Los campus que utilizan el programa Desayuno en el salón de clases continuarán.
- Los almuerzos se servirán en la cafetería, se observará una distancia de 3-6 pies cuando sea posible.

Biblioteca (*Las medidas que figuran a continuación se han levantado actualmente*)

- Los libros y materiales se recogerán en cajas o carritos y no se tocarán hasta que se complete una cuarentena de 3 días.
- Los bibliotecarios usarán guantes cuando trabajen con libros o materiales de la biblioteca.
- El acceso de los estudiantes a las pilas será unidireccional.
- Los estudiantes solo podrán ingresar a las áreas de exhibición de especialidades de uno en uno.
- Se eliminarán todos los materiales compartidos.
- Se observará un distanciamiento social de 3 a 6 pies tanto como sea posible.

Eventos para estudiantes fuera del campus (*Las medidas que figuran a continuación se han levantado actualmente*)

- SEISD buscará actividades virtuales en lugar de excursiones, asambleas y presentaciones especiales en consecuencia.
- Al participar en actividades fuera del campus, sancionadas por la escuela, los estudiantes deben seguir todos los protocolos y requisitos en el campus en persona.

Eventos en el campus (*Las medidas que figuran a continuación se han levantado actualmente*)

- SEISD evitará programar reuniones y eventos de grupos grandes que no sean esenciales.
- Las reuniones típicas de padres, como conocer al maestro, jornadas de puertas abiertas, conferencias de padres, etc. se llevarán a cabo virtualmente según sea apropiado.
- Cualquier actividad extracurricular, incluidas las reuniones del club del campus, que se apruebe para llevarse a cabo en el campus se adherirá a los requisitos de distanciamiento social descritos por SEISD, TEA y UIL.

Atletismo

- Todos los estudiantes que participan en deportes deberán cumplir con los requisitos de UIL.
- Se requerirá que todos los estudiantes asistan a clases de atletismo en persona / virtuales, prácticas y juegos después de la escuela.
- Todos los estudiantes deben completar el papeleo en línea de Rank One antes de cualquier entrenamiento atlético o pruebas.
- Todos los equipos deportivos de SEISD seguirán las pautas de mitigación establecidas por UIL, TEA y las autoridades estatales y locales.
- Por favor, comuníquese con los administradores de la escuela secundaria y secundaria en cada campus individual para obtener información sobre cuándo están programadas sus clases de atletismo.

Atletismo de secundaria

- Los estudiantes de escuela intermedia deberán completar todos los trámites de rango uno antes del primer día de práctica.
- Los horarios de los juegos de la escuela secundaria se ajustarán para adaptarse a cualquier retraso en el inicio de las prácticas. Los horarios de los juegos de la escuela secundaria están por confirmar.

Apoyos socioemocionales para estudiantes

Los consejeros de SEISD están disponibles para apoyar a los estudiantes académica, social y emocionalmente. Nuestros consejeros están preparados y listos para brindar apoyo o recursos de salud mental para familias que puedan estar pasando por dificultades emocionales. Estos servicios se pueden proporcionar de forma remota o presencial.

Se ofrecerán lecciones de aprendizaje social y emocional (SEL) a los estudiantes de SEISD para desarrollar habilidades importantes como la autoconciencia, la autogestión, la conciencia social, las habilidades para relacionarse y la toma de decisiones responsable.

Prácticas para evitar que el virus ingrese a la escuela

Si se confirma en laboratorio que una persona que ha estado en una escuela tiene COVID-19, la enfermera principal del distrito notificará al departamento de salud local, de acuerdo con las leyes y regulaciones federales, estatales y locales aplicables, incluidos los requisitos de confidencialidad de los estadounidenses con Ley de Discapacidades (ADA) y Ley de Privacidad y Derechos Educativos de la Familia (FERPA).

De acuerdo con los requisitos de notificación de la escuela para otras enfermedades transmisibles, y de acuerdo con los requisitos legales de confidencialidad, San Elizario ISD notificará a todos los maestros, personal y familias de todos los estudiantes en una escuela si se identifica un caso de COVID-19 confirmado por laboratorio entre estudiantes, maestros o personal que participe en cualquier actividad del campus.

Pautas generales de entrada al edificio
Introducción
La seguridad y el bienestar de todos los estudiantes, el personal y los visitantes son una prioridad para San Elizario ISD ya que el distrito vuelve a ingresar al lugar de trabajo y las instalaciones de instrucción al cien por cien. Se han implementado varios cambios en la apariencia del lugar de trabajo y los campus, así como las prácticas y los protocolos, para seguir la **Guía recomendada según lo establecido por la Autoridad de Salud Local del Departamento de Salud Pública de la Ciudad de El Paso, TEA y CDC. La transmisión del coronavirus en general ocurre mucho más comúnmente a través de gotitas respiratorias que a través del contacto con superficies contaminadas, pero es posible infectarse si uno toca una superficie contaminada y luego se toca la nariz, los ojos o la boca. El riesgo de transmisión parece ser proporcional a la cercanía y frecuencia de interacción entre un individuo infectado y otros que no están infectados y / o no vacunados.** Nuestro objetivo es garantizar en colaboración que todos los estudiantes, empleados y visitantes en las instalaciones del distrito se sientan seguros y protegidos para navegar de manera efectiva las complejidades de una "nueva normalidad" y reducir el riesgo de exposición e infección con COVID-19.

Las medidas implementadas incluyen desinfección más frecuente de áreas muy tocadas (instalaciones y autobuses escolares), superficies y áreas de trabajo, controles diarios de bienestar de estudiantes, personal y visitantes, controles de temperatura, acceso a desinfectante de manos en todo el distrito. instalaciones, para incluir aulas, marcas de piso de distancia social, (Centros para el Control y la Prevención de Enfermedades) señalización de orientación de los CDC, escudos de seguridad en áreas de recepción de alto tráfico, protectores de escritorio con protección contra estornudos para estudiantes de primaria y primaria, continuación del uso de mascarilla (aunque no es actualmente obligatorio) para aquellos que elijan hacerlo, ionización bipolar de punta de aguja a través de sistemas HVAC, filtración con clasificación MERV más alta, mayor frecuencia de cambio de filtro y otras medidas detalladas en este libro. La cooperación de todo el personal para mantener un ambiente seguro mientras el distrito y la comunidad continúan luchando contra la propagación de COVID-19 es esencial.

Como siempre, el personal de San Elizario ISD continuará enfrentando los desafíos de COVID-19 con mejoras continuas y perseverancia, incorporando el compromiso de educar a todos los estudiantes para el éxito, sin importar las circunstancias. Esta guía es la guía del Distrito Escolar Independiente de San Elizario sobre el reingreso al entorno de instrucción física

La guía sobre el coronavirus (COVID-19) se actualiza periódicamente. La información que se describe aquí son las mejores prácticas actuales proporcionadas por los funcionarios de salud federales, estatales y locales para mitigar el COVID-19 en el entorno laboral. El Distrito actualizará esta guía a medida que haya nueva información disponible. Este plan es fluido y se revisará de acuerdo con las pautas de los CDC, la TEA y el Departamento de Salud Pública local para determinar su eficacia y se revisará según sea necesario para satisfacer las necesidades de todas las partes interesadas.

Reglas generales

Horario del edificio / escuela
Consulte los horarios individuales del Departamento o de las Instalaciones del campus. Los empleados deben autoevaluarse para detectar síntomas de COVID-19 revisando la Evaluación de empleados del distrito a través del Portal de salud en https://app.healthofficeportal.com/SHM_San_Elizario_Independent_School_District/Portal/Login.aspx Cuestionario de evaluación de la salud y control de su temperatura antes de presentarse al trabajo. Los empleados deben llegar a tiempo, según lo programado para el servicio, para permitir el proceso de evaluación del control de salud. Para la seguridad del entorno de aprendizaje, se recomienda encarecidamente a los padres que evalúen a sus hijos ya sí mismos para detectar síntomas antes de enviar a los estudiantes a la escuela.

Salud y seguridad
El Distrito Escolar Independiente de San Elizario continúa monitoreando los indicadores de transmisión del coronavirus. Su salud y seguridad siguen siendo nuestra máxima prioridad. Como resultado, el Distrito continúa practicando una variedad de medidas de seguridad y escalando los esfuerzos de seguridad lo más rápido posible para mantener seguros a los empleados. Para abordar la propagación de COVID-19, es importante saber cómo se transmite el virus.

Transmisión de COVID-19
La transmisión del coronavirus en general ocurre mucho más comúnmente a través de gotitas respiratorias que a través del contacto con superficies contaminadas, pero es posible infectarse si uno toca una superficie contaminada y luego se toca la nariz, los ojos o la boca. El riesgo de transmisión parece ser proporcional a la cercanía y frecuencia de interacción entre un individuo infectado y otros que no están infectados y / o no vacunados.

El sitio web de los Centros para el Control y la Prevención de Enfermedades (CDC) proporciona la información más reciente sobre la transmisión de COVID-19:
https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-covid-spreads.html

Personas con mayor riesgo
Según lo que sabemos, las personas con alto riesgo de enfermedad grave por COVID-19 incluyen personas de 65 años o más, personas con afecciones médicas subyacentes como enfermedad cardíaca, enfermedad pulmonar, asma, diabetes, personas en diálisis, personas con enfermedad hepática, y personas con sistemas inmunológicos comprometidos.

Síntomas de COVID-19
El nuevo coronavirus (COVID-19) es diferente de los coronavirus que causan enfermedades leves como el resfriado común. La infección por COVID-19 puede causar enfermedades que van de leves a graves y, en algunos casos, pueden ser fatales. Según lo que se conoce actualmente, los síntomas pueden aparecer de 2 a 14 días después de la exposición al virus. Los síntomas de COVID-19 generalmente incluyen tos, falta de aliento o dificultad para respirar, escalofríos o temblores repetidos con escalofríos, fiebre (≥ 100 ° F), dolor muscular, dolor de garganta y, en algunos casos, pérdida del gusto o del olfato. Otros síntomas menos comunes incluyen náuseas, vómitos y / o diarrea. En algunos casos, las personas infectadas no presentan signos ni síntomas. y se denominan asintomáticos.

Si bien la mayoría de los casos se han producido en adultos, los síntomas de COVID-19 en niños son como los síntomas en adultos. Los síntomas de COVID-19 en los niños generalmente incluyen síntomas similares a los de un resfriado, como fiebre, secreción nasal y tos. También se han informado vómitos y diarrea.

Administradores de escuela / jefes de departamento
Los administradores del campus / jefes de departamento serán responsables de lo siguiente (según corresponda sobre la base de las directrices actuales):

- ❖ Pruebas de detección (control de temperatura y cuestionario del portal de salud de evaluación de la salud COVID-19)
  (Ver anexo)
- ❖ Distanciamiento social (3-6 pies)
- ❖ Equipo de protección personal
- ❖ Suministros de limpieza
- ❖ Estándares de señalización
- ❖ Entradas, salidas y flujo de tráfico
- ❖ Procesos de lobby y visitantes
- ❖ Protocolos de área compartida
- ❖ Otros procedimientos y protocolos de seguridad

Los administradores del escuela / jefes de departamento colaborarán para implementar protocolos y procedimientos de seguridad dentro del departamento o campus. Cada instalación tendrá un jefe de departamento / administrador del escuela que será responsable de implementar y monitorear los protocolos y procedimientos de seguridad dentro. Los jefes de departamento / administradores del escuela juzgarán las necesidades específicas de su edificio mediante la realización de evaluaciones diarias de la funcionalidad del edificio en las áreas de trabajo e instrucción.

Los administradores del escuela / jefes de departamento colaborarán en el mapeo del tráfico unidireccional en sus espacios de trabajo cuando corresponda, asegurando que se instalen flechas direccionales y señalización, reconfigurando el uso del espacio de oficinas y aulas según sea necesario para promover una distancia / espaciamiento apropiado (3-6 pies siempre que sea posible) e implementando prácticas relacionadas con el uso seguro de áreas o equipos especiales,

como fotocopiadoras. Los jefes de departamento / administradores de la escuela se asegurarán de que se vea un régimen de limpieza mejorado e informarán cualquier necesidad o suministros de limpieza adicionales al miembro del personal correspondiente.

Limpieza mejorada
El Departamento de Servicios de Conserjería tiene un alto estándar de limpieza y seguridad y está comprometido a mantener esos estándares con nuestro proceso de limpieza intensivo. Se han implementado protocolos mejorados de limpieza y desinfección como resultado de COVID-19 y se basan en las pautas gubernamentales y de salud locales actuales.

Utilización de productos químicos registrados por la EPA para la desinfección, enfoque en el tiempo de permanencia adecuado para una desinfección adecuada y una mayor frecuencia de desinfección de superficies de alto contacto.

- Pomos de las puertas
- Encimeras
- Pasamanos
- Interruptores de luz
- Accesorios de baño
- Escritorios
- Teclados y mouse
- Teléfonos de escritorio

Áreas de enfoque mejorado

- Autobuses
- Baños
- Oficinas
- Salas de descanso
- Máquinas expendedoras
- Copiadoras / impresoras
- Áreas de recepción y lobby
- Equipo

Limpieza de área personal sugerida

- Escritorios
- Teclados y mouse de computadora
- Teléfono
- Mando a distancia
- Brazos de silla
- Manijas de los cajones del archivador
- Cafetera

Autobuses
Los autobuses se limpiarán y desinfectarán a fondo después de las rutas de la mañana y la tarde, centrándose en las superficies de alto contacto como los asientos del autobús, los volantes, las perillas, las manijas de las puertas y los pasamanos. Cuando sea posible, se seguirán las pautas de distanciamiento social para autobuses de 3 a 6 pies. Los conductores de autobús, los monitores de autobús y los estudiantes que viajan en autobús pueden usar una mascarilla si así lo desean, aunque no es obligatorio.

Áreas communes
Se requerirá que todos los estudiantes, personal y visitantes sigan los protocolos de seguridad establecidos.

- Distanciamiento social (3-6 pies), si procede sobre la base de las directrices actuales.
- No se requiere el uso de cubiertas para el rostro, pero quienes elijan usar una mascarilla pueden continuar haciéndolo.

En las áreas comunes habrá disponibles dispensadores de desinfectante para manos o desinfectantes para manos portátiles y limpiadores en aerosol. Es posible que las puertas de las áreas comunes deban permanecer abiertas para evitar que varias personas toquen las manijas.

Detener la propagación de gérmenes
Los empleados, estudiantes y visitantes pueden hacer su parte para ayudar a prevenir la propagación de enfermedades respiratorias siguiendo estas pautas:

Distanciamiento social
El Distrito seguirá los protocolos de distanciamiento social dentro de los edificios. Las personas deben mantener una distancia mínima de tres pies entre otras personas tanto como sea posible. Las marcas de distanciamiento social en todos los campus e instalaciones del distrito serán claramente visibles para promover las pautas de distanciamiento.

Cubre vocas
La Orden Ejecutiva del Gobernador del Estado de Texas Número GA-36 prohíbe a las agencias gubernamentales, incluidos los distritos escolares, exigir el uso de cubiertas faciales. Por lo tanto, ya no se requiere el uso de una cubierta facial mientras se encuentre en los terrenos del distrito. Sin embargo, aquellos que opten por seguir usando una cubierta facial (mascarilla), pueden continuar haciéndolo.

Como recordatorio, las máscaras faciales no reemplazan el distanciamiento social y lavarse las manos con frecuencia. Los CDC recomiendan lavarse las manos durante al menos 20 segundos y hacerlo con frecuencia.

Guantes

Siga estos consejos:

- Lávese las manos antes de ponerse los guantes.
- Quítese las joyas de mano antes de usarlas.
- Asegúrese de que los guantes le queden bien.
- Tenga en cuenta que los objetos afilados pueden perforar los guantes.
- Siempre cámbiese los guantes si se rompen o se rompen.
- Nunca reutilice, comparta, lave o desinfecte los guantes.

Cómo quitarse los guantes

- Apriete y sostenga la parte exterior del guante cerca del área de la muñeca.
- Pelar hacia abajo, alejándose de la muñeca, dando la vuelta al guante.
- Retire el guante hasta que se lo quite de la mano y sostenga el guante de adentro hacia afuera con la mano enguantada.
- Con la mano sin guante, deslice los dedos por debajo de la muñeca del guante restante, teniendo cuidado de no tocar la parte exterior del guante.
- Nuevamente, pele hacia abajo, alejándose de la muñeca, volviendo el guante al revés.
- Continúe tirando del guante hacia abajo y sobre el guante de adentro hacia afuera que sostiene en su mano enguantada.
- Después de quitarse los guantes, lávese bien las manos con agua y jabón o desinfectante de manos a base de alcohol.

Áreas del vestíbulo principal (*Las medidas que figuran a continuación se han levantado actualmente*)

Se establecerán marcas de piso / zonas seguras alrededor de la recepción / áreas de recepción. Los espacios se reconfigurarán para lograr el distanciamiento social según sea necesario.

Instalaciones y campus del distrito

Para la seguridad de nuestro entorno de aprendizaje, todos los visitantes deberán seguir los protocolos y pautas de seguridad establecidos. Todos los visitantes serán evaluados para detectar síntomas de COVID 19, controlando su temperatura y respondiendo un cuestionario de Evaluación de la Salud. Si un visitante tiene algún síntoma de COVID 19, el visitante no será admitido en la instalación.

Programación de citas (*Las medidas que figuran a continuación se han levantado actualmente)*

El personal del Distrito Escolar Independiente de San Elizario debe establecer citas en el departamento o en el campus con los visitantes, incluidos los padres, durante las horas del día en las que el tráfico de empleados o estudiantes es mínimo. Por ejemplo, después de la entrada de un empleado o estudiante o antes de las horas de salida.

Números de contacto del campus y las instalaciones

Oficina de administración (central)	(915) 872-3900
Excell Academy	(915) 872-3915
Centro de operaciones de servicios de apoyo	(915) 872-3980
Lorenzo G. Loya Primaria	(915) 872-3940
Primaria Lorenzo G. Alarcón	(915) 872-3930
Alfonso Borrego Sr. Primaria	(915) 872-3910
Primaria Josefa L. Sambrano	(915) 872-3950
Escuela Intermedia Ann M. García-Enriquez	(915) 872-3960
Preparatoria San Elizario	(915) 872-3970

Visitantes con cita

Si un visitante tiene una cita, el miembro del personal de recepción sugerirá que el representante del departamento venga a reunirse con el visitante en un espacio provisto. Sin embargo, la decisión final sobre si permitir que la persona vaya al departamento se dejará en manos del representante del departamento. Para los visitantes de la escuelas, el personal del campus seguirá los protocolos establecidos para visitantes.

Visitantes sin cita previa

Si un visitante no tiene una cita, se contactará al departamento para determinar si alguien está disponible para ayudar al visitante. Si el miembro específico del personal no está disponible, y por la seguridad del entorno de aprendizaje, se le puede pedir al visitante que programe una cita o intente realizar sus negocios por teléfono u otros medios.

Salas de conferencias y formación

Las siguientes pautas se aplicarán al uso de salas de conferencias y espacios de trabajo comunes: Las salas de conferencias y los espacios de trabajo comunes se pueden utilizar siguiendo las pautas de distanciamiento social según corresponda sobre la base de las orientaciones actuales.

Se deben practicar las siguientes pautas para las reuniones en persona:

- Los asientos, si se usan, deben ubicarse de manera que las personas estén separadas por al menos tres pies.
- Las mesas y superficies deben limpiarse con productos desinfectantes al comienzo y al final de cada reunión.
- El personal debe planificar una ventana de 30 minutos entre reuniones para la limpieza.

Baños

Al abrir o cerrar la puerta del baño, se recomienda utilizar una toalla de papel, un pañuelo de papel, una toallita desinfectante o un guante desechable. Los baños estarán equipados con jabón y toallas de papel. Habrá jabón de manos disponible en todos los baños. Se colocarán carteles sobre cómo lavarse las manos correctamente en todos los baños. Los baños se limpiarán regularmente durante el día y por la noche según corresponda. Las estaciones portátiles de desinfectante de manos estarán ubicadas justo afuera de los baños o pasillos.

Comidas y salas de Descanso
Si bien no hay datos que sugieran que COVID-19 se pueda transmitir a través de alimentos cocinados y manipulados adecuadamente, el coronavirus puede vivir en las superficies durante períodos prolongados de tiempo y es transmisible en lugares como cocinas comunales y salas de descanso donde las personas se reúnen de cerca. proximidad durante períodos prolongados de tiempo y donde las superficies se desinfectan incorrectamente entre usos.

Estaciones de trabajo
Se requerirá que los empleados sigan un protocolo de "escritorio limpio". Ningún alimento, bebida o artículo que pueda dañarse debe permanecer en el escritorio al final de la jornada laboral. Las tazas personales, botellas de agua, etc., deben guardarse en cajones o armarios. Las estaciones de trabajo se someterán a una limpieza / desinfección diaria, lo que requiere que las estaciones de trabajo estén despejadas. Se pide a los empleados que colaboren en los esfuerzos limpiando sus estaciones de trabajo y equipos durante el día.

La estación de trabajo de un empleado que muestre síntomas consistentes con COVID-19 o que haya sido diagnosticado con COVID-19 no se utilizará durante al menos 24 horas, cuando sea posible. Después de 24 horas, el servicio de conserjería limpiará y desinfectará la estación de trabajo.

Oficinas individuales
Se anima a los empleados de oficinas individuales a utilizar métodos de videoconferencia para las reuniones y no deben realizar reuniones ni recibir invitados en su oficina a menos que se pueda lograr un distanciamiento social de tres pies.

Proceso de selección
Todo el personal, los estudiantes y los visitantes serán examinados para detectar síntomas de COVID-19 como medida de seguridad para promover un ambiente de trabajo y aprendizaje saludable y reducir el riesgo de transmisión de COVID-19. (Ver anexo)

Autoevaluación del empleado
Se les pide a los empleados que se autoexaminen antes de presentarse al trabajo comprobando su temperatura y determinando si tienen alguno de los siguientes signos o síntomas nuevos o que empeoran de un posible COVID-19:

- Sensación de fiebre o una temperatura medida igual o superior a 100 ° F
- Sacudidas repetidas con escalofríos
- tos
- Dolor de garganta
- Congestión nasal
- Dolores de cabeza persistentes
- Falta de aire o dificultad para respirar
- Dolores corporales / dolores musculares o articulares
- Fatiga
- Náuseas / Vómitos

- Pérdida del sentido del olfato o del gusto
- Ha estado en contacto cercano con una persona que, según el laboratorio, tiene COVID-19
- Si tiene fiebre de 100 ° F o más, o se siente enfermo, quédese en casa.
- Asegúrese de comunicarse con su proveedor de salud, si es necesario, y notifique a su supervisor sobre su ausencia.

Si tiene uno o más de los síntomas anteriores, el Departamento de Salud recomienda que lo deriven para la prueba de COVID-19. Además, deberá seguir las recomendaciones de auto cuarentena hasta que haya obtenido los resultados de la prueba o la aprobación de su proveedor de atención médica.

Todas las restricciones de viaje se levantan en el condado de El Paso; el personal y los estudiantes pueden viajar fuera de la región; sin embargo, deben observar todas las medidas y recomendaciones preventivas (distanciamiento social, cubrirse la cara si corresponde, lavarse las manos con frecuencia) durante el viaje y al regresar.

Comprobaciones de temperature
Las personas con lecturas de temperatura superiores a 100 ° F no podrán presentarse en el área de trabajo. Serán dirigidos a un área designada donde se les dará información de contacto a uno de los representantes de Servicios de Salud del Distrito para recibir más instrucciones.
Si tiene algún síntoma de COVID-19 o se le diagnostica COVID-19, no se le permitirá trabajar hasta que se cumplan los siguientes criterios:

- Sin fiebre durante 24 horas sin el uso de medicamentos para reducir la fiebre; y
- Han pasado al menos 5 días desde que aparecieron los primeros síntomas. Con una carta de autorización del Departamento de Salud Pública de El Paso, si se confirma COVID-19.
- Tiene una nota de un profesional médico que le autoriza a regresar al trabajo.
- Una prueba de PCR negativa 3-5 días después del inicio de los síntomas.

Si se enferma durante la jornada laboral y presenta algún síntoma de COVID-19 o se le diagnostica COVID-19, no se le permitirá trabajar hasta que se cumplan los criterios anteriores o tenga una prueba de PCR negativa o una carta de autorización del El Departamento de Salud Pública o una nota de un profesional médico que lo autorice a regresar al trabajo.

Para obtener más información sobre qué hacer si se enferma, visite:
https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html

Direcciones para el personal con síntomas confirmados de Covid-19, Covid-19 o familiares con síntomas de Covid-19

Personal que se enferma durante la jornada laboral
Debido a la naturaleza contagiosa del virus, todo el personal debe mantenerse informado, practicar hábitos saludables y evitar compartir equipo cuando sea posible para prevenir la propagación del COVID-19.

Los signos o síntomas pueden aparecer de 2 a 14 días después de la exposición al virus.

Las personas con los siguientes síntomas pueden tener COVID-19:

- tos
- Falta de aire / dificultad para respirar
- Escalofríos / temblores repetidos con escalofríos
- Dolor muscular
- Dolor de cabeza
- Dolor de garganta
- Pérdida del gusto u olfato
- Diarrea
- Fiebre de 100 ° F o más o sensación febril
- Contacto cercano conocido con una persona que tiene COVID-19

Si el personal desarrolla síntomas de COVID-19 durante la jornada laboral o se confirma que tiene una infección por COVID-19, se tomarán las siguientes medidas para reducir la transmisión:

- Separe al personal enfermo de los demás y envíelos a casa.
- Comuníquese con el Departamento de Conserjería para conocer los procedimientos operativos estándar de limpieza / desinfección del escritorio / estación de trabajo del personal enfermo.
- Comuníquese con los Servicios de Salud para ayudar con el rastreo de contactos para determinar otros miembros del personal que puedan haber estado expuestos al virus.
- Recursos Humanos informará al personal sobre la posible exposición al virus manteniendo la confidencialidad. (Vea la Política de la Junta DH y el Código de Ética del Educador)

Orientación para el regreso al trabajo
El virus que causa COVID-19 puede ser transmitido a otras personas por personas infectadas a través de gotitas respiratorias de aquellos que tienen pocos síntomas, ningún síntoma o están levemente enfermos. Debido a la naturaleza contagiosa del virus, todo el personal debe mantenerse informado y tomar acciones según las pautas establecidas.

El personal y los estudiantes con COVID-19 confirmado no pueden regresar al trabajo o la escuela hasta:

Ya no tiene fiebre (100 ° F o más) dentro de las 24 horas sin el uso de medicamentos para reducir la fiebre como Advil, Tylenol o aspirina) y mejoría significativa de otros síntomas (tos, dolor de garganta, dolor de cabeza, etc.) y Han pasado al menos 5 días desde que aparecieron los primeros síntomas, o el miembro del personal tiene una declaración de un profesional médico que lo autoriza a regresar al trabajo basado en un diagnóstico alternativo , una prueba de PCR negativa o una carta de autorización del Departamento de Salud Pública de El Paso.

Se asume que el personal con síntomas de COVID-19 que no ha sido examinado o evaluado por un profesional médico tiene COVID-19.

Es posible que el personal con síntomas de COVID-19 no regrese al trabajo hasta que:

- Se han cumplido los mismos criterios enumerados anteriormente, o
- El miembro del personal tiene una declaración de un profesional médico que lo autoriza a regresar al trabajo basado en un diagnóstico alternativo.

El personal expuesto a personas que se sabe que tienen COVID-19 no puede regresar al trabajo hasta que:

- El final del período de autocuarentena de 5 días a partir de la última fecha de exposición.
- El empleado debe proporcionar una nota de un profesional médico que lo autorice a regresar al trabajo.
- La orientación para el regreso al trabajo no puede predecir cada situación única.

Los empleados y estudiantes que estén completamente vacunados no tienen que ponerse en cuarentena a menos que muestren signos y síntomas de COVID-19 si están expuestos.

Apéndice

Formulario 1 - Cuestionario de evaluación respiratoria para empleados de SEISD

SEISD Employee Respiratory Screening	
1. Have you had any recent fevers of 100°F or greater?	Yes or No
2. Have you had any repeated shaking with chills?	
3. Have you had any cough (dry or productive)?	
4. Have you had a sore throat?	
5. Have you had any nasal congestion or runny nose?	
6. Have you had any persistent headaches?	
7. Have you had any shortness of breath?	
8. Have you had any body aches/ muscle or joint pain?	
9. Have you been experiencing extreme fatigue?	
10. Have you had any nausea/vomiting/ diarrhea?	
11. Have you had loss of your sense of smell or taste?	
12. Have you been in close contact with a person who is lab confirmed to have COVID 19?	

NOTA: Si respondió afirmativamente a una o más de las preguntas anteriores, proceda con lo siguiente:
a) Comuníquese con su supervisor / administrador inmediato y notifique sus síntomas
b) Se recomienda que haga un seguimiento con su Proveedor de atención primaria para una evaluación adicional o
c) El Departamento de Salud de la ciudad de El Paso recomienda llamar al (915) 212-0783 / 434-1092 o registrarse en línea en EPStrong.org para programar una cita para pruebas COVID 19

Firma del empleado: _____ Departamento / Campus: _____ Fecha: _____

Árbol de decisión COVID-19

Positivo o con Síntomas de COVID-19[1]

Quedese en casa

- Quédese en casa por 5 días despues de la fecha de su prueba (o fecha de sintomas si no se hizo prueba) y aislado de otras personas de su hogar **Y**
- No fiebre en las últimas 24 horas (sin usar medicamentos que bajan la fiebre) y sus síntomas están mejorando.
- Personas asintomáticas: aislese por 5 dias despues de la fecha de su prueba. El día zero es el día de la toma de su muestra para la prueba de detección

Regreso al trabajo/ escuela

...cuando cumple lo mencionado arriba

- Se recomienda el uso de una mascarilla bien ajustada por 5 días adicionales. El estudiante/empleado debe completar un formulario de autorización.

Expuesto a COVID-19 [2]

NO tiene la vacuna contra el COVID-19 al día (Incluye dosis de refuerzo)

Cuarentena, Mascara, y Detección

- Quédese en casa en cuarentena por al menos 5 días completos. El día zero es el día de la toma de su muestra para la prueba de detección.
  - Hágase una prueba de detección al menos 5 días después de su último contacto cercano
- Si resulta positivo, siga las instrucciones para "Positivo o con Síntomas de COVID-19"
- Si resulta negativo, siga las instrucciones indicadas abajo
- Si presenta síntomas, aíslese inmediatamente y hágase una prueba de detección.
- Si el contacto cercano vive con alguien que tiene COVID-19 y no puede evitar el contacto cercano continuo, la cuarentena comienza después de la persona que tiene COVID-19 cumple con los criterios para poner fin al aislamiento domiciliario

Regreso al trabajo/escuela

..cuando cumple lo mencionado arriba **Y**

- Se recomienda el uso de una mascarilla bien ajustada por 5 días adicionales. El estudiante/empleado debe completar un formulario de autorización.

Expuesto al COVID-19 y tiene su vacunación contra el COVID-19 al día

O

Tuvo COVID-19 confirmado en los últimos 90 días

Mascara, y Detección

- **Sin cuarentena**
- **No es necesario que se quede en casa, excepto si presenta síntomas.**
- Hágase una prueba de detección (incluso si no presenta síntomas,) al menos 5 días después de su último contacto cercano con una persona con COVID-19.

•Si resulta positivo, siga las instrucciones para "Positivo o con Síntomas de COVID-19"
•Si presenta síntomas, aíslese inmediatamente y hágase una prueba de detección.
•Se recomienda el uso de una mascarilla bien ajustada por 5 días adicionales. El estudiante/empleado debe completar un formulario de autorización.

Nota: Si 2 o más personas dan positivo por COVID-19 en casa, entonces la cuarentena aplica por 5 días

1. Si una persona tiene síntomas que podrían ser de COVID-19 y desea regresar a la escuela antes de completar el período de permanencia en el hogar, la persona debe (a) obtener una nota de un médico que autorice el regreso de la persona en función de un diagnóstico alternativo o (b) obtener una prueba molecular (PCR) o de antígenos negativa realizado por un proveedor de atención médica. El distrito utilizará la "fecha de recolección" de la prueba COVID-19 para determinar el final del período de aislamiento.
2. El contacto cercano se define como:
   a. estar expuesto directamente a secreciones infecciosas (p. ej., toser encima); o
   b. estar dentro de los 6 pies por una duración acumulada de 15 minutos durante un período de 24 horas;
3. Ya sea (a) o (b) en la nota al pie 2 anterior define el contacto cercano si ocurrió durante el período infeccioso del caso confirmado por laboratorio, definido como dos días antes del inicio de los síntomas a 5 días después del inicio de los síntomas. En el caso de personas asintomáticas con COVID-19 confirmado por laboratorio, el período infeccioso se define como dos días antes de la prueba de laboratorio de confirmación y continúa durante 5 días después de la prueba de laboratorio de confirmación.
4. Excepción a (b): En el salón de clases interior K-12, la definición de contacto cercano excluye a un estudiante que está dentro de 3 a 6 pies de un estudiante infectado si tanto el estudiante infectado como el (los) estudiante(s) expuesto(s) usaron máscaras bien ajustadas de manera correcta y constante todo el tiempo. Nota: Empleados que soliciten días adicionales pagas por razones de COVID-19 bajo Resolución de La Mesa Directiva - (además de haber agotado todos sus días), también se requiere resultado positivo de prueba PCR para calificar.

Revised 1/17/22

Apoyo a los empleados
Se anima a todos los miembros del personal a comunicar cualquier inquietud a su supervisor, quien podrá orientarlos más en caso de que se necesiten servicios, información y / o consideraciones adicionales. A continuación, se muestran algunos recursos disponibles para los empleados.

Recursos

TRS-Active Care	(800) 222-9205	www.trsactivecareaetna.com
Teledoc	(855) 835-2362	https://member.teladoc.com/trsactivecare
Texas Department of State Health Services ■ *COVID-19 Self-Checker* ■ *COVID-19 Test Collection Sites*	Dial 2-1-1, then choose Option 6.	https://www.dshs.state.tx.us/coronavirus/testing.aspx coronavirus@dshs.texas.gov
Centers for Disease Control and Prevention ■ *"If You are Sick or Caring for Someone"*	(800) 322-4636	https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/index.html

Centros para el Control y la Prevención de Enfermedades y la Agencia de Educación de Texas
https://www.cdc.gov/ https://tea.texas.gov/

CDC.GOV

https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html

El Centro para el Control de Enfermedades (CDC) actualizó recientemente sus pautas de aislamiento y cuarentena. La Agencia de Educación de Texas (TEA) y el Departamento de Salud Pública (DPH) también han ofrecido orientación.

Tenga en cuenta que el Distrito Escolar Independiente de San Elizario continuará siguiendo las pautas más actualizadas a medida que las autoridades locales de salud las pongan a disposición. Por lo tanto, cualquier informe de COVID-19 recibido a partir del 17 de enero de 2022 seguirá las nuevas pautas.

• Puede encontrar un resumen completo de las nuevas pautas de los CDC AQUI
• Puede encontrar un resumen completo de las nuevas pautas del DPH AQUI
• Puede encontrar un resumen completo de las nuevas pautas de TEA AQUI

A continuación, se muestra un resumen de algunas preguntas frecuentes:

• ¿Cuándo se me considera "al día" con mis vacunas? AQUI

• ¿Dónde puedo hacerme la prueba de COVID-19? LISTA DE LOCACIONES CON O SIN CITA
• ¿Dónde puedo encontrar información sobre el tratamiento de infusión? AQUI
• Me hice una prueba casera y di positivo por COVID-19. ¿Se puede utilizar este resultado?
Respuesta: Sí, envíe una foto de sus resultados a regallegos@seisd.net y bcruz@seisd.net
Nota: también debe autoreportase al departamento de salud utilizando ESTE ENLACE
• Si estoy positivo para COVID-19, ¿qué fecha se usará para determinar mi fecha de regreso al trabajo?
Respuesta: La fecha de la prueba se utilizará para determinar los 5 días. La fecha de la prueba será el "día cero".
• ¿Dónde puedo encontrar información sobre salud mental? UTILIZANDO ESTE ENLACE

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Edgar Ponce, Coordinator of ESSER Programs
Subject: Discussion and Presentation/Update on the Elementary and Secondary School Emergency Relief Fund (ESSER III)
Date: July 20, 2022

HISTORY: In 2021 the District applied for the CRRSA ESSER II grant and for the ARP ESSER III grant.

RATIONALE: The ARP ESSER III grant has a compliance requirement requiring grantees to review and update as appropriate both their Safe Return to In-Person Instruction and Continuity of Services Plan and their Plan for Uses of ARP ESSER III funds plans. The purpose of this agenda item is to present the Plan for Uses of ARP ESSER III funds.

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

ADMINISTRATIVE RECOMMENDATION: This agenda item is for information only and does not require any action.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

San Elizario Independent School District

Elementary and Secondary School Emergency Relief Fund (ESSER) III Update

July 20, 2022

San Elizario Independent School District

Elementary and Secondary School Emergency Relief Fund (ESSER)

Grant Compliance Requirement

The Safe Return to In-Person Instruction and Continuity of Services Plan and the LEA's Plan for Uses of ARP ESSER III Funds must be reviewed at least every 6 months and updated as appropriate.

San Elizario Independent School District

District Use of Funds Update – ESSER II – as of 7/13/2022

#	Groups	Funds Budgeted	Funds Used
1	Loss of learning	$186,407	$108,638
2	Technology integration	$201,696	$201,696
4	Family/Community Engagement	$52,626	$23,594
5	Safe to return in person and continuity of services	$20,000	$6,305
6	Mental health and behavioral supports	$80,479	$23,571
7	Grant administration	$917,333	$178,460
8	Student Enrichment & Afterschool Programs	$442,450	$94,791
9	Resources to address needs of individual schools	$586,192	$204,566
9.1	Band instruments	$500,000	$0
9.2	Student furniture	$1,700,000	$1,655,993
10	Retention of employees	$2,168,398	$1,531,299
11	Teacher supply funds	$106,500	$29,423
	Total	$6,962,081	$4,058,338

ESSER II Grant End Date: September 2023

San Elizario Independent School District

District Use of Funds Update – ESSER III – as of 7/13/2022

#	Groups	Funds Budgeted	Funds Used
1	Loss of learning	$5,656,067	$1,109,849
2	Technology integration	$2,100,000	$1,276,851
3	Professional development	$351,288	$24,137
4	Family/Community Engagement	$616,894	$133,788
5	Safe to return in person and continuity of services	$1,134,315	$387,474
6	Mental health and behavioral supports	$774,462	$99,947
7	Grant administration	$3,938,369	$751,868
8	Student Enrichment & Afterschool Programs	$175,875	$0
9	Resources to address needs of individual schools	$345,588	$155,344
10	Retention of employees	$548,040	$0
	Total	$15,640,897	$3,939,257

ESSER III Grant End Date: September 2024

San Elizario Independent School District

Elementary and Secondary School Emergency Relief Fund (ESSER)

ESSER III Position Snapshot as of 7/13/22

Campus	Role	Status
SEHS	Intervention Teacher	Vacant
SEHS	At Risk Aide	Vacant
SEHS	Bilingual Aide	Filled
SEHS	Paraprofessional - LPAC	Filled
SEHS	At Risk Teacher	Filled
SEHS	Counselor	Filled
SEHS	School Improvement Coord.	Vacant
GEMS	Intervention Teacher	Vacant
GEMS	Intervention Teacher	Vacant
GEMS	Bilingual Aide	Filled
GEMS	School Improvement Coord.	Filled
GEMS	At Risk Teacher	Filled
Loya	Counselor	Filled
Loya	Parent Liaison	Filled
Loya	At Risk Teacher	Vacant
Loya	School Improvement Coord.	Filled

Campus	Role	Status
Alarcon	Intervention Teacher	Filled
Alarcon	Intervention Teacher	Filled
Alarcon	Bilingual Aide	Filled
Alarcon	Parent Liaison	Vacant
Alarcon	At Risk Teacher	Filled
Borrego	Intervention Teacher	Filled
Borrego	Intervention Teacher	Filled
Borrego	Bilingual Aide	Vacant
Borrego	Parent Liaison	Filled
Borrego	At Risk Teacher	Filled
Sambrano	Intervention Teacher	Vacant
Sambrano	Intervention Teacher	Filled
Sambrano	Bilingual Aide	Filled
Sambrano	Parent Liaison	Filled
Sambrano	At Risk Teacher	Filled

Depts	Role	Status
Other	ESSER Program Coord.	Filled
Other	Dyslexia Teacher	Filled
Other	SPED Counselor Part Time	Filled
Other	LVN	Filled
Other	Nurse Aide	Filled

ESSER II Position Snapshot as of 7/13/22

Campus	Role	Status
SEHS	Receptionist	Filled
SEHS	Monitor	Vacant
SEHS	Monitor	Vacant
SEHS	Monitor	Vacant
SEHS	Monitor	Vacant

Campus	Role	Status
GEMS	Receptionist	Filled
Loya	Receptionist	Filled
Sambrano	Monitor	Filled
Sambrano	Monitor	Filled

San Elizario Independent School District

Moving Forward

Group 1 - Loss Of Learning

- Targeted After School Tutoring
- Intersessions
- Provide materials and supplies so that our students get more Hands-on learning opportunities which will help close the learning loss

Group 2 – Technology Integration

- Continue Researching for new programs and provide state of the art Technology
- One to One devices
- Classrooms have appropriate technology
- Technology Labs

Group 3 - Professional Development

- Identify opportunities for our staff to grow their skills so that our students may be ready for the real world or Post-Secondary Education

Group 4 - Family/Community Engagement

- Parental Involvement Packets
- Parental sessions may include but not limited to, technology lessons, handling stress, activities to help bond parents and students

Group 5 – Safe To Return to in person and continuity of services

- Continue to provide supplies needed to keep our students safe with a sanitized environment

Group 6 - Mental Health and Behavioral Supports

- Social Emotional Corners in the classrooms/counseling area to include seating options in the classrooms

Group 8 - Student Enrichment & Afterschool Programs

- Increase student involvement in after school programs and provide new opportunities

Group 9 - Resources to address needs of Individual Schools

- Student Supplies
- Makerspace in all levels
- Fine Arts Instruments
- Student Furniture

Group 10 – Retention of Employees

- As approved by the board

Group 11 – Teacher Supply Funds

- Teachers will have access to order classroom supplies as approved previously by the board.

San Elizario Independent School District

Project in Building phase (budgeted under ESSER II – Group 8)

Eagles LEARNING CENTER

San Elizario Independent School District

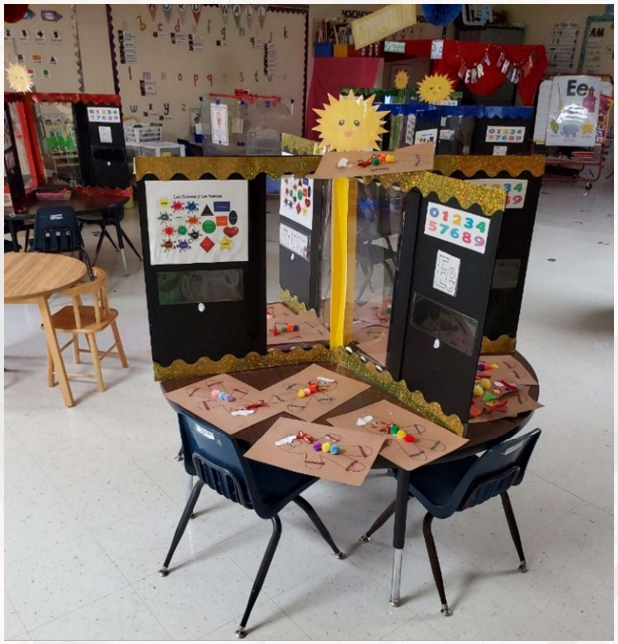
ESSER Projects

Interactive Play/Learning Obie

San Elizario Independent School District

Student Furniture Examples

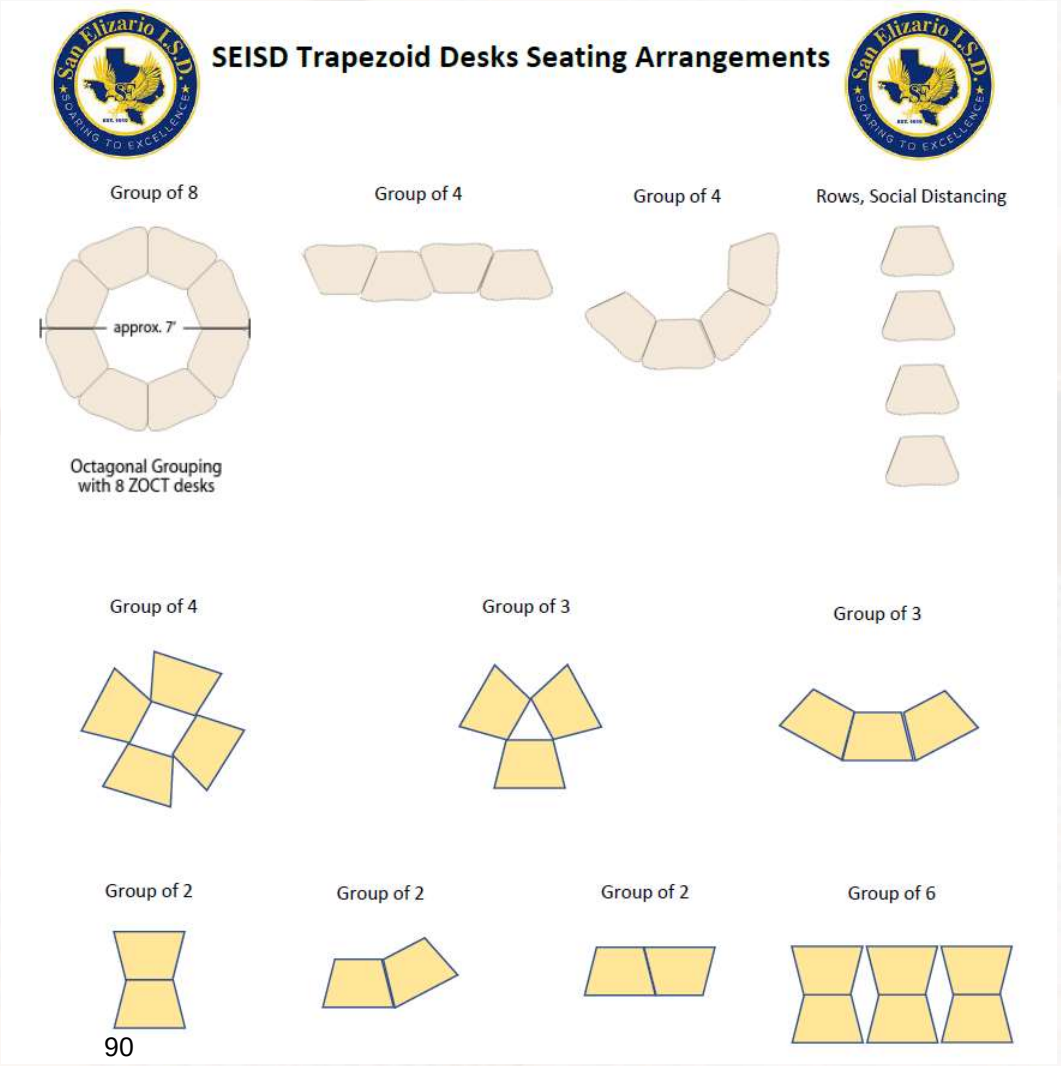
Loya Primary/Sambrano Elementary



San Elizario Independent School District

Student Furniture Example

Borrego



San Elizario Independent School District

Elementary and Secondary School Emergency Relief Fund (ESSER)

Questions and comments welcomed at this time

San Elizario Independent School District

Elementary and Secondary School Emergency Relief Fund (ESSER)Update and Public Input

Thank You for EVERYTHING you are doing for our Eagles

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Edgar Ponce, Coordinator of ESSER Programs
Subject: Public comment and input on the Elementary and Secondary School Emergency Relief Fund (ESSER III)
Date: July 20, 2022

HISTORY: In 2021 the District applied for the CRRSA ESSER II grant and for the ARP ESSER III grant.

RATIONALE: The ARP ESSER III grant has a compliance requirement requiring grantees to review and update as appropriate both their Safe Return to In-Person Instruction and Continuity of Services Plan and their Plan for Uses of ARP ESSER III plans. The purpose of this agenda item is to allow for public and stakeholder feedback.

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

ADMINISTRATIVE RECOMMENDATION: This agenda item is for information only and does not require any action.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

San Elizario Independent School District

Elementary and Secondary School Emergency Relief Fund (ESSER) – Public Comment & Input

July 20, 2022

Public input welcomed at this time

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports - Tax Report
Date: July 20, 2022

HISTORY: The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort." The District's current tax rate was approved at the September 8, 2021 regular Board meeting for a total rate of $1.09. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was $0.9207 while the Interest & Sinking (I&S) rate which pays for bonded debt was $0.1693.

RATIONALE: The purpose of this agenda item is to report collections made for the current 2021 tax year which is based on the levy billed on October 1, 2021.

BUDGET IMPACT: Collections as of May 31, 2022 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	$2,722,191	$500,561	$3,222,752	
Current Year Collections	$2,498,484	$459,426	$2,957,910	$2,957,910
Current Year Levy Outstanding	$223,706	$41,136	$264,842	
Prior Year Collections				$90,160
Penalty & Interest Collections				$75,245
Total Collections				$3,123,315

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2021 through 5/31/2022

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

	CURRENT TAX YEAR ($)		PRIOR YEARS ($)		ALL YEARS ($)			COLLECTION FEE ($)	
PERIOD	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2021	-	-	33,787.27	33,787.27	33,787.27	33,787.27	1.05%	5,727.52	5,727.52
Oct 2021	18,161.58	18,161.58	9,637.72	43,424.99	27,799.30	61,586.57	1.91%	1,505.41	7,232.93
Nov 2021	230,876.30	249,037.88	5,358.09	48,783.08	236,234.39	297,820.96	9.24%	1,288.70	8,521.63
Dec 2021	967,943.52	1,216,981.40	14,706.00	63,489.08	982,649.52	1,280,470.48	39.73%	2,825.62	11,347.25
Jan 2022	1,042,971.55	2,259,952.95	18,949.91	82,438.99	1,061,921.46	2,342,391.94	72.68%	3,331.87	14,679.12
Feb 2022	478,767.52	2,738,720.47	10,107.10	92,546.09	488,874.62	2,831,266.56	87.85%	2,217.38	16,896.50
Mar 2022	131,792.66	2,870,513.13	20,813.38	113,359.47	152,606.04	2,983,872.60	92.59%	4,725.69	21,622.19
Apr 2022	67,048.48	2,937,561.61	3,673.43	117,032.90	70,721.91	3,054,594.51	94.78%	3,362.86	24,985.05
May 2022	46,824.86	2,984,386.47	21,895.75	138,928.65	68,720.61	3,123,315.12	96.91%	5,031.70	30,016.75
Jun 2022									
Jul 2022									
Aug 2022									

LEVY		CURRENT	PRIOR	ALL YEARS
Levy-Cert	7/24/2021	-	N/A	N/A
Levy-Billed	10/1/2021	3,251,468.31	574,891.82	3,826,360.13
Adjusted Levy YTD		3,222,751.99	528,144.39	3,750,896.38
Increase/Decrease		(28,716.32)	(46,747.43)	(75,463.75)
Levy Outstanding		264,842.03	437,984.72	702,826.75

REVENUE	CURRENT	PRIOR	ALL YEARS
Total Levy Collected	2,957,909.96	90,159.67	3,048,069.63
Total Penalty & Interest	26,476.51	48,768.98	75,245.49
Total Levy + P&I	2,984,386.47	138,928.65	3,123,315.12
Taxes as percent of levy	91.78%	2.80%	94.58%
P&I as percent of levy	0.82%	1.51%	2.33%
Total as percent of levy	92.60%	4.31%	96.91%
Collection Fee	2,492.79	27,523.96	30,016.75
Total Collected YTD	2,986,879.26	166,452.61	3,153,331.87

printed 6/2/2022

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: July 20, 2022

HISTORY: The district's fiscal year runs from July 1st through June 30th. The district's fiscal accounts are audited annually and the results are typically presented at the regular board meeting in November.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of May 31, 2022 which are attached to this memo. Included are:

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

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

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

EXHIBIT G-1

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE ELEVEN MONTHS ENDING MAY 31, 2022

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 3,101,144	$ 3,101,144	$ 2,896,895	$ (204,249)
5800	State Program Revenues	30,725,856	30,753,515	25,206,298	(5,547,217)
5900	Federal Program Revenues	5,268,000	5,647,012	4,547,412	(1,099,600)
5020	Total Revenues	39,095,000	39,501,671	32,650,605	(6,851,066)
	EXPENDITURES:				
	Current:				
0011	Instruction	18,741,079	18,688,079	16,515,573	2,172,506
0012	Instructional Resources and Media Services	509,500	509,500	379,082	130,418
0013	Curriculum and Instructional Staff Development	182,766	232,766	207,050	25,716
0021	Instructional Leadership	758,050	761,065	701,550	59,515
0023	School Leadership	2,172,042	2,172,042	1,977,202	194,840
0031	Guidance, Counseling and Evaluation Services	1,278,767	1,286,767	1,150,866	135,901
0032	Social Work Services	251,778	251,778	231,318	20,460
0033	Health Services	434,094	463,106	374,730	88,376
0034	Student (Pupil) Transportation	1,326,403	1,350,203	1,122,859	227,344
0035	Food Services	4,000,000	4,000,000	2,525,662	1,474,338
0036	Extracurricular Activities	1,047,623	1,097,489	866,078	231,411
0041	General Administration	1,650,008	1,653,023	1,489,410	163,613
0051	Facilities Maintenance and Operations	4,377,423	4,518,423	3,707,660	810,763
0052	Security and Monitoring Services	896,658	1,064,036	867,995	196,041
0053	Data Processing Services	1,377,417	1,377,417	1,294,204	83,213
0061	Community Services	26,147	38,147	31,819	6,328
	Debt Service:				
0071	Principal on Long Term Debt	-	-	-	-
0072	Interest on Long Term Debt	-	-	-	-
0073	Bond Issuance Cost and Fees	-	-	-	-
	Capital Outlay:				
0081	Facilities Acquisition and Construction	220,000	155,000	148,274	6,726
	Intergovernmental:				
0099	Other Intergovernmental Charges	44,500	44,500	30,087	14,413
6030	Total Expenditures	39,294,255	39,663,341	33,621,419	6,041,922
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(199,255)	(161,670)	(970,814)	(809,144)
	OTHER FINANCING SOURCES (USES):				
7912	Sale of Real and Personal Property	5,000	5,000	38,540	33,540
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	5,000	5,000	38,540	33,540
1200	Net Changes in Fund Balances	(194,255)	(156,670)	(932,274)	(775,604)
0100	Fund Balance - July 1 (Beginning)	-	13,295,680	13,295,680	-
3000	Fund Balance - June 30 (Ending)	$ (194,255)	$ 13,139,010	$ 12,363,406	$ (775,604)

EXHIBIT J-3

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ELEVEN MONTHS ENDING MAY 31, 2022

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 571,406	$ 571,406	$ 486,853	$ (84,553)
5800	State Program Revenues	1,054,766	1,054,766	1,187,906	133,140
5020	Total Revenues	1,626,172	1,626,172	1,674,759	48,587
	EXPENDITURES:				
	Debt Service:				
0071	Principal on Long Term Debt	610,000	610,000	690,000	(80,000)
0072	Interest on Long Term Debt	1,067,900	1,067,900	985,973	81,927
0073	Bond Issuance Cost and Fees	1,000	1,000	400	600
6030	Total Expenditures	1,678,900	1,678,900	1,676,373	2,527
1200	Net Changes in Fund Balances	(52,728)	(52,728)	(1,614)	51,114
0100	Fund Balance - July 1 (Beginning)	-	239,349	239,349	-
3000	Fund Balance - June 30 (Ending)	$ (52,728)	$ 186,621	$ 237,735	$ 51,114

EXHIBIT C-1

SAN ELIZARIO ISD
BALANCE SHEET
GOVERNMENTAL FUNDS - UNAUDITED
AS OF MAY 31, 2022

Data Control Codes		General Fund	Other Funds	Total Governmental Funds
	ASSETS			
1110	Cash and Cash Equivalents	$ 13,597,961	$ 879,484	$ 14,477,445
1220	Property Taxes - Delinquent	563,438	52,669	616,107
1230	Allowance for Uncollectible Taxes (Credit)	(52,273)	(4,696)	(56,968)
1240	Receivables from Other Governments	790,331	1,589,613	2,379,942
1250	Accrued Interest	1,436	-	1,436
1260	Due from Other Funds	2,339,728	292,236	2,631,964
1300	Inventories	210,881	-	210,881
1410	Prepayments	-	-	-
1000	Total Assets	17,451,502	2,809,306	20,260,808
	LIABILITIES			
2110	Accounts Payable	495,535	74,977	570,512
2150	Payroll Deductions and Withholdings Payable	288,891	-	288,891
2160	Accrued Wages Payable	2,367,681	334,753	2,702,434
2170	Due to Other Funds	1,283,465	1,196,562	2,480,027
2180	Due to Other Governments	-	2,500	2,500
2200	Accrued Expenditures	79,129	-	79,129
2300	Unearned Revenues	62,224	4,951	67,175
2000	Total Liabilities	4,576,925	1,613,743	6,190,668
	DEFERRED INFLOWS OF RESOURCES			
2601	Unavailable Revenue - Property Taxes	511,165	47,974	559,139
2600	Total Deferred Inflows of Resources	511,165	47,974	559,139
	FUND BALANCES			
	Nonspendable Fund Balance:			
3410	Inventories	148,657	-	148,657
	Restricted Fund Balance:			
3450	Federal or State Funds Grant Restriction	1,057,224	147,320	1,204,544
3470	Capital Acquisition and Contractual Obligation	-	621,806	621,806
3480	Retirement of Long-Term Debt	-	237,735	237,735
3490	Other Restricted Fund Balance	-	140,728	140,728
3510	Committed Fund Balance - Construction	-	-	-
3600	Unassigned Fund Balance	11,157,531	-	11,157,531
3000	Total Fund Balances	12,363,412	1,147,589	13,511,001
4000	Total Liabilities, Deferred Inflows & Fund Balances	$ 17,451,502	$ 2,809,306	$ 20,260,808

EXHIBIT C-3

SAN ELIZARIO ISD
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS - UNAUDITED
FOR THE ELEVEN MONTHS ENDING MAY 31, 2022

Data Control Codes		General Fund	Other Funds	Total Governmental Funds
	REVENUES:			
5700	Total Local and Intermediate Sources	$ 2,896,895	$ 586,588	$ 3,483,483
5800	State Program Revenues	25,206,298	1,234,127	26,440,425
5900	Federal Program Revenues	4,547,412	7,210,570	11,757,982
5020	Total Revenues	32,650,605	9,031,285	41,681,890
	EXPENDITURES:			
	Current:			
0011	Instruction	16,515,573	4,707,281	21,222,854
0012	Instructional Resources and Media Services	379,082	59,532	438,614
0013	Curriculum Instructional Staff Development	207,050	1,128,471	1,335,521
0021	Instructional Leadership	701,550	122,398	823,948
0023	School Leadership	1,977,202	164,959	2,142,161
0031	Guidance, Counseling and Evaluation Services	1,150,866	145,692	1,296,558
0032	Social Work Services	231,318	6,147	237,465
0033	Health Services	374,730	147,602	522,332
0034	Student (Pupil) Transportation	1,122,859	42,005	1,164,864
0035	Food Services	2,525,662	111,441	2,637,103
0036	Extracurricular Activities	866,078	112,572	978,650
0041	General Administration	1,489,410	31,035	1,520,445
0051	Facilities Maintenance and Operations	3,707,660	826,763	4,534,423
0052	Security and Monitoring Services	867,995	50,946	918,941
0053	Data Processing Services	1,294,204	18,441	1,312,645
0061	Community Services	31,819	256,332	288,151
	Debt Service:			
0071	Principal on Long Term Debt	-	690,000	690,000
0072	Interest on Long Term Debt	-	985,973	985,973
0073	Bond Issuance Cost and Fees	-	400	400
	Capital Outlay:			
0081	Facilities Acquisition and Construction	148,274	178,483	326,757
	Intergovernmental:			
0099	Other Intergovernmental Charges	30,087	-	30,087
6030	Total Expenditures	33,621,419	9,786,473	43,407,892
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(970,814)	(755,188)	(1,726,002)
	OTHER FINANCING SOURCES (USES)			
7912	Sale of Real and Personal Property	38,540	-	38,540
7915	Transfers In	-	-	-
8911	Transfers Out (Use)	-	-	-
7080	Total Other Financing Sources (Uses)	38,540	-	38,540
1200	Net Change in Fund Balances	(932,274)	(755,188)	(1,687,462)
0100	Fund Balance - July 1 (Beginning)	13,295,680	1,902,777	15,198,457
1300	Prior Period Adjustment	-	-	-
3000	Fund Balance - June 30 (Ending)	$ 12,363,406	$ 1,147,589	$ 13,510,995

EXHIBIT H-4

SAN ELIZARIO ISD
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
INTERNAL SERVICE FUNDS - UNAUDITED
FOR THE ELEVEN MONTHS ENDING MAY 31, 2022

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	$ 3,839,268	$ 247,706	$ 4,086,974
Total Operating Revenues	3,839,268	247,706	4,086,974
OPERATING EXPENSES:			
Professional and Contracted Services	3,691,120	212,425	3,903,545
Other Operating Costs	855,587	-	855,587
Total Operating Expenses	4,546,707	212,425	4,759,132
Operating Income (Loss)	(707,439)	35,281	(672,158)
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	294	2,312	2,606
Total Nonoperating Revenues (Expenses)	294	2,312	2,606
Income (Loss) Before Transfers	(707,144)	37,593	(669,551)
Transfer In	-	-	-
Change in Net Position	(707,144)	37,593	(669,551)
Total Net Position - July 1 (Beginning)	231,150	1,120,987	1,352,137
Total Net Position - June 30 (Ending)	$ (475,994)	$ 1,158,580	$ 682,586

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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: July 20, 2022

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

RATIONALE: The purpose of this agenda item is to present that investment report for the month of May 2022.

BUDGET IMPACT: Interest earned by fund is summarized in the investment report which is attached to this memo.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

San Elizario I.S.D.
Statement of Interest Earned
For The Eleven Months Ending May 31, 2022

General Fund	**$**	**27,153.40**
Interest & Sinking (Debt Service) Fund	**$**	**962.26**
Capital Projects Fund	**$**	**532.25**
Health Insurance Fund	**$**	**294.49**
Workers Compensation Fund	**$**	**2,312.41**
Total	**$**	**31,254.81**

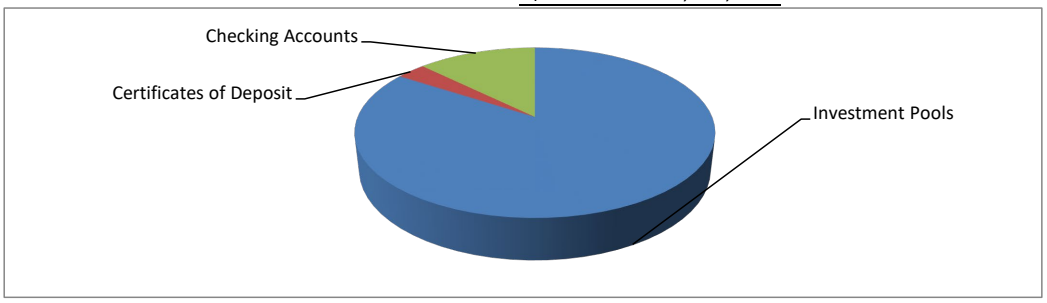
We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Norberto Rivas — **June 24, 2022**

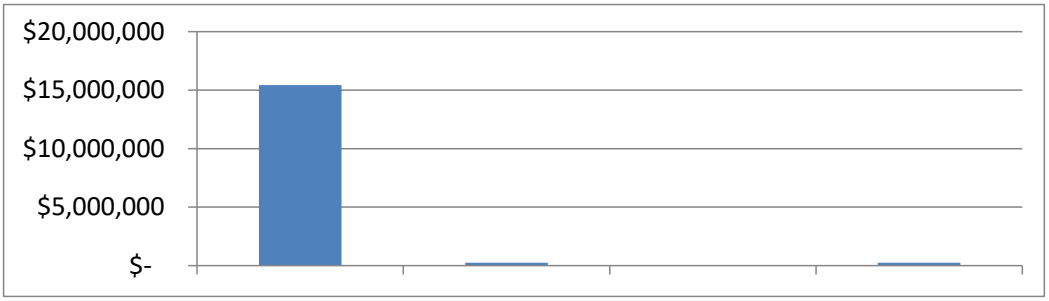
Chief Financial Officer — **Date**

Portfolio Diversification

By Investment Type		**Current Market Value**	**Portfolio %**
Investment Pools	$	13,406,937	84.14%
Certificates of Deposit	$	500,000	3.14%
Checking Accounts	$	2,027,526	12.72%
	$	15,934,463	



By Investment Maturity		**Current Market Value**	**Portfolio %**
Overnight	$	15,434,463	96.86%
0 - 1 Year	$	250,000	1.57%
1 - 2 Years	$	-	0.00%
2 + years	$	250,000	1.57%
	$	15,934,463	



General Fund

Wells Fargo- General Operating Checking Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$ 1,889,584.09	0.00%	$ -
01-Aug-21	31-Aug-21	Overnight	$ 1,700,036.71	0.00%	$ -
01-Sep-21	30-Sep-21	Overnight	$ 983,591.87	0.00%	$ -
01-Oct-21	31-Oct-21	Overnight	$ 491,694.35	0.00%	$ -
01-Nov-21	30-Nov-21	Overnight	$ 1,176,487.34	0.00%	$ -
01-Dec-21	31-Dec-21	Overnight	$ 1,100,951.88	0.00%	$ -
01-Jan-22	31-Jan-22	Overnight	$ 1,766,112.98	0.00%	$ -
01-Feb-22	28-Feb-22	Overnight	$ 1,523,177.32	0.00%	$ -
01-Mar-22	31-Mar-22	Overnight	$ 1,323,222.26	0.00%	$ -
01-Apr-22	30-Apr-22	Overnight	$ 1,051,793.12	0.00%	$ -
01-May-22	31-May-22	Overnight	$ 1,723,667.86	0.00%	$ -
01-Jun-22	30-Jun-22	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ -**

Wells Fargo- Food Service Checking Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$ 16,986.48	0.00%	$ -
01-Aug-21	31-Aug-21	Overnight	$ 31,147.04	0.00%	$ -
01-Sep-21	30-Sep-21	Overnight	$ 47,442.65	0.00%	$ -
01-Oct-21	31-Oct-21	Overnight	$ 53,922.30	0.00%	$ -
01-Nov-21	30-Nov-21	Overnight	$ 67,627.05	0.00%	$ -
01-Dec-21	31-Dec-21	Overnight	$ 77,786.00	0.00%	$ -
01-Jan-22	31-Jan-22	Overnight	$ 85,411.90	0.00%	$ -
01-Feb-22	28-Feb-22	Overnight	$ 95,689.59	0.00%	$ -
01-Mar-22	31-Mar-22	Overnight	$ 107,015.78	0.00%	$ -
01-Apr-22	30-Apr-22	Overnight	$ 116,982.85	0.00%	$ -
01-May-22	31-May-22	Overnight	$ 129,141.99	0.00%	$ -
01-Jun-22	30-Jun-22	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ -**

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$ 6,837,661.35	0.09%	$ 553.13
01-Aug-21	31-Aug-21	Overnight	$ 4,268,055.36	0.08%	$ 436.90
01-Sep-21	30-Sep-21	Overnight	$ 6,426,222.12	0.08%	$ 323.01
01-Oct-21	31-Oct-21	Overnight	$ 5,966,849.08	0.08%	$ 382.42
01-Nov-21	30-Nov-21	Overnight	$ 6,044,132.45	0.08%	$ 380.25
01-Dec-21	31-Dec-21	Overnight	$ 4,780,869.47	0.10%	$ 360.60
01-Jan-22	31-Jan-22	Overnight	$ 7,626,181.50	0.12%	$ 542.59
01-Feb-22	28-Feb-22	Overnight	$ 6,175,296.10	0.14%	$ 758.01
01-Mar-22	31-Mar-22	Overnight	$ 6,009,919.16	0.28%	$ 1,452.97
01-Apr-22	30-Apr-22	Overnight	$ 3,287,276.89	0.46%	$ 1,992.39
01-May-22	31-May-22	Overnight	$ 7,482,136.56	0.82%	$ 4,294.42
01-Jun-22	30-Jun-22	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 11,476.69**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$ 348,829.63	0.08%	$ 25.09
01-Aug-21	31-Aug-21	Overnight	$ 348,848.05	0.06%	$ 18.42
01-Sep-21	30-Sep-21	Overnight	$ 348,863.20	0.05%	$ 15.15
01-Oct-21	31-Oct-21	Overnight	$ 348,879.20	0.05%	$ 16.00
01-Nov-21	30-Nov-21	Overnight	$ 348,897.03	0.06%	$ 17.83
01-Dec-21	31-Dec-21	Overnight	$ 348,958.72	0.07%	$ 22.10
01-Jan-22	31-Jan-22	Overnight	$ 348,985.98	0.09%	$ 27.26
01-Feb-22	28-Feb-22	Overnight	$ 349,016.25	0.11%	$ 30.27
01-Mar-22	31-Mar-22	Overnight	$ 349,088.95	0.25%	$ 72.70
01-Apr-22	30-Apr-22	Overnight	$ 349,210.28	0.42%	$ 121.33
01-May-22	31-May-22	Overnight	$ 349,453.29	0.82%	$ 243.01
01-Jun-22	30-Jun-22	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 609.16**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$ 173,545.65	0.01%	$ 0.72
01-Aug-21	31-Aug-21	Overnight	$ 198,996.35	0.01%	$ 0.82
01-Sep-21	30-Sep-21	Overnight	$ 329,982.26	0.01%	$ 0.93
01-Oct-21	31-Oct-21	Overnight	$ 353,854.74	0.01%	$ 1.50
01-Nov-21	30-Nov-21	Overnight	$ 600,135.17	0.01%	$ 1.77
01-Dec-21	31-Dec-21	Overnight	$ 1,440,801.94	0.01%	$ 4.03
01-Jan-22	31-Jan-22	Overnight	$ 2,213,605.64	0.01%	$ 11.97
01-Feb-22	28-Feb-22	Overnight	$ 2,732,678.10	0.02%	$ 49.49
01-Mar-22	31-Mar-22	Overnight	$ 2,869,304.65	0.11%	$ 260.22
01-Apr-22	30-Apr-22	Overnight	$ 2,940,123.76	0.25%	$ 588.39
01-May-22	31-May-22	Overnight	$ 253,988.35	0.58%	$ 543.72
01-Jun-22	30-Jun-22	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 1,463.56**

Texas CLASS Investment Pool- General Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$ 3,186,405.30	0.06%	$ 166.37
01-Aug-21	31-Aug-21	Overnight	$ 3,186,542.19	0.05%	$ 136.89
01-Sep-21	30-Sep-21	Overnight	$ 3,186,658.08	0.04%	$ 115.89
01-Oct-21	31-Oct-21	Overnight	$ 3,186,775.93	0.04%	$ 117.85
01-Nov-21	30-Nov-21	Overnight	$ 3,186,917.08	0.05%	$ 141.15
01-Dec-21	31-Dec-21	Overnight	$ 3,187,104.50	0.07%	$ 187.42
01-Jan-22	31-Jan-22	Overnight	$ 3,187,365.74	0.10%	$ 261.24
01-Feb-22	28-Feb-22	Overnight	$ 3,187,666.21	0.12%	$ 300.47
01-Mar-22	31-Mar-22	Overnight	$ 3,188,439.75	0.29%	$ 773.54
01-Apr-22	30-Apr-22	Overnight	$ 3,189,676.88	0.47%	$ 1,237.13
01-May-22	31-May-22	Overnight	$ 3,191,879.97	0.81%	$ 2,203.09
01-Jun-22	30-Jun-22	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 5,641.04**

GECU- Certificate of Deposit (Date Opened: 4/21/2021 Maturity Date: 4/21/2024)

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	2+ Years	$ 250,000.00	0.80%	$ 169.86
01-Aug-21	31-Aug-21	2+ Years	$ 250,000.00	0.80%	$ 169.86
01-Sep-21	30-Sep-21	2+ Years	$ 250,000.00	0.80%	$ 164.38
01-Oct-21	31-Oct-21	2+ Years	$ 250,000.00	0.80%	$ 169.86
01-Nov-21	30-Nov-21	2+ Years	$ 250,000.00	0.80%	$ 164.38
01-Dec-21	31-Dec-21	2+ Years	$ 250,000.00	0.80%	$ 169.86
01-Jan-22	31-Jan-22	2+ Years	$ 250,000.00	0.80%	$ 169.86
01-Feb-22	28-Feb-22	2+ Years	$ 250,000.00	0.80%	$ 153.42
01-Mar-22	31-Mar-22	2+ Years	$ 250,000.00	0.80%	$ 169.86
01-Apr-22	30-Apr-22	2+ Years	$ 250,000.00	0.80%	$ 164.38
01-May-22	31-May-22	2+ Years	$ 250,000.00	0.80%	$ 169.86
01-Jun-22	30-Jun-22	2+ Years	$ -	0.80%	$ -
				Interest Earned:	**$ 1,835.58**

FLFCU- Certificate of Deposit (Date Opened: 11/6/2019 Maturity Date: 11/6/2022)

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	1 - 2 years	$ 250,000.00	1.93%	$ 409.79
01-Aug-21	31-Aug-21	1 - 2 years	$ 250,000.00	1.93%	$ 409.79
01-Sep-21	30-Sep-21	1 - 2 years	$ 250,000.00	1.93%	$ 396.58
01-Oct-21	31-Oct-21	1 - 2 years	$ 250,000.00	1.93%	$ 409.79
01-Nov-21	30-Nov-21	1 - 2 years	$ 250,000.00	1.93%	$ 396.58
01-Dec-21	31-Dec-21	0 - 1 years	$ 250,000.00	1.93%	$ 409.79
01-Jan-22	31-Jan-22	0 - 1 years	$ 250,000.00	1.93%	$ 409.79
01-Feb-22	28-Feb-22	0 - 1 years	$ 250,000.00	1.93%	$ 370.14
01-Mar-22	31-Mar-22	0 - 1 years	$ 250,000.00	1.93%	$ 409.79
01-Apr-22	30-Apr-22	0 - 1 years	$ 250,000.00	1.93%	$ 396.58
01-May-22	31-May-22	0 - 1 years	$ 250,000.00	1.93%	$ 409.79
01-Jun-22	30-Jun-22	0 - 1 years	$ -	1.93%	$ -
				Interest Earned:	**$ 4,428.41**

Bank of Texas- Certificate of Deposit (Date Opened: 5/25/2020 Maturity Date: 5/25/2022)

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	0 - 1 year	$ 250,000.00	0.75%	$ 159.24
01-Aug-21	31-Aug-21	0 - 1 year	$ 250,000.00	0.75%	$ 159.25
01-Sep-21	30-Sep-21	0 - 1 year	$ 250,000.00	0.75%	$ 154.11
01-Oct-21	31-Oct-21	0 - 1 year	$ 250,000.00	0.75%	$ 159.25
01-Nov-21	30-Nov-21	0 - 1 year	$ 250,000.00	0.75%	$ 154.10
01-Dec-21	31-Dec-21	0 - 1 year	$ 250,000.00	0.75%	$ 159.25
01-Jan-22	31-Jan-22	0 - 1 year	$ 250,000.00	0.75%	$ 159.25
01-Feb-22	28-Feb-22	0 - 1 year	$ 250,000.00	0.75%	$ 143.84
01-Mar-22	31-Mar-22	0 - 1 year	$ 250,000.00	0.75%	$ 159.25
01-Apr-22	30-Apr-22	0 - 1 year	$ 250,000.00	0.75%	$ 154.11
01-May-22	31-May-22	0 - 1 year	$ -	0.75%	$ 137.31
01-Jun-22	30-Jun-22	0 - 1 year	$ -	0.00%	$ -
				Interest Earned:	**$ 1,698.96**

Total General Fund Interest Earned	**$ 27,153.40**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$ 304,547.93	0.09%	$ 23.89
01-Aug-21	31-Aug-21	Overnight	$ 304,569.64	0.08%	$ 21.71
01-Sep-21	30-Sep-21	Overnight	$ 304,589.57	0.08%	$ 19.93
01-Oct-21	31-Oct-21	Overnight	$ 20,994.94	0.08%	$ 17.38
01-Nov-21	30-Nov-21	Overnight	$ 20,996.40	0.08%	$ 1.46
01-Dec-21	31-Dec-21	Overnight	$ 845,249.22	0.10%	$ 68.82
01-Jan-22	31-Jan-22	Overnight	$ 845,336.95	0.12%	$ 87.73
01-Feb-22	28-Feb-22	Overnight	$ 845,425.53	0.14%	$ 88.58
01-Mar-22	31-Mar-22	Overnight	$ 845,625.31	0.28%	$ 199.78
01-Apr-22	30-Apr-22	Overnight	$ 203,777.54	0.46%	$ 175.07
01-May-22	31-May-22	Overnight	$ 203,919.04	0.82%	$ 141.50
01-Jun-22	30-Jun-22	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 845.85**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$ 50,042.39	0.01%	$ 0.21
01-Aug-21	31-Aug-21	Overnight	$ 53,621.27	0.01%	$ 0.23
01-Sep-21	30-Sep-21	Overnight	$ 57,088.84	0.01%	$ 0.23
01-Oct-21	31-Oct-21	Overnight	$ 60,786.71	0.01%	$ 0.26
01-Nov-21	30-Nov-21	Overnight	$ 89,565.50	0.01%	$ 0.30
01-Dec-21	31-Dec-21	Overnight	$ 242,433.17	0.01%	$ 0.65
01-Jan-22	31-Jan-22	Overnight	$ 383,664.63	0.01%	$ 2.05
01-Feb-22	28-Feb-22	Overnight	$ 485,622.01	0.02%	$ 8.80
01-Mar-22	31-Mar-22	Overnight	$ 509,644.74	0.11%	$ 46.23
01-Apr-22	30-Apr-22	Overnight	$ 21,774.52	0.25%	$ 43.62
01-May-22	31-May-22	Overnight	$ 32,239.18	0.58%	$ 13.83
01-Jun-22	30-Jun-22	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 116.41**

Total Debt Service Fund Interest Earned **$ 962.26**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$ 1,417,090.53	0.01%	$ 6.15
01-Aug-21	31-Aug-21	Overnight	$ 1,417,096.69	0.01%	$ 6.16
01-Sep-21	30-Sep-21	Overnight	$ 1,316,322.34	0.01%	$ 5.94
01-Oct-21	31-Oct-21	Overnight	$ 720,950.64	0.01%	$ 5.30
01-Nov-21	30-Nov-21	Overnight	$ 633,632.69	0.01%	$ 3.02
01-Dec-21	31-Dec-21	Overnight	$ 626,318.53	0.01%	$ 2.74
01-Jan-22	31-Jan-22	Overnight	$ 626,322.56	0.01%	$ 4.03
01-Feb-22	28-Feb-22	Overnight	$ 621,753.89	0.02%	$ 11.84
01-Mar-22	31-Mar-22	Overnight	$ 621,811.07	0.11%	$ 57.18
01-Apr-22	30-Apr-22	Overnight	$ 621,936.61	0.25%	$ 125.54
01-May-22	31-May-22	Overnight	$ 622,240.96	0.58%	$ 304.35
01-Jun-22	30-Jun-22	Overnight	$ -	0.00%	$ -
				Interest Earned:	**$ 532.25**

Total Capital Projects Fund Interest Earned **$ 532.25**

Health Insurance Fund

Wells Fargo- Health Insurance

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$	223,855.95	0.16%	$	63.00
01-Aug-21	31-Aug-21	Overnight	$	120,985.62	0.16%	$	34.91
01-Sep-21	30-Sep-21	Overnight	$	77,259.69	0.16%	$	24.19
01-Oct-21	31-Oct-21	Overnight	$	487,452.58	0.16%	$	44.59
01-Nov-21	30-Nov-21	Overnight	$	241,821.95	0.16%	$	29.66
01-Dec-21	31-Dec-21	Overnight	$	152,745.93	0.16%	$	30.03
01-Jan-22	31-Jan-22	Overnight	$	56,803.08	0.16%	$	17.69
01-Feb-22	28-Feb-22	Overnight	$	111,306.24	0.16%	$	17.15
01-Mar-22	31-Mar-22	Overnight	$	134,649.35	0.16%	$	12.25
01-Apr-22	30-Apr-22	Overnight	$	94,350.96	0.16%	$	12.64
01-May-22	31-May-22	Overnight	$	71,983.51	0.16%	$	8.38
01-Jun-22	30-Jun-22	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**294.49**

Total Health Insurance Fund Interest Earned **$ 294.49**

Workers Compensation Fund

Wells Fargo- Worker's Compensation

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$	147,805.80	0.16%	$	20.52
01-Aug-21	31-Aug-21	Overnight	$	141,583.53	0.16%	$	19.56
01-Sep-21	30-Sep-21	Overnight	$	52,812.08	0.16%	$	14.39
01-Oct-21	31-Oct-21	Overnight	$	97,008.45	0.16%	$	10.21
01-Nov-21	30-Nov-21	Overnight	$	99,358.75	0.16%	$	11.78
01-Dec-21	31-Dec-21	Overnight	$	101,418.73	0.16%	$	13.65
01-Jan-22	31-Jan-22	Overnight	$	90,356.57	0.16%	$	13.24
01-Feb-22	28-Feb-22	Overnight	$	84,243.04	0.16%	$	10.77
01-Mar-22	31-Mar-22	Overnight	$	78,607.65	0.16%	$	11.16
01-Apr-22	30-Apr-22	Overnight	$	67,934.76	0.16%	$	9.64
01-May-22	31-May-22	Overnight	$	102,732.53	0.16%	$	8.95
01-Jun-22	30-Jun-22	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**143.87**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*		*Bank Balance*	*Interest Rate*		*Interest Earned*
01-Jul-21	31-Jul-21	Overnight	$	1,183,166.82	0.08%	$	85.10
01-Aug-21	31-Aug-21	Overnight	$	1,183,229.30	0.06%	$	62.48
01-Sep-21	30-Sep-21	Overnight	$	1,183,280.67	0.05%	$	51.37
01-Oct-21	31-Oct-21	Overnight	$	1,183,334.94	0.05%	$	54.27
01-Nov-21	30-Nov-21	Overnight	$	1,183,395.40	0.06%	$	60.46
01-Dec-21	31-Dec-21	Overnight	$	1,183,470.34	0.07%	$	74.94
01-Jan-22	31-Jan-22	Overnight	$	1,183,562.78	0.09%	$	92.44
01-Feb-22	28-Feb-22	Overnight	$	1,226,833.77	0.11%	$	106.31
01-Mar-22	31-Mar-22	Overnight	$	1,269,754.83	0.25%	$	255.96
01-Apr-22	30-Apr-22	Overnight	$	1,270,196.13	0.42%	$	441.30
01-May-22	31-May-22	Overnight	$	1,271,080.04	0.82%	$	883.91
01-Jun-22	30-Jun-22	Overnight	$	-	0.00%	$	-
					Interest Earned:	**$**	**2,168.54**

Total Worker's Compensation Fund Interest Earned : **$ 2,312.41**

Lone★Star
Investment Pool

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12007 Research Blvd.
Austin, Texas 78759
800.558.8875 • **firstpublic.com**

Fund Performance Update

May 31, 2022

Comments by Mellon, Investment Manager

U.S. Treasury yields fell on bonds maturing between one and ten years in May. It was the first monthly decline in the yield of the two-year note since last July. The S&P was slightly positive in May but has lost over 13% so far in 2022. As expected, the Fed hiked by 50bps at the May 4th FOMC meeting to take the target rate to a range of 0.75-1.00%. The Fed stated that quantitative tightening is expected to start at a monthly pace of $17.5B for MBS and $30B for U.S. Treasuries. Chair Powell said that in his opinion neutral rates are imprecise, but somewhere between 2% and 3%. He also said that a 75-basis point hike was not on the table for the June FOMC meeting. The labor market remains solid with payrolls increasing by 428,000 in April and the unemployment rate remaining at 3.6%. Headline inflation declined in April to 8.3% from 8.5%. The decline was largely mechanical due to higher base effects from last year.

Active Participants This Month

Schools and Colleges	573
Other Governmental Entities	79
Total	*652*

Custodian Bank: State Street Bank

Investment Managers:
American Beacon Advisors and
Mellon Investments Corp (Dreyfus)

The Lone Star Investment Pool is endorsed by:

TASA TASB

The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800.558.8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

Lone★Star
Investment Pool

Government Overnight Fund

Return Information

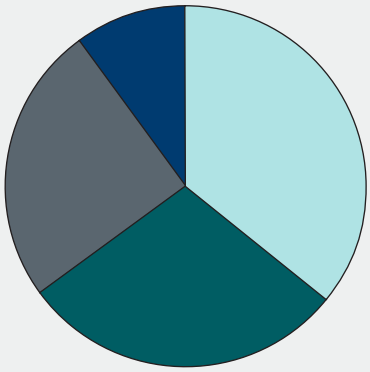
May 31, 2022

Average Monthly Return (a)	0.58%
SEC 7-day Fund Yield (b)	0.65%
Weighted Average Maturity One (c)	12 days
Weighted Average Maturity Two (c)	83 days
Portfolio Maturing beyond One Year	7%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

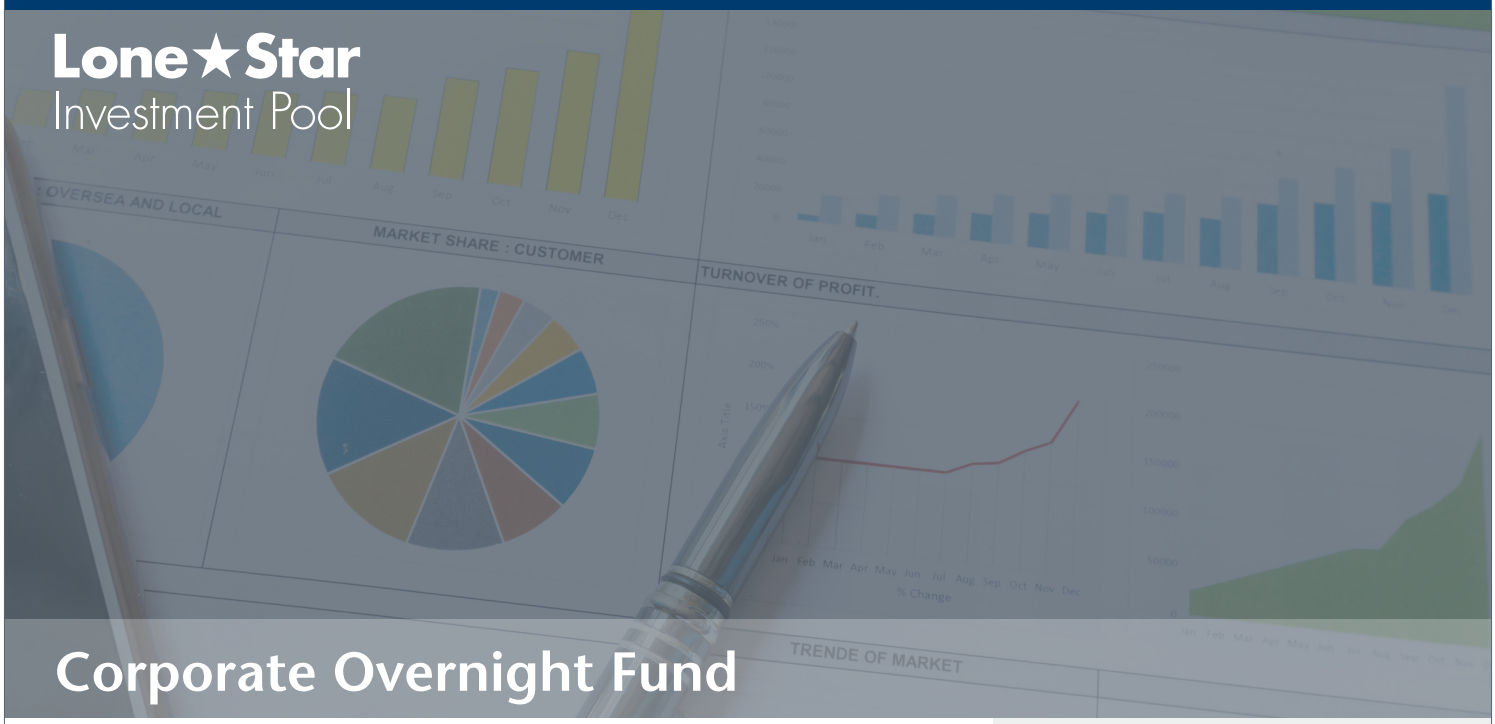
	Book Value	Market Value
Cash/Repo	1,786,833,096.16	1,786,833,096.16
US Treasuries	1,437,925,552.08	1,436,825,334.82
Agencies	1,280,973,004.49	1,280,981,842.42
Money Market Funds	479,565,150.75	479,565,150.75
Total Assets	*4,985,296,803.48*	*4,984,205,424.15*

Investment Distribution



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

Lone★Star
Investment Pool



Corporate Overnight Fund

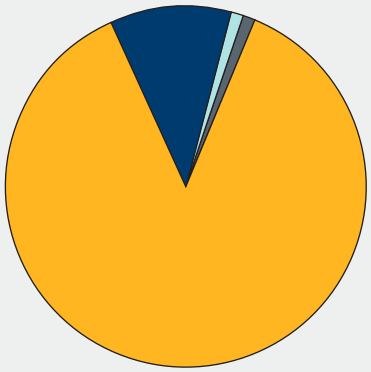
Return Information
May 31, 2022

Average Monthly Return (a)	0.82%
SEC 7-day Fund Yield (b)	0.90%
Weighted Average Maturity One (c)	15 days
Weighted Average Maturity Two (c)	62 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	35,582,281.32	35,582,281.32
US Treasuries	-	-
Agencies	10,000,000.00	10,000,242.10
Commercial Paper	3,085,887,231.84	3,085,619,048.28
Money Market Funds	430,456,609.80	430,454,105.06
Total Assets	*3,561,926,122.96*	*3,561,655,676.76*

Investment Distribution



(b)

SEC 7-Day Yield Calculation

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

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

Lone★Star
Investment Pool

Corporate Overnight Plus Fund

Return Information

May 31, 2022

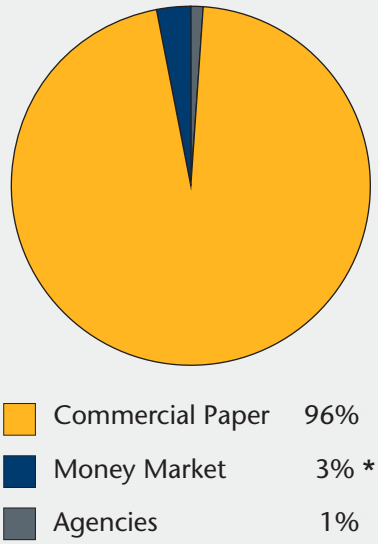
Average Monthly Return (a)	0.82%
SEC 7-day Fund Yield (b)	0.92%
Weighted Average Maturity One (c)	22 days
Weighted Average Maturity Two (c)	69 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	-	-
US Treasuries	-	-
Agencies	30,000,000.00	30,000,726.30
Commercial Paper	8,510,212,814.17	8,509,044,211.82
Money Market Funds	318,465,978.18	318,464,654.06
Total Assets	*8,858,678,792.35* *	*8,857,509,592.18**

* Total Assets reflects unsettled securities transaction that has a net effect of (58,696,129.63)

Investment Distribution



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

Texas CLASS

	Texas CLASS	
Date	Dividend Rate	Daily Yield
05/01/2022	0.000000000	0.5200%
05/02/2022	0.000014384	0.5250%
05/03/2022	0.000014777	0.5394%
05/04/2022	0.000015030	0.5486%
05/05/2022	0.000016167	0.5901%
05/06/2022	0.000061023	0.7425%
05/07/2022	0.000000000	0.7425%
05/08/2022	0.000000000	0.7425%
05/09/2022	0.000021713	0.7925%
05/10/2022	0.000022533	0.8224%
05/11/2022	0.000022851	0.8340%
05/12/2022	0.000023285	0.8499%
05/13/2022	0.000071433	0.8691%
05/14/2022	0.000000000	0.8691%
05/15/2022	0.000000000	0.8691%
05/16/2022	0.000023850	0.8706%
05/17/2022	0.000024217	0.8839%
05/18/2022	0.000024336	0.8882%
05/19/2022	0.000024220	0.8840%
05/20/2022	0.000072450	0.8815%
05/21/2022	0.000000000	0.8815%
05/22/2022	0.000000000	0.8815%
05/23/2022	0.000024356	0.8890%
05/24/2022	0.000024244	0.8849%
05/25/2022	0.000024582	0.8973%
05/26/2022	0.000024835	0.9065%
05/27/2022	0.000100728	0.9191%
05/28/2022	0.000000000	0.9192%
05/29/2022	0.000000000	0.9192%
05/30/2022	0.000000000	0.9192%
05/31/2022	0.000025212	0.9202%

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

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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Director of Support Services
Subject: Purchase order # 45175 – ESA Construction, Inc.
Date: July 20, 2022

HISTORY:

During a walkthrough of the Borrego Campus, the School Principal, Mrs. Wilks asked if it would be possible to add to the current shade structure that is at the front entrance of the school, to provide additional shelter for students. Extending a shade structure out to the front and to the sides would provide additional shelter for students while they wait in the front of the school to be picked up.

RATIONALE:

Adding an extension to the existing shaded area would benefit the student at Borrego while they are dropped off in the morning, and would also benefit while students wait to be picked up in the afternoons. Loya and Sambrano have similar shade structures in the front of their campuses. We selected a vendor that is part of the Region 19 purchasing Co-Op # 21-7411. Vendors in the purchasing Co-Op have gone through the Co-Op's bidding process.

BUDGET: The funds to cover this purchase have been allocated under the 199-account budget.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order for ESA Construction, Inc.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

San Elizario Independent School District

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

BLANKET/PROJECT PURCHASE
45175

Date: 07/13/2022

VENDOR: 10391

TO: ESA Construction, Inc
3435 Girard Ave NE
ALBUQUERQUE, NM 87107

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

ATTN:
VENDOR PHONE:
VENDOR FAX:
VENDOR EMAIL:

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

LINE	ITEM QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	1.00000			126706.00		126706.00

(1) Borrego ES Front Canopies to include furnish and install (design and labor) @ $126,706.00

JOC & Facilities #21-7411
Borrego Front Canopies

TOTAL 126706.00

P.O. Source	Account Number	Amount
Project Requisition	199.51.6639.82.104.99	126,706

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

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

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

Roberto Reina

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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Director of Support Services
Subject: Purchase order # 45176 – ESA Construction, Inc.
Date: July 20, 2022

HISTORY:

During this past spring break, a strong windstorm damaged the softball bleacher fabric shade canopy at the high school. The canopy sustained damage to the upper canopy structure to include the fabric shade cover which was torn and can't be repaired, it needs to be replaced.

RATIONALE:

In reviewing other options that would provide a better value in the long run to the district, instead of the current fabric shade canopy, we requested a quote for a single slope steel shade canopy with metal roofing to replace both current structures. The structure will be like the metal shade canopy that was recently constructed for the baseball field bleachers. We selected a vendor that is part of the Region 19 purchasing Co-Op #17-7261. Vendors in the purchasing Co-Op have gone through the Co-Ops bidding process.

BUDGET: The funds to cover this purchase have been allocated under the 199-account budget.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the purchase order for ESA Construction, Inc.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

San Elizario Independent School District

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

BLANKET/PROJECT PURCHASE
45176

Date: 07/13/2022

VENDOR: 10391

TO: ESA Construction, Inc
3435 Girard Ave NE
ALBUQUERQUE, NM 87107

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

ATTN:
VENDOR PHONE:
VENDOR FAX:
VENDOR EMAIL:

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

LINE	ITEM QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	1.00000			36956.00		36956.00

(1) SEHS Softball Bleacher Canopy Replacement to include removal of damaged canopy and installation of new one (supplies and labor) @ $36,956.00

JOC & Facilities Construction Services
#21-7411
SEHS Softball Bleacher Canopy

TOTAL 36956.00

P.O. Source	Account Number	Amount
Project Requisition	199.51.6639.82.001.99	36,956

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

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

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

Roberto Reina

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

MEMORANDUM

To: Members of the Board of Trustees
From: Amanda Sanchez-Munoz, Director of Special Education
Subject: Purchase order # 45176 – Sarah Aguilar Perez
Date: July 20, 2022

HISTORY: Sarah Perez provides contract occupational therapy services to the district. The provider will provide therapy, consultation to personnel, student assessments, occupational therapy reports, and respective goals and objectives. Additionally, the Occupational Therapist may be called upon to assist in Admission, Review and Dismissal (ARD) meetings or to consult with staff regarding other student needs.

RATIONALE: Occupational Therapy is required as part of **34 Code of Federal Regulations § 300.320. Definition of individualized education program,** which requires that the ARD committee determine appropriate supplementary aids, services, and other supports that are provided within the educational setting to enable the child with a disability to advance appropriately toward attaining annual goals and to be involved in and make progress with the general education curriculum.

BUDGET: The contracted agreement is for $49,500 in order for the provider to serve the 30 students identified as having a need for occupational therapy services.

ADMINISTRATIVE RECOMMENDATION: In order to comply with the recommended provisions of each child's Individual Education Plan, it is recommended that we provide occupational therapy services through this contracted service arrangement.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

San Elizario Independent School District

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

BLANKET/PROJECT PURCHASE
45177

Date: 07/13/2022

VENDOR: 2156

TO: Sarah Aguilar Perez
11231 Dick Lotz
El Paso, TX 79936

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

ATTN:
VENDOR PHONE:
VENDOR FAX:
VENDOR EMAIL:

REC. LOC: Special Education - M. Delgadillo
REC. GRP: Special Education - M. Delgadillo

LINE	ITEM QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	1.00000			49500.00		49500.00

Blanket purchase order for Sarah Perez, contracted Occupational Therapist for 2022-23 school year to provide occupational therapy services to Special Ed. students to include student assessments, reports, IEP goals/objectives and consultation to personnel from at $68.00 per hour.

DIP: Goal 1

TOTAL 49500.00

P.O. Source	Account Number	Amount
Project Requisition	199.11.6219.00.803.23	49,500

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

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

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

Roberto Rivas

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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Authorization to participate in purchasing cooperatives for the 2022-2023 school year
Date: July 20, 2022

HISTORY: Resolutions for participation in the various purchasing cooperatives have been approved by the Board of Trustees prior to conducting business with them. Although annual renewal is not required, we are requesting that the Board of Trustees approve continued participation in the purchasing cooperatives listed on the attachment to this memo.

RATIONALE: These various purchasing cooperative would allow our campuses and departments to purchase resources from any of these purchasing cooperatives while adhering to purchasing requirements

BUDGET: The budget will be impacted depending on what resources campuses and/or departments choose to purchase from these purchasing cooperatives.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to authorize the school district to continue participating in the purchasing cooperatives listed.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

San Elizario ISD
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ATTACHMENT

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Authorization to participate in purchasing cooperatives for the 2022-2023 school year
Date: July 20, 2022

Listing of purchasing cooperatives:

- Houston-Galveston Area Council Cooperative Purchasing Program (H-GAC)
- BuyBoard Cooperative Purchasing
- Department of Information Resources (DIR)
- Texas Multiple Award Schedule (TXMAS)
- Education Service Center- Region 19 Allied States Cooperative
- West Texas Food Service Cooperative
- Ysleta ISD Inter-local Agreement
- El Paso County Community College Inter-local Agreement
- Texas Industries for the Blind and Handicapped (TIBH Industries)
- Texas Political Subdivisions Inter-local Agreement
- Claims Administrative Services, Inc. (CAS)
- Texas Association of School Boards (TASB)
- TIPS/TAPS The Inter-local Purchasing System
- HCDE Choice Partners Cooperative /Harris County Department of Education
- National Cooperative Purchasing Alliance (NCPA)
- Sourcewell (NJPA)
- TASB Risk Management Fund
- PACE Purchasing Cooperative/Education Service Center, Region 20
- Socorro ISD Inter-local Agreement
- USA Inter-local Agreement
- Texas Building and Procurement Commission (TBPC)
- Region 4 Education Service Center (Region 4 ESC)
- Region 6 Education Service Center (ESC-Region 6)
- OMNIA Partners formerly TCPN, National IPA and US Communities
- Central Purchasing Alliance (CTPA)
- Region 19 for USDA/TDA Products & Services

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Consider and possible Board action to approve resolution designating the person responsible for calculating the no-new-revenue tax rate and voter-approval tax rate for the District
Date: July 20, 2022

HISTORY: As part of the tax rate adoption process, the taxing entity is required to calculate the no-new-revenue tax rate and the voter-approval tax rate on the forms prescribed by the Comptroller.

RATIONALE: Texas Tax Code Section 26.04(c) requires the governing body of a taxing unit to designate an officer or employee to calculate the no-new-revenue tax rate and the voter-approval tax rate after the assessor for the taxing unit submits the appraisal roll for the taxing unit to the governing body of the taxing unit as required by Subsection (b).

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

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

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

Resolution of the Board of Trustees of the San Elizario Independent School District

WHEREAS, the Board of Trustees ("Board") of the San Elizario Independent School District ("District") is authorized by the Texas Education Code § 11.151 to govern and oversee the management of the public schools in the District; and

WHEREAS, the Board, as authorized by Texas Education Code § 45.002, .003(a) may levy, assess, and collect annual ad valorem taxes for the maintenance of the district's schools. Taxes may not be levied unless authorized by a majority of the qualified voters of the district, voting at an election called for that purpose; and

WHEREAS, after the District's assessor submits the appraisal roll to the board, an officer or employee designated by the board shall calculate the no-new-revenue tax rate and the voter-approval tax rate for the district; and

WHEREAS, the designated officer or employee shall use the tax rate calculation forms prescribed by the comptroller under Tax Code 5.07 in calculating the no-new-revenue tax rate and the voter-approval tax rate; and

WHEREAS, pursuant to Texas Tax Code § 26.04(c), (d-1), (d-3), as soon as practicable after the designated officer or employee calculates the no-new-revenue tax rate and the voter-approval tax rate of the district, the designated officer or employee shall submit the tax rate calculation forms used in calculating the rates to the county assessor-collector for each county in which all or part of the territory of the district is located.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT:

RESOLVED, the Board of Trustees hereby appoints the District's Chief Financial Officer as the designated officer responsible for calculating and reporting the no-new-revenue tax rate and the voter-approval tax rate as determined by state law. If the Chief Financial Officer position is vacant, the Accountant is hereby designated as the alternate officer responsible for calculating and reporting the no-new-revenue tax rate and the voter-approval tax rate as determined by state law.

RESOLVED, the authority granted by this resolution is effective henceforth unless the Board takes action to change the title of the appointee.

PASSED AND APPROVED this 20th day of July, 2022, by the Board of Trustees for the San Elizario Independent School District.

_____
Sandra Licon, Board President

_____
Michelle Garcia, Board Secretary

Approved as to form:

_____
Priscilla de Mata, Esq.
Blanco Ordoñez Mata & Wechsler, P.C.
General Counsel for San Elizario Independent School District

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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Director- Support Services
Subject: Consider and possible Board action to approve final payment to ESA Construction Inc. for the replacement of the SEHS baseball bleacher shade canopy (PO# 44136)
Date: July 20, 2022

HISTORY: ESA Construction, Inc. has completed all construction work regarding the replacement of the baseball bleachers shade canopy. The new canopy is a 45'x22' mono-slope steel canopy with metal roofing.

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

BUDGET: The total project amount of $30,919 owed to the contractor will be paid from the 199-acount from which funds were committed for this project.

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

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

ESA Construction Inc
120 Paragon Ln Ste 103
El Paso, TX 79912
915-845-4577 Fax:915-845-5786

INVOICE #: 221501.01F
INVOICE DATE: 6/30/2022
DUE DATE: 7/31/2022
OWNER PO#: 44136

Bill To: San Elizario Ind School Dist
1050 Chicken Ranch Rd
San Elizaro, TX 79849

221501
SEISD Bleacher Canopy

ORIGINAL CONTRACT SUM	30,919.00
CHANGE ORDERS TO DATE	0.00
CONTRACT SUM TO DATE	30,919.00
WORK COMPLETED _STORED TO DATE	30,919.00
RETAINAGE TO DATE	0.00
TOTAL EARNED LESS RETAINAGE	30,919.00
LESS PREVIOUSLY BILLED	.00
CURRENT PAYMENT DUE	30,919.00
SALES TAX (if applicable)	0.00
CURRENT PAYMENT DUE WITH TAX	30,919.00

The Undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work coverd by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR: ESA CONSTRUCTION INC

By: _____

CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising the above application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the Amount Certified.

OWNER/ARCH.: _____

Date: _____

OWNER/ARCH.: _____

Date: _____

AIA Type Document
Application and Certification for Payment

TO (OWNER):

PROJECT: CES NMSU Baseball Canopy

APPLICATION NO: 1
PERIOD TO: 6/30/2022

DISTRIBUTION TO:
_ OWNER
_ ARCHITECT
_ CONTRACTOR

FROM (CONTRACTOR): ESA Construction Inc
3435 Girard Blvd NE
Albuquerque, NM 87107-1939

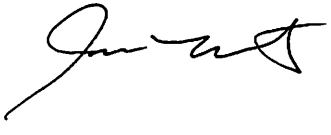
VIA (ARCHITECT):

ARCHITECT'S PROJECT NO:

CONTRACT FOR:

CONTRACT DATE:

ITEM	DESCRIPTION	SCHEDULE VALUE	PREVIOUS APPLICATIONS	COMPLETED THIS PERIOD	STORED MATERIAL	COMPLETED STORED	%	BALANCE	RETAINAGE
1	General Conditions	12,500.00	0.00	12,500.00	0.00	12,500.00	100.00	0.00	0.00
2	Steel Canopy Install	18,419.00	0.00	18,419.00	0.00	18,419.00	100.00	0.00	0.00
	REPORT TOTALS	$30,919.00	$0.00	$30,919.00	$0.00	$30,919.00 ✓	100.00	$0.00	$0.00



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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Director- Support Services
Subject: Consider and Possible Board Action to approve final payment to AREDi Enterprises, LLC., for the conversion of existing ticket booth into a dual-purpose concession/ticket sales room at SEHS (PO# 44345)
Date: July 20, 2022

HISTORY: AREDi Enterprises, LLC has completed all work for the conversion of the existing ticket booth room into a dual-purpose concessions/ticket sales room.

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

BUDGET: The remaining amount of $2,624.99 owed to the contractor will be paid from the funds that were committed to this project.

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

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

AREDi Enterprises
1002 W Missouri Ave
TX 79902
(915) 9153461181
arediconstruction@gmail.com

AREDi
Enterprises, LLC
Construction & Facilities Maintenance

INVOICE

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

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

INVOICE # 1172
DATE 06/27/2022
DUE DATE 07/27/2022
TERMS Net 30

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
	Construction & Repairs	5% Billing for Conversion of existing ticket both into a concession room to consist of all materials, labor, equipment	1	2,624.99	2,624.99

BLANKET/PROJECT PURCHASE: 44345

Project Requisition 199.51.6249.82.001.99

Third invoice to complete 100% billing for the project.
Reference Invoice 1160 for initial 47% and 1171 for second 47.65%

SUBTOTAL	2,624.99
TAX	0.00
TOTAL	2,624.99
BALANCE DUE	**$2,624.99**

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

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar, Planning & Instruction Department
Subject: 2022-2023 District and Campus Improvement Plans
Date: July 20, 2022

HISTORY:

Every year, each of our campus Principals and district leadership participate in re-writing the campus and district improvement plans via the online program called "Plan4Learning." This agenda item is to approve the six Campus Improvement Plans and the District Improvement Plan, for 2022-2023, as presented in the electronic versions each Trustee and the Superintendent received.

RATIONALE:

These improvement plans have two parts: 1) Comprehensive Needs Assessment; 2) Campus or District Improvement Plan with Goals, Performance Objectives, and Strategies. The Comprehensive Needs Assessment is a written narrative focusing on 8 different areas from demographics to technology. Each of the 8 areas identifies one or more problem statements that will become strategies in their respective improvement plans. The goal of each strategy is to offer solutions to the problem statements identified. Campus and District Improvement Plans are "living documents" and continually evolve during the year. Funding is also tied to these improvement plans, and outlines how monies will be allocated to address each strategy.

BUDGET:

Approval of these improvement plans has no direct budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the Campus and District Improvement Plans as presented.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

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

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning & Instruction
Subject: Summary of 2022 TELPAS Scores
Date: July 20, 2022

HISTORY:

TELPAS is a required state assessment that is administered to all EB (Emergent Bilingual) students on an annual basis. TELPAS consists of instruments that measure the domains of listening, speaking, reading, and writing. All EB students take 2 online tests in the spring semester which measure Reading and Listening/Speaking. They also produce a variety of written passages which create a writing portfolio that is rated by trained TELPAS raters. Collectively, the scores for listening, speaking, reading, and writing help us determine whether an EB student has grown from one year to another in their English language proficiency.

RATIONALE:

English language proficiency for EB students is rated as Beginner, Intermediate, Advanced, or Advanced High. The goal for an EB student is to reach Advanced High, which is the equivalent of being fluent in the English language. Once that occurs, the student may be exited from EB status and services, if services are being received.

EB students, if they are progressing as they should, will grow one level per year. For instance, we would want an Intermediate student in 2021 to become an Advanced student in 2022.

TELPAS testing and writing collections took place in the spring semester of 2022. The tables on the following pages provide a summary of our 2022 TELPAS scores.

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

2022 Spring TELPAS Overall Ratings by Campus--All Tested Students

	Total Students	Raw Score	Scale Score	Percent Score	Yearly Progress Indicator				TELPAS Composite Rating				
					Lower or Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	No Rating	BEG	INT	ADV	ADV HIGH
Overall (All Students)	1754	17	1298	46%	66%	32%	2%	0%	1%	13%	36%	36%	14%
Alarcon Elementary	247	18	1521	51%	72%	28%	1%	0%	1%	9%	41%	38%	11%
Borrego Elementary	316	19	1529	53%	59%	39%	1%	0%	1%	4%	39%	35%	20%
GEMS Middle	342	22	1552	59%	65%	35%	0%	0%	2%	3%	21%	50%	25%
Sambrano Elementary	383	4	467	12%	64%	29%	6%	0%	1%	40%	43%	12%	5%
San Elizario High School	466	21	1521	56%	78%	22%	0%	0%	2%	5%	37%	43%	12%

	Listening Proficiency Rating				
	No Rating	BEG	INT	ADV	ADV HIGH
Overall (All Students)	0%	12%	23%	34%	31%
Alarcon Elementary	0%	11%	22%	32%	34%
Borrego Elementary	0%	9%	26%	36%	28%
GEMS Middle	0%	4%	16%	25%	55%
Sambrano Elementary	0%	24%	31%	28%	17%
San Elizario High School	0%	9%	22%	45%	24%

	Speaking Proficiency Rating				
	No Rating	BEG	INT	ADV	ADV HIGH
Overall (All Students)	0%	23%	40%	33%	4%
Alarcon Elementary	0%	22%	55%	22%	1%
Borrego Elementary	0%	9%	38%	48%	4%
GEMS Middle	0%	10%	49%	41%	0%
Sambrano Elementary	0%	43%	32%	15%	9%
San Elizario High School	0%	26%	34%	37%	3%

San Elizario ISD
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	Writing Proficiency Rating				
	No Rating	BEG	INT	ADV	ADV HIGH
Overall (All Students)	1%	23%	24%	24%	29%
Alarcon Elementary	1%	16%	26%	25%	32%
Borrego Elementary	1%	12%	30%	26%	31%
GEMS Middle	1%	4%	10%	25%	61%
Sambrano Elementary	0%	68%	19%	10%	2%
San Elizario High School	1%	10%	33%	33%	24%

	Reading Proficiency Rating				
	No Rating	BEG	INT	ADV	ADV HIGH
Overall (All Students)	0%	26%	33%	22%	19%
Alarcon Elementary	0%	19%	38%	19%	24%
Borrego Elementary	0%	22%	32%	21%	26%
GEMS Middle	0%	7%	34%	31%	28%
Sambrano Elementary	0%	70%	19%	9%	2%
San Elizario High School	0%	11%	40%	29%	20%

BUDGET:

There is no identified budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the 2022 TELPAS scores as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

San Elizario ISD
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San Elizario, TX 79849
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Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent
Subject: Roster of T-TESS Second Appraisers for 2022-23 school year
Date: July 20, 2022

HISTORY:

The Superintendent or designee shall select the second appraiser from an established roster of trained appraisers for the purpose of the Texas Teacher Evaluation Support System (T-TESS) as stated in board policy DNA (LOCAL).

RATIONALE:

The list of qualified appraisers who may appraise a teacher in place of the teacher's supervisor shall be approved by the Board.

BUDGET:

There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the Roster of T-TESS Second Appraisers for the 2022 - 2023 school year as presented.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

M E M O R A N D U M

TO: Board of Trustees
FROM: Dr. Rogelio Segovia, Associate Superintendent
DATE: July 20, 2022
RE: Roster of T-TESS Second Appraisers for 2022 - 2023 school year

The Superintendent or designee shall select the second appraiser from an established roster of trained appraisers for the purpose of the Texas Teacher Evaluation Support System (T-TESS) as stated in board policy DNA Local: The list of qualified appraisers who may appraise a teacher in place of the teacher's supervisor shall be approved by the Board.

The following personnel have met the requirements to serve as second appraisers for the 2022 – 2023 school year for San Elizario Independent School District:

Appraiser	**Title**
Jeannie Meza-Chavez	Superintendent of Schools
Rogelio Segovia	Associate Superintendent
Blanca Cruz	Human Resources Director
Lisa Renegar	Administrator, Research and Evaluation
Susana Frescas	Coordinator of Instructional Programs
Amanda Sanchez	Director of Special Education
Sandra Sanchez	Career and Technical Education Coordinator
Christine Jaksch	Athletic Director
April Marioni	Principal – San Elizario High School
Jaime Parra	Assistant Principal – San Elizario High School
Brenda Pallares	Assistant Principal – San Elizario High School
Ana Solis	Assistant Principal – San Elizario High School
Richard Salcido	Principal – Garcia-Enriquez Middle School
Alexander Corona	Assistant Principal – Garcia-Enriquez Middle School
Leticia De Santos	Principal – Alarcon Elementary School
Susana Gutierrez	Assistant Principal – Alarcon Elementary School
Teresa Wilks	Principal – Borrego Elementary School
Veronica Brashear	Assistant Principal – Borrego Elementary School
Ernesto Seigel	Principal – Sambrano Elementary School
Sandra Rico	Assistant Principal – Sambrano Elementary School
Julissa Esquivel	Principal – Loya Primary School

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Assistant Superintendent
Subject: Student Code of Conduct 2022 -2023
Date: July 20, 2022

HISTORY:

As per Legal Policy FO, the Board shall adopt a Student Code of Conduct for a district. The Code of Conduct is an informational document and does not supersede any Board policies already in place by the Board of Trustees. When in question, Board policy will always be referenced as the primary guide in addition to TEA guidelines and the Texas Education Code. The campus administrators and cabinet members have reviewed the 2022 - 2023 Student Code of Conduct.
Note: The student code of conduct is subject to change based on legislative updates.

RATIONALE:

In accordance with Education Code Chapter 37, rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin. At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be: Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request. Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

BUDGET:

There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:

The recommendation is that the Board of Trustees approve the 2022 - 2023 SEISD Code of Conduct as presented.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Student Code of Conduct

2022 - 2023

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Student Code of Conduct

Accessibility

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Purpose

The Student Code of Conduct ("Code") is the district's response to the requirements of Chapter 37 of the Texas Education Code.

The Code provides methods and options for managing students in the classroom and on school grounds, disciplining students, and preventing and intervening in student discipline problems.

The law requires the district to define misconduct that may—or must—result in a range of specific disciplinary consequences including removal from a regular classroom or campus, out-of-school suspension, placement in a disciplinary alternative education program (DAEP), placement in a juvenile justice alternative education program (JJAEP), or expulsion from school.

This Student Code of Conduct has been adopted by the *San Elizario Independent School District* Board of Trustees and developed with the advice of the district-level committee. This Code provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. It remains in effect during summer school and at all school-related events and activities outside the school year until an updated version adopted by the board becomes effective for the next school year.

In accordance with state law, the Code shall be posted at each school campus or shall be available for review at the office of the campus principal. Additionally, the Code shall be available at the office of the campus behavior coordinator and posted on the district's website. Parents shall be notified of any conduct violation that may result in a student being suspended, placed in a DAEP or JJAEP, expelled, or taken into custody by a law enforcement officer under Chapter 37 of the Education Code.

Because the Student Code of Conduct is adopted by the district's board of trustees, it has the force of policy; therefore, in case of conflict between the Code and the Student Handbook, the Code shall prevail.

Please note: The discipline of students with disabilities who are eligible for services under federal law (Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973) is subject to the provisions of those laws.

School District Authority and Jurisdiction

School rules and the authority of the district to administer discipline apply whenever the interest of the district is involved, on or off school grounds, in conjunction with or independent of classes and school-sponsored activities.

The district has disciplinary authority over a student:

1. During the regular school day and while the student is going to and from school or a school-sponsored or school-related activity on district transportation;
2. During lunch periods in which a student is allowed to leave campus;
3. While the student is in attendance at any school-related activity, regardless of time or location;
4. For any school-related misconduct, regardless of time or location;
5. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
6. When a student engages in cyberbullying, as provided by Education Code 37.0832;
7. When criminal mischief is committed on or off school property or at a school-related event;
8. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
9. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
10. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
11. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator. The designated person may be the principal of the campus or any other campus administrator selected by the principal. The campus behavior coordinator is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as campus behavior coordinator. Contact information may be found at www.seisd.net and at *Parent* link on the SEISD website.

Threat Assessment and Safe and Supportive School Team

The campus behavior coordinator or other appropriate administrator will work closely with the campus threat assessment safe and supportive school team to implement the district's threat assessment policy and procedures, as required by law, and shall take appropriate disciplinary action in accordance with the Code of Conduct.

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

The district has the right to search a vehicle driven to school by a student and parked on school property whenever there is reasonable suspicion to believe it contains articles or materials prohibited by the district.

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice.

Reporting Crimes

The principal and other school administrators as appropriate shall report crimes as required by law and shall call local law enforcement when an administrator suspects that a crime has been committed on campus.

Security Personnel

To ensure sufficient security and protection of students, staff, and property, the board employs school resource officers (SROs), and district security personnel. In accordance with law, the board has coordinated with the campus behavior coordinator and other district employees to ensure appropriate law enforcement duties are assigned to security staff. The law enforcement duties of district peace officers are listed in policy CKE(LOCAL). The law enforcement duties of school resource officers include but are not limited to:

Officers commissioned by the board are subject to the general duties of officers set out in Chapter 2 of the Code of Criminal Procedure. *Code of Criminal Procedure 2.12(8)*

A peace officer has the duty to preserve the peace within the officer's jurisdiction by using all lawful means.

The peace officer shall:

1. In every case authorized by the Code of Criminal Procedure, interfere without warrant to prevent or suppress crime;
2. Execute all lawful process issued to the officer by any magistrate or court;
3. Give notice to some magistrate of all offenses committed within the officer's jurisdiction, where the officer has good reason to believe there has been a violation of the penal law; and
4. Arrest offenders without warrant in every case where the officer is authorized by law, in order that they may be taken before the proper magistrate or court and be tried. (CKE LEGAL, 2018)

The law enforcement duties of district security personnel include but are not limited to:

1. Patrols district buildings and grounds to prevent fire, theft, vandalism, and illegal entry.
2. Confronts unauthorized persons on school property for questioning, routes or detains them, or calls police assistance, according to emergency plan.
3. Responds to and investigates any calls from campuses concering security, vandalism, theft, and burglary.
4. Assists law enforcement personnel as needed.

"Parent" Defined

Throughout the Code of Conduct and related discipline policies, the term "parent" includes a parent, legal guardian, or other person having lawful control of the child.

Participating in Graduation Activities

The district has the right to limit a student's participation in graduation activities for violating the district's Code.

Participation might include a speaking role, as established by district policy and procedures.

Students eligible to give the opening and closing remarks at graduation shall be notified by the campus principal. Notwithstanding any other eligibility requirements, in order to be considered as an eligible student to give the opening or closing remarks, a student shall not have engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct in violation of the district's Code resulting in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer shall have the authority to refuse entry or eject a person from district property if the person refuses to leave peaceably on request and:

1. The person poses a substantial risk of harm to any person; or
2. The person behaves in a manner that is inappropriate for a school setting, and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL), as appropriate. However, the timelines for the district's grievance procedures shall be adjusted as necessary to permit the person to address the board in person within 90 days, unless the complaint is resolved before a board hearing.

See **DAEP—Restrictions During Placement** on page 22, for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

- Demonstrate courtesy, even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet district and campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of students, teachers, and other district staff and volunteers.
- Respect the property of others, including district property and facilities.
- Cooperate with and assist the school staff in maintaining safety, order, and discipline.

Adhere to the requirements of the Student Code of Conduct. Chapter 37 requires the Code to include standards that schools expect from students. Modify the list to emphasize conduct the district would like to encourage.

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 16, **DAEP Placement** on page 18, **Placement and/or Expulsion for Certain Offenses** on page 25**,** and **Expulsion** on page 28, certain offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed in that section on page 14.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel (insubordination).
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline management techniques assigned by a teacher or principal.

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25.)
- Threaten a district student, employee, or volunteer, including off school property, if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in conduct that constitutes sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Cause an individual to act through the use of or threat of force (coercion).
- Commit extortion or blackmail (obtaining money or an object of value from an unwilling person).
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.

- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)
- Deface or damage school property—including textbooks, technology and electronic resources, lockers, furniture, and other equipment—with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 25.)

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- Knuckles;
- *A location-restricted knife;
- Multi-tool knife
- *A club;
- *A firearm;
- A stun gun;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products; cigarettes; e-cigarettes; and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer for other than an approved use; or

- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 25. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Display, turn on, or use a telecommunications device, including a cellular telephone, or other electronic device on school property during the school day.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 18and **Expulsion** on page 28 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment of the physical or mental faculties. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.

- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Cheat or copy the work of another.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

The district may impose campus or classroom rules in addition to those found in the Code. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques, including restorative practices. Discipline shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Student Code of Conduct. To the extent any conflict exists, the district shall comply with federal law . For more information regarding discipline of students with disabilities, see policy FOF(LEGAL).

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an ARD committee meeting has been held to review the conduct.

In deciding whether to order suspension, DAEP placement, or expulsion, regardless of whether the action is mandatory or discretionary, the district shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct or by campus or classroom rules:

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

- Detention, including outside regular school hours.
- Sending the student to the office or other assigned area, or to in-school suspension.
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in individual student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 16.
- Placement in a DAEP, as specified in **DAEP** on page 18.
- Placement and/or expulsion in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 25.
- Expulsion, as specified in **Expulsion** on page 28.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

Aversive techniques are prohibited for use with students and are defined as techniques or interventions intended to reduce the reoccurrence of a behavior by intentionally inflicting significant physical or emotional discomfort or pain. Aversive techniques include:

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.

- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The campus behavior coordinator shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The campus behavior coordinator shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the Education Code. A good faith effort shall be made on the day the action was taken to provide to the student for delivery to the student's parent written notification of the disciplinary action. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the campus behavior coordinator shall send written notification by U.S. Mail. If the campus behavior coordinator is not able to provide notice to the parent, the principal or designee shall provide the notice.

Before the principal or appropriate administrator assigns a student under age 18 to detention outside regular school hours, notice shall be given to the student's parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or campus behavior coordinator, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the campus behavior coordinator's office, or the central administration office or through Policy On Line at the following address: *https://www.seisd.net/*

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance.

Removal from the School Bus

A bus driver may refer a student to the principal's office or the campus behavior coordinator's office to maintain effective discipline on the bus. The principal or campus behavior coordinator must employ additional discipline management techniques, as appropriate, which can include restricting or revoking a student's bus riding privileges.

Since the district's primary responsibility in transporting students in district vehicles is to do so as safely as possible, the operator of the vehicle must focus on driving and not have his or her attention distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the campus behavior coordinator may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

In addition to other discipline management techniques, misconduct may result in removal from the regular educational setting in the form of a routine referral or a formal removal.

Routine Referral

A routine referral occurs when a teacher sends a student to the campus behavior coordinator's office as a discipline management technique. The campus behavior coordinator shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for a behavior that violates this Code to maintain effective discipline in the classroom.

Formal Removal

A teacher may also initiate a formal removal from class if:

1. The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach his or her class or with the student's classmates' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

Within three school days of the formal removal, the campus behavior coordinator or appropriate administrator shall schedule a conference with the student's parent, the student, the teacher who removed the student from class, and any other appropriate administrator.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student of the alleged misconduct and the proposed consequences. The student shall have an opportunity to respond to the allegations.

When a student is removed from the regular classroom by a teacher and a conference is pending, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

A teacher or administrator must remove a student from class if the student engages in behavior that under the Education Code requires or permits the student to be placed in a DAEP or expelled. When removing for those reasons, the procedures in the subsequent sections on DAEP or expulsion shall be followed.

Returning a Student to the Classroom

When a student has been formally removed from class by a teacher for conduct against the teacher containing the elements of assault, aggravated assault, sexual assault, aggravated sexual assault, murder, capital murder, or criminal attempt to commit murder or capital murder, the student may not be returned to the teacher's class without the teacher's consent.

When a student has been formally removed by a teacher for any other conduct, the student may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

Students may be suspended for any behavior listed in the Code as a general conduct violation, DAEP offense, or expellable offense.

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

A student below grade 3 or a student who is homeless shall not be placed in out-of-school suspension unless, while on school property or while attending a school-sponsored or school-related activity on or off school property, the student engages in:

- Conduct that contains the elements of a weapons offense, as provided in Penal Code Section 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

The district shall use a positive behavior program as a disciplinary alternative for students below grade 3 who commit general conduct violations instead of suspension or placement in a DAEP. The program shall meet the requirements of law.

Process

State law allows a student to be suspended for no more than three school days per behavior violation, with no limit on the number of times a student may be suspended in a semester or school year.

Before being suspended a student shall have an informal conference with the campus behavior coordinator or appropriate administrator, who shall advise the student of the alleged misconduct. The student shall have the opportunity to respond to the allegation before the administrator makes a decision.

The campus behavior coordinator shall determine the number of days of a student's suspension, not to exceed three school days.

In deciding whether to order out-of-school suspension, the campus behavior coordinator shall take into consideration:

1. Self-defense (see glossary),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or

6. A student's status as homeless.

The appropriate administrator shall determine any restrictions on participation in school-sponsored or school-related extracurricular and cocurricular activities.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to in-school suspension or another setting, other than a DAEP, will have an opportunity to complete before the beginning of the next school year each course the student was enrolled in at the time of removal from the regular classroom. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 6 and secondary classification shall be grades 7–12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief (see **glossary**) that the student has engaged in conduct punishable as a felony, other than aggravated robbery or those listed as offenses in Title 5 (see **glossary**) of the Penal Code, that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

The campus behavior coordinator **may**, but is not required to, place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
  - Engages in conduct punishable as a felony.
  - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
  - Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug in an amount not constituting a felony offense. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (School-related felony drug offenses are addressed in **Expulsion** on page 28.) (See **glossary** for "under the influence.")
  - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol, if the conduct is not punishable as a felony offense. (School-related felony alcohol offenses are addressed in **Expulsion** on page 28.)
  - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
  - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
  - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is between six and nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 28.)

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:

1. The student receives deferred prosecution (see glossary),
2. A court or jury finds that the student has engaged in delinquent conduct (see glossary), or
3. The superintendent or designee has a reasonable belief (see glossary) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

If a student has been convicted of continuous sexual abuse of a young child or children or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus, and if the victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus, the offending student shall be transferred to another campus in the district. If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the campus behavior coordinator.

Conference

When a student is removed from class for a DAEP offense, the campus behavior coordinator or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and the teacher, in the case of a teacher removal.

At the conference, the campus behavior coordinator or appropriate administrator shall inform the student, orally or in writing, of the reasons for the removal and shall give the student an explanation of the basis for the removal and an opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, or
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

After the conference, if the student is placed in the DAEP, the campus behavior coordinator shall write a placement order. A copy of the DAEP placement order shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code, the placement order shall give notice of the inconsistency.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation, at no cost to the student. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The campus behavior coordinator shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who commit offenses requiring placement in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the campus behavior coordinator or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: https://www.seisd.net/

Appeals shall begin at *Level One* with the campus principal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

The district does not permit a student who is placed in a DAEP to participate in any school-sponsored or school-related extracurricular or cocurricular activity, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's individualized education program (IEP) or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the placement in the program shall continue through graduation, and the student shall not be allowed to participate in the graduation ceremony and related graduation activities.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the campus behavior coordinator or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication (see **glossary**), or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the campus behavior coordinator may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the campus behavior coordinator or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district.

A newly enrolled student with a DAEP placement from a district in another state shall be placed as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

If the student was placed in a DAEP by a school district in another state for a period that exceeds one year, this district, by state law, shall reduce the period of the placement so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy FOCA(LEGAL) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the placement shall be in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the placement may be in DAEP or JJAEP for one semester or the placement may be in a regular classroom. The placement may not be in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

Regardless of whether placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a

student may be expelled and placed in either DAEP or JJAEP if the board or campus behavior coordinator makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must:

- Have received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Have been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Have received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred,
2. The location at which the conduct occurred,
3. Whether the conduct occurred while the student was enrolled in the district, or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers,
2. Will be detrimental to the educational process, or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school,
2. The charges are dismissed or reduced to a misdemeanor offense, or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under these circumstances is entitled to a review of his or her status, including academic status, by the campus behavior coordinator or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress

toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 18)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
  - Aggravated assault.
  - Sexual assault.
  - Aggravated sexual assault.
  - Murder.
  - Capital murder.
  - Criminal attempt to commit murder or capital murder.
  - Aggravated robbery.
- Breach of computer security. (See **glossary**)
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
    a) Public lewdness under Penal Code 21.07;
    b) Indecent exposure under Penal Code 21.08;
    c) Criminal mischief under Penal Code 28.03;
    d) Hazing under Education Code 37.152; or
    e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.)
      Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
    - A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)

- Behaving in a manner that contains elements of the following offenses under the Penal Code:
  - Aggravated assault, sexual assault, or aggravated sexual assault.
  - Arson. (See **glossary**.)
  - Murder, capital murder, or criminal attempt to commit murder or capital murder.
  - Indecency with a child.
  - Aggravated kidnapping.
  - Aggravated robbery.
  - Manslaughter.
  - Criminally negligent homicide.
  - Continuous sexual abuse of a young child or children.
  - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Process

If a student is believed to have committed an expellable offense, the campus behavior coordinator or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the campus behavior coordinator or other administrator may place the student in:

- Another appropriate classroom.
- In-school suspension.
- Out-of-school suspension.
- DAEP.

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district,
2. An opportunity to testify and to present evidence and witnesses in the student's defense, and

3. An opportunity to question the witnesses called by the district at the hearing.
4. After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the Associate Superintendent authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall hear statements made by the parties at the review and shall base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or campus behavior coordinator shall take into consideration:

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the Associate Superintendent shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Student Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees, or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student has violated the district's Code in a way that requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the campus behavior coordinator or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the campus behavior coordinator or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order, and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees, or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a) 65 years of age or older, or
    b) A disabled person.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
    a) Any vegetation, fence, or structure on open-space land; or
    b) Any building, habitation, or vehicle:
        1) Knowing that it is within the limits of an incorporated city or town,
        2) Knowing that it is insured against damage or destruction,
        3) Knowing that it is subject to a mortgage or other security interest,
        4) Knowing that it is located on property belonging to another,
        5) Knowing that it has located within it property belonging to another, or
        6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
    a) Recklessly damages or destroys a building belonging to another, or
    b) Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or

deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular

or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade. Such term does not include an antique firearm.

Firearm silencer is defined by Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a) Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b) Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c) Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
    d) Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another.

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or

maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001(b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including, but not limited to, clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including, but not limited, to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
    a) An explosive weapon;
    b) A machine gun;
    c) A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possesses, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;

3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
    a) Public lewdness under Penal Code 21.07;
    b) Indecent exposure under Penal Code 21.08;
    c) Criminal mischief under Penal Code 28.03;
    d) Hazing under Education Code 37.152; or
    e) Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02, – .05;

- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05 – .06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or children under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.
  [See FOC(EXHIBIT).]

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

2022 – 2023

CÓDIGO DE CONDUCTA ESTUDIANTIL

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CÓDIGO DE CONDUCTA ESTUDIANTIL

Accesibilidad

Si Ud. tiene dificultad para acceder a la información de este documento a causa de discapacidad, favor de contactar a *el Help Desk (915) 872-3939 ext. 3489.*

Propósito

El Código de Conducta Estudiantil es la respuesta del distrito a los requisitos del Capítulo 37 del Código de Educación de Texas.

El código establece métodos y ofrece opciones para controlar a los estudiantes en la clase y en la escuela, para imponer disciplina y para prevenir e intervenir en problemas de comportamiento.

La ley exige que el distrito defina actos de mala conducta que puedan—o deban—resultar en una escala de consecuencias disciplinarias, entre ellas: remoción del estudiante de la clase o escuela regular, suspensión fuera de la escuela, asignación a un programa alternativo de enseñanza por proceso disciplinario (DAEP), asignación a un programa alternativo de enseñanza por justicia juvenil (JJAEP), o expulsión de la escuela.

Este Código de Conducta Estudiantil ha sido adoptado por la Mesa Directiva de San Elizario ISD y desarrollado con el asesoramiento del comité del distrito. El Código de Conducta Estudiantil les da a conocer a los padres y a los estudiantes las normas de conducta, las consecuencias de mal comportamiento y los procedimientos para implementar medidas disciplinarias. Permanece en vigor durante la escuela de verano y en todos los eventos y actividades relacionados a la escuela que ocurren fuera del año escolar hasta que una versión actualizada, adoptada por la Mesa Directiva, se pone en vigor para el próximo año escolar.

De acuerdo con la ley estatal, cada escuela anunciará el Código de Conducta Estudiantil o tendrá una copia disponible para revisión en la oficina del director. También, el Código de Conducta Estudiantil estará disponible en la oficina del coordinador de conducta del campus y anunciado en el sitio Web del distrito. A los padres se les notificará toda infracción del código que pueda resultar en la suspensión, asignación a un DAEP o JJAEP, expulsión del estudiante o detención por un oficial de la ley bajo Capítulo 37 del Código de Educación.

Debido a que el Código de Conducta Estudiantil fue adoptado por la Mesa Directiva del distrito, tiene el vigor de norma reglamentaria; por lo tanto, en casos de conflicto entre el código y el manual estudiantil, prevalecerá el código.

Nótese: La disciplina de estudiantes discapacitados con derecho a los servicios conforme a la ley federal, específicamente la Ley Educativa de Individuos Discapacitados y la Sección 504 de la Ley de Rehabilitación de 1973, está sujeta a las disposiciones de estas leyes.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Autoridad y jurisdicción del distrito escolar

Las normas escolares y la autoridad del distrito para imponer medidas disciplinarias se implementan cuando el interés del distrito está en juego, ya sea en las instalaciones escolares o fuera de estas, junto con las clases o las actividades patrocinadas por la escuela o independientemente de estas.

El distrito tiene autoridad disciplinaria sobre un estudiante:

1. Durante el día de clase y mientras el estudiante utiliza el transporte del distrito para ir o venir de la escuela o de una actividad patrocinada por la escuela o relacionada con la escuela;
2. Durante el período de almuerzo, cuando se permite al estudiante salir de la escuela;
3. Mientras el estudiante se encuentra en cualquier actividad relacionada con la escuela, independientemente de la hora o del lugar;
4. Por todo acto de mala conducta relacionado con la escuela, independientemente de la hora o del lugar;
5. Cuando se amenaza a un empleado, un miembro de la Mesa Directiva, o voluntario de la escuela, o se toman represalias contra estos, independientemente de la hora o del lugar;
6. Cuando un estudiante participa en la intimidación cibernética, según se describe en el Código de Educación 37.0832;
7. Cuando se dañan bienes ajenos, ya sea en el predio escolar o un evento relacionado con la escuela, o bien fuera de estos;
8. En el caso de ciertos delitos cometidos dentro de los 300 pies del predio escolar, medidos desde cualquier punto del límite de la propiedad inmobiliaria de la escuela;
9. En el caso de ciertos delitos cometidos en el predio escolar o mientras asiste a actividades patrocinadas o relacionadas con la escuela de otro distrito en Texas;
10. Cuando el estudiante comete un delito grave, como se dispone en Código de Educación 37.006 o 37.0081; y
11. Cuando el estudiante está obligado a registrarse como delincuente sexual.

Coordinador de conducta del campus

Como lo exige la ley, se debe designar a una persona en cada campus para que se desempeñe como coordinador de conducta del campus. La persona designada puede ser el director del campus o cualquier otro administrador del campus escogido por el director. El coordinador de conducta del campus es responsable ante todo de mantener la disciplina estudiantil. El distrito publicará en su sitio web y en el Manual del estudiante, para cada campus, la dirección de correo electrónico y el número de teléfono de la persona que se desempeñe como coordinador de conducta del campus. Puede conocer la información de contacto en *www.seisd.net*.

Equipo escolar de seguridad y apoyo y de evaluación de amenazas

El coordinador de conducta del campus y otro administrador adecuado trabajarán en estrecha relación con el equipo escolar de seguridad y apoyo y de evaluación de amenazas para implementar el reglamento y los procedimientos de evaluación de amenazas del distrito, tal como lo exige la ley, y tomarán las medidas disciplinarias adecuadas de conformidad con el Código de Conducta.

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Inspecciones

Los funcionarios del distrito pueden realizar inspecciones de los estudiantes, sus pertenencias y sus vehículos de acuerdo con la ley federal y estatal y el reglamento del distrito. Las inspecciones de estudiantes deberán realizarse de manera razonable y sin discriminación. Remítase a los reglamentos del distrito en FNF(LEGAL) y FNF(LOCAL) para obtener más información acerca de las investigaciones e inspecciones.

El distrito escolar tiene el derecho de inspeccionar un vehículo conducido a la escuela por un estudiante y estacionado en el predio escolar, si existe una sospecha razonable para creer que el vehículo contiene artículos o materiales prohibidos por el distrito.

Los escritorios, los casilleros, la tecnología proporcionada por el distrito y otros artículos similares son propiedad del distrito y se proporcionan para que los estudiantes los utilicen a efectos de conveniencia. La propiedad del distrito está sujeta a registros o inspecciones en cualquier momento, sin aviso.

Denuncia de delitos

El director o coordinador de conducta del campus y otro personal administrativo, según corresponda, denunciarán los delitos conforme a la ley y llamarán a las fuerzas locales del orden público cuando se sospeche que se ha cometido un delito en la escuela.

Personal de seguridad

Para garantizar la seguridad y la protección suficiente de los estudiantes, del personal y de la propiedad, la Mesa Directiva emplea oficiales de policía asignados a la escuela (SRO), y a personal de seguridad. De acuerdo con la ley, la Mesa Directiva ha organizado con el coordinador de conducta del campus y otros empleados del distrito que, para garantizar las tareas adecuadas de cumplimiento de la ley, esta función se asigne al personal de seguridad. Las tareas de cumplimiento que competen a los agentes de las fuerzas del orden del distrito se enumeran en el reglamento CKE(LOCAL). Las tareas de cumplimiento que competen a los oficiales de policía asignados a la escuela son:

Los oficiales comisionados por la junta están sujetos a los deberes generales de los oficiales establecidos en el Capítulo 2 del Código de Procedimiento Penal. Código de Procedimiento Penal 2.12 (8) Un oficial de paz tiene el deber de preservar la paz dentro de la jurisdicción del oficial utilizando todos los medios legales. El oficial de paz deberá:

1. En todos los casos autorizados por el Código de Procedimiento Penal, interferir sin orden judicial para prevenir o reprimir el delito;

2. Ejecutar todo proceso legal emitido al oficial por cualquier magistrado o tribunal;

3. Notificar a algún magistrado sobre todos los delitos cometidos dentro de la jurisdicción del oficial, donde el oficial tiene buenas razones para creer que ha habido una violación de la ley penal; y

4. Arrestar a los delincuentes sin orden judicial en todos los casos en que el oficial esté autorizado por ley, para que puedan ser llevados ante el magistrado o tribunal apropiado y ser juzgados. (CKE LEGAL, 2018)

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Las tareas de cumplimiento de la ley del personal de seguridad del distrito incluyen, pero no se limitan a:

1. Patrullar los edificios y terrenos del distrito para evitar incendios, robos, vandalismo y entrada ilegal.

2. Enfrenta a personas no autorizadas en la propiedad de la escuela para interrogarlas, enrutarlas o detenerlas, o llama a la asistencia policial, según el plan de emergencia.

3. Responde e investiga cualquier llamada de los campus sobre seguridad, vandalismo, robo y robo.

4. Asiste al personal de aplicación de la ley según sea necesario.

"Padre" definido

A lo largo del Código de Conducta Estudiantil y otras reglas de disciplina relacionadas, el término "padre" incluye un padre o madre, tutor legal, u otra persona que tiene control legal del niño.

Participar en actividades de graduación

El distrito tiene el derecho de limitar la participación de un estudiante en las actividades de graduación por violar el Código del distrito.

Participar en las actividades de graduación puede incluir una posición de oración, conforme al reglamento y los procedimientos del distrito.

Estudiantes elegibles a dar comentario al principio o al fin de la ceremonia de graduación estarán notificados por el director. A pesar de cualesquiera otros requisitos de elegibilidad, para ser considerado como orador estudiantil elegible para dar comentario al principio o al fin de la graduación, un estudiante no será involucrado en cualquier mala conducta que viola el Código, y que resulta en una suspensión fuera de escuela, asignación a un DAEP, o expulsión durante el semestre inmediatamente antes de la graduación.

El estudiante con promedio más alto de la clase y el estudiante con promedio segundo más alto también pueden tener posiciones de oración en la graduación. Ningún estudiante será elegible de tener tal posición de oración si él o ella hubiera participado en cualquiera mala conducta que viola el Código y que resulta en una suspensión fuera de la escuela, asignación a un DAEP, o expulsión durante el semestre inmediatamente antes de la graduación.

Personas no autorizadas

De acuerdo con el Código de Educación 37.105, un administrador de la escuela, oficial de policía asignado a la escuela (SRO) u oficial de policía del distrito tendrá la autoridad de denegar la entrada o expulsar a una persona de propiedad del distrito si la persona se niega a salir pacíficamente bajo pedido y:

1. La persona presenta un riesgo sustancial de daño a cualquier persona; o
2. La persona se comporta en una manera que no es apropiada para un ambiente escolar, y la persona persiste en el comportamiento después de recibir una advertencia verbal de que el

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comportamiento es inapropiado y puede resultar en la denegación de entrada o la expulsión.

Las apelaciones respecto a la denegación de entrada o expulsión de la propiedad del distrito se pueden presentar de acuerdo con los reglamentos FNG(LOCAL) o GF(LOCAL), según corresponda. Sin embargo, los plazos para los procedimientos de reclamo del distrito se ajustarán conforme sea necesario para permitir que la persona se dirija a la mesa directiva personalmente dentro de los 90 días, a menos que la queja se resuelva antes de la audiencia.

Vea **DAEP – Restricciones en asignación** en la página 24 para obtener información sobre un estudiante asignado a DAEP al momento de la graduación.

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Normas reglamentarias de la conducta estudiantil

Todo estudiante debe:

- Demostrar cortesía, aun cuando otros no lo hagan.
- Comportarse de manera responsable, demostrando siempre autodisciplina.
- Asistir regular y puntualmente a todas las clases.
- Prepararse para cada clase y llevar las tareas y los materiales adecuados.
- Cumplir con las normas de aseo y atuendo del distrito y de la escuela.
- Obedecer todas las reglas del salón de clase y de la escuela.
- Respetar los derechos y privilegios de los estudiantes, de los maestros y del personal y voluntarios del distrito.
- Respetar la propiedad ajena, incluso los bienes e instalaciones del distrito.
- Cooperar y ayudar al personal de la escuela a mantener la seguridad, el orden y la disciplina.
- Cumplir las normas reglamentarias del Código de Conducta Estudiantil.

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Contravenciones de conducta

Las categorías de conducta que se indican a continuación están prohibidas en la escuela, y en vehículos del distrito u operados por el distrito, y en todas las actividades relacionadas con la escuela, aunque la lista no incluye las infracciones más severas. En las secciones que siguen sobre Suspensión Fuera de la Escuela, Asignación a un DAEP, Asignación y expulsión por ciertas infracciones y Expulsión, se detallan ciertas transgresiones que requieren o permiten ciertas medidas disciplinarias específicas. Sin embargo, cualquier infracción puede considerarse lo suficientemente severa para no permitir que el estudiante permanezca en el entorno educativo regular, como se detalla en la sección pertinente de este código.

Desobediencia a la autoridad

Todo estudiante tiene prohibido:

- Desobedecer órdenes o instrucciones del personal de la escuela (insubordinación).
- Salir sin permiso de la escuela o de funciones patrocinadas por la escuela.
- Desobedecer las reglas de conducta en los vehículos del distrito.
- Rehusarse a aceptar las medidas disciplinarias implementadas por el maestro o el director.

Maltrato de otras personas

Todo estudiante tiene prohibido:

- Usar lenguaje grosero o vulgar o hacer gestos obscenos.
- Reñir o pelear. (Para agresión ver **Asignación a un DAEP y Expulsión**)
- Amenazar a otro estudiante, empleado o voluntario del distrito, incluso fuera de la escuela, si la conducta causa una perturbación considerable del entorno educativo.
- Intimidar, participar en la intimidación cibernética, hostigar o preparar listas de víctimas. (Vea el **glosario** para las definiciones de estos términos)
- Divulgar o amenazar a divulgar material visual del tipo íntimo de un menor o un estudiante que tiene edad de 18 años o mayor sin el consentimiento del estudiante.
- Participar en conducta que constituye hostigamiento sexual u hostigamiento basado en el género o abuso sexual, ya sea verbal o por medio de gestos, ademanes u otro tipo de conducta, dirigida a otra persona, entre ellas un estudiante, empleado, miembro de la Mesa Directiva, o voluntario del distrito.
- Participar en conducta que constituye violencia entre novios. (Vea el **glosario**.)
- Exhibir de manera impropia o indecente las partes pudendas.
- Participar en novatadas. (Vea el **glosario**)
- Forzar a un individuo a actuar usando violencia o amenaza de violencia (coerción).
- Cometer actos de extorsión o chantaje (obtener dinero o algún objeto de valor contra la voluntad de una persona).
- Participar en conducta verbal, física o sexual impropia dirigida hacia otra persona, incluso un estudiante, empleado o voluntario del distrito.
- Grabar la voz o imagen de otra persona sin previo consentimiento de la misma, o si perturba de alguna manera el entorno educativo o invade la intimidad de otros.

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Daños en propiedad ajena

Todo estudiante tiene prohibido:

- Dañar o cometer actos de vandalismo en propiedad ajena. (Para daños graves en propiedad ajena ver **Asignación a un DAEP y Expulsión**)
- Estropear o dañar bienes de la escuela—entre ellos libros de texto, tecnología y recursos electrónicos, casilleros, muebles u otros equipos—con grafitos o por cualquier otro medio.
- Robar a otros estudiantes, al personal o a la escuela.
- Robar o participar en un robo o hurto aunque no constituya un delito grave según el Código Penal. (Para delitos graves de robo, robo con agravantes y hurto vea **Asignación a un DAEP y Expulsión**)

Tenencia de artículos prohibidos

Todo estudiante tiene prohibido o usar:

- fuegos artificiales de cualquier tipo, bombas de humo, bombas fétidas o cualquier otro tipo de dispositivo pirotécnico;
- hojas de afeitar, cortadoras de cartón, cadenas o algún otro objeto utilizado de una manera que amenace o que resulte en lesiones corporales de otra persona;
- imitaciones de armas que está destinado a estar utilizado como arma o razonablemente puede estar percibido como un arma;
- rifles de aire comprimido o pistolas de balines;
- municiones o balas;
- instrumentos de mano diseñados para cortar o apuñalar a otra persona al ser lanzado;
- manoplas
- *cuchillos restringidos por sitio;
- garrotes;
- *armas de fuego;
- pistolas paralizantes;
- cortaplumas o cualquier tipo de cuchillo;
- aerosoles irritantes o paralizantes;
- material pornográfico;
- productos de tabaquería, cigarrillos, e-cigarrillos, y cualquier componente, parte, o accesorio para un dispositivo de e-cigarrillos;
- cerillos o encendedor;
- láser para apuntar, si se usa de manera no aprobada; o
- todo artículo que generalmente no se considere un arma, como útiles escolares, si el director o una persona autorizada determina que representa un peligro.

*Para armas y armas de fuego ver **Asignación a un DAEP y Expulsión**. En muchas circunstancias, la tenencia de estos artículos es castigada con la expulsión obligatoria en función de la ley federal o estatal.

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Tenencia de aparatos de telecomunicaciones u otros dispositivos electrónicos

- Todo estudiante tiene prohibido:
- Exhibir, prender o usar un aparato de telecomunicaciones, incluso a un teléfono celular, u otro aparato electrónico en la escuela durante el día de clase.

Drogas ilegales, medicamentos recetados y de venta libre

Todo estudiante tiene prohibido:

- Poseer, usar, dar, o vender el alcohol o una droga ilegal. (También vea **Asignación a un DAEP y Expulsión** para las consecuencias obligatorias y permisibles bajo la ley estatal.)
- Tener o vender semillas o pedazos de marihuana en una cantidad mínima que no se puede consumir.
- Tener, usar, dar o vender parafernalia relacionada con alguna sustancia prohibida. (Vea el **glosario** para la definición de “parafernalia”)
- Tener, usar, abusar, o vender sustancias parecidas a las drogas o intentar pasar artículos como drogas o contrabando.
- Abusar o usar indebidamente su propio medicamento obtenido con receta médica, dar un medicamento recetado a otro estudiante o tener o estar bajo la influencia de drogas recetadas para otra persona en la escuela o en una función relacionada con la escuela. (Vea el **glosario** para la definición de “abuso”)
- Abusar o usar indebidamente drogas de venta libre. (Vea el **glosario** para la definición de “abuso”)
- Estar bajo la influencia de medicamentos recetados o de venta libre que causan deterioro de las facultades físicas y mentales. (Vea el **glosario** para la definición de “bajo la influencia”)
- Tener o tomar medicamentos recetados o drogas de venta libre en la escuela de manera diferente a la detallada en los reglamentos del distrito.

Uso indebido de los recursos tecnológicos y de la red Internet

Todo estudiante tiene prohibido:

- Violar las normas, reglas o acuerdos del uso de recursos tecnológicos firmados por el estudiante o por sus padres.
- Tratar de acceder o evadir contraseñas o alguna otra información relacionada a la seguridad del distrito, de los estudiantes o de los empleados o cargar o crear un virus en la computadora, incluso fuera de la escuela si la conducta causa una perturbación considerable del entorno educativo.
- Intentar alterar, destruir o inhabilitar recursos tecnológicos del distrito, incluyendo pero no limitado a las computadoras y equipos de computación del distrito, datos del distrito, datos de otros u otras redes conectadas al sistema del distrito, incluso fuera de la escuela si la conducta causa una perturbación considerable del entorno educativo.
- Usar la red Internet u otro medio de comunicación electrónica para amenazar u hostigar a estudiantes, empleados, miembros de la Mesa Directiva o voluntarios del distrito, incluso

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fuera de la escuela si la conducta causa una perturbación considerable del entorno educativo o infringe en los derechos de otro estudiante en la escuela.

- Enviar, incorporar, entregar, o poseer mensajes electrónicos abusivos, obscenos, de índole sexual, amenazantes, hostigadores, perjudiciales para la reputación de otra persona o ilegales, incluso a la intimidación electrónica y "sexting", en la escuela o fuera de la escuela, si la conducta causa una perturbación considerable del entorno educativo o infringe en los derechos de otro estudiante en la escuela.
- Usar la red Internet u otra comunicación electrónica para participar en o fomentar conductas ilegales o para amenazar la seguridad de la escuela, incluso a las acciones fuera de propiedad de la escuela si la conducta causa una interrupción sustancial al ambiente educativo o infringe en los derechos de otro estudiante de la escuela.

Transgresiones en contra de la seguridad

Todo estudiante tiene prohibido:

- Poseer publicaciones o material electrónico diseñado para promover o fomentar conductas ilegales o que podrían poner en peligro la seguridad de la escuela.
- Participar en altercados orales o escritos que amenacen la seguridad de otros estudiantes o de empleados o bienes de la escuela.
- Hacer acusaciones falsas o cometer acciones engañosas con respecto a la seguridad de la escuela.
- Participar en conducta tal que el personal de la escuela pueda razonablemente creer perturbará considerablemente los programas escolares o incitará a actos de violencia.
- Arrojar objetos que pueden causar lesiones corporales o daños a bienes.
- Descargar un extintor de incendios sin justificación.

Otras infracciones

Todo estudiante tiene prohibido:

- Desobedecer las normas de aseo personal y de atuendo detalladas en el manual estudiantil.
- Hurtar o copiar la tarea de otra persona.
- Hacer apuestas.
- Falsificar registros, pases o cualquier otro documento relacionado a la escuela.
- Participar en acciones o manifestaciones que perturben considerablemente o interfieran materialmente con las actividades escolares.
- Desobedecer repetidamente las normas de conducta de la escuela o del salón de clase.

Además de las normas detalladas en el código, el distrito puede imponer otras reglas de conducta en la escuela y en el salón de clase que se anunciarán en los salones de clase o se entregarán a los estudiantes. El incumplimiento de estas reglas puede o no constituir violaciones del código.

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Técnicas para el control de la disciplina

La disciplina estará diseñada para mejorar la conducta y para fomentar en los estudiantes el cumplimiento de sus responsabilidades como miembros de la comunidad escolar. Toda acción disciplinaria estará basada en el criterio profesional de los maestros y del personal administrativo, y en una escala de medidas disciplinarias, incluso prácticas restaurativas. La disciplina se basará en la gravedad de la infracción, la edad del estudiante, su grado académico, la frecuencia del mal comportamiento, la actitud del estudiante, el impacto de la mala conducta en el entorno escolar y los requisitos de la ley.

Estudiantes discapacitados

La disciplina para estudiantes discapacitados se regirá por las leyes estatales y federales pertinentes, además de las normas detalladas en el Código de Conducta Estudiantil. En caso de que se presente un conflicto, el distrito cumplirá con la ley federal. Para obtener más información acerca de la disciplina de estudiantes discapacitados, vea el reglamento FOF(LEGAL).

De acuerdo con el Código de Educación del Estado, un estudiante que recibe servicios de educación especial no puede ser disciplinado por conducta que corresponda a la definición de intimidación, intimidación cibernética, hostigamiento o preparación de listas de víctimas (ver el **glosario**) hasta que no se haya efectuado la reunión del comité de admisión, revisión y baja de un estudiante discapacitado (ARD por sus siglas en inglés) para considerar los detalles de dicha conducta.

Antes de ordenar la suspensión fuera de la escuela, la asignación a un DAEP o la expulsión, a pesar de que la acción sea obligatoria o discrecional, el distrito tomará en cuenta si la discapacidad ha dificultado considerablemente la capacidad del estudiante de reconocer el error de su conducta.

Técnicas

Las siguientes técnicas o estrategias disciplinarias pueden usarse solas, en combinación, o como parte de intervenciones progresivas para controlar comportamientos prohibidos por el Código de Conducta Estudiantil o por las reglas de la escuela o del salón de clase:

- Corrección oral o escrita.
- Tiempo para calmarse o una breve “pausa” (time-out), de conformidad con la ley.
- Cambio de asiento en el salón de clase o en vehículos del distrito u operados por el distrito.
- Confiscación temporal de artículos que perturban el proceso educativo.
- Premios o deméritos.
- Contratos de buen comportamiento.
- Asesoramiento por parte de los maestros, los consejeros de la escuela o por el personal administrativo.
- Conferencias de padres y maestros.
- Entrenamiento de comportamiento.
- Clases de control de la ira.
- Meditación (víctima-delincuente).

Nota: Sujeto a cambios basados en actualizaciones legislativas.

- Círculos en clase.
- Conferencias del grupo familiar.
- Reducción de las calificaciones por copiar o plagiar o como lo permitan las normas reglamentarias.
- Detención, incluso a la detención fuera de horas regulares de la escuela.
- Envío del estudiante a la oficina o a un área designada, o suspensión dentro de la escuela.
- Asignación de labores en la escuela, como limpieza o recolección de basura.
- Pérdida de privilegios, tales como participar en actividades extracurriculares, ser candidato o desempeñar cargos honoríficos, o ser miembro de organizaciones y clubes patrocinados por la escuela.
- Medidas disciplinarias o castigos identificados en las normas de conducta para actividades extracurriculares de organizaciones a las que pertenece el estudiante.
- Pérdida o restricción de los privilegios del transporte escolar.
- Período probatorio dictado y administrado por la escuela.
- Suspensión fuera de la escuela, según se especifica en la sección titulada **Suspensión Fuera de la Escuela de este código**.
- Asignación a un DAEP, según se especifica en la sección titulada **Asignación a un DAEP de este código**.
- Expulsión o colocación en un entorno educacional alternativo, según se especifica en la sección Asignación o expulsión por ciertas infracciones de este código.
- Expulsión, según se especifica en la sección de **Expulsión** de este código.
- Remisión del estudiante a una dependencia fuera de la escuela o a una autoridad jurídica para enjuiciamiento penal, además de las medidas disciplinarias que imponga el distrito.
- Otras estrategias y consecuencias que determinen las autoridades directivas de la escuela.

Técnicas aversivas prohibidas

Está prohibido el uso de técnicas aversivas con los estudiantes. Estas se definen como técnicas o intervenciones que pretenden reducir la reincidencia de una conducta infligiendo intencionalmente dolor físico, malestar emocional o dolor significativos. Las técnicas aversivas incluyen:

- Usar técnicas diseñadas para causar dolor físico, que no sea el castigo corporal que permite el reglamento del distrito, o que probablemente lo causen. [Ver reglamento FO(LOCAL)].
- Usar técnicas diseñadas para causar dolor físico mediante descarga eléctrica o cualquier procedimiento que implique puntos de presión o bloqueo de articulaciones, o que probablemente causen dicho dolor.
- La liberación directa de rociada, bruma o sustancia desagradable, tóxica o nociva cerca del rostro de un estudiante.
- Denegar el sueño adecuado, aire, comida, agua, refugio, ropa de cama, comodidad física, supervisión o acceso a un sanitario.
- Ridiculizar o degradar a un estudiante de manera tal que afecte negativamente o ponga en riesgo el aprendizaje o la salud mental del estudiante o constituya un acto de abuso verbal.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

- Emplear un dispositivo, material u objeto que inmovilice las cuatro extremidades del estudiante, incluso la inmovilización en el suelo boca arriba o boca abajo.
- Alterar la respiración del estudiante, lo que incluye aplicar presión en el torso o el cuello del estudiante o colocar algo en la boca o la nariz del estudiante o sobre esta, o tapar el rostro del estudiante.
- Restringir la circulación del estudiante,
- Asegurar al estudiante a un objeto fijo mientras el estudiante permanece sentado o de pie.
- Impedir, reducir o entorpecer la capacidad de comunicación del estudiante.
- Usar restricciones químicas.
- Utilizar la pausa de manera tal que evite que el estudiante pueda participar y progrese adecuadamente en el currículo requerido o en cualquier objetivo del programa de educación individualizado (IEP), lo que incluye aislar al estudiante mediante el uso de obstáculos físicos.
- Privar al estudiante de uno de sus sentidos o más, a menos que la técnica no provoque el malestar del estudiante o cumpla con el IEP del estudiante o con su plan de intervención conductual (BIP).

Notificación

El coordinador de conducta del campus avisará inmediatamente a los padres del estudiante por teléfono o en persona de cualquier infracción que puede resultar en suspensión dentro de la escuela o fuera de la escuela, asignación a un DAEP, asignación a un JJAEP, o expulsión. El coordinador de conducta del campus también avisará a los padres del estudiante si el estudiante está detenido por un oficial de la ley bajo las provisiones disciplinarias del Código de Educación. Se hará un esfuerzo de buena fe en el día en que se tomó la acción a proveer al estudiante noticia escrita de la acción disciplinaria para entrega a los padres. Si no se haya contactado a los padres por teléfono o en persona para la hora 5:00 de la tarde del primer día de negocios después del día en que se tomó la acción disciplinaria, el coordinador de conducta del campus enviará noticia escrita por U.S. Mail. Si el coordinador de conducta del campus no se puede proveer notificación al padre, el director o el designado proveerá la notificación.

Antes de que el director u otra administrador asigna a un estudiante menor de 18 años a detención fuera de las horas regulares de la escuela, se dará noticia al padre o madre del estudiante para informarle de la razón para la detención y permitir preparativos para el transporte necesario.

Apelaciones

Las preguntas de los padres con respecto a estas medidas disciplinarias deberán ser dirigidas al maestro, al personal administrativo de la escuela, o el coordinador de conducta del campus, dependiendo del caso. Las apelaciones o quejas sobre el uso de técnicas disciplinarias específicas deberán estar manejadas de acuerdo con el reglamento FNG (LOCAL). Se puede obtener una copia de este reglamento en la oficina del director de la escuela, en la oficina del coordinador de conducta del campus, o en la oficina central de administración o en el enlace Policy on Line en la siguiente dirección de la red Internet: *https://www.seisd.net*

Nota: Sujeto a cambios basados en actualizaciones legislativas.

El distrito no demorará una consecuencia disciplinaria mientras un estudiante o un padre presenta una queja.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Remoción del estudiante del autobús

Un conductor del autobús puede enviar a un estudiante a la oficina del director o la oficina del coordinador de conducta del campus para mantener disciplina efectiva en el autobús. El director o coordinador de conducta del campus debe usar medidas disciplinarias adicionales, como apropiado, que se puede incluir restringir o revocar los privilegios de un estudiante subirse al autobús.

Desde que la responsabilidad primaria del distrito en el transporte de estudiantes es hacerlo con tanto seguridad posible, el operador del vehículo tiene que enfocarse en conducir y no tener su atención interrumpido por el mal comportamiento estudiantil. Entonces, cuando las medidas apropiadas disciplinarias no llegan a mejorar el comportamiento estudiantil o cuando el mal comportamiento específico merece la extracción inmediata, el director o el coordinador de conducta del campus puede restringir o revocar los privilegios del transporte de un estudiante, en concordancia con la ley.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Remoción del estudiante fuera del entorno escolar regular

Además de otras técnicas disciplinarias, la mala conducta puede resultar en la remoción del estudiante fuera del entorno escolar regular, ya sea por una remisión de rutina o mediante la remoción formal.

Remisión de rutina

Una remisión de rutina sucede cuando el maestro manda al estudiante a la oficina del coordinador de conducta del campus como medida disciplinaria. El coordinador de conducta del campus usará técnicas alternativas de maneja disciplinaria, incluso a intervenciones progresivas. Un maestro o administrador **puede** sacar a un estudiante de clase para conducta que viola este Código para mantener disciplina efectiva en la clase.

Remoción formal

El maestro también **puede** iniciar la remoción formal del estudiante si:

1. El maestro ha documentado que la conducta del estudiante ha interferido repetidamente con la capacidad del maestro de dictar su clase o con la capacidad del resto de los alumnos de aprender; o
2. La conducta es tan rebelde, impertinente o abusiva, que el maestro no puede enseñar y los estudiantes en el salón no pueden aprender.

Dentro de un plazo de tres días escolares desde que se haya retirado formalmente al estudiante de la clase, el coordinador de conducta del campus o personal administrativo autorizado programará una conferencia con el padre del estudiante, el estudiante, el maestro que ha retirado al estudiante de la clase y con cualquier otro miembro del personal administrativo que corresponda.

Durante la conferencia, el coordinador de conducta del campus o personal administrativo autorizado le informará al estudiante sobre la presunta mala conducta y las consecuencias propuestas. El estudiante tendrá la oportunidad de responder a las acusaciones.

Cuando un maestro retira a un estudiante del salón regular de clase y aún está pendiente la conferencia, el coordinador de conducta del campus u otro administrador puede usar una de las siguientes estrategias con el estudiante:

- Colocación en otro salón de clase que sea adecuado
- Suspensión dentro de la escuela
- Suspensión fuera de la escuela
- Asignación a un DAEP

Un maestro o administrador debe sacar a un estudiante de clase si el estudiante participa en conducta que bajo el Código de Educación requiere o permite la asignación a DAEP o expulsión. Cuando la extracción ocurre por estas razones, seguirá los procedimientos en las secciones subsiguientes de DAEP o expulsión.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Regreso del estudiante al salón de clase

Cuando un maestro retira formalmente a un estudiante del salón de clase por conducta en contra de dicho maestro que contiene elementos de agresión, agresión con agravantes, agresión sexual, agresión sexual con agravantes, homicidio calificado, homicidio con pena de muerte o tentativa de homicidio calificado o de homicidio con pena de muerte, el estudiante no puede regresar a la clase del maestro sin el consentimiento del mismo.

Si un maestro retira formalmente de la clase a un estudiante por cualquier otra conducta, el estudiante puede regresar a la clase sin el consentimiento del maestro, si el comité que evalúa las colocaciones por problemas disciplinarios determina que la clase de dicho maestro es la mejor o única alternativa disponible.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Suspensión fuera de la escuela

Mala conducta

Se puede suspender a un estudiante por todo comportamiento que se detalla en el código como contravenciones de conducta, por infracciones que resulten en asignación a un DAEP o por delitos que ameriten la expulsión.

El distrito no usará la suspensión fuera de la escuela para estudiantes en el grado 2 o abajo a menos que la conducta cumpla con los requisitos establecidos en la ley.

Un estudiante de un grado inferior a 3.º o que no tenga hogarno será colocado en suspensión fuera de la escuela a menos que, al encontrarse en el predio escolar o en una actividad patrocinada por la escuela o relacionada con esta en el predio escolar o fuera de este, el estudiante participe en:

- Conducta que contiene los elementos de un delito de armas, como se establece en el Código Penal Sección 46.02 o 46.05;
- Conducta que contiene los elementos de agresión, agresión sexual, agresión agravado, o agresión sexual agravado, como se establece en el Código Penal; o
- Vender, dar, o entregar a otra persona o poseer, usar, o estar bajo la influencia de cualquier cantidad de marihuana, una bebida alcohólica, o sustancia controlada o droga peligrosa como define la ley federal o estatal.

El distrito usará un programa positivo de comportamiento como alternativa disciplinaria para los estudiantes de un grado inferior a 3.º que cometan violaciones generales de conducta en vez de la suspensión o asignación en un DAEP. El programa cumplirá con los requisitos de la ley.

Proceso

La ley estatal permite suspender a un estudiante por un máximo de tres días de clase por cada acto de mala conducta y no impone límites en el número de veces que se lo puede suspender dentro de un semestre o de un ciclo escolar.

Antes de suspenderlo, se le concederá al estudiante una conferencia informal con el coordinador de conducta del campus o personal administrativo autorizado, que le informará al estudiante la presunta mala conducta. El estudiante tendrá la oportunidad de responder a la acusación antes de que el personal administrativo tome su decisión.

El coordinador de conducta del campus determinará el número de días que el estudiante será suspendido, que no deberá exceder de tres días de clase.

Antes de ordenar la suspensión fuera de la escuela del estudiante, el distrito tendrá en consideración:

3. Si la conducta fue en defensa propia (vea el **glosario**),
4. Si hubo intención o falta de intención en el momento en que el estudiante participó en la conducta,
5. El registro de antecedentes disciplinarios del estudiante,
6. Una discapacidad que impida sustancialmente la capacidad del estudiante de entender la ilicitud de su conducta,

Nota: Sujeto a cambios basados en actualizaciones legislativas.

7. La situación del estudiante en custodia del Departamento de Servicios para la Familia y de Protección (acogimiento familiar), o
8. La situación del estudiante como persona sin hogar.

El personal administrativo autorizado determinará las restricciones en la participación del estudiante en actividades cocurriculares y extracurriculares relacionadas o patrocinadas por la escuela durante el período de suspensión.

Trabajo de clase durante la suspensión

El distrito garantizará que el estudiante tenga acceso al trabajo de clase correspondiente a los cursos del currículo básico mientras el estudiante esté en suspensión en la escuela o fuera de esta. Esto contempla la recepción de este trabajo de clase a través de un medio, como mínimo, que no requiera el uso de Internet.

Los estudiantes que sean retirados de la clase regular y colocados en suspensión dentro de la escuela u otro entorno, aparte de un DAEP, tendrán la oportunidad de completar, antes del comienzo del próximo año escolar, cada curso en el que el estudiante estaba inscrito en el momento del retiro del salón de clases regulares. El distrito puede proporcionar dicha oportunidad a través de cualquier método alternativo disponible, por ejemplo, un curso por correspondencia, otra opción de aprendizaje a distancia o una escuela de verano. El distrito no cobrará al estudiante por ningún método de finalización proporcionado por el distrito.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Asignación a un programa alternativo de enseñanza por proceso disciplinario (DAEP)

El DAEP ocurrirá en un ambiente que no sea el salón de clase normal del estudiante. Un estudiante de la escuela primaria no puede ser asignado a un DAEP con un estudiante que no es de la escuela primaria.

Por el propósito de DAEP, la clasificación primaria será kindergarten–grado 6 y la clasificación secundaria será los grados 7–12.

Los programas del verano del distrito servirán a los estudiantes asignados a un DAEP juntamente con otros estudiantes.

Un estudiante expulsado por una infracción que de otra manera hubiera resultado en asignación a un DAEP no tendrá que ser asignado a un DAEP además de la expulsión.

Antes de ordenar la asignación a un DAEP, a pesar de que la acción sea obligatoria o discrecional, el coordinador de conducta del campus tendrá en consideración:

1. Si la conducta fue en defensa propia (vea el **glosario**),
2. Si hubo intención o falta de intención en el momento en que el estudiante participó en la conducta,
3. El registro de antecedentes disciplinarios del estudiante,
4. Una discapacidad que impida sustancialmente la capacidad del estudiante de entender la ilicitud de su conducta,
5. La situación del estudiante en custodia del Departamento de Servicios para la Familia y de Protección (acogimiento familiar), o
6. La situación del estudiante como persona sin hogar.

Asignación discrecional: Mala conducta que puede resultar en asignación a un DAEP

Un estudiante puede ser asignado a un DAEP por comportamientos prohibidos en la sección de Contravenciones de conducta de este código.

Mala conducta identificada en la ley estatal

Conforme a la ley estatal, un estudiante **puede** ser asignado a un DAEP por uno de los siguientes delitos:

- Participar en la intimidación que alienta a un estudiante a suicidarse o intentar a suicidarse.
- Incitar violencia contra un estudiante por intimidación de un grupo.
- Divulgar o amenazar con divulgar material visual de tipo íntimo de un menor o de un estudiante de 18 años de edad o mayor sin el consentimiento del estudiante.
- Participación en una cofradía, hermandad o sociedad secreta de una escuela pública, ya sea como miembro o futuro miembro, o fomentando el interés de otra persona en convertirse en miembro de una cofradía, hermandad, sociedad secreta o pandilla de una escuela pública. (Ver el glosario)
- Participación en actividades delictivas de una pandilla. (Ver el glosario)
- Cualquier tipo de daños en propiedad ajena, incluso si constituyen un delito grave.
- Agresión (sin daño corporal) con la amenaza del daño corporal inminente.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

- Agresión por contacto físico ofensivo o provocador.

De acuerdo a la ley estatal, se **puede** asignar a un estudiante a un DAEP si el superintendente o el personal autorizado determinan que hay razón para creer (ver el **glosario**) que el estudiante ha participado en conducta punible como delito grave, distinta a robo con agravantes o a las que se detallan como delitos en el Título 5 del Código Penal (ver el **glosario**), que sucedió fuera de la escuela y no durante una función patrocinada o relacionada con la escuela, si la presencia del estudiante en el salón regular de clase representa un peligro para los otros estudiantes o para los maestros o va a ser perjudicial para el proceso educativo.

El coordinador de conducta del campus **puede**, pero no está obligado, a asignar un estudiante a un DAEP por conducta por la cual la ley exige colocación en un DAEP, si la conducta ocurrió fuera de la escuela y el personal administrativo no tiene conocimiento de la conducta antes del primer aniversario de la fecha en que dicha conducta tuvo lugar.

Asignación obligatoria: Mala conducta que requiere asignación a un DAEP

Un estudiante **debe** ser asignado a un DAEP si:

- Participa en conducta relacionada a una falsa alarma (incluso amenaza de bomba) o una amenaza terrorista que afecte una escuela pública. (Ver el glosario)
- Comete los siguientes delitos en la escuela o dentro de los 300 pies del plantel escolar medidos desde cualquier punto del perímetro limítrofe de los bienes inmuebles de la escuela, o mientras asiste a una actividad patrocinada o relacionada con la escuela ya sea dentro o fuera del plantel escolar:
  - Participa en conducta punible como delito grave.
  - Comete una agresión (ver el **glosario**) conforme a la Sección 22. 01(a) (1) del Código Penal.
  - Vende, da o entrega a otra persona o tiene, consume o está bajo la influencia de marihuana, de una substancia regulada o de una droga peligrosa en una cantidad que no llega a constituir un delito grave. Un estudiante con una receta válida para canabis bajo en THC como autorizado por Capítulo 487 del Código de Salud y Seguridad no viola esta provisión. (Los delitos graves relacionados a una escuela que involucran drogas están detallados en la sección de **Expulsión**) (Ver el **glosario** para “bajo la influencia”)
  - Vende, da o entrega a otra persona una bebida alcohólica; comete un acto o infracción grave mientras está bajo la influencia del alcohol; o tiene, consume o está bajo la influencia del alcohol, si la conducta no se sanciona como delito grave. (Los delitos graves relacionados con una escuela que involucran alcohol están detallados en la sección de **Expulsión**.)
  - Se comporta de una manera que contiene los elementos de un delito relacionado al uso indebido de sustancias químicas volátiles.
  - Se comporta de una manera que contiene los elementos de los delitos de lascivia pública o exhibición indecente. (Consulte el **glosario**).
  - Participa en una conducta que contiene los elementos de un delito de acoso contra un empleado según el Código Penal 42.07(a)(1), (2), (3) o (7).
- Participa en conducta que resulta en expulsión y tiene entre seis y nueve años.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

- Comete un delito federal relacionado con armas de fuego y es menor de seis años.
- Participa en conducta que contiene los elementos del delito de represalia en contra de un empleado o voluntario de la escuela ya sea dentro o fuera de la escuela. (Cometer represalia conjuntamente con otro delito que resulta en expulsión se detalla en la sección de Expulsión de este código.)
- Participa en conducta que se sanciona como robo con agravantes o delito grave de acuerdo al Título 5 (ver el **glosario**) del Código Penal cuando la conducta ocurre fuera de la escuela y no en una función patrocinada o relacionada con la escuela y:
  - El estudiante recibe enjuiciamiento diferido (ver el glosario),
  - Un juzgado o un jurado determina que el estudiante ha participado en conducta delictiva (ver el glosario) o
  - El superintendente o el personal autorizado determinan que existe razón para creer (ver el glosario) que el estudiante ha participado en esa conducta.

Agresión sexual y asignación de escuela

Si se determina judicialmente que un estudiante ha cometido abuso sexual continuado de un menor o si se determina judicialmente que cometió agresión sexual o agresión sexual con agravantes en contra de otro estudiante en la misma escuela, o si se difiere el fallo por uno de estos delitos, y los padres de la víctima u otra persona autorizada para actuar en nombre de la víctima solicita que la Mesa Directiva traslade al agresor a otra escuela, se trasladará el agresor a otra escuela en el distrito. Si no hay otra escuela en el distrito que ofrezca el nivel escolar del agresor, se lo colocará en un DAEP.

Proceso

La asignación de un estudiante a un DAEP será determinada por el coordinador de conducta del campus.

Conferencia

Cuando se retira un estudiante de la clase por una infracción que amerite colocarlo en un DAEP, el coordinador de conducta del campus o personal administrativo autorizado programará una conferencia dentro de los tres días de clase con el estudiante, sus padres y el maestro, si fue el maestro quien lo retiró de la clase.

En la conferencia, el coordinador de conducta del campus o personal administrativo le hará saber al estudiante, oralmente o por escrito, las razones por las cuales se lo retiró de la clase, le explicará los fundamentos de las mismas y le dará una oportunidad de responder.

Si a pesar de los esfuerzos del distrito no se consigue que las personas interesadas asistan, se llevará a cabo la conferencia y se tomará una decisión con respecto a la asignación a un DAEP aunque el estudiante o los padres no estén presentes.

Consideración de factores atenuantes

Al decidir si asignar a un estudiante a DAEP, independientemente de que la acción sea obligatoria o discrecional, el coordinador de conducta del campus tendrá en consideración:

1. Si la conducta fue en defensa propia (vea el glosario),

Nota: Sujeto a cambios basados en actualizaciones legislativas.

2. Si hubo intención o falta de intención en el momento en que el estudiante participó en la conducta,
3. El registro de antecedentes disciplinarios del estudiante,
4. Una discapacidad que impida sustancialmente la capacidad del estudiante de entender la ilicitud de su conducta,o
5. La situación del estudiante en custodia del Departamento de Servicios para la Familia y de Protección (acogimiento familiar), o
6. La situación del estudiante como persona sin hogar

Orden de asignación

Después de la conferencia, si al estudiante se lo asigna a un DAEP, el coordinador de conducta del campus escribirá la orden. Se enviará una copia de la orden de asignación a un DAEP al estudiante y a sus padres.

Dentro de los dos días hábiles después de la conferencia, la persona designada por la Mesa Directiva entregará al juzgado de menores una copia de la orden de asignación y toda la información que requiere la Sección 52.04 del Código de Familia.

Si se asigna un estudiante a un DAEP y el período de asignación no es consecuente con las normas que se establecen en este código, la orden de asignación detallará esta información.

Aviso sobre tarea del curso

El padre o tutor de un estudiante asignado a un DAEP recibirá un aviso por escrito sobre la oportunidad del estudiante de completar un curso del currículo básico en el que el estudiante haya estado matriculado en el momento de la remoción y que se requiera para la graduación, de manera gratuita para el estudiante. El aviso incluirá información sobre todos los métodos disponibles para completar las tareas.

Duración de la asignación

El coordinador de conducta del campus determinará la duración de la asignación de un estudiante a un DAEP.

La duración de la asignación de un estudiante será determinada teniendo en cuenta cada caso en particular, en función de la gravedad de la infracción, la edad y el grado académico del estudiante, la frecuencia de su mal comportamiento, la actitud del estudiante y los requisitos de la ley.

El período máximo de asignación a un DAEP será de un año calendario, con las siguientes excepciones.

A menos que se especifique lo contrario en la orden de asignación, los días de inasistencia a un DAEP no contarán para cumplir con el número total de días requeridos en la orden de asignación de un estudiante.

El distrito administrará las evaluaciones antes del tiempo en DAEP y después del tiempo en DAEP que son requeridas para estudiantes asignados a DAEP por un periodo de 90 días o más de acuerdo con procesos administrativos establecidos del distrito para administrar otros tipos de evaluaciones diagnósticas.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Asignación que excede un año

La asignación a un DAEP puede exceder un año cuando una revisión del distrito determina que el estudiante es una amenaza a la seguridad de otros estudiantes o empleados del distrito.

Los límites impuestos por la ley a la duración de la asignación a un DAEP no se aplican cuando la Mesa Directiva coloca a un estudiante en un DAEP por participar en la agresión sexual de otro estudiante para impedir que el agresor y la víctima estén asignados a la misma escuela.

Asignación que excede el ciclo escolar

Los estudiantes que, al final del ciclo escolar, cometen delitos por los cuales la asignación a un DAEP es requerida pueden ser obligados a continuar en el DAEP al comienzo del ciclo escolar siguiente hasta cumplir el período asignado.

Para continuar la asignación de un estudiante a un DAEP después que finalice el ciclo escolar, el coordinador de conducta del campus o designado de la Mesa Directiva deberá determinar que:

1. La presencia del estudiante en el salón regular de clase o en la escuela regular representa un peligro de daño físico para el estudiante o para otras personas o
2. El estudiante ha exhibido mal comportamiento excesivo o persistente (ver el glosario) en incumplimiento del código del distrito.

Asignación que excede los 60 días

Antes de prolongar la asignación de un estudiante a un DAEP por más de 60 días o hasta después del siguiente período de calificaciones, sea cual fuere que ocurra primero, se les notificará a los padres del estudiante y se les dará la oportunidad de participar en una audiencia ante la Mesa Directiva o ante el personal autorizado.

Apelaciones

Las preguntas de los padres sobre las medidas disciplinarias deberán ser dirigidas al personal administrativo de la escuela.

Las apelaciones de un estudiante o padre sobre la asignación de un estudiante a un DAEP deberán ser dirigidas de acuerdo con el reglamento FNG(LOCAL).

Se puede obtener una copia de este reglamento en la oficina del director de la escuela, en la oficina de coordinador de conducta del campus, en la oficina central de administración o en el enlace Policy On Line en la siguiente dirección de la red Internet: https:/www.seisd.net

Las apelaciones empiezan en *Primer Nivel* con el director de le escuela.

El distrito no retrasará las consecuencias disciplinarias a la espera del resultado de una apelación. La decisión de colocar a un estudiante en un DAEP no se puede apelar más allá de la Mesa Directiva.

Restricciones durante la asignación

El distrito escolar no permite que un estudiante asignado a un DAEP participe en actividades cocurriculares o extracurriculares patrocinadas o relacionadas con la escuela, incluso postularse

o desempeñar cargos honoríficos o ser miembro de organizaciones y clubes patrocinados por la escuela.

No se le proporcionará transporte a un estudiante asignado a un DAEP a menos que sea un estudiante con discapacidades que tenga derecho al transporte de conformidad con su programa de educación individualizado (IEP) o el plan de la Sección 504.

Para los estudiantes en el último año de la preparatoria que cumplan los requisitos para graduarse y que estén asignados a un DAEP al tiempo de la graduación, la colocación en el programa continuará hasta después de la graduación y no se les permitirá que asistan ni a la ceremonia ni a las actividades relacionadas con la graduación.

Revisión de la asignación

El coordinador de conducta del campus revisará la situación de un estudiante colocado en un DAEP, incluso el progreso académico, en intervalos que no pueden exceder los 120 días. En el caso de un estudiante de la escuela preparatoria, también se evaluarán el plan de graduación del estudiante y su progreso. Durante la revisión, el estudiante y sus padres tendrán la oportunidad de abogar para que el estudiante regrese al salón regular de clase o a su escuela. No se permitirá el regreso del estudiante al salón del maestro que lo retiró de la clase sin el consentimiento de dicho maestro.

Otros actos de mala conducta

Si durante el período de asignación a un DAEP el estudiante participa en mala conducta para la cual se requiere o se permite colocación en un DAEP o expulsión, el coordinador de conducta del campus puede iniciar procesos que resulten en una orden disciplinaria adicional.

Notificación de proceso penal

Cuando un estudiante está asignado a DAEP por ciertos delitos, la fiscalía notificará al distrito si:

1. Se rehusó enjuiciamiento del estudiante por falta de méritos para procesar o por pruebas insuficientes y no se iniciará un proceso formal, un fallo diferido (ver el glosario) o un enjuiciamiento diferido; o si
2. El juzgado o un jurado determinaron que el estudiante no es culpable o que no participó en conducta delictiva o conducta que indica la necesidad de supervisión y la causa se desestimó sin derecho a nuevo juicio.

Si al estudiante se le asignó un DAEP por ese tipo de conducta, cuando se reciba la notificación de la fiscalía, el superintendente o el personal autorizado evaluarán la colocación del estudiante y programarán una junta con los padres dentro de los tres días desde que el superintendente o el personal autorizado reciban la notificación de la fiscalía. El estudiante no podrá regresar al salón regular de clase mientras la revisión esté pendiente.

Después de revisar la notificación y de recibir información de los padres del estudiante, el superintendente o el personal autorizado pueden continuar la colocación del estudiante si existe razón para creer que la presencia del estudiante en el salón regular de clase amenaza la seguridad de otros estudiantes o de los maestros.

El estudiante o sus padres pueden apelar la decisión del superintendente a la Mesa Directiva. El estudiante no podrá regresar al salón regular de clase mientras la apelación esté pendiente. En caso de apelación, la Mesa Directiva, en su próxima sesión regular, evaluará la notificación de la fiscalía y recibirá información del estudiante, de sus padres y del superintendente o personal autorizado y confirmará o revocará la decisión tomada por el superintendente o por el personal autorizado. La Mesa Directiva levantará un acta del proceso.

Si la Mesa Directiva confirma la decisión del superintendente o del personal autorizado, el estudiante o sus padres pueden apelar al Comisionado de Educación. El estudiante no podrá regresar al salón regular de clase mientras la apelación esté pendiente.

Estudiantes que se retiran del distrito durante el proceso

Cuando un estudiante viola el código del distrito de una manera que requiere o permite la asignación a un DAEP y el estudiante se retira del distrito antes que se haya terminado la orden de asignación, el coordinador de conducta del campus puede finalizar el proceso y emitir una orden de asignación. Si después el estudiante se inscribe nuevamente en el distrito durante el mismo ciclo escolar o uno posterior, el distrito puede reactivar la orden en ese momento, menos el período que haya cumplido el estudiante mientras ha estado inscripto en otro distrito. Si el coordinador de conducta del campus o la Mesa Directiva no emiten una orden de asignación después que el estudiante se retira de la escuela, el siguiente distrito en el cual se inscriba el estudiante puede finalizar el proceso y emitir una orden de asignación.

Estudiantes recién inscriptos

El distrito continuará la colocación en un DAEP de un estudiante que se inscribe en el distrito y que fue asignado a un DAEP en una escuela chárter de inscripción abierta o en otro distrito.

Un estudiante que se inscribe en este distrito y que fue asignado a un DAEP por el distrito de otro estado será colocado como cualquier otro estudiante recién inscripto si la conducta que cometió es una razón para asignarlo a un DAEP en este distrito.

Si el estudiante fue asignado a un DAEP por un distrito escolar en otro estado por un período mayor a un año, este distrito, conforme a la ley estatal, reducirá el período de asignación para que el término total no exceda el año. Sin embargo, después de una revisión, se puede extender el período de asignación por más de un año si el distrito determina que el estudiante es una amenaza para la seguridad de otros estudiantes o empleados o si extender el período protege el interés superior del estudiante.

Proceso para asignación de emergencia

Cuando una asignación de emergencia sea necesaria a causa de que el comportamiento del estudiante es tan indisciplinado, disruptivo o abusivo que seriamente interfiere con las operaciones de clase o de la escuela, se le dará al estudiante notificación oral del motivo de la acción. Dentro de los diez días de la fecha de asignación se llevará a cabo la conferencia con el estudiante conforme a los requisitos para asignación a un DAEP.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Servicios de transición

De conformidad con la ley y los procedimientos del distrito, el personal del campus proporcionará servicios de transición a un estudiante que se reincorpore al salón de clases regular después de un programa de educación alternativo, entre ellos, el DAEP. Consulte el reglamento FOCA(LEGAL) para obtener más información.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Asignación o expulsión por ciertas infracciones

Esta sección incluye dos categorías de infracciones para las cuales el Código de Educación establece procesos únicos y consecuencias específicas.

Delincuentes sexuales registrados

Al recibir notificación conforme a la ley estatal de que un estudiante está actualmente obligado a registrarse como delincuente sexual, el distrito debe retirar al estudiante del salón regular de clase y determinar la colocación adecuada a menos que un juez ordene la colocación en el programa alternativo de enseñanza del sistema judicial de menores (JJAEP por sus siglas en inglés).

Si el estudiante está bajo algún tipo de supervisión judicial, entre ellos libertad vigilada, supervisión comunitaria o libertad condicional, se lo asignará un DAEP o se lo colocará en el JJAEP por lo menos por un semestre.

Si el estudiante no está bajo algún tipo de supervisión judicial, se lo puede colocar en un DAEP o en el JJAEP por un semestre o en un salón regular de clase. No se puede colocar a un estudiante en el salón regular de clase si la Mesa Directiva o el personal autorizado determinan que la presencia del estudiante:

1. Amenaza la seguridad de otros estudiantes o de los maestros,
2. Va a ser perjudicial para el proceso educativo o
3. Es contraria al interés superior de los estudiantes del distrito.

Comité de revisión

Al final del primer semestre de la colocación de un estudiante en un entorno alternativo de enseñanza y antes del comienzo de cada ciclo escolar en el cual el estudiante permanece en el entorno alternativo, el distrito convocará un comité, de acuerdo con la ley estatal, para evaluar la colocación del estudiante. El comité recomendará si el estudiante debe regresar al salón regular de clase o permanecer en el entorno alternativo. Excepto en caso de conclusiones especiales, la Mesa Directiva o el personal autorizado deberá aceptar la recomendación del comité.

La evaluación de la colocación de un estudiante discapacitado que recibe educación especial debe hacerla el comité ARD.

Estudiantes recién inscriptos

Si un estudiante se inscribe en un distrito durante el período de colocación obligatoria por ser un delincuente sexual registrado, el distrito puede contar el tiempo que el estudiante ya estuvo en un entorno alternativo o puede exigir un semestre más en un entorno alternativo sin hacer la revisión.

Apelación

Un estudiante o sus padres pueden apelar la colocación en un entorno alternativo solicitando una conferencia con la Mesa Directiva o el personal autorizado, el estudiante y sus padres. La conferencia se limita a determinar si el estudiante está obligado a registrarse como delincuente

Nota: Sujeto a cambios basados en actualizaciones legislativas.

sexual. Toda decisión de la Mesa Directiva o del personal autorizado con respecto a esta sección es definitiva y no se puede apelar.

Ciertos delitos graves

Sin tener en cuenta si la asignación o expulsión del estudiante es obligatoria o permitida por una de las razones en las secciones de Asignación a un DAEP o Expulsión, según la Sección 37.0081 del Código de Educación, se **puede** expulsar a un estudiante o colocarlo en un DAEP o en el JJAEP si la Mesa Directiva o el coordinador de conducta del campus llegan a ciertas conclusiones y las siguientes circunstancias existen en relación robo con agravantes o a un delito grave tipificado en el Título 5 (vea el glosario) del Código Penal. El estudiante debe:

- Haber recibido enjuiciamiento diferido por conducta definida como robo con agravantes o delito grave en el Título 5;
- Haber sido declarado responsable por un juez o jurado de participar en conducta delictiva definida como robo con agravantes o delito grave en el Título 5;
- Haber sido acusado de participar en conducta definida como robo con agravantes o delito grave en el Título 5;
- Haber sido remitido a un juzgado de menores por presuntamente participar en conducta delictiva definida como robo con agravantes o delito grave en el Título 5;
- Haber recibido libertad vigilada o un fallo diferido o haber sido arrestado, acusado o condenado por robo con agravantes o un delito grave tipificado en el Título 5.

Bajo estas circunstancias el distrito puede expulsar al estudiante u ordenar su colocación sin tener en cuenta:

1. La fecha cuando ocurrió la conducta del estudiante,
2. El lugar donde ocurrió la conducta,
3. Si la conducta ocurrió cuando el estudiante estaba inscripto en el distrito o
4. Si el estudiante ha cumplido con todos los requisitos impuestos por resolución judicial en conexión con la conducta.

Audiencia y conclusiones requeridas

Primero el estudiante debe tener una audiencia ante la Mesa Directiva o el personal autorizado quienes deben determinar que, además de las circunstancias mencionadas anteriormente que permiten la expulsión, la presencia del estudiante en el salón regular de clase:

1. Amenaza la seguridad de otros estudiantes o de los maestros,
2. Será perjudicial para el proceso educativo o
3. Es contraria al interés superior de los estudiantes del distrito.

Toda decisión de la Mesa Directiva o del personal autorizado con respecto a esta sección es definitiva y no se puede apelar.

Duración de la asignación

El estudiante está sujeto a la colocación hasta que:

1. El estudiante egrese de la escuela preparatoria,
2. Se desestimen los cargos o se reduzcan a un delito menor o

Nota: Sujeto a cambios basados en actualizaciones legislativas.

3. El estudiante cumpla con el término de colocación y se le asigne otro programa.

Revisión de la asignación

Un estudiante colocado en un DAEP o JJAEP, ante estas circunstancias, tiene derecho a que el coordinador de conducta del campus o la persona designada por la Mesa Directiva revise su situación, incluida la situación académica, en intervalos que no superen los 120 días. En el caso de un estudiante de la escuela preparatoria, también se evaluarán el plan de graduación del estudiante y su progreso. Durante la revisión, el estudiante o sus padres tendrán la oportunidad de abogar para que el estudiante regrese al salón regular de clases o a su escuela.

Estudiantes recién inscriptos

Si un estudiante se inscribe en el distrito antes de cumplir la colocación de acuerdo a esta sección de otro distrito escolar, debe terminar el período de asignación.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Expulsión

Antes de ordenar la expulsión de un estudiante, a pesar de que la acción sea obligatoria o discrecional, el coordinador de conducta del campus tendrá en consideración:

1. Si la conducta fue en defensa propia (vea el **glosario**),
2. Si hubo intención o falta de intención en el momento en que el estudiante participó en la conducta,
3. El registro de antecedentes disciplinarios del estudiante,
4. Una discapacidad que impida sustancialmente la capacidad del estudiante de entender la ilicitud de conducta,
5. La situación del estudiante en custodia del Departamento de Servicios para la Familia y de Protección (acogimiento familiar), o
6. La situación del estudiante como persona sin hogar.

Expulsión discrecional: Mala conducta que puede resultar en expulsión

Algunos de los tipos de mala conducta siguientes pueden resultar en asignación obligatoria en un DAEP, si un estudiante está expulsado o no. (Vea **Asignación a un DAEP**)

En cualquier lugar

Se **puede** expulsar a un estudiante por:

- Participar en la intimidación que alienta a un estudiante suicidarse o intentar a suicidarse.
- Incitar la violencia contra un estudiante por la intimidación de un grupo.
- Divulgar o amenazar con divulgar material visual de tipo íntimo de un menor o de un estudiante de 18 años de edad o mayor sin el consentimiento del estudiante.
- Conducta que contiene los elementos de agresión conforme a la Sección 22.01(a)(1) del Código Penal en represalia en contra de un empleado o voluntario de la escuela.
- Daños en propiedad ajena si se sanciona como delito grave.
- Participar en conducta que contiene los elementos de uno de los siguientes delitos en contra de otro estudiante:
  - Agresión con agravantes.
  - Agresión sexual.
  - Agresión sexual con agravantes.
  - Homicidio calificado.
  - Homicidio con pena de muerte.
  - Tentativa de homicidio calificado o de homicidio con pena de muerte.
  - Robo con agravantes.
- Incumplimiento de la seguridad de computación. (Vea **glosario**)
- Participar en conducta relacionada con una falsa alarma (incluso una amenaza de bomba) o una amenaza terrorista que afecte una escuela pública.

En la escuela, dentro de los 300 pies o en una función escolar

Un estudiante **puede** ser expulsado si comete una de las siguientes ofensas en o dentro de 300 pies de la propiedad escolar, medido desde cualquier punto de la línea limítrofe en la propiedad

Nota: Sujeto a cambios basados en actualizaciones legislativas.

de la escuela, o mientras asiste a una actividad patrocinada o relacionada con la escuela ya sea en o fuera de la propiedad de la escuela:

- Vender, dar o entregar a otra persona o tener, consumir o estar bajo la influencia de marihuana, de una substancia regulada o de una droga peligrosa si la conducta no se sanciona como delito grave. Un estudiante con una receta válida para canabis bajo en THC como autorizado por Capítulo 487 del Código de Salud y Seguridad no viola esta provisión. (Vea el glosario para "bajo la influencia".)
- Vender, dar o entregar a otra persona una bebida alcohólica o tener, consumir o estar bajo la influencia del alcohol; o cometer un acto o una infracción grave mientras está bajo la influencia del alcohol, si la conducta no se sanciona como delito grave.
- Participar en conducta que contiene los elementos de un delito relacionado con el uso indebido de sustancias químicas volátiles.
- Participar en conducta que contiene los elementos de agresión conforme a la Sección 22.01(a)(1) del Código Penal en contra de un empleado o voluntario.
- Participar en conducta temeraria. (Vea el **glosario**)

Dentro de los 300 pies de la escuela

Un estudiante **puede** ser expulsado por participar en las siguientes conductas mientras está dentro de los 300 pies de la propiedad escolar, medido desde cualquier punto del límite de la propiedad inmobiliaria de la escuela:

- Agresión con agravantes, agresión sexual o agresión sexual con agravantes.
- Incendio premeditado. (Vea el **glosario**.)
- Homicidio calificado, homicidio con pena de muerte o tentativa de homicidio calificado o de homicidio con pena de muerte.
- Acto deshonesto con un menor, secuestro con agravantes, homicidio sin premeditación, homicidio por negligencia criminal o robo con agravantes.
- Abuso sexual continuado de un menor.
- Delito grave relacionado con las drogas o el alcohol.
- Llevar ilegalmente en o alrededor de la persona del estudiante una pistola o un cuchillo restringido por sitio, como define estos términos la ley estatal. (Vea **glosario**.)
- Poseer, fabricar, transportar, reparar, o vender un arma prohibido, como se define la ley estatal. (Vea **glosario**.)
- Posesión de un arma de fuego, como lo define la ley federal. (Vea **glosario**.)

Propiedad de otro distrito

Se **puede** expulsar a un estudiante por cometer un delito por el cual la expulsión es obligatoria conforme a la ley estatal si el delito se comete en otro distrito en Texas o mientras el estudiante asiste a una actividad patrocinada o relacionada con una escuela de otro distrito en Texas.

Durante el período en un DAEP

Se **puede** expulsar a un estudiante por participar en comportamiento grave y documentado en incumplimiento del código del distrito, a pesar de intervenciones documentadas durante el

Nota: Sujeto a cambios basados en actualizaciones legislativas.

período de asignación a un DAEP. Para los propósitos de expulsión discrecional de un DAEP, mal comportamiento significa:

1. Comportamiento violente y deliberado que representa una amenaza directa a la salud o seguridad de otras personas;
2. Extorsión, significando obtener dinero u otra propiedad por la fuerza o la amenaza;
3. Conducta que constituye la coacción, como definido por Sección 1.07, Código Penal; o
4. Conducta que constituye el delito de:
   a. Lascivia pública según el Código Penal 21.07;
   b. Exhibición indecente según el Código Penal 21.08;
   c. Daño a bienes ajenos según el Código Penal 28.03;
   d. Novatadas, según el Código de Educación 37.152; u
   e. Hostigamiento, según el Código Penal 42.07(a)(1), de un estudiante o un empleado del distrito.

Expulsión obligatoria: Mala conducta que requiere expulsión

Un estudiante **debe** ser expulsado bajo la ley federal o estatal por cualquier de los delitos siguientes que ocurren en la propiedad de la escuela o mientras asiste a una actividad patrocinada por o relacionada con la escuela y que toma lugar en o fuera de propiedad escolar.

Bajo la ley federal

- Llevar a la escuela o poseer en la escuela, incluso a cualquier escenario bajo el control o supervisión del distrito por el propósito de una actividad de la escuela, un arma de fuego, como lo define la ley federal. (Vea **glosario**.)

Nota*:* La expulsión obligatoria bajo la ley federal Gun Free Schools Act no se aplica a un arma de fuego que está colocada legalmente en un vehículo cerrado con llave, o a armas de fuego usadas en actividades aprobadas de y autorizadas por el distrito cuando el distrito haya adoptado las garantías adecuadas para garantizar la seguridad de los estudiantes.

Bajo el Código Penal

- Llevar ilegalmente en o alrededor de la persona de estudiante lo siguiente, de la manera prohibida por el Código Penal 46.02:
  - Una pistola, que la ley estatal define como cualquier arma de fuego diseñada, hecha o adaptada para ser usada con una mano. (Vea glosario,) **Nota**: Un estudiante no puede ser expulsado solamente en función del uso, exhibición o posesión por parte del estudiante de un arma de fuego que ocurre en una instalación de campo de tiro aprobado que no está situado en un campus de escuela, mientras participa en o se prepara para una competición de tiro deportivo auspiciada por la escuela o una actividad educativa de tiro deportivo que es auspiciada por o apoyada por el Departamento de Parques y Fauna, o una organización sancionadora de tiro deportivo que trabaja con el Departamento. [Vea la regla FNCG(LEGAL)].
  - Un cuchillo restringido por sitio, como lo define la ley estatal. (Vea el **glosario**.)
- Poseer, fabricar, transportar, reparar, o vender un arma prohibida, como lo define la ley estatal. (Vea el **glosario**)

Nota: Sujeto a cambios basados en actualizaciones legislativas.

- Comportarse de una manera que contenga los elementos de los siguientes delitos según el Código Penal:
  - Agresión con agravantes, agresión sexual o agresión sexual con agravantes.
  - Incendio premeditado. (Vea el **glosario**)
  - Homicidio calificado, homicidio con pena de muerte o tentativa de homicidio calificado o de homicidio con pena de muerte.
  - Acto deshonesto con un menor.
  - Secuestro con agravantes.
  - Robo con agravantes.
  - Homicidio sin premeditación.
  - Homicidio por negligencia criminal.
  - Abuso sexual continuado de un menor.
  - Comportamiento punible como un delito grave que involucra vender, dar o entregar a otra persona o tener, usar o estar bajo la influencia de marihuana, de una sustancia regulada, de una droga peligrosa o de alcohol; o cometer un acto o infracción grave mientras se está bajo la influencia de alcohol.
- Participar en represalia contra un empleado o voluntario de la escuela en combinación con unos de los delitos detallados anteriormente para los cuales la expulsión es obligatoria.

Menores de diez años

Cuando un estudiante menor de diez años participe en conducta para la cual la expulsión es obligatoria, no se lo expulsará pero se le asignará un DAEP. No se colocará en un DAEP a un estudiante menor de seis años a menos que cometa un delito relacionado con las armas de acuerdo a la ley federal.

Proceso

Si se cree que un estudiante ha cometido una infracción por la cual se lo puede expulsar, el coordinador de conducta del campus o el personal administrativo autorizado programará una audiencia dentro de un plazo razonable. Se invitará por escrito a los padres del estudiante a asistir a la audiencia.

Mientras esté pendiente la audiencia el coordinador de conducta del campus u otro administrador puede implementar una de las siguientes medidas:

- Colocación en otro salón de clase que sea adecuado
- Suspensión en la escuela
- Suspensión fuera de la escuela
- Asignación a un DAEP

Audiencia

Al estudiante que se contempla expulsar se le otorgará una audiencia con las garantías procesales. El estudiante tiene derecho a:

1. Ser representado por sus padres u otro adulto que pueda asesorar al estudiante y que no sea un empleado del distrito,

Nota: Sujeto a cambios basados en actualizaciones legislativas.

2. Tener la oportunidad de atestiguar y de presentar pruebas y testigos en su defensa, y
3. Tener la oportunidad de interrogar a los testigos llamados por el distrito en la audiencia.
4. Después de notificar al estudiante y a sus padres de la audiencia, el distrito puede celebrar la audiencia aunque el estudiante o sus padres no estén presentes.

La Mesa Directiva delega al superintendente asociado la autoridad para celebrar las audiencias y decidir sobre la expulsión de los estudiantes.

Revisión de la expulsión por la Mesa Directiva

Después de la audiencia con garantías procesales, el estudiante que fue expulsado puede solicitar que la Mesa Directiva reconsidere la decisión. El estudiante o sus padres pueden presentar una solicitud por escrito al superintendente dentro de los siete días de recibir la decisión por escrito. El superintendente debe proporcionar al estudiante o a sus padres notificación por escrito de la fecha, hora y lugar de la junta en la cual la Mesa Directiva evaluará la decisión.

La Mesa Directiva revisará el acta de la audiencia de expulsión en una junta privada a menos que los padres del estudiante soliciten por escrito una sesión abierta al público. La Mesa Directiva puede además oír una declaración del estudiante o de sus padres y del personal administrativo autorizado.

La Mesa Directiva escuchará declaraciones de las personas que participaron en la evaluación y basará su decisión en las pruebas reflejadas en el acta y en las declaraciones que hagan las partes. La Mesa Directiva tomará una decisión y la anunciará oralmente al terminar la sesión. No se diferirán las consecuencias mientras se espera el resultado de la audiencia.

Orden de expulsión

Antes de ordenar la expulsión, la Mesa Directiva o coordinador de conducta del campus tendrá en consideración:

1. Si la conducta fue en defensa propia (vea el glosario),
2. Si hubo intención o falta de intención en el momento en que el estudiante participó en la conducta,
3. El registro de antecedentes disciplinarios del estudiante,
4. Una discapacidad que impida sustancialmente la capacidad de un estudiante de entender la ilicitud de su conducta,
5. La situación del estudiante en custodia del Departamento de Servicios para la Familia y de Protección (acogimiento familiar), o
6. La situación del estudiante como persona sin hogar.

Si se expulsa al estudiante, la Mesa Directiva o el personal autorizado entregarán al estudiante y a sus padres una copia de la orden de expulsión.

Dentro del segundo día hábil después de la audiencia, el superintendente asociado entregará al juzgado de menores una copia de la orden de expulsión y la información requerida por la Sección 52.04 del Código de Familia.

Si el período de expulsión no está de acuerdo con las normas establecidas en el Código de Conducta Estudiantil, la orden de expulsión incluirá la falta de concordancia.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Duración de la expulsión

El período de expulsión se basará en la gravedad de la infracción, la edad y grado académico del estudiante, la frecuencia del mal comportamiento, la actitud del estudiante y los requisitos de la ley.

La duración de la expulsión del estudiante se determinará individualmente, caso por caso. El período máximo de expulsión es de 12 meses con las siguientes excepciones.

La expulsión no puede exceder un año a menos que, después de una revisión, el distrito determine que:

1. El estudiante es una amenaza para la seguridad de los otros estudiantes o de los empleados del distrito o
2. La expulsión por un largo plazo protege el interés superior del estudiante.

La ley federal y estatal exigen que un estudiante sea expulsado del salón regular de clase por lo menos por un año (12 meses) por llevar a la escuela un arma de fuego que corresponda a la definición de la ley federal. Sin embargo, el superintendente autorizado puede, dependiendo del caso, modificar el período de expulsión.

Los estudiantes que cometen infracciones que exigen la expulsión al final del ciclo escolar pueden ser expulsados durante el siguiente año hasta cumplir el período de expulsión.

Estudiantes que se retiran del distrito durante el proceso

Cuando un estudiante ha violado el código del distrito de una manera que exige o permite la expulsión del distrito y el estudiante se retira del distrito antes que se lleve a cabo la audiencia de expulsión, el distrito puede celebrar la audiencia después de notificar por escrito al estudiante y a sus padres.

Si el estudiante se inscribe nuevamente en el distrito durante el mismo ciclo escolar o el siguiente, el distrito puede reactivar la orden de expulsión, descontando el período de expulsión que el estudiante haya cumplido mientras ha estado inscripto en otro distrito.

Si el coordinador de conducta del campus o la Mesa Directiva no emiten una orden de expulsión después que el estudiante se retira del distrito, el siguiente distrito en el que se inscriba el estudiante puede finalizar el proceso de expulsión.

Otros actos de mala conducta

Si durante el período de expulsión el estudiante participa en otros actos de conducta para la cual asignación a un DAEP o expulsión es obligatoria o permitida, el coordinador de conducta del campus o la Mesa Directiva pueden iniciar procesos que resulten en una orden disciplinaria adicional.

Restricciones durante la expulsión

Los estudiantes expulsados tienen prohibido estar en el plantel escolar o asistir a actividades patrocinadas o relacionadas con la escuela durante el período de expulsión.

El distrito no otorgará crédito académico a un estudiante durante el período de expulsión a menos que el estudiante esté inscripto en el JJAEP o en otro programa aprobado por el distrito.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Estudiantes recién inscriptos

El distrito continuará el período de expulsión de todo estudiante recién inscripto que haya sido expulsado de otro distrito o de alguna escuela chárter de inscripción abierta hasta que se cumpla el plazo de expulsión.

Si un estudiante expulsado en otro estado se inscribe en el distrito, el distrito puede continuar la expulsión de acuerdo con los términos de la orden, puede colocar al estudiante en un DAEP por el período especificado en la orden de expulsión o puede permitir que el estudiante asista a clase en un salón regular si:

1. El distrito de otro estado le proporciona al distrito una copia de la orden de expulsión y
2. La infracción que resultó en expulsión también exige la expulsión en el distrito en el cual el estudiante se inscribe.

Si el estudiante es expulsado de un distrito en otro estado por más de un año y el distrito continúa la expulsión o asigna al estudiante a un DAEP, el plazo de expulsión o asignación a un DAEP se reducirá para que el período completo no exceda el año a menos que, después de una revisión, se determine que:

1. El estudiante es una amenaza para la seguridad de otros estudiantes o empleados del distrito o
2. Asignación por un largo plazo protege el interés superior del estudiante.

Procedimiento para expulsión de emergencia

Cuando una expulsión de emergencia es necesaria para proteger a personas o propiedad de daño inminente, se le dará al estudiante notificación oral del motivo de la acción. Dentro de los diez días de la fecha de expulsión de emergencia se le otorgará al estudiante el debido proceso requerido para un estudiante que va a ser expulsado.

Asignación de estudiantes expulsados a un DAEP

El distrito tiene la opción de proporcionar servicios educativos en un DAEP a un estudiante que ha sido expulsado; sin embargo, tiene la obligación de hacerlo si el estudiante es menor de diez años.

Servicios de transición

De conformidad con la ley y los procedimientos del distrito, el personal del campus proporcionará servicios de transición a un estudiante que se reincorpore al salón de clases regular después de un programa de educación alternativo, como DAEP o JJAEP. Consulte los reglamentos FOCA(LEGAL) y FODA(LEGAL) para obtener más información.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Glosario

El glosario proporciona definiciones legales y definiciones establecidas localmente con el objeto de ayudar a entender los términos relacionados al Código de Conducta Estudiantil.

Abuso es uso impropio o excesivo.

Agresión se define en parte en §22.01(a)(1) del Código Penal como causar lesiones corporales a otra persona intencionalmente, con conocimiento o temerariamente; §22.01(a)(2) como amenazar a otra persona con lesiones corporales inminentes intencionalmente o con conocimiento; y §22.01(a)(3) como causar intencionalmente o con conocimiento el contacto físico con otra persona que razonablemente se puede considerar como ofensivo o provocador.

Amenaza terrorista es definido por el Código Penal 22.07 como amenaza de violencia a otra persona o a bienes con la intención de:

1. Causar una reacción de cualquier tipo por parte de una entidad oficial o voluntaria organizada para asistir en caso de emergencia;
2. Provocar en una persona miedo de recibir lesiones corporales graves e inminentes;
3. Impedir o interrumpir el uso de un edificio, una sala, un lugar de asamblea o un lugar al cual tiene acceso el público; un lugar de trabajo o empleo; una aeronave, un automóvil o algún otro medio de transporte; o algún otro lugar público;
4. Causar deterioro o interrupción de los medios de comunicación o transporte públicos; del sistema de agua potable, gas o electricidad o de algún otro servicio público;
5. Alarmar al público o a un grupo considerable del público con amenaza de lesiones corporales graves; o
6. Influenciar la conducta o las actividades de un organismo del gobierno federal, estatal o una subdivisión política del estado (incluso el distrito).

Ametralladora es definido por el Código Penal 46.01 como un arma de fuego capaz de disparar más de dos tiros automáticamente sin tener que recargarla manualmente y apretando sólo una vez el gatillo.

Aparato para liberar sustancias químicas es definido por el Código Penal 46.01 como un instrumento diseñado, hecho o adaptado para dispensar una sustancia que puede causar un efecto sicológico o fisiológico adverso en un ser humano. Los pequeños dispositivos químicos que se venden comercialmente para protección personal no se incluyen en esta categoría.

Arma de fuego se define en la ley federal (18 U.S.C. 921(a)) como:

1. Cualquier arma (incluso a pistola de arranque) que va, o es diseñado por, o puede fácilmente ser convertido a expulsar un proyectil por acción de un explosivo;
2. El marco o el receptor de cualquier arma;
3. Cualquier silenciador de arma de fuego o arma de fuego; o
4. Cualquier dispositivo destructivo, como cualquier explosivo o bomba incendiaria o de gas venenosa, o granada.

Dicho término no incluye un arma de fuego antiguo.

Arma de fuego de cañón corto es definido por el Código Penal 46.01 como un rifle con un cañón cuya longitud no alcanza las 16 pulgadas o una escopeta con un cañón cuya longitud no

alcanza las 18 pulgadas o cualquier arma hecha de un rifle o de una escopeta, que modificada tiene una longitud total menor de 26 pulgadas.

Arma de fuego artesanal o de fabricación casera es definido por el Código Penal 46.01 como un artefacto o combinación de artefactos que originariamente no eran un arma de fuego pero que han sido adaptados para expulsar un proyectil a través de un cañón de ánima lisa o de un cañón de ánima estriada por medio del uso de energía generada por una explosión o por una sustancia combustible.

Arma explosiva es definido por el Código Penal 46.01 como toda bomba explosiva o incendiaria, granada, cohete o mina y su mecanismo, que está diseñada, hecha o adaptada con el propósito de infligir lesiones corporales graves o la muerte; o de causar daños considerables a bienes; o que tiene la intención principal de causar un ruido tan fuerte que infunde excesivo pánico y terror en el público.

Arma parecida significa un objeto que se asemeja a un arma pero que no está destinado a ser utilizado para causar lesiones corporales graves.

Arma prohibida bajo el Código Penal 46.05(a) significa:

1. Los objetos siguientes a menos que está registrado con la Oficina de Alcohol, Tabaco, Armas de Fuego, y Explosivos de EEUU o de otra manera no sujeto a ese requisito de registro o menos que el objeto está clasificado como una curiosidad o reliquias por el Departamento de Justicia de EEUU.
   a. Un arma explosiva;
   b. Ametralladora;
   c. Un arma de fuego de canon corto;
2. Municiones que perforan armaduras;
3. Aparato para liberar sustancias químicas;
4. Arma de fuego de fabricación casera; o
5. Dispositivo de desinflar llantas.
6. Un dispositivo explosivo improvisado; o
7. Un silenciador de arma de fuego, menos que está clasificado como una curiosidad o reliquias por el Departamento de Justicia de EEUU o el actor de otra manera posee, fabrica, transporte, repara, o vende el silenciador de arma de fuego de acuerdo con la ley federal.

Bajo la influencia significa sin el uso normal de las facultades mentales o físicas. El deterioro de las facultades mentales y físicas de una persona se puede evidenciar por un patrón de comportamiento anormal o errático, la presencia de síntomas físicos de consumo de drogas o de alcohol, o por admisión. Un estudiante “bajo la influencia” no necesita estar al nivel que establece la ley para desencadenar una acción disciplinaria.

Cofradía, hermandad, sociedad secreta o pandilla de una escuela pública significa una organización compuesta totalmente o en parte por estudiantes que trata de perpetuarse aceptando otros estudiantes inscriptos en la escuela como participantes en base a la decisión de los miembros y no en la libre elección de un estudiante que llena los requisitos. Las organizaciones educativas detalladas en la Sección 37.121(d) del Código de Educación son excepciones de esta definición.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Conducta delictiva es una conducta que viola una ley estatal o federal y que se sanciona con confinamiento en una prisión o cárcel. Incluye conducta que quebranta ciertas órdenes del juzgado de menores, entre ellas condiciones de libertad vigilada, pero no incluye el incumplimiento de las leyes de tráfico.

Conducta temeraria según el Código Penal 22.05, ocurre cuando una persona imprudentemente participa en una conducta que pone a otra en peligro inminente de lesiones corporales graves, como disparar con conocimiento un arma en la dirección de otro individuo, de una vivienda, de un edificio o de un vehículo.

Consumo significa introducir voluntariamente dentro del propio cuerpo, por cualquier medio, una sustancia regulada.

Defensa propia es el uso de fuerza en contra de otro a tal grado que la persona razonablemente cree que la fuerza es inmediatamente necesaria para protegerse.

Delitos graves tipificados en el Título 5 son aquellos crímenes listados en el Titulo 5 del Código Penal que típicamente involucran lesiones a una persona y pueden incluir:

- Asesinato, homicidio involuntario u homicidio calificado bajo Secciones 19.02, – .05;
- Secuestro bajo Sección 20.03;
- Trata de personas bajo Sección 20A.02;
- Contrabando o el tráfico continuo de personas bajo Secciones 20.05 – .06;
- Agresión bajo Sección 22.01 ;
- Agresión agravada bajo Sección 22.02;
- Agresión sexual bajo Sección 22.011;
- Agresión sexual agravada bajo Sección 22.021;
- Privación ilegal de movimiento bajo Sección 20.02;
- Abuso sexual continuo de un niño o niños bajo Sección 21.02;
- Bestialidad bajo Sección 21.09;
- Relaciones inapropiadas entre educador y estudiante bajo Sección 21.12;
- Voyeurismo bajo Sección 21.17;
- Acto deshonesto con un menor bajo Sección 21.11;
- Grabación visual invasiva bajo Sección 21.15;
- Divulgación o promoción de material visual intimo bajo Sección 21.16;
- Coerción sexual bajo Sección 21.18;
- Lesiones a un menor, a una persona anciana o a persona minusválida de cualquier edad bajo Sección 22.04;
- Abandono o situación peligrosa de un menor bajo Sección 22.041;
- Conducta temeraria bajo Sección 22.05;
- Amenaza terrorista bajo Sección 22.07;
- Asistencia para que una persona se suicide bajo Sección 22.08; y
- Adulteración de un producto comercial bajo Sección 22.09.

  [Vea FOC(EXHIBIT)]

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Discrecional significa que algo se deja a criterio o que está regulado por una persona o entidad local.

Dispositivo de desinflar llantas se define en parte en el Código Penal 46.01 como un dispositivo, incluida una banda de materia con puntos, que, cuando se maneja un coche sobre dicho dispositivo, inhibe o detiene el movimiento del vehículo con ruedas al pinchar una o más de sus llantas.

Dispositivo explosivo improvisado es definido por el Código Penal 46.01 como una bomba completa y operacional diseñada para causar lesiones corporales graves, la muerte, o daño sustancial de propiedad que se fabrica de manera improvisada utilizando componentes no militares.

E-cigarrillo es un cigarrillo electrónico o cualquier otro dispositivo que simula fumar mediante el uso de un elemento de calentamiento mecánico, una pila o circuito electrónico para repartir nicotina u otras sustancias al individuo que inhala del dispositivo. El término incluye cualquier dispositivo que sea fabricado, distribuido o vendido como e-cigarrillo, e-puro, o e-pipa o con otro nombre del producto o descripción y un componente, parte o accesorio para el dispositivo, aunque el componente, parte o accesorio se venda separadamente del dispositivo.

Enjuiciamiento diferido puede ser ofrecido a un menor como una alternativa en vez de tratar de conseguir una determinación judicial de participación en conducta delictiva o conducta que indica la necesidad de supervisión.

Exhibición indecente es definida por el Código Penal 21.08 como un delito que ocurre cuando una persona expone su ano o cualquier parte de sus genitales con la intención de despertar o gratificar el deseo sexual de cualquier persona, y es imprudente de si está presente otro que se ofenderá o se alarmará por el acto.

Fallo diferido es una alternativa a tratar de conseguir una condena judicial que se le puede ofrecer a un menor por conducta delictiva o conducta que indica la necesidad de supervisión.

Falsa alarma o falso reporte según el Código Penal 42.06 ocurre cuando una persona con conocimiento inicia, comunica o circula un informe falso de una bomba, de un fuego, de un delito o de otra emergencia pasada, presente o por suceder, sabiendo que el informe es falso y sin fundamento y que generalmente:

1. Causa acción por parte de una entidad oficial o voluntaria organizada para asistir en caso de emergencia;
2. Provoca en una persona miedo de lesiones corporales graves e inminentes; o
3. Impide o interrumpe el uso de un edificio, de una sala o de un lugar para asambleas.

Fármaco peligroso se define en el Código de Salud y Seguridad, 483.001, como un dispositivo o fármaco que no es seguro para la automedicación y que no se incluye en las Clasificaciones I a V ni en los Grupos de Pena 1 a 4 de la Ley de Sustancias Controladas de Texas. El término incluye los dispositivos o fármacos que la ley federal prohíbe dispensar sin receta o cuyo uso restringe a los veterinarios matriculados o a la receta de estos.

Garrote es definido por el Código Penal 46.01 como un instrumento especialmente diseñado, hecho o adaptado con el propósito de infligir lesiones corporales graves o la muerte. Las

Nota: Sujeto a cambios basados en actualizaciones legislativas.

cachiporras, la porra de policía, los aerosoles irritantes o paralizantes y las hachas están en la misma categoría.

Grafito incluye marcas o dibujos hechos con pintura, con un marcador indeleble, o con un aparato de aguafuerte o grabado en bienes materiales sin el consentimiento del dueño. Las marcas pueden incluir inscripciones, lemas, dibujos o cuadros.

Hostigamiento incluye:

1. La conducta que corresponde a la definición establecida en las normas reglamentarias del distrito DIA(LOCAL) y FFH(LOCAL);
2. La conducta que amenaza con causar daños o lesiones corporales a otra persona, incluso a un estudiante del distrito, empleado del distrito, miembro de la Mesa Directiva o voluntario del distrito, que es sexualmente intimidante, que causa daño físico a la propiedad de otro estudiante, que somete a otro estudiante a reclusión o confinamiento físico o que maliciosamente y considerablemente daña la salud física o emocional o la seguridad de otro estudiante, como se define en la Sección 37.001(b)(2) del Código de Educación; o
3. La conducta que es punible como delito según el Código Penal 42.07, entre ellas, los siguientes tipos de conductas, si se realizan con la intención de hostigar, molestar, alarmar, abusar, atormentar o avergonzar a otra persona:
    a. Iniciar la comunicación y, en el transcurso de ella, hacer un comentario, una solicitud, una sugerencia o una proposición que sea obscena, según lo define la ley;
    b. Amenazar, de una manera que sea razonablemente probable que alarme a la persona que recibe la amenaza, con infligir una herida corporal en la persona o con cometer un delito grave contra la persona, un miembro de la familia o del grupo familiar de la persona o los bienes de la persona;
    c. Transmitir, de una manera que sea razonablemente probable que alarme a la persona que recibe la información, información falsa, que quien la transmite sabe que es falsa, de que otra persona ha muerto o sufrido una herida corporal grave; y
    d. Enviar comunicaciones electrónicas repetidas de una manera que sea razonablemente probable que hostigue, moleste, alarme, abuse, atormente, avergüence u ofenda a otro.

Incendio premeditado es definido en parte por el Código Penal 28.02 como:

1. Un delito que involucra prender un fuego o causar una explosión con la intención de destruir o dañar:
    a. Cualquier tipo de vegetación, barda o estructura en espacios abiertos o
    b. Cualquier tipo de edificio, vivienda o vehículo:
        1) Con conocimiento de que está dentro de los límites de una ciudad o de un pueblo incorporado,
        2) Con conocimiento de que está asegurado contra daños o destrucción,
        3) Con conocimiento de que está sujeto a una hipoteca o a una garantía,
        4) Con conocimiento de que está ubicado en propiedad ajena,
        5) Con conocimiento de que adentro hay propiedad ajena o

Nota: Sujeto a cambios basados en actualizaciones legislativas.

6) Cuando la persona que prende el fuego es imprudente y no tiene en cuenta si el fuego o la explosión pondrán en peligro la vida de un individuo o la seguridad de las propiedades de otros.

2. Un delito que involucra prender un fuego o causar una explosión con imprudencia mientras manufacturando o intentando a manufacturar una sustancia controlada y el incendio o explosión haga daño a cualquier edificio, vivienda, o vehículo; o
3. Un delito que involucra prender un fuego o causar una explosión intencionadamente y en hacer esto:
   a. Hace daño o destruye, con imprudencia, un edificio ajeno, o
   b. Causa a una persona sufrir lesiones al cuerpo o morirse.

Incumplimiento de la seguridad de computación incluye acceder conscientemente a una computadora, un red de computadoras, o un sistema de computadoras sin el consentimiento efectivo del dueño como definido en el Código Penal 33.02, si la conducta involucra acceder a una computadora, red de computadoras, o sistema de computadoras propiedad de u operado a nombre de un distrito escolar; y el estudiante conscientemente altera, daña, o elimina propiedad o información del distrito; o comete un incumplimiento de cualquier otra computadora, red de computadoras, o sistema de computadoras.

Intimidación es definido en Sección 37.0832 del Código de Educación como un acto único significativo o un patrón de actos por uno o más estudiantes dirigido a otro estudiante que explota un desequilibrio de poder e involucra participación en expresiones escritos u orales, expresión por medios electrónicos, o confrontaciones físicas que:

1. Tiene el efecto o tendrá el efecto de lastimar físicamente a un estudiante, de dañar sus bienes o de provocar en el estudiante temor razonable de que lo van a lastimar o de que van a dañar sus pertenencias;
2. Es suficientemente severa, persistente o bastante generalizada que la acción o amenaza crea un entorno educativo intimidante, amenazante o abusivo para el estudiante;
3. Interrumpe materialmente y sustancialmente el proceso educativo o las operaciones ordenadas de la clase o de la escuela; o
4. Infringe en los derechos de la víctima en la escuela.

La intimidación incluye la intimidación cibernética. (Vea abajo) Esta ley estatal de la prevención de la intimidación se aplica a:

1. La intimidación que ocurre en o está entregado a propiedad escolar o al sitio de una actividad auspiciado por la escuela o relacionado con la escuela en o fuera de la propiedad escolar;
2. La intimidación que ocurre en un autobús escolar de propiedad pública o privada o en un vehículo usado para el transporte de estudiantes a o de la escuela o una actividad auspiciado por la escuela o relacionado a la escuela; y
3. La intimidación cibernética que ocurre fuera de la propiedad de la escuela o fuera de una actividad auspiciado por la escuela o relacionado a la escuela si la intimidación cibernética interfiere con las oportunidades educativas de estudiante o sustancialmente interrumpe las operaciones ordenadas de una clase, una escuela, o una actividad auspiciado por o relacionado a la escuela.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Intimidación cibernética se define en la Sección 37.0832 del Código de Educación como intimidación hecha por el uso de cualquier dispositivo de comunicación electrónica incluyendo el uso de un teléfono celular u otro tipo de teléfono, una computadora, una cámara, correo electrónico, mensajes instantes, mensajes de texto, una aplicación de medios sociales, un sitio Web de Internet, o cualquier otro dispositivo de comunicación basado en el Internet.

Lascivia pública se define en el Código Penal como un delito que ocurre cuando una persona conscientemente participa en un acto de relaciones sexuales, relaciones sexuales desviadas, o contacto sexual en un sitio público o, si no en un sitio público, es imprudente acerca de si hay otro presente que se ofenda o se alarme por el acto.

Lista de víctimas es definida en la Sección 37.001(b)(3) del Código de Educación como una lista de personas identificadas con el propósito de hacerles daño con un arma de fuego, con una navaja o con algún otro objeto que se usa con la intención de causar lesiones corporales.

Mal comportamiento grave significa:

1. Comportamiento violente y deliberado que representa una amenaza directa a la salud o seguridad de otras personas;
2. Extorsión, significando obtener dinero u otra propiedad por la fuerza o la amenaza;
3. Conducta que constituye la coacción, como definido por Sección 1.07, Código Penal de Texas; o
4. Conducta que constituye el delito de:
    a. Lascivia pública según el Código Penal 21.07;
    b. Exhibición indecente según el Código Penal 21.08;
    c. Daño a bienes ajenos según el Código Penal 28.03;
    d. Novatadas, según el Código de Educación 37.152; u
    e. Hostigamiento, según el Código Penal 42.07(a)(1), de un estudiante o un empleado del distrito.

Mal comportamiento grave o persistente incluye pero no se limita a:

- Comportamiento que se considera como motivo para expulsión permisible o asignación a un DAEP.
- Comportamiento identificado por el distrito como motivo para una asignación discrecional a un DAEP.
- Acciones o manifestaciones que perturban de manera considerable o que interfieren materialmente con las actividades de la escuela.
- Rechazo de intentar o completar la tarea como instruido.
- Insubordinación.
- Lenguaje grosero o vulgar o gestos obscenos.
- Salirse de la escuela sin permiso.
- Falsificación de registros, de pases o de algún otro documento relacionado con la escuela.
- Rehusarse a aceptar la disciplina implementada por el maestro o el director.

Manoplas significa cualquier instrumento que consista en anillos o guarniciones para los dedos de la mano, hecho de una sustancia dura, y diseñado o adaptado para infligir lesiones corporales graves o la muerte golpeando a la persona con el puño cerrado en la manopla.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

Material visual de tipo íntimo es definido por el Código de Remedios y Prácticas Civiles 98B.001 y el Código Penal 21.16 como material visual que representa a una persona con los partes íntimos de la persona expuestos o participando en la conducta sexual. “Material visual” significa cualquier película, fotografía, cinta de video, negativo o diapositiva de cualquier reproducción fotográfica o cualquier otro medio físico que permite que una imagen se muestre en una pantalla de la computadora o de video y cualquier imagen transmitida a una pantalla de computadora o de video.

Municiones que perforan armaduras son definidas por el Código Penal 46.01 como municiones que se usan en pistolas y revólveres y que están diseñadas principalmente con el propósito de penetrar metales o armaduras.

Cuchillo restringido por sitio se define en el Código Penal 46.01(6) como un cuchillo con una hoja que mide más de cinco pulgadas y media.

Novatadas es definido por Sección 37.151 del Código de Educación como actos intencionales, conscientes o imprudentes cometidos ya sea dentro o fuera de la escuela, por una persona sola o en colaboración con otros, dirigidos contra un estudiante con el propósito de solicitar admisión en una organización estudiantil, de iniciarlo, de afiliarlo, de desempeñar un cargo o de continuar siendo miembro, si dicho acto cumple con los elementos enunciados en el Código de Educación 37.151, entre ellos:

1. Cualquier tipo de brutalidad física;
2. Una actividad que somete al estudiante a un riesgo irrazonable de daño o que afecta negativamente la salud mental o física del estudiante, como privación del sueño, exposición a los factores meteorológicos, confinamiento en espacios reducidos, calistenia, o consumo de alimentos, líquidos, drogas u otras sustancias.
3. Una actividad que induce, causa o requiere que el estudiante realice una tarea o actividad que viole el Código Penal; y
4. Coaccionar a un estudiante para que consuma una droga o bebida alcohólica en una cantidad que llevaría a una persona sensata a creer que el estudiante está intoxicado.

Obligatorio significa que algo se exige o se requiere por una autoridad.

Pandilla con actividad delictiva se define en el Código Penal 71.01, como un grupo de tres o más personas que se identifican por señales, símbolos o líderes en común y que regularmente o continuamente se asocian para la comisión de actividades delictivas.

Parafernalia son instrumentos que pueden ser usados para inhalar, ingerir, inyectar o de alguna otra manera introducir una sustancia regulada en un cuerpo humano.

Pistola se define en el Código Penal 46.01 como cualquier arma de fuego que esté diseñada, fabricada o adaptada para ser disparado con una mano.

Razón para creer es aquella que cualquier persona común de inteligencia promedio y mente sana creería. El Capítulo 37 exige determinadas decisiones disciplinarias cuando el superintendente o su designado tienen una razón para creer que un estudiante participó en una conducta punible como delito grave. Para formar esa razón para creer, el superintendente

Nota: Sujeto a cambios basados en actualizaciones legislativas.

o su designado pueden usar toda la información disponible, incluso el aviso de detención de un estudiante, conforme al Artículo 15.27 del Código de Procedimientos Penales.

Robo con agravantes se define en parte en la Sección 29.03(a) del Código Penal como cuando una persona comete un robo y:

1. Causa daño serio al cuerpo de otra persona;
2. Usa o exhibe un arma mortal; o
3. Causa daño al cuerpo de otra persona, amenaza a otra persona, o hace que otra persona tiene miedo de lesiones inminentes del cuerpo o del muerto, si la otra persona es:
   a. Una persona de edad mayor de 65 años, o
   b. Una persona con discapacidades.

Silenciador de arma de fuego es definido por el Código Penal 46.01 como cualquier aparato diseñado, hecho, o adaptado para amortiguar el sonido de un arma de fuego.

Sustancia controlada significa las sustancias, incluidas las drogas, los adulterantes y los diluyentes, enumeradas en las Clasificaciones I a V o el Grupo de Pena 1, 1-A, 2, 2-A, 3 o 4 de la Ley de Sustancias Controladas de Texas. El término incluye el peso total de cualquier mezcla, solución u otra sustancia que contenga una sustancia controlada. El término no incluye el cannabis, según lo define el Código de Agricultura 121.001, ni el tetrahidrocannabinol (THC) que contiene el cannabis.

Tenencia significa que una persona posee un artículo ya sea consigo o en bienes personales, incluso pero no exclusivamente, en la ropa, bolsa o mochila; en un vehículo privado que se usa como medio de transporte para ir y venir a la escuela o a actividades relacionadas con la escuela, entre ellos pero no exclusivamente, un automóvil, una camioneta, motocicleta o bicicleta; dispositivos de telecomunicaciones o dispositivos electrónicos; o en cualquier otro bien de la escuela que usa el estudiante, incluso aunque no exclusivamente, un casillero o escritorio.

Violencia entre parejas de novios ocurre cuando una persona en una relación amorosa actual o del pasado usa el abuso físico, sexual, verbal o emocional para lastimar, amenazar, intimidar o controlar otra persona. La violencia entra parejas de novios también ocurre cuando una persona comete actos contra una persona en una relación amorosa o matrimonial con el individuo que está, o estaba en el pasado, en una relación amorosa o matrimonial con la persona que comete el delito, según la definición de la Sección 71.0021 del Código de Familia.

Nota: Sujeto a cambios basados en actualizaciones legislativas.

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Nota: Sujeto a cambios basados en actualizaciones legislativas.

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Nota: Sujeto a cambios basados en actualizaciones legislativas.

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Nota: Sujeto a cambios basados en actualizaciones legislativas.

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

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent
Subject: Angelo State University, College of Education Practicum/Clinical Placement Agreement
Date: July 20, 2022

HISTORY:

This agreement with Angelo State University, College of Education will allow trained educational professionals, such as pre-service school counselors to complete their practicum/clinical requirements here at San Elizario ISD.

RATIONALE:

The pre-service students in cooperation with their assigned counselor will seek out opportunities to provide school counseling services to our students and families.

BUDGET:

There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve this practicum/clinical placement agreement with Angelo State University, College of Education.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Susana Frescas, Instructional Programs Administrator
Subject: Emergent Bilingual Early Childhood Summer School Hours
Date: July 20, 2022

HISTORY: Texas Education Code Sec. 29. 060 and Texas Administrative Code 89.1250 requires that the district, or local education agency (LEA), offer 120 hours of summer school for bilingual education students entering Kindergarten and First Grade. These 120 hours of instruction must be supplemental to the regular school day/year. LEAs may choose how to complete this supplemental program throughout the school year.

RATIONALE: This supplemental program provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level. We are opting to spread the 120 hours between the October intersession, March intersession, and summer school. Thirty hours will be completed at each of the two intersession periods, the remaining 60 hours will be offered during the month of June in summer school.

BUDGET IMPACT: Funding is initially paid out by the school district. Then, a reimbursement can be made to the district on a unit basis in such an allocation system to ensure a pupil/teacher ratio of not more than 18:1 (TAC 89.1250 (4)(A)(ii).

ADMINISTRATIVE RECOMMENDATION: At this time, a recommendation to approve this supplemental program schedule is being made.

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

2022-2023 District Calendar San Elizario ISD

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

August 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Holidays / District Closure

July 4-8	District Closure
September 5	Labor Day
October 3-14	Fall Intercession
November 11	Veteran's Day
November 21-25	Thanksgiving Break
December 19-Jan. 2	Winter Holidays
January 16	Martin Luther King, Jr. Day
March 6-17	Spring Intercession
April 7	Good Friday
April 10	Easter Monday
May 29	Memorial Day

Grading Periods

1st 9-Weeks	July 26--September 30
2nd 9-Weeks	October 17--December 16
3rd 9-Weeks	January 5--March 3
4th 9-Weeks	March 20--June 2

Parent/Teacher Conferences--Fall Semester

GEMS	September 13
SEHS	September 15
Alarcon/Borrego	October 25
Loya/Sambrano	October 27

Parent/Teacher Conferences--Spring Semester

GEMS	February 21
SEHS	February 23
Alarcon/Borrego	March 23
Loya/Sambrano	March 28

Smart Snack Exemption Days
Oct. 31, Dec. 16, Feb. 14, April 6, June 2

New Teacher Orientation Training
July 18-19

Early Release for Students and Staff
December 16, April 6

Graduation Day
June 2

Teacher Inservice (5.5 Days)
Full Days: July 20-21, January 3
1/2 Days: Aug. 26, Sept. 30, Oct. 31, Feb. 14, Mar. 31

Teacher Preparation (4 Days)
July 22, July 25, January 4, June 5

Teacher Contract Days (187 Days)
Fall Semester: 91 Spring Semester: 96

Student Learning Days (180 Days)
Fall Semester: 87 Spring Semester: 93

Instructional Minutes
State-Required Annual Instructional Minutes:
- Grades PK-12: 75,600
- Half-day Pre-K: 32,400

SEISD Annual Instructional Minutes:
- Grades PK-12: 77,800
- Half-day Pre-K: 38,035

30 hours intersession

60 hours summer school

January 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Approval Date: April 13, 2022

Revised March 29, 2022

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

MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Director of Human Resources
Subject: Board Resolutions
Date: July 20, 2022

HISTORY: During the 2021-2022 school year, the Board of Trustees approved several resolutions associated with the pandemic.

RATIONALE: This memorandum serves as notification that the following Board Resolutions have expired as of June 30, 2022:

- **Employee Telework Plan –** During the 2021-2022 School Year, 4 employees teleworked under this resolution and departments were able to remain operational.
- **Extended Sick Leave During Epidemic -** Our records indicate that 81 employees tested positive for COVID-19 during the 2021-2022 School Year. The total days covered under the resolution – 135 days. Professional employees used 54 days while Paraprofessional employees utilized 81 days.

Proposed Changes

- Employee Telework Plan – No revisions.
- Extended Sick Leave During Epidemic – Please see below:

Current: The authority granted by this resolution to provide additional paid leave for all regular, full and part-time employees in leave-accruing positions—whether contractual, noncontractual, salaried or non-salaried who are instructed not to report for work provides additional leave for a maximum duration of ten workdays unless the Board takes action to authorize leave for a longer duration.

Proposed Revision: Current: The authority granted by this resolution to provide additional paid leave for all regular, full and part-time employees in leave-accruing positions—whether contractual, noncontractual, salaried or non-salaried who are instructed not to report for work provides additional leave for a maximum duration of five workdays unless the Board takes action to authorize leave for a longer duration.

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

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

Resolution of the Board Regarding Employee Telework Plan During Epidemic

WHEREAS, The Board recognizes that in certain limited circumstances it may be necessary to allow or require district employees to work remotely in order to maintain continuity of district educational programs and operations.

WHEREAS, The Board finds that a need exists to address a telework plan in the circumstance of an epidemic;

WHEREAS, The Board acknowledges that during an epidemic, District employees who contract COVID-19, may be instructed not to report; and

WHEREAS, The Board recognizes that certain contracted salaried employees in key positions which do not require a substitute, are essential to continuity of district operations; and

WHEREAS, The Board directs the Superintendent to develop procedures under which certain contracted salaried employees in key positions which do not require a substitute may telework and the expectations for such employees while teleworking if diagnosed with COVID-19; and

WHEREAS, the Board concludes that approved telework for eligible employees assures that the goals and mission of the District are accomplished in a productive, thoughtful manner and it will continue to provide services for students, staff, and the community. Furthermore, it serves the public purposes of minimizing further community spread of COVID-19 in the El Paso County region, maintaining morale, reducing turnover, and ensuring continuity of District staffing and operations during the school year; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the San Elizario Independent School District authorizes the Superintendent to establish district rules for eligible contracted salaried employees in key positions who contract COVID-19 and are instructed not to report to work to a district location.

IT IS THEREFORE RESOLVED BY THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES THAT:

All the above recitals are adopted as findings of fact and are incorporated into and made a part of this resolution for all purposes. In furtherance of these public purposes, the Board of Trustees makes the following delegations to the Superintendent during the 2021-2022 school year:

- Teleworking is subject to employees' health condition.
- "Telework" is defined as the satisfactory performance of essential functions of one's job's description in an alternate work location.
- Employees will be required to sign a teleworking agreement.
- Telework is not appropriate for all job classifications and the opportunity to telework is not an employee benefit and is not guaranteed.
- Acknowledgement that the employee's compensation, benefits, work hours, and

performance expectations shall not change while teleworking.

- The employee shall be subject to and shall comply with the same Board policies, administrative regulations, and standards of conduct as are expected at their regularly assigned place of work.
- A teleworking employee's performance shall be monitored and assessed in the same manner as employees working from their regularly assigned place of work.
- The employee shall work from a dedicated workspace that is free from health or safety hazards, undue distractions, or undue risk that confidential or private information will be discovered, or that district equipment permitted to be brought to the remote work location will be stolen or damaged.
- The employee does not have a right to telework without authorization and the teleworking agreement may be terminated by the Board of district administration at any time.
- The employee shall notify their supervisor if the employee is not able to perform all assigned job duties, essential or nonessential, at the remote work location.

The authority granted by this Resolution, effective immediately, authorizes the Superintendent to allow designated classifications of employees to be permitted to telework in accordance with established district procedures as necessary in the best interest of the district beginning July 21, 2022, and continuing until June 30, 2023, unless the Board takes subsequent action to end the telework agreement, is hereby adopted on the date signed below.

Adopted this **20th** day of **July 2022**, by the Board of Trustees.

Sandra Licon
SEISD Board President

Michelle Garcia
SEISD Board Secretary

Dr. Jeannie Meza-Chavez
SEISD Superintendent

Approved as to form:

Priscilla de Mata, Esq.
Blanco Ordoñez Mata & Wechsler, P.C.
General Counsel for San Elizario Independent Sch

Resolution of the Board Regarding Extended Sick Leave During Epidemic

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of The San Elizario Independent School District for purposes necessary in the conduct of the public schools as determined by the Board;

WHEREAS, the Board acknowledges that during an epidemic, District employees may exhaust available state and local leave days;

WHEREAS, the Board finds that a need exists to address additional leave for employees who are sick and/or in isolation due to exposure to COVID-19 in the workplace and who are instructed not to report for work;

WHEREAS, the Board determines that employees who are instructed not to report to work may suffer a loss of pay if they do not report for work and are not provided an option for remote work; and

WHEREAS, the Board concludes that providing additional paid leave to all regular, full and part-time employees in leave-accruing positions—whether contractual, non-contractual, salaried or non-salaried — who are sick or in isolation as a result of an epidemic serves the public purposes of protecting students and staff, and

WHEREAS, the Board has a substantial public interest in protecting the health and safety of its students, staff, and community, and finds that a need exists to provide additional leave for all regular employees—contractual and noncontractual, salaried and non-salaried—who are sick or in isolation as a result of an epidemic and allow employees to avail themselves of 10 working days up to 80 hours of additional paid sick leave at the employee's regular rate of pay; and

WHEREAS, the Board finds that the public purposes described above are fulfilled by efficiently and effectively making certain delegations, as described more fully herein, to the Superintendent to address this ever-changing emergency situation in the best interest of the health, safety, and well-being of its students, staff, community, and the citizenship at-large.

IT IS THEREFORE RESOLVED BY THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES THAT:

All the above recitals are adopted as findings of fact and are incorporated into and made a part of this resolution for all purposes. In furtherance of these public purposes, the Board of Trustees makes the following delegations to the Superintendent during the 2022-2023 school year:

1. The authority granted by this resolution to provide additional paid leave for all regular, full and part-time employees in leave-accruing positions—whether contractual, non-contractual, salaried or non-salaried who are instructed not to report for work provides additional leave for a maximum duration of five workdays unless the Board takes action to authorize leave for a longer duration.
2. The authority to act in place of the Board under Policy DEC (Local) regarding modification of employee leave days and/or creating guidelines for changes regarding use of employee absences under the District Employee Paid Sick Leave (District EPSL), including but not

limited to determining compensation entitlements of any employee who uses District EPSL and the authority to determine the required documentation for District EPSL eligibility.

3. Eligibility and Other Provisions for District EPSL

- Upon hire, all employees are eligible for District EPSL benefits whether classified as exempt, non-exempt, full-time or part-time employees. Eligible employees are further subject to the following qualifications:

- District EPSL will not apply to employees that have been determined by their physician that they are unable to work and as a result are receiving supplemental income, to include workers' compensation or temporary disability benefits.

- Approved District EPSL for employees who contract COVID-19 may only be taken once from July 21, 2022 – June 30, 2023. Approved District EPSL benefits shall entitle an eligible, full-time employee up to 40 hours of paid leave, and shall entitle an eligible part-time employee to a total number of paid leave hours equal to the number of hours that employee works on average over a one-week period.

- Approved District EPSL for employees who are instructed not to report to work for purposes of self-quarantining due to exposure to COVID-19 in the workplace may be taken without limit from July 21, 2022 – June 30, 2023. Approved District EPSL benefits shall entitle an eligible, full-time employee up to 40 hours of paid leave per week and shall entitle an eligible part-time employee to a total number of paid leave hours equal to the number of hours that employee works on average over a one-week period. The District will follow the quarantine period as mandated by CDC guidelines.

- Employees who contract COVID-19 - Qualifying employees are required to exhaust compensatory time, state and local leave prior to requesting and using additional leave under this resolution. This additional leave is in addition to any leave to which a qualifying employee may already be entitled. The order of use as provided under Policy DEC Local applies.

- Employees who are instructed not to report to work for purposes of self-quarantining due to exposure to COVID-19 in the workplace - Qualifying employees are not required to exhaust state and local leave prior to requesting and using additional leave under this resolution. This additional leave is in addition to any leave to which a qualifying employee may already be entitled.

4. This extended leave expires on June 30, 2023. If the federal government mandates federal leave after the date of adoption, the leave provided in this resolution will expire.

An employee's exclusion from the workplace serves the public purpose of protecting students and staff, however, employees requesting leave under this resolution must meet the following qualifications or criteria:

1. Proof of full vaccination or exemption status;
2. Proof of any other medical documentation necessary;
3. Information made necessary for contact tracing purposes in conformance with the public health directives, guidelines or orders issued by the City of El Paso's Department of Public Health;

4. Qualifying Employees who are instructed not to report to work for purposes of self-quarantining due to exposure to COVID-19 in the workplace must remain available to the district and will be permitted to work remotely in the best interest of the district.

Employees must timely submit all required documentation for District EPSL eligibility as established by applicable District policies and procedures.

Adopted this 20th of July 2022 by the Board of Trustees.

_____
Sandra Licon, Board President

_____
Michelle Garcia, Board Secretary

Approved as to form:

_____
Priscilla de Mata, Esq.
Blanco Ordoñez Mata & Wechsler, P.C.
General Counsel for San Elizario Independent School District

Instruction Sheet

TASB Localized Policy Manual Update 119

San Elizario ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AIB	(LEGAL)	Replace policy	Revised policy
BBB	(LEGAL)	Replace policy	Revised policy
BBBA	(LEGAL)	Replace policy	Revised policy
BBE	(LEGAL)	Replace policy	Revised policy
BBG	(LEGAL)	Replace policy	Revised policy
BBI	(LEGAL)	Replace policy	Revised policy
BDAA	(LEGAL)	Replace policy	Revised policy
BDB	(LEGAL)	Replace policy	Revised policy
BE	(LEGAL)	Replace policy	Revised policy
BQ	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CDB	(LEGAL)	Replace policy	Revised policy
CDC	(LEGAL)	Replace policy	Revised policy
CH	(LEGAL)	Replace policy	Revised policy
CI	(LEGAL)	Replace policy	Revised policy
CPC	(LEGAL)	Replace policy	Revised policy
CPC	(LOCAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CRD	(LEGAL)	Replace policy	Revised policy
CS	(LEGAL)	Replace policy	Revised policy
CV	(LEGAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DECB	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DG	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DMA	(LEGAL)	Replace policy	Revised policy
DMA	(LOCAL)	ADD policy	See explanatory note
DP	(LEGAL)	Replace policy	Revised policy
E	(LEGAL)	Replace table of contents	Revised table of contents
EF	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy

San Elizario ISD

Code	Type	Action To Be Taken	Note
EHAA	(LOCAL)	Replace policy	Revised policy
EHB	(LOCAL)	ADD policy	See explanatory note
EHBAA	(LEGAL)	Replace policy	Revised policy
EHBAA	(LOCAL)	ADD policy	See explanatory note
EHBAB	(LEGAL)	Replace policy	Revised policy
EHBAC	(LEGAL)	Replace policy	Revised policy
EHBB	(LOCAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHDE	(LEGAL)	Replace policy	Revised policy
EHDF	(LEGAL)	ADD policy	See explanatory note
EIF	(LEGAL)	Replace policy	Revised policy
EIF	(LOCAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
EMB	(LEGAL)	Replace policy	Revised policy
FEC	(LEGAL)	Replace policy	Revised policy
FFBA	(LOCAL)	Replace policy	Revised policy
FFG	(LEGAL)	Replace policy	Revised policy
FFH	(LEGAL)	Replace policy	Revised policy
FFH	(LOCAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FNA	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOCA	(LEGAL)	Replace policy	Revised policy
FOF	(LEGAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKD	(LEGAL)	Replace policy	Revised policy
GKG	(LEGAL)	Replace policy	Revised policy

Explanatory Notes
TASB Localized Policy Manual Update 119

San Elizario ISD

ATTN(NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Please note: Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Legislature Regular and Special Sessions.

AIB(LEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING

Quality of learning indicators for remote instruction performance reporting have been added from SB 15 (Second Called Session). (See page 6.)

BBB(LEGAL) BOARD MEMBERS: ELECTIONS

Provisions have been added to this legally referenced policy on elections for a more complete presentation of applicable legal content.

BBBA(LEGAL) ELECTIONS: CONDUCTING ELECTIONS

Upon the board's receipt of certification that a candidate is unopposed in an election, SB 1 (Second Called Session) requires the board to cancel the election and declare each unopposed candidate elected to office.

SB 1 also changed the definition for *eligible county polling place*. Other revisions are to better match legal sources.

BBE(LEGAL) BOARD MEMBERS: AUTHORITY

Provisions on board authority that are addressed at other codes have been removed to eliminate duplication.

BBG(LEGAL) BOARD MEMBERS: COMPENSATION AND EXPENSES

A revision clarifies that an officer *or employee* may participate in the comptroller's contract for travel services when traveling for official business. The comptroller can no longer charge fees for these services.

BBI(LEGAL) BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

Revisions are to update citations and better reflect legal sources.

BDAA(LEGAL) OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are to better reflect legal sources.

BDB(LEGAL) BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES

Provisions on board committees have been revised based on current legal authority.

BE(LEGAL) BOARD MEETINGS

This legally referenced policy on board meetings has been revised to reorder and add some existing legal provisions, delete nonessential provisions, and better reflect legal sources.

BQ(LEGAL) PLANNING AND DECISION-MAKING PROCESS

Revised Administrative Code rules resulted in changes to shared services arrangements for DAEP services.

San Elizario ISD

CCGA(LEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

As provided by SB 611 (Regular Session) and Senate Joint Resolution 35 and approved by voters in November 2021, the surviving spouse of a member of the U.S. armed forces who is fatally injured in the line of duty is entitled to the residence homestead property tax exemption as long as the surviving spouse remains unmarried. (See page 5.)

CDB(LEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

Revisions are to better reflect statutory sources.

CDC(LEGAL) OTHER REVENUES: GIFTS AND SOLICITATIONS

SB 3 (Second Called Session) revised the provisions on prohibited use of private funding for certain curriculum and professional development purposes.

CH(LEGAL) PURCHASING AND ACQUISITION

We have added a reference on page 12 to amended rules from the Texas Department of Information Resources on purchasing information technology commodity items.

CI(LEGAL) SCHOOL PROPERTIES DISPOSAL

Revisions are to better reflect statutory sources.

CPC(LEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Revisions to this legally referenced policy are based on revised Administrative Code rules from the Texas State Library and Archives Commission (TSLAC) published in Bulletin B: Electronic Records Standards and Procedures. An overview of Bulletin B is available on the TSLAC website.

CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Recent updates by the Texas State Library and Archives Commission (TSLAC) to Bulletin B: Electronic Records Standards and Procedures prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The *Regulations Resource Manual* includes updated sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to this policy topic.

CQA(LEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Based on HB 1525 (Regular Session) and SB 9 (Second Called Session), we have added the requirement to post curriculum materials on human sexuality instruction and instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking to the extent the materials are in the public domain. (See item 42.)

San Elizario ISD

CRD(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Revisions to TRS-ActiveCare provisions are based on amended Administrative Code rules. New text addresses prohibitions on offering alternative group health coverage (see page 2) and highlights the information that must be submitted with written elections to participate in TRS-ActiveCare (see page 3).

CS(LEGAL) FACILITY STANDARDS

Changes throughout this legally referenced policy on facility standards are from new Administrative Code rules that add extensive standards for capital improvement projects on or after November 1, 2021, and revised Administrative Code rules on the standards applicable to these projects before November 1, 2021.

CV(LEGAL) FACILITIES CONSTRUCTION

Changes to this legally referenced policy on facilities construction are from new Administrative Code rules that add extensive facility standards for construction of capital improvement projects on or after November 1, 2021.

An existing provision has been added on page 3 regarding the board's notice of delegation.

DC(LEGAL) EMPLOYMENT PRACTICES

We have added on page 4 new Administrative Code rules addressing the monthly certified statement of employment the district must submit to TRS for retirees employed by the district.

DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Changes reflect revised Administrative Code rules on the local optional teacher designation system and mentor teacher programs.

DECB(LEGAL) LEAVES AND ABSENCES: MILITARY LEAVE

This legally referenced policy on military leave has been updated based on revisions to the Uniformed Services Employment and Reemployment Rights Act (USERRA).

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Provisions on contract abandonment are revised based on amended rules from the State Board for Educator Certification. The reasons an educator may abandon a contract for good cause now include the educator's reasonable belief that the educator had written permission from the district to resign. Several new mitigating factors have also been added.

DG(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

SB 3 (Second Called Session) broadened a provision from HB 3979 (Regular Session) so that a teacher may not be compelled to discuss a widely debated and controversial issue of public policy or social affairs for any course or subject. The provision is no longer limited to social studies courses in the required curriculum. (See page 5.)

DHC(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Amended Administrative Code rules revise terminology from *solicitation of sexual conduct* to *solicitation of sexual contact* to better align with statute.

San Elizario ISD

DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Revisions are to update citations and better reflect statutory wording.

DMA(LOCAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

Please note: SB 1267 requires SBEC to publish the clearinghouse by June 1, 2022, and districts to adopt a professional development policy by August 1, 2022. TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional development plan by August 1, or as soon as possible thereafter, to ensure compliance with the bill.

DP(LEGAL) PERSONNEL POSITIONS

Provisions on school psychological services have been updated based on revised Administrative Code rules.

E(LEGAL) INSTRUCTION

The E section table of contents has been updated to add the new code EHDF, which includes provisions on local remote learning programs, and to update the subtitle for EFB, Library Materials.

EF(LEGAL) INSTRUCTIONAL RESOURCES

SB 3 (Second Called Session) requires a district to provide login credentials to parents to access learning management or online learning portals used for student instructional materials.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

Effective with the 2022–23 school year, SB 9 (Second Called Session) provides that the SHAC must recommend the appropriate grade levels and curriculum for instruction on child abuse, family violence, dating violence, and sex trafficking.

The bill also imposes several requirements regarding curriculum materials on those topics, including:

- Revised parental notification and new parental consent provisions;
- Posting of proposed and adopted curriculum materials and options for a parent to purchase copyrighted materials from the publisher; and
- New board policy on adopting curriculum materials [see EHAA(LOCAL), below].

The *Regulations Resource Manual* includes a sample board resolution for convening the SHAC and a sample parental consent form.

San Elizario ISD

EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

The *Regulations Resource Manual* includes a sample board resolution for convening the SHAC and a sample parental consent form.

EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

This policy requiring the district to provide regular training opportunities for teachers of students with dyslexia is recommended to meet TEA policy requirements for the ongoing TEA special education cyclical monitoring reviews.

Please note: This policy will need to be adopted by the board and linked to the Legal Framework by the August 31, 2022, deadline. See TEA's FAQ on Special Education Operating Procedures.

EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

Amended Administrative Code rules now refer to a student with an *auditory impairment as* a student who is *deaf or hard of hearing* to match statute. (See page 5.)

EHBAA(LOCAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

This policy requiring the district to ensure that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday is recommended to meet TEA policy requirements for the ongoing TEA special education cyclical monitoring reviews.

Please note: This policy will need to be adopted by the board and linked to the Legal Framework by the August 31, 2022, deadline. See TEA's FAQ on Special Education Operating Procedures.

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Amended Administrative Code rules revise the list of individuals who must be included in ARD committee meetings for students with deaf-blindness and revise terminology addressing students who are deaf or hard of hearing. Participating special education teachers or providers must be appropriately certified or licensed as required by federal law. The rules also address, as reflected on page 5, IEP implementation for students who enroll in a new district during the summer.

A new Administrative Code rule prohibits consideration of eligibility for supplemental special education services when developing or revising a student's IEP, determining the appropriate educational setting, or in the provision of a free appropriate public education. (See page 8.)

EHBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

We have removed a repealed Administrative Code provision on out-of-state placement.

San Elizario ISD

EHBB(LOCAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES

Reporting provisions on expenditure of the state compensatory education allotment have been added from the Administrative Code.

EHDE(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

A new provision from SB 15 (Second Called Session) explains how off-campus electronic courses or programs are counted for purposes of average daily attendance. (See page 12.)

EHDF(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM

Provisions on local remote learning programs from SB 15 (Second Called Session) are reflected in this new legally referenced policy. All provisions in the bill expire on September 1, 2023.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules provide additional detail on the requirement for a student to complete a financial aid application to meet graduation requirements. The rules, beginning on page 3 of this policy, require the board to adopt the TEA-provided form a student may submit to opt out of the financial aid application requirement and require adoption of a board policy to address the methods by which a student can confirm submission of a financial aid application. See EIF(LOCAL), below.

EIF(LOCAL) ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA). Please contact your policy consultant if you have questions or need additional edits to this policy.

Additional TEA guidance on this topic is available.

The *Regulations Resource Manual* includes sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to this policy topic.

Please note that we have also revised the policy to reflect that the district requires no additional credits beyond the number mandated by the state for a student to graduate with an endorsement. This correction to the policy is based on information recently received from the district's administration.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

HB 3261 (Regular Session) allows a district to administer a state assessment instrument on the first instructional day of the week upon authorization by the commissioner of education.

San Elizario ISD

EMB(LEGAL) MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

SB 3 (Second Called Session) revised provisions on instructional requirements and prohibitions, including prohibited concepts and activities.

FEC(LEGAL) ATTENDANCE: ATTENDANCE FOR CREDIT

From SB 15 (Second Called Session) we have added a provision permitting a district to exempt students from the 90 percent attendance requirement for courses that are offered under a local remote learning program.

FFBA(LOCAL) CRISIS INTERVENTION: TRAUMA-INFORMED CARE

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information.

SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Revisions are to update citations and better reflect legal sources.

FFH(LEGAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

From SB 9 (Second Called Session) we have added the following on page 2:

- New policy requirements on dating violence, including parental notification upon a report of dating violence [see FFH(LOCAL), below]; and
- A provision requiring districts to make available to students age-appropriate materials on the dangers of dating violence and resources for students seeking help.

Other revisions are to better reflect legal sources.

FFH(LOCAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

Additional revisions are recommended to clarify the definition of prohibited conduct and the district’s response to such conduct.

FM(LEGAL) STUDENT ACTIVITIES

Provisions from HB 25 (Third Called Session) address transgender students in athletic activities sponsored or authorized by a district and prohibit a student from participating in an athletic competition that is

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designated for a biological sex that differs from the biological sex stated on the student's official birth certificate. (See page 8.)

FNA(LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT EXPRESSION

We have added the recent U.S. Supreme Court case on student speech, *Mahanoy Area School District v B.L.* The case holds that public schools may have a special interest in regulating some off-campus student speech where the district's interest is sufficient to overcome the student's interest in free expression, such as in situations of serious or severe bullying or harassment, threats, or breaches of school security devices.

FOC(LEGAL) STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Revisions are to better reflect legal sources.

FOCA(LEGAL) PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING: DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS

Amended Administrative Code rules resulted in revisions to shared services arrangements for DAEP services and to provisions regarding transitions for students in DAEP.

FOF(LEGAL) STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

From HB 785 (Regular Session) we have added a provision requiring the commissioner of education to adopt rules regarding the use of restraint and time-out with a student who is receiving special education services. (See page 8.)

GKA(LEGAL) COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

An existing statutory provision has been added to clarify the effect of failing to post signs at each entrance to the premises or other property indicating that firearms and other weapons are prohibited. (See page 8.)

GKD(LEGAL) COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES

We have added existing statutory provisions regarding the use of district facilities by places of worship.

GKG(LEGAL) COMMUNITY RELATIONS: SCHOOL VOLUNTEER PROGRAM

We have updated for clarification the provisions on obtaining criminal history record information.

Explanatory Notes
TASB Localized Policy Manual Update 119

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ATTN(NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

Please note: Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 87th Legislature Regular and Special Sessions.

AIB(LEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING

Quality of learning indicators for remote instruction performance reporting have been added from SB 15 (Second Called Session). (See page 6.)

BBB(LEGAL) BOARD MEMBERS: ELECTIONS

Provisions have been added to this legally referenced policy on elections for a more complete presentation of applicable legal content.

BBBA(LEGAL) ELECTIONS: CONDUCTING ELECTIONS

Upon the board's receipt of certification that a candidate is unopposed in an election, SB 1 (Second Called Session) requires the board to cancel the election and declare each unopposed candidate elected to office.

SB 1 also changed the definition for *eligible county polling place*. Other revisions are to better match legal sources.

BBE(LEGAL) BOARD MEMBERS: AUTHORITY

Provisions on board authority that are addressed at other codes have been removed to eliminate duplication.

BBG(LEGAL) BOARD MEMBERS: COMPENSATION AND EXPENSES

A revision clarifies that an officer *or employee* may participate in the comptroller's contract for travel services when traveling for official business. The comptroller can no longer charge fees for these services.

BBI(LEGAL) BOARD MEMBERS: TECHNOLOGY RESOURCES AND ELECTRONIC COMMUNICATIONS

Revisions are to update citations and better reflect legal sources.

BDAA(LEGAL) OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS

Revisions are to better reflect legal sources.

BDB(LEGAL) BOARD INTERNAL ORGANIZATION: INTERNAL COMMITTEES

Provisions on board committees have been revised based on current legal authority.

BE(LEGAL) BOARD MEETINGS

This legally referenced policy on board meetings has been revised to reorder and add some existing legal provisions, delete nonessential provisions, and better reflect legal sources.

BQ(LEGAL) PLANNING AND DECISION-MAKING PROCESS

Revised Administrative Code rules resulted in changes to shared services arrangements for DAEP services.

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CCGA(LEGAL) AD VALOREM TAXES: EXEMPTIONS AND PAYMENTS

As provided by SB 611 (Regular Session) and Senate Joint Resolution 35 and approved by voters in November 2021, the surviving spouse of a member of the U.S. armed forces who is fatally injured in the line of duty is entitled to the residence homestead property tax exemption as long as the surviving spouse remains unmarried. (See page 5.)

CDB(LEGAL) OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

Revisions are to better reflect statutory sources.

CDC(LEGAL) OTHER REVENUES: GIFTS AND SOLICITATIONS

SB 3 (Second Called Session) revised the provisions on prohibited use of private funding for certain curriculum and professional development purposes.

CH(LEGAL) PURCHASING AND ACQUISITION

We have added a reference on page 12 to amended rules from the Texas Department of Information Resources on purchasing information technology commodity items.

CI(LEGAL) SCHOOL PROPERTIES DISPOSAL

Revisions are to better reflect statutory sources.

CPC(LEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Revisions to this legally referenced policy are based on revised Administrative Code rules from the Texas State Library and Archives Commission (TSLAC) published in Bulletin B: Electronic Records Standards and Procedures. An overview of Bulletin B is available on the TSLAC website.

CPC(LOCAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

Recent updates by the Texas State Library and Archives Commission (TSLAC) to Bulletin B: Electronic Records Standards and Procedures prompted recommended revisions to this local policy on records management. The new rules add local policy requirements for district management of electronic records.

To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

The *Regulations Resource Manual* includes updated sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to this policy topic.

CQA(LEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

Based on HB 1525 (Regular Session) and SB 9 (Second Called Session), we have added the requirement to post curriculum materials on human sexuality instruction and instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking to the extent the materials are in the public domain. (See item 42.)

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CRD(LEGAL) INSURANCE AND ANNUITIES MANAGEMENT: HEALTH AND LIFE INSURANCE

Revisions to TRS-ActiveCare provisions are based on amended Administrative Code rules. New text addresses prohibitions on offering alternative group health coverage (see page 2) and highlights the information that must be submitted with written elections to participate in TRS-ActiveCare (see page 3).

CS(LEGAL) FACILITY STANDARDS

Changes throughout this legally referenced policy on facility standards are from new Administrative Code rules that add extensive standards for capital improvement projects on or after November 1, 2021, and revised Administrative Code rules on the standards applicable to these projects before November 1, 2021.

CV(LEGAL) FACILITIES CONSTRUCTION

Changes to this legally referenced policy on facilities construction are from new Administrative Code rules that add extensive facility standards for construction of capital improvement projects on or after November 1, 2021.

An existing provision has been added on page 3 regarding the board's notice of delegation.

DC(LEGAL) EMPLOYMENT PRACTICES

We have added on page 4 new Administrative Code rules addressing the monthly certified statement of employment the district must submit to TRS for retirees employed by the district.

DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

Changes reflect revised Administrative Code rules on the local optional teacher designation system and mentor teacher programs.

DECB(LEGAL) LEAVES AND ABSENCES: MILITARY LEAVE

This legally referenced policy on military leave has been updated based on revisions to the Uniformed Services Employment and Reemployment Rights Act (USERRA).

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

Provisions on contract abandonment are revised based on amended rules from the State Board for Educator Certification. The reasons an educator may abandon a contract for good cause now include the educator's reasonable belief that the educator had written permission from the district to resign. Several new mitigating factors have also been added.

DG(LEGAL) EMPLOYEE RIGHTS AND PRIVILEGES

SB 3 (Second Called Session) broadened a provision from HB 3979 (Regular Session) so that a teacher may not be compelled to discuss a widely debated and controversial issue of public policy or social affairs for any course or subject. The provision is no longer limited to social studies courses in the required curriculum. (See page 5.)

DHC(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

Amended Administrative Code rules revise terminology from *solicitation of sexual conduct* to *solicitation of sexual contact* to better align with statute.

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DMA(LEGAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

Revisions are to update citations and better reflect statutory wording.

DMA(LOCAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

Please note: SB 1267 requires SBEC to publish the clearinghouse by June 1, 2022, and districts to adopt a professional development policy by August 1, 2022. TASB Policy and Legal Services recommend that the board adopt DMA(LOCAL) and approve the district professional development plan by August 1, or as soon as possible thereafter, to ensure compliance with the bill.

DP(LEGAL) PERSONNEL POSITIONS

Provisions on school psychological services have been updated based on revised Administrative Code rules.

E(LEGAL) INSTRUCTION

The E section table of contents has been updated to add the new code EHDF, which includes provisions on local remote learning programs, and to update the subtitle for EFB, Library Materials.

EF(LEGAL) INSTRUCTIONAL RESOURCES

SB 3 (Second Called Session) requires a district to provide login credentials to parents to access learning management or online learning portals used for student instructional materials.

EHAA(LEGAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

Effective with the 2022–23 school year, SB 9 (Second Called Session) provides that the SHAC must recommend the appropriate grade levels and curriculum for instruction on child abuse, family violence, dating violence, and sex trafficking.

The bill also imposes several requirements regarding curriculum materials on those topics, including:

- Revised parental notification and new parental consent provisions;
- Posting of proposed and adopted curriculum materials and options for a parent to purchase copyrighted materials from the publisher; and
- New board policy on adopting curriculum materials [see EHAA(LOCAL), below].

The *Regulations Resource Manual* includes a sample board resolution for convening the SHAC and a sample parental consent form.

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EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

The *Regulations Resource Manual* includes a sample board resolution for convening the SHAC and a sample parental consent form.

EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

This policy requiring the district to provide regular training opportunities for teachers of students with dyslexia is recommended to meet TEA policy requirements for the ongoing TEA special education cyclical monitoring reviews.

Please note: This policy will need to be adopted by the board and linked to the Legal Framework by the August 31, 2022, deadline. See TEA's FAQ on Special Education Operating Procedures.

EHBAA(LEGAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

Amended Administrative Code rules now refer to a student with an *auditory impairment as* a student who is *deaf or hard of hearing* to match statute. (See page 5.)

EHBAA(LOCAL) SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY

This policy requiring the district to ensure that a student who is transitioning from early childhood intervention (ECI) has an individualized education program (IEP) developed and implemented by the child's third birthday is recommended to meet TEA policy requirements for the ongoing TEA special education cyclical monitoring reviews.

Please note: This policy will need to be adopted by the board and linked to the Legal Framework by the August 31, 2022, deadline. See TEA's FAQ on Special Education Operating Procedures.

EHBAB(LEGAL) SPECIAL EDUCATION: ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM

Amended Administrative Code rules revise the list of individuals who must be included in ARD committee meetings for students with deaf-blindness and revise terminology addressing students who are deaf or hard of hearing. Participating special education teachers or providers must be appropriately certified or licensed as required by federal law. The rules also address, as reflected on page 5, IEP implementation for students who enroll in a new district during the summer.

A new Administrative Code rule prohibits consideration of eligibility for supplemental special education services when developing or revising a student's IEP, determining the appropriate educational setting, or in the provision of a free appropriate public education. (See page 8.)

EHBAC(LEGAL) SPECIAL EDUCATION: STUDENTS IN NONDISTRICT PLACEMENT

We have removed a repealed Administrative Code provision on out-of-state placement.

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EHBB(LOCAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

EHBC(LEGAL) SPECIAL PROGRAMS: COMPENSATORY/ACCELERATED SERVICES

Reporting provisions on expenditure of the state compensatory education allotment have been added from the Administrative Code.

EHDE(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING

A new provision from SB 15 (Second Called Session) explains how off-campus electronic courses or programs are counted for purposes of average daily attendance. (See page 12.)

EHDF(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: LOCAL REMOTE LEARNING PROGRAM

Provisions on local remote learning programs from SB 15 (Second Called Session) are reflected in this new legally referenced policy. All provisions in the bill expire on September 1, 2023.

EIF(LEGAL) ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules provide additional detail on the requirement for a student to complete a financial aid application to meet graduation requirements. The rules, beginning on page 3 of this policy, require the board to adopt the TEA-provided form a student may submit to opt out of the financial aid application requirement and require adoption of a board policy to address the methods by which a student can confirm submission of a financial aid application. See EIF(LOCAL), below.

EIF(LOCAL) ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA). Please contact your policy consultant if you have questions or need additional edits to this policy.

Additional TEA guidance on this topic is available.

The *Regulations Resource Manual* includes sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to this policy topic.

Please note that we have also revised the policy to reflect that the district requires no additional credits beyond the number mandated by the state for a student to graduate with an endorsement. This correction to the policy is based on information recently received from the district's administration.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

HB 3261 (Regular Session) allows a district to administer a state assessment instrument on the first instructional day of the week upon authorization by the commissioner of education.

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EMB(LEGAL) MISCELLANEOUS INSTRUCTIONAL POLICIES: TEACHING ABOUT CONTROVERSIAL ISSUES

SB 3 (Second Called Session) revised provisions on instructional requirements and prohibitions, including prohibited concepts and activities.

FEC(LEGAL) ATTENDANCE: ATTENDANCE FOR CREDIT

From SB 15 (Second Called Session) we have added a provision permitting a district to exempt students from the 90 percent attendance requirement for courses that are offered under a local remote learning program.

FFBA(LOCAL) CRISIS INTERVENTION: TRAUMA-INFORMED CARE

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information.

SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

FFG(LEGAL) STUDENT WELFARE: CHILD ABUSE AND NEGLECT

Revisions are to update citations and better reflect legal sources.

FFH(LEGAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

From SB 9 (Second Called Session) we have added the following on page 2:

- New policy requirements on dating violence, including parental notification upon a report of dating violence [see FFH(LOCAL), below]; and
- A provision requiring districts to make available to students age-appropriate materials on the dangers of dating violence and resources for students seeking help.

Other revisions are to better reflect legal sources.

FFH(LOCAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

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designated for a biological sex that differs from the biological sex stated on the student's official birth certificate. (See page 8.)

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We have added the recent U.S. Supreme Court case on student speech, *Mahanoy Area School District v B.L.* The case holds that public schools may have a special interest in regulating some off-campus student speech where the district's interest is sufficient to overcome the student's interest in free expression, such as in situations of serious or severe bullying or harassment, threats, or breaches of school security devices.

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Instruction Sheet

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Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AIB	(LEGAL)	Replace policy	Revised policy
BBB	(LEGAL)	Replace policy	Revised policy
BBBA	(LEGAL)	Replace policy	Revised policy
BBE	(LEGAL)	Replace policy	Revised policy
BBG	(LEGAL)	Replace policy	Revised policy
BBI	(LEGAL)	Replace policy	Revised policy
BDAA	(LEGAL)	Replace policy	Revised policy
BDB	(LEGAL)	Replace policy	Revised policy
BE	(LEGAL)	Replace policy	Revised policy
BQ	(LEGAL)	Replace policy	Revised policy
CCGA	(LEGAL)	Replace policy	Revised policy
CDB	(LEGAL)	Replace policy	Revised policy
CDC	(LEGAL)	Replace policy	Revised policy
CH	(LEGAL)	Replace policy	Revised policy
CI	(LEGAL)	Replace policy	Revised policy
CPC	(LEGAL)	Replace policy	Revised policy
CPC	(LOCAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
CRD	(LEGAL)	Replace policy	Revised policy
CS	(LEGAL)	Replace policy	Revised policy
CV	(LEGAL)	Replace policy	Revised policy
DC	(LEGAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DECB	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DG	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DMA	(LEGAL)	Replace policy	Revised policy
DMA	(LOCAL)	ADD policy	See explanatory note
DP	(LEGAL)	Replace policy	Revised policy
E	(LEGAL)	Replace table of contents	Revised table of contents
EF	(LEGAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy

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Code	Type	Action To Be Taken	Note
EHAA	(LOCAL)	Replace policy	Revised policy
EHB	(LOCAL)	ADD policy	See explanatory note
EHBAA	(LEGAL)	Replace policy	Revised policy
EHBAA	(LOCAL)	ADD policy	See explanatory note
EHBAB	(LEGAL)	Replace policy	Revised policy
EHBAC	(LEGAL)	Replace policy	Revised policy
EHBB	(LOCAL)	Replace policy	Revised policy
EHBC	(LEGAL)	Replace policy	Revised policy
EHDE	(LEGAL)	Replace policy	Revised policy
EHDF	(LEGAL)	ADD policy	See explanatory note
EIF	(LEGAL)	Replace policy	Revised policy
EIF	(LOCAL)	Replace policy	Revised policy
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FFBA	(LOCAL)	Replace policy	Revised policy
FFG	(LEGAL)	Replace policy	Revised policy
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Code	Type	Action To Be Taken	Note
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EHAA	(LOCAL)	Replace policy	Revised policy
EHB	(LOCAL)	ADD policy	See explanatory note
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To meet these requirements, new policy provisions delegate to the records management officer the responsibility to develop procedures for the management of electronic records that comply with the district's records control schedules and meet minimum components required by law.

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DMA(LOCAL) PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT

SB 1267 (Regular Session) requires the board to annually review the State Board for Educator Certification (SBEC) clearinghouse regarding best practices and industry recommendations for professional development and adopt a professional development policy based on the training recommendations in the clearinghouse.

To meet the policy requirements, the recommended local policy text reflects that the board shall annually approve the district's professional development plan, which must be guided by the clearinghouse; note any differences from the clearinghouse recommendations; and include a schedule of required professional development.

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EHAA(LOCAL) BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (ALL LEVELS)

New provisions are recommended based on SB 9 (Second Called Session), which imposes several requirements for instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, including a board policy on adopting curriculum materials. The policy follows the steps required by law, including board adoption of a resolution to convene the school health advisory council (SHAC) to hold meetings and make recommendations to the board at a public meeting, as well as board confirmation that the recommendations meet the requirements in law before taking action by a record vote.

The *Regulations Resource Manual* includes a sample board resolution for convening the SHAC and a sample parental consent form.

EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

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Please note: This policy will need to be adopted by the board and linked to the Legal Framework by the August 31, 2022, deadline. See TEA's FAQ on Special Education Operating Procedures.

Explanatory Notes
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Please note: This policy will need to be adopted by the board and linked to the Legal Framework by the August 31, 2022, deadline. See TEA's FAQ on Special Education Operating Procedures.

EHBB(LOCAL) SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

HB 1525 (Regular Session) removed the statutory requirement for a district to annually certify to the commissioner of education that the district's gifted and talented program is consistent with the Texas State Plan for the Education of Gifted/Talented Students. We recommend deletion of the corresponding local policy provision.

EIF(LOCAL) ACADEMIC ACHIEVEMENT: GRADUATION

Revised Administrative Code rules require a board policy to address the methods by which a student can confirm completion and submission of a financial aid application to meet graduation requirements. The recommended text aligns with TEA guidance and addresses methods for both the free application for federal financial aid (FAFSA) and the Texas application for state financial aid (TASFA). Please contact your policy consultant if you have questions or need additional edits to this policy.

Additional TEA guidance on this topic is available.

The *Regulations Resource Manual* includes sample procedures on this topic, and the *Legal Issues in Update 119* memo describes common legal concerns and best practices specific to this policy topic.

Please note that we have also revised the policy to reflect that the district requires no additional credits beyond the number mandated by the state for a student to graduate with an endorsement. This correction to the policy is based on information recently received from the district's administration.

FFBA(LOCAL) CRISIS INTERVENTION: TRAUMA-INFORMED CARE

SB 1267 (Regular Session) requires training in trauma-informed care to be provided in accordance with the board's professional development policy. Therefore, at Training, a reference has been added to the district's professional development plan. See DMA(LOCAL), above, for more information.

SB 1267 also repealed the requirement for a district to annually report to TEA the number of employees who participated in trauma-informed care training. We recommend deleting the local policy provision.

FFH(LOCAL) STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

To meet new board policy requirements from SB 9 (Second Called Session), we recommend text at Notice to Parents, which requires the district, upon receipt of a report of dating violence, to immediately notify the parent of the student identified as the alleged victim or perpetrator.

District policy must also include reporting procedures and guidelines for students who are victims of dating violence and include a clear statement that dating violence is not tolerated at school. No changes to your district's policy are recommended regarding these elements based on the district's existing policy provisions, which include reporting procedures and a statement of nondiscrimination that specifically prohibits dating violence.

San Elizario ISD

Additional revisions are recommended to clarify the definition of prohibited conduct and the district's response to such conduct.

(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes makes formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	**School Districts and Education Service Centers**	**Community Colleges**
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

The Superintendent shall oversee the performance of records management functions prescribed by state and federal law:

- Records administrator~~Administrator~~, as prescribed by Local Government Code 176.001 and 176.0065.~~007~~ [See BBFA ~~and CHE~~]
- Officer for public information~~Public Information~~, as prescribed by Government Code 552.201–.205. [See GBAA]
- Public information coordinator~~Information Coordinator~~, as prescribed by Government Code 552.012. [See BBD]

Local Government Records Act

The term "local government record" shall pertain to all items identified as such by the Local Government Records Act.

"Local Government Record"

Records Management Officer

The Superintendent~~Superintendent~~ shall serve as and perform the duties of the District's records management officer as prescribed by Local Government Code 203.023~~,~~ and shall administer the District's records management program pertaining to local government records in compliance with the Local Government Records Act.

Notification

The records management officer shall file his or her name with the Texas State Library and Archives Commission (TSLAC) within 30 days of assuming the position.

Electronic Records

The records management officer shall develop procedures for the management of electronic records that comply with the District's records control schedules and meet the minimum components required by law.

The procedures shall:

1. Specify the objectives of the electronic records management program;
2. Identify the responsibilities of employees who create, receive, or maintain electronic records;
3. Ensure the maintenance of electronic records until the expiration of the applicable retention period and final disposition; and
4. Ensure that electronic records that must be protected from unauthorized use or disclosure are appropriately protected as required by law, regulation, or other applicable requirements.

Records Control Schedules

The records management officer shall file with the TSLAC a written declaration that the District has adopted records control schedules

that comply with records retention schedules issued by the TSLAC as provided by law.

Website Postings

The District's records management program shall address the length of time records will be posted on the District's website when the law does not specify a posting period.

Records Destruction Practices

All local government records shall be considered District property and any unauthorized destruction or removal shall be prohibited. The District shall follow its records control schedules, records management program, and all applicable laws regarding records destruction. However, the District shall preserve records, including electronically stored information, and suspend routine record destruction practices where appropriate and in accordance with procedures developed by the records management officer. Such procedures shall describe the circumstances under which local government records scheduled for destruction must be retained. Notification shall be given to appropriate staff when routine record destruction practices must be suspended and when they may be resumed.

Training

The records management officer shall receive appropriate training regarding the Local Government Records Act and shall ensure that custodians of records, as defined by law, and other applicable District staff are trained on the District's records management program, including this policy and corresponding procedures.

The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

Human Sexuality Instruction

The following process shall apply regarding the adoption of curriculum materials for the District's~~district's~~ human sexuality instruction:

1. The Board shall adopt a resolution convening the District's school health advisory council (SHAC) to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

The following process shall apply regarding the adoption of curriculum materials for the District's instruction relating to the prevention of child abuse, family violence, dating violence, and sex trafficking:

1. The Board shall adopt a resolution convening the District's SHAC to recommend curriculum materials for the instruction.
2. The SHAC shall hold at least two public meetings on the curriculum materials before adopting recommendations to present to the Board.
3. The SHAC recommendations must comply with the instructional content requirements in law, be suitable for the subject and grade level for which the materials are intended, and be reviewed by academic experts in the subject and grade level for which the materials are intended.
4. The SHAC shall present its recommendations to the Board at a public meeting.
5. After the Board ensures the recommendations from the SHAC meet the standards in law, the Board shall take action on the recommendations by a record vote at a public meeting.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

Referral

Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.

Screening and Identification Process

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the assessment procedures and services for the program prior to beginning the screening and identification process.

Parental Consent

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

Identification Criteria

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Assessments

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

Selection

A selection committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs of gifted students, as required by law.

Notification

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

Interdistrict

When a student identified as gifted by a previous school district enrolls in the District, the selection committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Intradistrict

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the selection committee or a parent determines it is in the best interest of the student to exit the program, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the selection committee regarding selection for or exit from the gifted and talented program. Appeals shall be made first to the selection committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members,

administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The District's gifted and talented program shall address effective use of funds for programs and services consistent with the standards in the state plan for gifted and talented students.

~~The District shall annually report to the Texas Education Agency (TEA) regarding funding used to implement the District's gifted and talented program. The District shall annually certify to TEA:~~

~~1. The establishment of a gifted and talented program by the District; and~~

~~2. That the District's program is consistent with the state plan for gifted and talented students.~~

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Course Requirements

To graduate, a student must complete the courses required by the District in addition to those mandated by the state.

Foundation Program

The courses that satisfy District requirements under the foundation program, including courses for the distinguished level of achievement and courses for endorsements offered by the District, shall be listed in appropriate District publications.

Without an Endorsement

The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program without an endorsement. Graduation under the foundation program without an endorsement shall be permitted only as authorized under state law and rules.

With an Endorsement

The District requires no additional ~~completion of 3~~ credits beyond ~~in addition to~~ the number mandated by the state to graduate ~~for graduation~~ under the foundation program with an endorsement.

Distinguished Level of Achievement

The District requires no additional credits beyond the number mandated by the state to graduate under the foundation program with the distinguished level of achievement.

No Fine Arts Substitutions

The District shall not award state graduation credit in fine arts for participation in a community-based fine arts program.

Physical Education Substitutions

Activities and Courses

To the extent permitted by state rules, the District shall award state graduation credit in physical education for participation in approved activities and elective courses.

No Private or Commercial Programs

The District shall not award state graduation credit in physical education for private or commercially sponsored physical activity programs conducted either on or off campus. [See also EHAC]

Financial Aid Application Confirmation

As confirmation of a student's completion and submission of a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), the District shall accept the following:

1. A screenshot that includes the processed date field in ApplyTexas Counselor Suite FAFSA data;
2. Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA;
3. A copy or screenshot of the FAFSA acknowledgment page;
4. A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form);

5. An acknowledgment receipt from an institution of higher education (IHE); or

6. A copy of a financial aid award letter from an IHE.

[For students who choose not to complete and submit a FAFSA or a TASFA, see EIF(LEGAL).]

The District shall maintain individual student documentation of the financial aid application requirement as an education record. [See FL]

Trauma-Informed Care Program

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law and the Board-approved District professional development plan. ~~.~~ The District improvement plan shall specify required training for any other District employees as applicable.

~~Annual Report~~

~~The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.~~

Note: This policy addresses discrimination, including harassment, and retaliation against District students. For provisions regarding discrimination, including harassment, and retaliation against District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

~~**Statement of Nondiscrimination**~~

~~The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.~~

~~**Discrimination**~~

~~Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, that adversely affects the student.~~

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

Prohibited conduct also includes sexual harassment as defined by Title IX. [See FFH(LEGAL)]

~~**Prohibited Harassment**~~

~~**Prohibited harassment**~~**Statement of Nondiscrimination**

The District prohibits discrimination, including harassment, against any student. Discrimination is defined as treating a student or group of students differently from similarly situated students on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. One type of harassment this policy prohibits is dating violence, as defined below. Retaliation against anyone exercising their rights under this policy is a violation of District policy and is prohibited.

Harassment

Harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law, when the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;

2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

3. Otherwise adversely affects the student's educational opportunities.

Harassment~~Prohibited harassment~~ includes dating violence as defined by law and this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; cyberharassment; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Title IX Sexual~~Sex-Based~~ Harassment

As required by law, the District shall follow the procedures below at Response to Title IX Sexual Harassment~~—Title IX~~ upon a report of sex-based harassment, including sexual harassment, gender-based harassment, and dating violence, when such allegations, if proved, would meet the definition of sexual harassment in an education program or activity and against a person in the United States under Title IX. [See FFH(LEGAL)]

Other Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when~~:~~

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or

2. The conduct is so severe, persistent, or pervasive that it:

    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or

    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or other inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, contact, or communications, including electronic communication.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; cyberharassment; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Reporting Procedures

Any student who believes that he or she has experienced prohibited conduct and any person who~~or~~ believes that a~~another~~ student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Student Report

Employee Report

Any District employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

Definition of District Officials

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

Title IX Coordinator

Reports of discrimination based on sex, including sexual harassment, gender-based harassment, or dating violence, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

ADA / Section 504 Coordinator

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

Superintendent

The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

Alternative Reporting Procedures

An individual shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Timely Reporting

To ensure the District's prompt investigation, reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act.

Notice to Parents

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

When the District receives a report of prohibited conduct that includes dating violence, the appropriate District official shall immediately notify the parent or guardian of the student who has been identified in the report as the alleged victim or perpetrator.

Investigation of Reports Other Than Title IX

The following procedures apply to all allegations of prohibited conduct other than allegations of harassment prohibited by Title IX. [See FFH(LEGAL)] For allegations of sex-based harassment that, if proved, would meet the definition of sexual harassment under Title IX, including sexual harassment, gender-based harassment, and dating violence, see the procedures below at Response to Title IX Sexual Harassment~~ — Title IX~~.

	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	Upon receipt or notice of a report, the District official shall determine whether the allegations, if proved, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation. If the District official determines that the allegations, if proved, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.
Criminal Investigation	If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.
Concluding the Investigation	Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

Notification of Outcome

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the report, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination, ~~and~~ harassment, and retaliation.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent has the~~shall be informed of his or her~~ right to file a complaint with the United States Department of Education Office for Civil Rights.

Response to Title IX Sexual Harassment~~– Title IX~~

General Response

For purposes of the District's response to reports of harassment prohibited by Title IX, definitions can be found in FFH(LEGAL).

When the District receives notice or an allegation of conduct that, if proved, would meet the definition of sexual harassment under Title IX, the Title IX coordinator shall promptly contact the complainant to:

- Discuss the availability of supportive measures and inform the complainant that they are available, with or without the filing of a formal complaint;
- Consider the complainant's wishes with respect to supportive measures; and
- Explain to the complainant the option and process for filing a formal complaint.

The District's response to sexual harassment shall treat complainants and respondents equitably by offering supportive measures to both parties, as appropriate, and by following the Title IX formal complaint process before imposing disciplinary sanctions or other actions that are not supportive measures against a respondent.

If a formal complaint is not filed or dismissed, the District reserves the right to investigate and respond to prohibited conduct in accordance with Board policies and the Student Code of Conduct. The Title IX coordinator also reserves the right to sign a formal complaint, initiating the Title IX grievance process, if it would be deliberately indifferent not to investigate and respond to the prohibited conduct in accordance with Board policies and the Student Code of Conduct.

Title IX Formal Complaint Process

To distinguish the process described below from the District's general grievance policies [see DGBA, FNG, and GF], this policy refers to the grievance process required by Title IX regulations for responding to formal complaints of sexual harassment as the District's "Title IX formal complaint process."

The Superintendent shall ensure the development of a Title IX formal complaint process that complies with legal requirements. [See FFH(LEGAL)] The formal complaint process shall be posted on the District's website. In compliance with Title IX regulations, the District's Title IX formal complaint process shall address the following basic requirements:

1. Equitable treatment of complainants and respondents;
2. An objective evaluation of all relevant evidence;

3. A requirement that the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution process not have a conflict of interest or bias;
4. A presumption that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of the Title IX formal complaint process;
5. Time frames that provide for a reasonably prompt conclusion of the Title IX formal complaint process, including time frames for appeals and any informal resolution process, and that allow for temporary delays or the limited extension of time frames with good cause and written notice as required by law;
6. A description of the possible disciplinary sanctions and remedies that may be implemented following a determination of responsibility for the alleged sexual harassment;
7. A statement of the standard of evidence to be used to determine responsibility for all Title IX formal complaints of sexual harassment;
8. Procedures and permissible bases for the complainant and respondent to appeal a determination of responsibility or a dismissal of a Title IX formal complaint or any allegations therein;
9. A description of the supportive measures available to the complainant and respondent;
10. A prohibition on using or seeking information protected under a legally recognized privilege unless the individual holding the privilege has waived the privilege;
11. Additional formal complaint procedures in 34 C.F.R. 106.45(b), including written notice of a formal complaint, consolidation of formal complaints, recordkeeping, and investigation procedures; and
12. Other local procedures as determined by the Superintendent.

Standard of Evidence

The standard of evidence used to determine responsibility in a Title IX formal complaint of sexual harassment shall be the preponderance of the evidence.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, files a complaint of harassment or discrimination, serves as a witness, or participates in an investigation. The definition of prohibited retaliation under this policy also includes retaliation against a student

who refuses to participate in any manner in an investigation under Title IX. In the absence of a formal complaint, allegations of retaliation shall be investigated under Investigation of Reports Other Than Title IX, above.

Examples

Examples of retaliation may include threats, intimidation, coercion, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim or offers false statements in a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action in accordance with law.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records control schedules, but for no less than the minimum amount of time required by law. [See CPC]

[For Title IX recordkeeping and retention provisions, see FFH(LEGAL) and the District's Title IX formal complaint process.]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Regular Meeting

Wednesday, June 8, 2022 5:30 PM
SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. **GENERAL FUNCTIONS**

1.A. Call Meeting to Order

The meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present: Sandra Licon, Board President; Myrna Hernandez, Board Vice President; Michelle Garcia, Board Secretary; Eduardo Chavez, Trustee; Axel Lopez, Trustee

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

Board Trustee Martin Chavarria attended the meeting by videoconference.

Board of Trustee Fernie Madrid joined the meeting by videoconference at 5:36 p.m. Mr. Madrid left the videoconference at 6:08 p.m.

1.C. Pledge of Allegiance

1.D. **San Elizario ISD Mission Statement**

Mrs. Licon recited the district's mission statement.

2. **OPEN FORUM (five minute limit)**

No items were presented during open forum.

3. **DISTRICT RECOGNITIONS**

3.A. Do The Write Thing Texas Challenge Recognition - Ambassador Kayla Peters, Semi-Finalists, and Sponsor Mrs. Stephanie Zaragoza

Mr. Richard Salcido, Principal at Ann M. Garcia-Enriquez Middle School, recognized students and teacher sponsor for their accomplishments.

3.B. UIL Readers Theatre Spanish Recognition - Students and Sponsor Mrs. Cynthia Villarreal

Mr. Richard Salcido, Principal at Ann M. Garcia-Enriquez Middle School, recognized students and teacher sponsor for their accomplishments.

3.C. SEISD Code On Event Recognition - Mrs. Deborah Cortez, Instructional Officer

Dr. Rogelio Segovia, Associate Superintendent, recognized Mrs. Deborah Cortez for her continued support to SEISD.

3.D. Introduction of Lorenzo G. Loya Primary School Improvement Coordinator - Ms. Myrna Quiñones

Ms. Julissa Esquivel introduced Ms. Myrna Quiñones to the Board of Trustees.

3.E. Introduction of San Elizario High School Improvement Coordinator - Mr. Benjamin Melendez

Mrs. April Marioni introduced Mr. Benjamin Melendez to the Board of Trustees.

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

4.A. Discussion regarding continued service to the Board

Mr. Fernie Madrid asked Mrs. Sandra Licon to read his letter to the Board of Trustees. Letter stated Mr. Fernie Madrid will not be stepping down and will honor his term as a Board of Trustees and will continue supporting SEISD.

4.B. Raise Your Hand Texas - San Eli Votes Website

Dr. Jeannie Meza-Chavez stated Mr. Horacio Hernandez will give more information on the website. Mr. Horacio Hernandez presented the website called San Eli Votes, www.seisd.net/sanelivotes. Website will help community register to vote, find voting poll locations, voting "what to expect," and will allow you to find voting information and resources regarding District, State and National elections.

Dr. Jeannie Meza-Chavez asked the Board of Trustees to provide feedback on the website.

Mrs. Michelle Garcia stated we should share it with Ms. Missy Bender for RYHT so she could also provide feedback.

Mrs. Myrna Hernandez stated the website looked user-friendly.

Dr. Jeannie Meza-Chavez stated she will share it with Ms. Missy Bender before being advertised to the public.

Mr. Eduardo Chavez suggested to add a link to the website that will provide information regarding San Elizario's state representative.

Mrs. Michelle Garcia, asked about local city council members and mayor information. Mr. Horacio Hernandez will update the information once the county makes the results official.

4.C. Board of Trustees to name a delegate and an alternate to attend TASB Delegate Assembly during the TASA | TASB Convention in San Antonio, TX on September 24, 2022

Motion by Mrs. Myrna Hernandez to name Mrs. Michelle Garcia as delegate and Mr. Axel Lopez as alternate to attend TASB Delegate Assembly. Motion Second my Mr. Eduardo Chavez. Motion Passed.

4.D. Discussion on proposed Golf Team Initiative

Mrs. Christine Jaksch, Athletic Director, presented budget information to start a Golf Team program at San Elizario High School. Budget includes Coaches, student travel expenses, uniforms, sport equipment and other miscellaneous expenses.

Mr. Eduardo Chavez would like to get additional information on Golf Team Budget for San Elizario High School.

4.E. Budget Workshop #2 2022-2023

Mr. Norberto Rivas, Chief Financial Officer, presented the 2022-2023 Budget Workshop.

4.F. Consider and possible Board action on approval of Salaries and Stipends for Teachers and Employees for the 2022-2023 School Year

Mrs. Blanca Cruz, Human Resources Director, presented the 2022-2023 Compensation Plan.

Mrs. Michelle Garcia made a motion to approve the compensation plan for the 2022-2023 school year as presented by administration. Some of the compensation highlights include a 6% pay increase for teachers, a 5% pay increase for all employees to include employees over the max of their assigned pay grade (excludes food service employees on pay grades 1,2,3,5 and 6), food service employees in pay grades 1,2,3,5 and 6 will get flat $2,500 pay increase, retention $1,200 annualized stipend. Mrs. Myrna Hernandez

seconded the motion. Motion Passed.

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

Mrs. Michelle Garcia made a motion to approve all items under consent agenda. Mr. Eduardo Chavez seconded the motion. Motion Passed.

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Purchase Orders exceeding $25,000

5.A.4.a. PO# 42325 - Flyers Energy, LLC - revising amount to $34,000.00

5.A.4.b. PO# 42442 - Heist Disposal Service Inc - revising amount to $28,600.00

5.B. Consider and possible Board action to approve request for proposals for student athletic insurance (RFP#22-1116)

5.C. Goal Progress Monitoring

5.C.1. GPM 1.1 - Student Mathematics performance in Grades Pre-K through 2nd will increase from 2020-2021 through 2023-2024 as measured by the IStation Mathematics Ability Index. Performance at the Approaches, Meets, and Master's Levels will increase.

5.C.2. GPM 2.1 - Student Reading performance in Grades Pre-K through 2nd will increase from 2020-2021 through 2023-2024 as measured by the IStation Overall Reading Ability Index. Performance at the Approaches, Meets, and Master's Levels will increase.

5.C.3. GPM 1.1 and GPM 2.1 Powerpoint

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

5.D.1. May 11, 2022 - Regular Board Meeting

5.D.2. May 25, 2022 - Special Board Meeting

6. **PRESENTATION / REPORTS / INFORMATION**

6.A. FWTSBA Spring Workshop Training Presentation (Information)

6.B. Leadership Academy, Instructional Specialist Academy, Teacher Orientation, & Professional Development Week (Information)

6.C. STAAR and EOC Preliminary Results for Spring 2022 (Information)

6.D. Tyler Technologies, Inc.- Hardware/Software Phase 2 Product Information

6.E. Meal Service Update (Information)

7. **EXECUTIVE SESSION**

The Board entered into a closed meeting at **7:33 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:

7.A. Consultation with Legal Counsel regarding Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates; Pursuant to Texas Government Code Section 551.071.

7.B. Discussion on Employee / Board / Superintendent Communication

8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**

The Board returned to open session at 8:59 pm to take possible action on the matters discussed in Executive Session.

8.A. Discuss and Take Possible Action Related to Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates

Ms. Priscilla de Mata, Legal Counsel, stated there is still no agreement to be approved. No motion is needed.

9. **NEXT MEETING DATE:**
Special Meeting (Budget Adoption): Monday, June 20, 2022 at 5:30 p.m.
Regular Board Meeting: July 20, 2022 at 5:30 p.m.

10. **ADJOURNMENT**

Mrs. Myrna Hernandez made a motion to adjourn. Mr. Axel Lopez seconded the motion. Motion passed. **Time: 9:00 pm**

_____
Board President

_____
Board Secretary

Special Meeting

Monday, June 20, 2022 5:30 PM
SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. **GENERAL FUNCTIONS**

1.A. Call Meeting to Order

The meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present:
Sandra Licon, Board President; Michelle Garcia Board Secretary; Eduardo Chavez, Board Trustee; Axel Lopez, Board Trustee.

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

Board Trustee Martin Chavarria attended the meeting by videoconference.

The following Board of Trustees were not in attendance:
Myrna Hernandez, Board Vice President
Fernie Madrid, Board Trustee

1.C. Pledge of Allegiance

1.D. **San Elizario ISD Mission Statement**

Mrs. Sandra Licon recited the District's Mission Statement.

2. **NEW BUSINESS / BOARD ACTION ITEMS**

2.A. Consider Board action to approve health plan premium rates and benefits for the 2022-2023 Plan Year.

Mrs. Blanca Cruz, Human Resource Director, went over the premium rates.

Mrs. Michelle Garcia made a motion to approve the health plan premium rates and benefits for the 2022-2023 plan year. Motion seconded by Mr. Axel Lopez. Motion passed.

2.B. Discussion and possible Board action to approve proposed revision to Pay Grade 4B and Equity Adjustments for Bus Drivers.

Mrs. Blanca Cruz, Human Resource Director, proposed a starting pay increase to a minimum of

$17/hr for bus drivers.

Mrs. Michelle Garcia made a motion to approve the starting pay increase for bus drivers. Mr. Axel Lopez seconded the motion. Motion Passed.

2.C. Discussion of property values and the funding lag in accordance with the School FIRST 2022-2023 Rating Indicator #20

Mr. Norberto Rivas, Chief Financial Officer, started discussion of property values and the funding lag in accordance with the School FIRST 2022-2023 Rating Indicator #20.

Board of Trustees had no questions.

2.D. Discussion on Proposed Budget and Proposed Tax Rate for the 2022 - 2023 School Year

Mr. Norberto Rivas, Chief Financial Officer, presented the proposed budget and Proposed Tax Rate presentation.

Board of Trustees had no questions.

2.E. Public Hearing on Proposed Budget and Proposed Tax Rate for 2022 - 2023 School Year

Mr. Norberto Rivas, Chief Financial Officer, opened the floor for any public comment.

No public comment was made during this agenda item.

2.F. Consider and possible Board action on adoption of Accelerated Instruction Budget for 2022-2023 School Year

Mr. Norberto Rivas, Chief Financial Officer, presented the Accelerated Instruction Budget for the 2022-2023 School Year.

Mrs. Eduardo Chavez made a motion to pass the Accelerated Instruction Budget for the 2022-2023 School Year. Motion seconded by Mrs. Michelle Garcia. Motion passed.

2.G. Consider and possible Board action on the adoption of the Official Budget for the 2022 - 2023 School Year.

Mr. Norberto Rivas, Chief Financial Officer, presented the Official Budget for the 2022 - 2023 School year.

Mrs. Michelle Garcia made a motion to approve the Official Budget for the 2022-2023 School Year. Motion was seconded by Mr. Eduardo Chavez. Motion passed.

2.H. Consider and possible Board action to approve Summer 2023 ESSER Funded Retention Stipend

Mrs. Blanca Cruz, Human Resource Director, proposed approval of a Summer 2023 ESSER Funded Retention Stipend of $1000.00 for returning full time employees and $500.00 for returning part time employees payable in August 2023 (2023-2024 School Year).

Mrs. Michelle Garcia made a motion to approve the Summer 2023 ESSER Funded Retention Stipend. Motion was seconded by Mr. Axel Lopez. Motion passed.

2.I. Consider and possible Board action to approve contract with GA Architecture, Inc. for construction and addition of new building(s) and improvement of student drop off area(s) at Garcia-Enriquez Middle School (RFQ#22-1106)

Mr. Norberto Rivas, Chief Financial Officer, presented GA Architecture, Inc. contract for construction and addition of new building(s) and improvement of student drop off area(s) at Garcia-Enriquez Middle School.

Mr. Eduardo Chavez, made a motion to approve contract with GA Architecture, Inc. Motion was seconded by Mr. Axel Lopez. Motion passed.

3. **CONSENT AGENDA - Consider and possible board action on**

Mrs. Michelle Garcia made a motion to approve all items in the Consent Agenda (items 3A to 3C). Motion was seconded by Mr. Axel Lopez. Motion passed.

3.A. Financial Reports

3.A.1. Budget Amendment

3.B. Consider and possible Board action to approve purchase orders exceeding $25,000.00 for the upcoming 2022 - 2023 School Year funded by the 2022 - 2023 General Fund Budget.

3.B.1. PO# 45091 – Education Service Center, Region XIX - $26,530.00
PO# 45092 – Segovia’s Distributing Inc - $60,000.00
PO# 45093 – GH Dairy - $150,000.00

PO# 45094 – Heist Disposal Service Inc - $34,830.00
PO# 45095 – Trejo Commercial Refrigeration - $50,000.00
PO# 45096 – Labatt Food Service LLC - $80,000.00
PO# 45097 – Flyers Energy, LLC - $195,000.00
PO# 45098 – Labatt Food Service LLC - $1,500,000.00
PO#45099 – Flyers Energy, LLC - $49,200.00
PO# 45100 – Flowers Baking Co of El Paso - $30,000.00
PO# 45101 – Ekon-O-Pac, LLC - $35,000.00
PO# 45102 – Far West Services Inc - $75,000.00
PO# 45103 – County of El Paso - $29,000.00
PO# 45104 – Gibson Ruddock Patterson LLC - $65,000.00
PO# 45105 – El Paso Central Appraisal District - $44,500.00
PO# 45106 – Frontline Technologies Group, LLC - $81,745.00
PO# 45107 – Spectrum Imaging Technologies - $90,705.00

3.C. Consider and possible Board action to approve resolution for the purchase of employee retention items and activities for the 2022-2023 School Year

4. **PRESENTATION / REPORTS / INFORMATION**

4.A. Federally Funded Positions 2022-2023 School Year (Information)

5. **NEXT MEETING DATE:**
Regular Board Meeting: Wednesday, July 20, 2022, at 5:30 p.m.

6. **ADJOURNMENT**
Mr. Eduardo Chavez made a motion to adjourn the meeting. Motion was seconded by Mrs. Michelle Garcia. Motion passed. **Time: 5:57 p.m.**

_____
Board President Mrs. Sandra Licon

_____
Board Secretary Mrs. Michelle Garcia

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

MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Technology Director
Subject: June 2022 Technology Fixed Asset Discard
Date: July 20, 2022

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

RATIONALE:
Items shown on the attached lists have been reviewed by the District Technology Department and concur with campus/departments administration to dispose or sell listed items.

BUDGET IMPACT:
No budget impact.

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

Please check one: X For approval ☐ Report/Information only ☐ Recognition only

Sambrano Elementary

SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT

[ ] Other

[ ] Excell

(Please Check Appropriate Campus)

SE High School [ ] GEMS [ ] Alarcon [ ] Borrego

Room#	Description	Tag Number/Serial			Qty		Comr
116	projector			1001263523	1		Obsolete
116	prometheam			1001262853	1		Obsolete
Secure R	I-Pad			3600003092	1		Obsolete
Secure R	I-Pad			59406	1		Obsolete
Secure R	I-Pad			2600001836	1		Obsolete
Secure R	I-Pad			3600001850	1		Obsolete
Secure R	I-Pad			54922	1		Obsolete
Secure R	I-Pad			3600002197	1		Obsolete
Secure R	I-Pad			2600001575	1		Obsolete
Secure R	I-Pad			54877	1		Obsolete
Secure R	I-Pad			2600000564	1		Obsolete
Secure R	I-Pad			59401	1		Obsolete
Secure R	I-Pad			54913	1		Obsolete
Secure R	I-Pad			2600000241	1		Obsolete
Secure R	I-Pad			3600001878	1		Obsolete
Secure R	I-Pad			1411174252	1		Obsolete
Secure R	Chromebooks			3600001607	1		Obsolete
Secure R	Chromebooks			2600002968	1		Obsolete
Secure R	Chromebooks			59213	1		Obsolete
Secure R	Chromebooks			3600002123	1		Obsolete
Secure R	Chromebooks			2600004459	1		Obsolete
Secure R	Chromebooks			2600004470	1		Obsolete
Secure R	Chromebooks			2600004406	1		Obsolete

Date 6/27/2022 Siganture

Borrego Elementary

SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT

Fixed Asset Discard List

[XX] Other Technology

[ ] Excell [ ] Loya

Campus (Please Check Appropriate Campus)

[ ] SE High School [ ] GEMS [ ] Alarcon [XX] Borrego [ ] Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Electrical Room	Lenovo Chromebook	2600002571	1	OBSOLETE
2	Electrical Room	Lenovo Chromebook	3600001376	1	OBSOLETE
3	Electrical Room	Lenovo Chromebook	3600004030	1	OBSOLETE
4	Electrical Room	Lenovo Chromebook	2600002552	1	OBSOLETE
5	Electrical Room	Dell Laptop	1602232114	1	OBSOLETE
6	Electrical Room	Lenovo Chromebook	2600002556	1	OBSOLETE
7	Electrical Room	Lenovo Chromebook	2600002576	1	OBSOLETE
8	Electrical Room	Dell Laptop	3600001754	1	OBSOLETE
9	Electrical Room	Elmo projector	711263725	1	OBSOLETE
10	Electrical Room	Dell Monitor	1308123045	1	OBSOLETE
11	Electrical Room	Dell PC	1308122509	1	OBSOLETE
12	Electrical Room	Sony Radio	905064658	1	OBSOLETE
13	Electrical Room	Hailton.Cassette Radio	3600000647	1	OBSOLETE
14	Electrical Room	Lenovo Chromebook	3600002026	1	OBSOLETE
15	Electrical Room	Elmo projector	907290821	1	OBSOLETE
16	Electrical Room	Samsung Chromebook	1512081903	1	OBSOLETE
17	Electrical Room	Samsung Chromebook	3600000137	1	OBSOLETE
18	Electrical Room	Samsung Chromebook	3600000162	1	OBSOLETE
19	Electrical Room	Samsung Chromebook	3600000070	1	OBSOLETE
20	Electrical Room	Samsung Chromebook	3600000163	1	OBSOLETE
21	Electrical Room	Lenovo Chromebook	2600002647	1	OBSOLETE
22	Electrical Room	Lenovo Chromebook	2600002627	1	OBSOLETE
23	Electrical Room	Lenovo Chromebook	2600002640	1	OBSOLETE
24	Electrical Room	Lenovo Chromebook	2600002614	1	OBSOLETE
25	Electrical Room	Lenovo Chromebook	3600002547	1	OBSOLETE
26	Electrical Room	Lenovo Chromebook	3600002044	1	OBSOLETE
27	Electrical Room	Lenovo Chromebook	3600002595	1	OBSOLETE
28	Electrical Room	Lenovo Chromebook	3600003991	1	OBSOLETE
29	Electrical Room	Lenovo Chromebook	3600002331	1	OBSOLETE
30	Electrical Room	Boxlight for Promethean	1101314011	1	OBSOLETE
31	Electrical Room	Boxlight for Promethean	1403262110	1	OBSOLETE
32	Electrical Room	Boxlight for Promethean	1403263501	1	OBSOLETE
33	Electrical Room	Boxlight for Promethean	1403262318	1	OBSOLETE
34	Electrical Room	Promethean	1405010356	1	OBSOLETE
35	Electrical Room	Promethean	1405010115	1	OBSOLETE
36	Electrical Room	Promethean	1405192457	1	OBSOLETE
37	Electrical Room	Promethean	1405010529	1	OBSOLETE
38	Electrical Room	TV combo Toshiba	MW27H62	1	OBSOLETE
39	Electrical Room	HP Printer	909283557	1	OBSOLETE
43					

Date: 6/13/2022

Authorized Campus Signature

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Alarcon Elementary

SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT

Fixed Asset Discard List

[ ] Other [ ] Furniture

[ ] Excell [ ] Loya

Campus (Please Check Appropriate Campus)

[ ] SE High School GEMS XXXX Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	2600002486	1	Broken
2	Secure Rm	ChromeBook	3600002169	1	Broken
3	Secure Rm	ChromeBook	3600001555	1	Broken
4	Secure Rm	ChromeBook	3600001584	1	Broken
5	Secure Rm	ChromeBook	1506103443	1	Broken
6	Secure Rm	ChromeBook	1501274514	1	Broken
7	Secure Rm	ChromeBook	1602053727	1	Broken
8	Secure Rm	ChromeBook	1601074458	1	Broken
9	Secure Rm	ChromeBook	1512042004	1	Broken
10	Secure Rm	ChromeBook	2600000270	1	Broken
11	Secure Rm	ChromeBook	1504172859	1	Broken
12	Secure Rm	ChromeBook	3600004188	1	Broken
13	Secure Rm	ChromeBook	1512073814	1	Broken
14	Secure Rm	ChromeBook	1601073300	1	Broken
15	Secure Rm	ChromeBook	2600004615	1	Broken
16	Secure Rm	ChromeBook	2600004566	1	Broken
17	Secure Rm	ChromeBook	2600004572	1	Broken
18	Secure Rm	ChromeBook	2600004600	1	Broken
19	Secure Rm	ChromeBook	2600001410	1	Broken
20	Secure Rm	ChromeBook	1601054609	1	Broken
21	Secure Rm	ChromeBook	1601052659	1	Broken
22	Secure Rm	ChromeBook	1601052507	1	Broken
23	Secure Rm	ChromeBook	3600002161	1	Broken
24	Secure Rm	ChromeBook	1412010553	1	Broken
25	Secure Rm	ChromeBook	1412014604	1	Broken
26	Secure Rm	ChromeBook	1411233733	1	Broken
27	Secure Rm	ChromeBook	3600000567	1	Broken
28	Secure Rm	ChromeBook	2600002464	1	Broken
29	Secure Rm	ChromeBook	1510262057	1	Broken
30	Secure Rm	ChromeBook	1512044309	1	Broken

Date: 6/20/2022

Authorized Campus Signature

Page 1 of 15

SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT

Fixed Asset Discard List

[ ] Other ___ Furniture

[ ] Excell [ ] Loya

Campus (Please Check Appropriate Campus)

[ ] SE High School GEMS XXXX Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	1601052621	1	Broken
2	Secure Rm	ChromeBook	3600000078	1	Broken
3	Secure Rm	ChromeBook	3600000569	1	Broken
4	Secure Rm	ChromeBook	1506160938	1	Broken
5	Secure Rm	ChromeBook	1506104635	1	Broken
6	Secure Rm	ChromeBook	3600000579	1	Broken
7	Secure Rm	ChromeBook	3600003097	1	Broken
8	Secure Rm	ChromeBook	3600000079	1	Broken
9	Secure Rm	ChromeBook	1512072425	1	Broken
10	Secure Rm	ChromeBook	1412010703	1	Broken
11	Secure Rm	ChromeBook	2600002466	1	Broken
12	Secure Rm	ChromeBook	3600003110	1	Broken
13	Secure Rm	ChromeBook	1501272142	1	Broken
14	Secure Rm	ChromeBook	3600001550	1	Broken
15	Secure Rm	ChromeBook	3600000574	1	Broken
16	Secure Rm	ChromeBook	2600000427	1	Broken
17	Secure Rm	ChromeBook	3600000564	1	Broken
18	Secure Rm	ChromeBook	1510261807	1	Broken
19	Secure Rm	ChromeBook	1411251859	1	Broken
20	Secure Rm	ChromeBook	2600002506	1	Broken
21	Secure Rm	ChromeBook	3600000566	1	Broken
22	Secure Rm	ChromeBook	3600001543	1	Broken
23	Secure Rm	ChromeBook	2600002382	1	Broken
24	Secure Rm	ChromeBook	3600002148	1	Broken
25	Secure Rm	ChromeBook	3600001610	1	Broken
26	Secure Rm	ChromeBook	3600000529	1	Broken
27	Secure Rm	ChromeBook	2600002467	1	Broken
28	Secure Rm	ChromeBook	1411253839	1	Broken
29	Secure Rm	ChromeBook	1412015907	1	Broken
30	Secure Rm	ChromeBook	2600000834	1	Broken

Date: 6/20/2022

Authorized Campus Signature

Page 2 of 15

SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT

Fixed Asset Discard List

[ ] Other Furniture

[ ] Excell [ ] Loya

Campus (Please Check Appropriate Campus)

[ ] SE High School GEMS XXXX Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	1412010003	1	Broken
2	Secure Rm	ChromeBook	1412012326	1	Broken
3	Secure Rm	ChromeBook	1604140042	1	Broken
4	Secure Rm	ChromeBook	2600002460	1	Broken
5	Secure Rm	ChromeBook	3600003113	1	Broken
6	Secure Rm	ChromeBook	3600002512	1	Broken
7	Secure Rm	ChromeBook	3600002153	1	Broken
8	Secure Rm	ChromeBook	2600002480	1	Broken
9	Secure Rm	ChromeBook	1506160553	1	Broken
10	Secure Rm	ChromeBook	3600000576	1	Broken
11	Secure Rm	ChromeBook	1501274903	1	Broken
12	Secure Rm	ChromeBook	2600000257	1	Broken
13	Secure Rm	ChromeBook	3600002170	1	Broken
14	Secure Rm	ChromeBook	1601284657	1	Broken
15	Secure Rm	ChromeBook	3600003111	1	Broken
16	Secure Rm	ChromeBook	3600000540	1	Broken
17	Secure Rm	ChromeBook	3600003094	1	Broken
18	Secure Rm	ChromeBook	3600001583	1	Broken
19	Secure Rm	ChromeBook	3600002159	1	Broken
20	Secure Rm	ChromeBook	2600002769	1	Broken
21	Secure Rm	ChromeBook	2600002385	1	Broken
22	Secure Rm	ChromeBook	1601073620	1	Broken
23	Secure Rm	ChromeBook	1501271716	1	Broken
24	Secure Rm	ChromeBook	1602023550	1	Broken
25	Secure Rm	ChromeBook	2600000375	1	Broken
26	Secure Rm	ChromeBook	2600002528	1	Broken
27	Secure Rm	ChromeBook	1601053600	1	Broken
28	Secure Rm	ChromeBook	2600002465	1	Broken
29	Secure Rm	ChromeBook	3600002171	1	Broken
30	Secure Rm	ChromeBook	2600002395	1	Broken

Date: 6/20/2022

Authorized Campus Signature

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SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT

Fixed Asset Discard List

[ ] Other Furniture

[ ] Excell [ ] Loya

Campus (Please Check Appropriate Campus)

[ ] SE High School GEMS XXXX Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	3600002160	1	Broken
2	Secure Rm	ChromeBook	3600000530	1	Broken
3	Secure Rm	ChromeBook	3600003129	1	Broken
4	Secure Rm	ChromeBook	2600002472	1	Broken
5	Secure Rm	ChromeBook	2600002456	1	Broken
6	Secure Rm	ChromeBook	2600002479	1	Broken
7	Secure Rm	ChromeBook	2600002457	1	Broken
8	Secure Rm	ChromeBook	3600001547	1	Broken
9	Secure Rm	ChromeBook	3600002167	1	Broken
10	Secure Rm	ChromeBook	2600002492	1	Broken
11	Secure Rm	ChromeBook	2600002386	1	Broken
12	Secure Rm	ChromeBook	1412011517	1	Broken
13	Secure Rm	ChromeBook	1512074622	1	Broken
14	Secure Rm	ChromeBook	3600000103	1	Broken
15	Secure Rm	ChromeBook	1107071439	1	Broken
16	Secure Rm	ChromeBook	1312025819	1	Broken
17	Secure Rm	ChromeBook	1512074330	1	Broken
18	Secure Rm	ChromeBook	3600003106	1	Broken
19	Secure Rm	ChromeBook	2600000267	1	Broken
20	Secure Rm	ChromeBook	1601053927	1	Broken
21	Secure Rm	ChromeBook	1601055043	1	Broken
22	Secure Rm	ChromeBook	1602022739	1	Broken
23	Secure Rm	ChromeBook	1510225949	1	Broken
24	Secure Rm	ChromeBook	3600003119	1	Broken
25	Secure Rm	ChromeBook	2600002391	1	Broken
26	Secure Rm	ChromeBook	1062107113	1	Broken
27	Secure Rm	ChromeBook	1312025004	1	Broken
28	Secure Rm	ChromeBook	1302184801	1	Broken
29	Secure Rm	ChromeBook	1302184327	1	Broken
30	Secure Rm	ChromeBook	1312025652	1	Broken

Date: 6/20/2022

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Fixed Asset Discard List

☐ Other Furniture

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Campus (Please Check Appropriate Campus)

☐ SE High School GEMS XXXX Alarcon ☐ Borrego ☐ Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	1601073134	1	Broken
2	Secure Rm	ChromeBook	1512073501	1	Broken
3	Secure Rm	ChromeBook	2600002471	1	Broken
4	Secure Rm	ChromeBook	1501272900	1	Broken
5	Secure Rm	ChromeBook	2600002454	1	Broken
6	Secure Rm	ChromeBook	2600000804	1	Broken
7	Secure Rm	ChromeBook	2600002493	1	Broken
8	Secure Rm	ChromeBook	3600002146	1	Broken
9	Secure Rm	ChromeBook	2600001403	1	Broken
10	Secure Rm	ChromeBook	1412012656	1	Broken
11	Secure Rm	ChromeBook	1411255029	1	Broken
12	Secure Rm	ChromeBook	1601050032	1	Broken
13	Secure Rm	ChromeBook	3600002147	1	Broken
14	Secure Rm	ChromeBook	3600001536	1	Broken
15	Secure Rm	ChromeBook	3600000539	1	Broken
16	Secure Rm	ChromeBook	3600002140	1	Broken
17	Secure Rm	ChromeBook	1601053651	1	Broken
18	Secure Rm	ChromeBook	3600003109	1	Broken
19	Secure Rm	ChromeBook	3600003095	1	Broken
20	Secure Rm	ChromeBook	3600003098	1	Broken
21	Secure Rm	ChromeBook	2600000832	1	Broken
22	Secure Rm	ChromeBook	1512044044	1	Broken
23	Secure Rm	ChromeBook	1601073539	1	Broken
24	Secure Rm	ChromeBook	2600004523	1	Broken
25	Secure Rm	ChromeBook	1602022820	1	Broken
26	Secure Rm	ChromeBook	2600002754	1	Broken
27	Secure Rm	ChromeBook	1512043443	1	Broken
28	Secure Rm	ChromeBook	1512041010	1	Broken
29	Secure Rm	ChromeBook	3600003122	1	Broken
30	Secure Rm	ChromeBook	3600000113	1	Broken

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Campus (Please Check Appropriate Campus)

[ ] SE High School GEMS XXXX Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	2600000363	1	Broken
2	Secure Rm	ChromeBook	1510265925	1	Broken
3	Secure Rm	ChromeBook	1512753228	1	Broken
4	Secure Rm	ChromeBook	3600001546	1	Broken
5	Secure Rm	ChromeBook	1501270332	1	Broken
6	Secure Rm	ChromeBook	1512045514	1	Broken
7	Secure Rm	ChromeBook	1501270812	1	Broken
8	Secure Rm	ChromeBook	1411252111	1	Broken
9	Secure Rm	ChromeBook	1601050209	1	Broken
10	Secure Rm	ChromeBook	1412012548	1	Broken
11	Secure Rm	ChromeBook	2600000803	1	Broken
12	Secure Rm	ChromeBook	1512074735	1	Broken
13	Secure Rm	ChromeBook	1411252352	1	Broken
14	Secure Rm	ChromeBook	1501272509	1	Broken
15	Secure Rm	ChromeBook	1510225417	1	Broken
16	Secure Rm	ChromeBook	1501270918	1	Broken
17	Secure Rm	ChromeBook	1411252234	1	Broken
18	Secure Rm	ChromeBook	1501272552	1	Broken
19	Secure Rm	ChromeBook	1601050258	1	Broken
20	Secure Rm	ChromeBook	1601054757	1	Broken
21	Secure Rm	ChromeBook	1601073803	1	Broken
22	Secure Rm	ChromeBook	1602022437	1	Broken
23	Secure Rm	ChromeBook	1510225833	1	Broken
24	Secure Rm	ChromeBook	2600004533	1	Broken
25	Secure Rm	ChromeBook	2600004565	1	Broken
26	Secure Rm	ChromeBook	1506161337	1	Broken
27	Secure Rm	ChromeBook	1501270500	1	Broken
28	Secure Rm	ChromeBook	1510260340	1	Broken
29	Secure Rm	ChromeBook	2600000422	1	Broken
30	Secure Rm	ChromeBook	2600000414	1	Broken

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Campus (Please Check Appropriate Campus)

[ ] SE High School GEMS XXXX Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	2600000430	1	Broken
2	Secure Rm	ChromeBook	2600002137	1	Broken
3	Secure Rm	ChromeBook	3600001582	1	Broken
4	Secure Rm	ChromeBook	3600002156	1	Broken
5	Secure Rm	ChromeBook	3600000543	1	Broken
6	Secure Rm	ChromeBook	3600001538	1	Broken
7	Secure Rm	ChromeBook	3600001573	1	Broken
8	Secure Rm	ChromeBook	3600001542	1	Broken
9	Secure Rm	ChromeBook	3600002163	1	Broken
10	Secure Rm	ChromeBook	3600001572	1	Broken
11	Secure Rm	ChromeBook	2600004558	1	Broken
12	Secure Rm	ChromeBook	2600004635	1	Broken
13	Secure Rm	ChromeBook	3600000528	1	Broken
14	Secure Rm	ChromeBook	1604140034	1	Broken
15	Secure Rm	ChromeBook	2600002387	1	Broken
16	Secure Rm	ChromeBook	2600002459	1	Broken
17	Secure Rm	ChromeBook	2600000814	1	Broken
18	Secure Rm	ChromeBook	2600000425	1	Broken
19	Secure Rm	ChromeBook	2600000792	1	Broken
20	Secure Rm	ChromeBook	2600000437	1	Broken
21	Secure Rm	ChromeBook	2600000811	1	Broken
22	Secure Rm	ChromeBook	2600000830	1	Broken
23	Secure Rm	ChromeBook	2600000415	1	Broken
24	Secure Rm	ChromeBook	2600000423	1	Broken
25	Secure Rm	ChromeBook	LR03GKF2QSNXB531300N	1	Broken
26	Secure Rm	ChromeBook	1601055226	1	Broken
27	Secure Rm	ChromeBook	1501270845	1	Broken
28	Secure Rm	ChromeBook	1601054845	1	Broken
29	Secure Rm	ChromeBook	1411252648	1	Broken
30	Secure Rm	ChromeBook	1601055649	1	Broken

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Campus (Please Check Appropriate Campus)

☐ SE High School GEMS XXXX Alarcon ☐ Borrego ☐ Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	1312012241	1	Broken
2	Secure Rm	ChromeBook	1412073851	1	Broken
3	Secure Rm	ChromeBook	1506103623	1	Broken
4	Secure Rm	ChromeBook	1512045642	1	Broken
5	Secure Rm	ChromeBook	1501274307	1	Broken
6	Secure Rm	ChromeBook	1501275237	1	Broken
7	Secure Rm	ChromeBook	2600004625	1	Broken
8	Secure Rm	ChromeBook	1506103745	1	Broken
9	Secure Rm	ChromeBook	1411254026	1	Broken
10	Secure Rm	ChromeBook	1512073935	1	Broken
11	Secure Rm	ChromeBook	1501271703	1	Broken
12	Secure Rm	ChromeBook	1512041048	1	Broken
13	Secure Rm	ChromeBook	1510225300	1	Broken
14	Secure Rm	ChromeBook	1512073348	1	Broken
15	Secure Rm	ChromeBook	1604260002	1	Broken
16	Secure Rm	ChromeBook	3600001394	1	Broken
17	Secure Rm	ChromeBook	3600003117	1	Broken
18	Secure Rm	ChromeBook	1506103218	1	Broken
19	Secure Rm	ChromeBook	1506104313	1	Broken
20	Secure Rm	ChromeBook	1512045759	1	Broken
21	Secure Rm	ChromeBook	1512073649	1	Broken
22	Secure Rm	ChromeBook	3600004211	1	Broken
23	Secure Rm	ChromeBook	2600002491	1	Broken
24	Secure Rm	ChromeBook	1510261853	1	Broken
25	Secure Rm	ChromeBook	1601054656	1	Broken
26	Secure Rm	ChromeBook	1512073209	1	Broken
27	Secure Rm	ChromeBook	1512072805	1	Broken
28	Secure Rm	ChromeBook	1411254432	1	Broken
29	Secure Rm	ChromeBook	2600000801	1	Broken
30	Secure Rm	ChromeBook	2600000809	1	Broken

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[ ] Other Furniture

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Campus (Please Check Appropriate Campus)

[ ] SE High School GEMS XXXX Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	1501272348	1	Broken
2	Secure Rm	ChromeBook	1501272040	1	Broken
3	Secure Rm	ChromeBook	1601055133	1	Broken
4	Secure Rm	ChromeBook	1510261641	1	Broken
5	Secure Rm	ChromeBook	1403200726	1	Broken
6	Secure Rm	ChromeBook	1310305727	1	Broken
7	Secure Rm	ChromeBook	2600004524	1	Broken
8	Secure Rm	ChromeBook	2600004827	1	Broken
9	Secure Rm	ChromeBook	3600004146	1	Broken
10	Secure Rm	ChromeBook	1410165749	1	Broken
11	Secure Rm	ChromeBook	1402264901	1	Broken
12	Secure Rm	ChromeBook	2600004638	1	Broken
13	Secure Rm	ChromeBook	3600004287	1	Broken
14	Secure Rm	ChromeBook	2600004594	1	Broken
15	Secure Rm	ChromeBook	2600004811	1	Broken
16	Secure Rm	ChromeBook	2600004568	1	Broken
17	Secure Rm	ChromeBook	3600004269	1	Broken
18	Secure Rm	ChromeBook	3600004174	1	Broken
19	Secure Rm	ChromeBook	2600004619	1	Broken
20	Secure Rm	ChromeBook	2600004836	1	Broken
21	Secure Rm	ChromeBook	2600004589	1	Broken
22	Secure Rm	ChromeBook	2600004554	1	Broken
23	Secure Rm	ChromeBook	0000054761	1	Broken
24	Secure Rm	ChromeBook	1402245829	1	Broken
25	Secure Rm	ChromeBook	1510230325	1	Broken
26	Secure Rm	ChromeBook	2600001468	1	Broken
27	Secure Rm	ChromeBook	3600004136	1	Broken
28	Secure Rm	ChromeBook	3600004263	1	Broken
29	Secure Rm	ChromeBook	2600004617	1	Broken
30	Secure Rm	ChromeBook	0908033232	1	Broken

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Campus (Please Check Appropriate Campus)

☐ SE High School GEMS XXXX Alarcon ☐ Borrego ☐ Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	0801161147	1	Broken
2	Secure Rm	ChromeBook	2600001210	1	Broken
3	Secure Rm	ChromeBook	2600001214	1	Broken
4	Secure Rm	ChromeBook	2600001213	1	Broken
5	Secure Rm	ChromeBook	2600002083	1	Broken
6	Secure Rm	ChromeBook	2600001457	1	Broken
7	Secure Rm	ChromeBook	3600000895	1	Broken
8	Secure Rm	ChromeBook	2600001461	1	Broken
9	Secure Rm	ChromeBook	1506161047	1	Broken
10	Secure Rm	ChromeBook	1411252922	1	Broken
11	Secure Rm	ChromeBook	1412014055	1	Broken
12	Secure Rm	ChromeBook	1412013753	1	Broken
13	Secure Rm	ChromeBook	1412011110	1	Broken
14	Secure Rm	ChromeBook	1412015225	1	Broken
15	Secure Rm	ChromeBook	1412012016	1	Broken
16	Secure Rm	ChromeBook	1412011609	1	Broken
17	Secure Rm	ChromeBook	1411253105	1	Broken
18	Secure Rm	ChromeBook	1412015325	1	Broken
19	Secure Rm	ChromeBook	1412013944	1	Broken
20	Secure Rm	ChromeBook	1412015421	1	Broken
21	Secure Rm	ChromeBook	1412011532	1	Broken
22	Secure Rm	ChromeBook	1412012546	1	Broken
23	Secure Rm	ChromeBook	1411251428	1	Broken
24	Secure Rm	ChromeBook	43515973176	1	Broken
25	Secure Rm	ChromeBook	43515972076	1	Broken
26	Secure Rm	ChromeBook	43515977676	1	Broken
27	Secure Rm	ChromeBook	43515987876	1	Broken
28	Secure Rm	ChromeBook	43515978076	1	Broken
29	Secure Rm	ChromeBook	43515978476	1	Broken
30	Secure Rm	ChromeBook	43515991276	1	Broken

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Fixed Asset Discard List

[ ] Other Furniture

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Campus (Please Check Appropriate Campus)

[ ] SE High School GEMS XXXX Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	43515988276	1	Broken
2	Secure Rm	ChromeBook	43515993376	1	Broken
3	Secure Rm	ChromeBook	0605253728	1	Broken
4	Secure Rm	ChromeBook	DA1410348	1	Broken
5	Secure Rm	ChromeBook	1403274502	1	Broken
6	Secure Rm	ChromeBook	2600000557	1	Broken
7	Secure Rm	ChromeBook	1507103534	1	Broken
8	Secure Rm	ChromeBook	1512021317	1	Broken
9	Secure Rm	ChromeBook	1501272229	1	Broken
10	Secure Rm	ChromeBook	1301111733	1	Broken
11	Secure Rm	ChromeBook	1505070542	1	Broken
12	Secure Rm	ChromeBook	2600001409	1	Broken
13	Secure Rm	ChromeBook	2600001411	1	Broken
14	Secure Rm	ChromeBook	2600001400	1	Broken
15	Secure Rm	ChromeBook	2600001405	1	Broken
16	Secure Rm	ChromeBook	2600001413	1	Broken
17	Secure Rm	ChromeBook	2600001406	1	Broken
18	Secure Rm	ChromeBook	2600001407	1	Broken
19	Secure Rm	ChromeBook	2600001401	1	Broken
20	Secure Rm	ChromeBook	2600001408	1	Broken
21	Secure Rm	ChromeBook	2600001399	1	Broken
22	Secure Rm	ChromeBook	2600001404	1	Broken
23	Secure Rm	ChromeBook	2600001412	1	Broken
24	Secure Rm	ChromeBook	2600001402	1	Broken
25	Secure Rm	ChromeBook	2600000558	1	Broken
26	Secure Rm	ChromeBook	1502110047	1	Broken
27	Secure Rm	ChromeBook	0908123219	1	Broken
28	Secure Rm	ChromeBook	0908125237	1	Broken
29	Secure Rm	ChromeBook	CN0DJ3317161613M076G	1	Broken
30	Secure Rm	ChromeBook	S1504040	1	Broken

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Fixed Asset Discard List

[ ] Other ___ Furniture

[ ] Excell [ ] Loya

Campus (Please Check Appropriate Campus)

[ ] SE High School GEMS XXXX Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	Z6U03CKGA03757P	1	Broken
2	Secure Rm	ChromeBook	C6BLFZ1	1	Broken
3	Secure Rm	ChromeBook	9HT7NK1	1	Broken
4	Secure Rm	ChromeBook	8HT7NK1	1	Broken
5	Secure Rm	ChromeBook	1104295151	1	Broken
6	Secure Rm	ChromeBook	1403274415	1	Broken
7	Secure Rm	ChromeBook	0606224912	1	Broken
8	Secure Rm	ChromeBook	0902191813	1	Broken
9	Secure Rm	ChromeBook	3600000077	1	Broken
10	Secure Rm	ChromeBook	3600000081	1	Broken
11	Secure Rm	ChromeBook	3600000074	1	Broken
12	Secure Rm	ChromeBook	2600000161	1	Broken
13	Secure Rm	ChromeBook	MJQ9QFP8	1	Broken
14	Secure Rm	ChromeBook	MJQ9QFNS	1	Broken
15	Secure Rm	ChromeBook	1405301732	1	Broken
16	Secure Rm	ChromeBook	1111030907	1	Broken
17	Secure Rm	ChromeBook	0908044739	1	Broken
18	Secure Rm	ChromeBook	UD3164161959	1	Broken
19	Secure Rm	ChromeBook	UD3163060967	1	Broken
20	Secure Rm	ChromeBook	0134190434	1	Broken
21	Secure Rm	ChromeBook	UD3164161933	1	Broken
22	Secure Rm	ChromeBook	1S10VG000GUSMJ09QFPC	1	Broken
23	Secure Rm	ChromeBook	41902398865	1	Broken
24	Secure Rm	ChromeBook	1305071448	1	Broken
25	Secure Rm	ChromeBook	1304190141	1	Broken
26	Secure Rm	ChromeBook	NEO2-AC-1108-04586-FC	1	Broken
27	Secure Rm	ChromeBook	NEO2-AB-1010-09248-FC	1	Broken
28	Secure Rm	ChromeBook	0725117941	1	Broken
29	Secure Rm	ChromeBook	619400545 SY	1	Broken
30	Secure Rm	ChromeBook	MU99D12312	1	Broken

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Campus (Please Check Appropriate Campus)

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	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	0000003000	1	Broken
2	Secure Rm	ChromeBook	0000800300	1	Broken
3	Secure Rm	ChromeBook	0501121130	1	Broken
4	Secure Rm	ChromeBook	0810083819	1	Broken
5	Secure Rm	ChromeBook	1011010715	1	Broken
6	Secure Rm	ChromeBook	0705105808	1	Broken
7	Secure Rm	ChromeBook	0705100310	1	Broken
8	Secure Rm	ChromeBook	0705110307	1	Broken
9	Secure Rm	ChromeBook	1402262723	1	Broken
10	Secure Rm	ChromeBook	0075116552	1	Broken
11	Secure Rm	ChromeBook	VKH9792200PC068	1	Broken
12	Secure Rm	ChromeBook	0705100008	1	Broken
13	Secure Rm	ChromeBook	0705100242	1	Broken
14	Secure Rm	ChromeBook	125V 60HZ 15A 1875W	1	Broken
15	Secure Rm	ChromeBook	3600000821	1	Broken
16	Secure Rm	ChromeBook	3600000588	1	Broken
17	Secure Rm	ChromeBook	3600000587	1	Broken
18	Secure Rm	ChromeBook	2600001543	1	Broken
19	Secure Rm	ChromeBook	3600000593	1	Broken
20	Secure Rm	ChromeBook	2600001542	1	Broken
21	Secure Rm	ChromeBook	3600000589	1	Broken
22	Secure Rm	ChromeBook	3600000823	1	Broken
23	Secure Rm	ChromeBook	3600000642	1	Broken
24	Secure Rm	ChromeBook	2600001539	1	Broken
25	Secure Rm	ChromeBook	3600000591	1	Broken
26	Secure Rm	ChromeBook	3600000596	1	Broken
27	Secure Rm	ChromeBook	3600000592	1	Broken
28	Secure Rm	ChromeBook	3600000817	1	Broken
29	Secure Rm	ChromeBook	3600000594	1	Broken
30	Secure Rm	ChromeBook	2600001544	1	Broken

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	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	3600000595	1	Broken
2	Secure Rm	ChromeBook	3600000820	1	Broken
3	Secure Rm	ChromeBook	3600000817	1	Broken
4	Secure Rm	ChromeBook	3600000644	1	Broken
5	Secure Rm	ChromeBook	3600000818	1	Broken
6	Secure Rm	ChromeBook	3600000638	1	Broken
7	Secure Rm	ChromeBook	0705295601	1	Broken
8	Secure Rm	ChromeBook	3600000819	1	Broken
9	Secure Rm	ChromeBook	3600000822	1	Broken
10	Secure Rm	ChromeBook	3600000645	1	Broken
11	Secure Rm	ChromeBook	2600001540	1	Broken
12	Secure Rm	ChromeBook	3600000645	1	Broken
13	Secure Rm	ChromeBook	1104294027	1	Broken
14	Secure Rm	ChromeBook	1104294027	1	Broken
15	Secure Rm	ChromeBook	0808262045	1	Broken
16	Secure Rm	ChromeBook	0705100120	1	Broken
17	Secure Rm	ChromeBook	0101010719	1	Broken
18	Secure Rm	ChromeBook	2600001613	1	Broken
19	Secure Rm	ChromeBook	2600002193	1	Broken
20	Secure Rm	ChromeBook	0705100204	1	Broken
21	Secure Rm	ChromeBook	0906084740	1	Broken
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23	Secure Rm	ChromeBook	0030421984	1	Broken
24	Secure Rm	ChromeBook	0906084503	1	Broken
25	Secure Rm	ChromeBook	0910094034	1	Broken
26	Secure Rm	ChromeBook	0030421981	1	Broken
27	Secure Rm	ChromeBook	0906085546	1	Broken
28	Secure Rm	ChromeBook	0906085052	1	Broken
29	Secure Rm	ChromeBook	0906084556	1	Broken
30	Secure Rm	ChromeBook	0906084411	1	Broken

Date: 6/20/2022

Authorized Campus Signature

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SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Fixed Asset Discard List

[ ] Other Furniture

[ ] Excell [ ] Loya

Campus (Please Check Appropriate Campus)

[ ] SE High School GEMS XXXX Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Serial Number	Qty	Comments/Reasons
1	Secure Rm	ChromeBook	0036177307	1	Broken
2	Secure Rm	ChromeBook	0035430031	1	Broken
3	Secure Rm	ChromeBook	0906085207	1	Broken
4	Secure Rm	ChromeBook	0906085129	1	Broken
5	Secure Rm	ChromeBook	0030422011	1	Broken
6	Secure Rm	ChromeBook	0910094227	1	Broken
7	Secure Rm	ChromeBook	2600002392	1	Broken
8	Secure Rm	ChromeBook	2600004631	1	Broken
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Date: 6/20/2022

Authorized Campus Signature

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Athletic Department

Fixed Asset Discard List

[X] Other - Athletics

[ ] Excell [ ] Loya

Campus (Please Check Appropriate Campus)

[ ] SE High School [ ] Middle School [ ] Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Tag Number/Barcode	Serial #	Qty	Comments / Reasons
1	H124	Computer - AIO	2600000168		1	Obselete/Outdated
2	H124	Monitor	0911173508		1	Obselete/Outdated
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Date: 6/17/2022

Authorized Campus Signature

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Finance Department

Fixed Asset Discard List

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Campus (Please Check Appropriate Campus)

[ ] SE High School [ ] Middle School [ ] Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Tag Number/Barcode	Serial #	Qty	Comments / Reasons
1	H124	Computer - AIO	1511163520		1	Obselete/Outdated
2	H124	Camera - Canon	0000719700		1	Obselete/Outdated
3	H121-1	Binding Machine	0000003356		1	Obselete/Outdated
4	H121-1	Binding Label Printer	0000006965		1	Obselete/Outdated
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Date: 6/17/2022

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Superintendent's Office

Fixed Asset Discard List

☒ Other: Superintendent's office

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Alarcon ☐ Borrego ☐ Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	H148	Panasonic Transcriber	0709255528	1	
2	H148	HSI Laminator	010101 4590	1	
3	H148	Dymo Label Writer	0508111532	1	
4	H148	Dell Laptop E6520		1	Board Member Irene Jaquez
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Date: 6/14/2022

Authorized Campus Signature Jeannie Mayorga Chavez

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Technology Department

X	Other	Technology

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(Please Check Appropriate Campus)

SE High School		GEMS		Alarcon		Borrego		Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
Disposal	Cisco 3702 WAP	1411240048	1	Obsolete
Disposal	Cisco 3702 WAP	1410033218	1	Obsolete
Disposal	Cisco 3702 WAP	1410070528	1	Obsolete
Disposal	Cisco 3702 WAP	1410032800	1	Obsolete
Disposal	Cisco 3702 WAP	1410033143	1	Obsolete
Disposal	Cisco 3702 WAP	1411240419	1	Obsolete
Disposal	Cisco 3702 WAP	1410032727	1	Obsolete
Disposal	Cisco 3702 WAP	1109304454	1	Obsolete
Disposal	Cisco 3702 WAP	1410032615	1	Obsolete
Disposal	Cisco 3702 WAP	1410030106	1	Obsolete
Disposal	Cisco 3702 WAP	1410032831	1	Obsolete
Disposal	Cisco 3702 WAP	1410070957	1	Obsolete
Disposal	Cisco 3702 WAP	1410071157	1	Obsolete
Disposal	Cisco 3702 WAP	1411240335	1	Obsolete
Disposal	Cisco 3702 WAP	1410071248	1	Obsolete
Disposal	Cisco 3702 WAP	1410070445	1	Obsolete
Disposal	Cisco 3702 WAP	1410071330	1	Obsolete
Disposal	Cisco 3702 WAP	1410075800	1	Obsolete
Disposal	Cisco 3702 WAP	1410075617	1	Obsolete
Disposal	Cisco 3702 WAP	1410035917	1	Obsolete
Disposal	Cisco 3702 WAP	1410075718	1	Obsolete
Disposal	Cisco 3702 WAP	1410070623	1	Obsolete
Disposal	Cisco 3702 WAP	1410070400	1	Obsolete
Disposal	Cisco 3702 WAP	1410032653	1	Obsolete
Disposal	Cisco 3702 WAP	1304162237	1	Obsolete
Disposal	Cisco 3702 WAP	1410035335	1	Obsolete
Disposal	Cisco 3702 WAP	1304162104	1	Obsolete

Date 6/29/2022 Signature

(Please Check Appropriate Campus)

SE High School [ ] GEMS [ ] Alarcon [ ] Borrego [ ] Sambrano

[X] Other Technology

[ ] Excell [ ] Loya

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
Disposal	Cisco 3702 WAP	1410035055	1	Obsolete
Disposal	Cisco 3702 WAP	1411242855	1	Obsolete
Disposal	Cisco 3702 WAP	1411240136	1	Obsolete
Disposal	Boxlight Projector	1511132941	1	Obsolete
Disposal	Boxlight Projector	1511132806	1	Obsolete
Disposal	Boxlight Projector	1403255005	1	Obsolete
Disposal	Boxlight Projector	1403255604	1	Obsolete
Disposal	Dell Monitor	1106235553	1	Obsolete
Disposal	Dell Monitor	1005045745	1	Obsolete
Disposal	Lenovo Laptop	1101145238	1	Obsolete
Disposal	Dell Desktop	0711271126	1	Obsolete
Disposal	Dell Laptop	1204095725	1	Obsolete
Disposal	Dell Laptop	1404250352	1	Obsolete
Disposal	Dell Desktop	1106030014	1	Obsolete
Disposal	Dell Desktop	1404152015	1	Obsolete
Disposal	Dell Desktop	2600000448	1	Obsolete
Disposal	HP Printer	0911041158	1	Obsolete
Disposal	HP Printer	1504061521	1	Obsolete
Disposal	Ipad	1104070758	1	Obsolete
Disposal	HP Chromebook	1404253439	1	Obsolete
Disposal	HP Chromebook	1404303355	1	Obsolete
Disposal	GS Server	1306275714	1	Obsolete
Disposal	GS Server	2600000172	1	Obsolete
Disposal	GS Server	1506300229	1	Obsolete
Disposal	Iboss Server	2600001005	1	Obsolete
Disposal	Cisco Router	1604290031	1	Obsolete
Disposal	Cisco Firewall	1405135224	1	Obsolete

Date 6/29/2022 Signature

(Please Check Appropriate Campus)

[X] Other Technology

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SE High School [ ] GEMS [ ] Alarcon [ ] Borrego [ ] Sambrano

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Disposal	Hikvision	1306274713	1	Obsolete
Disposal	Cisco 2960 Switch	1004195115	1	Obsolete

Date 6/29/2022 Siganture

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MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Director-Support Services
Subject: June 2022, Non Technology Fixed Asset Discards
Date: July 20, 2022

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

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

BUDGET IMPACT: No budget impact

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

Please check one: ☒ For approval ☐ Report / Information only ☐ Recognition only

Fixed Asset Discard List

☐ Other: _____

☐ Excell ☐ Loya

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Alarcon ☐ Borrego ☒ Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	121	Large Vacuume	1003101936	1	Obsolete
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Date: 6/28/22

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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar, Planning & Instruction Department
Subject: Analysis of STAAR and EOC Scores for Spring 2022
Date: July 20, 2022

HISTORY:

STAAR testing is conducted on an annual basis in grades 3-12. Below are the grade levels and subjects tested. Spanish testing is also available in grades 3-5.

- Mathematics in grades 3-8
- Reading in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8
- English I and II
- U.S. History
- Algebra I
- Biology

STAAR testing was conducted under normal, pre-pandemic circumstances in Spring of 2019. As is usually done, score reports were analyzed and intervention planning occurred based on the scores.

Based on the pandemic being declared in Spring of 2020, the Texas Education Agency cancelled STAAR testing for the 2019-2020 school year.

For the 2020-2021 school year, STAAR testing was conducted but did not have an impact on our A-F accountability. Additionally, grade promotion considerations for grades 5 and 8 under SSI were waived for 2020-2021. Students who were learning at home had to come to campus to take the STAAR tests, which reduced the level of participation that year.

The purpose of STAAR testing for 2020-2021 was to ascertain the level of content mastery and learning loss for the year. Based on the findings, we altered our scope and sequence, weekly curriculum, and created numerous interventions which occurred in 2021-2022 in order to plug the learning gaps for our students.

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RATIONALE:

In 2021-2022, STAAR/EOC testing occurred as normal with all students back at the campuses. The work is just beginning to analyze the findings, determine areas to address, and plan the learning for the 2022-2023 school year.

The tables that follow show the 3 performance levels for STAAR/EOC testing:

> **Approaches** = Passing but considered below grade level. Significant interventions may be needed for success at the next grade level.
>
> **Meets** = Considered on grade level, minimal interventions may be needed for success at the next grade level.
>
> **Masters** = Considered high performance, no interventions are needed for success the subsequent year.

In the tables, the Approaches level is on the left in yellow. There are four years compared at that level: 2019, 2020, 2021, and 2022.

There are 4 icons at the top of each of the levels of performance. Here is what these icons indicate:

- For 2019, the green check mark on the top indicates a "normal," pre-pandemic testing year.
- For 2020, the red X indicates that testing was cancelled due to the pandemic and disaster declaration.
- For 2021, the house icon indicates that students were learning at home that year, and STAAR testing had minimal participation.
- For 2022, the Back to School icon reminds us that students are back to normal learning at school, and STAAR testing had full participation much like in 2019.

The percentages within each performance level show the average of all students at that grade level/campus. As the table flows to the right, we see the changes in testing performance from year to year. This is what the varying colors of percentages indicate:

- Under the 2022 column, if you see a percentage in red, that indicates that our percentage score was lower in 2022 than in 2019.
- If a percentage score is in blue and is bracketed, that shows that we performed at the same level as in 2019.
- If there is a teal star icon, that shows that the percentage in 2022 was higher than in 2019.

Each table also shows the same 4-year comparison for the Meets level in blue, and the Masters level in orange.

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3rd Grade Math	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	89%	Testing Cancelled	31%	57%	51%	Testing Cancelled	5%	17%	16%	Testing Cancelled	0%	5%
Borrego	85%	Testing Cancelled	42%	58%	56%	Testing Cancelled	11%	28%	24%	Testing Cancelled	4%	8%
District Average	84%	Testing Cancelled	38%	58%	49%	Testing Cancelled	8%	23%	17%	Testing Cancelled	2%	7%

3rd Grade Reading	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	75%	Testing Cancelled	55%	59%	33%	Testing Cancelled	23%	21%	13%	Testing Cancelled	9%	<13%>
Borrego	81%	Testing Cancelled	61%	56%	46%	Testing Cancelled	26%	30%	24%	Testing Cancelled	9%	14%
District Average	77%	Testing Cancelled	59%	57%	39%	Testing Cancelled	25%	26%	19%	Testing Cancelled	9%	14%

Third grade math and reading begin to show us the trend that will carry on as a theme throughout these score reports. In 2019, SEISD was poised to earn the "A" rating based on big gains made in STAAR scores from the prior year. Testing was cancelled in 2020, and students learned at home for 1.5 years while struggling through the global pandemic and all the challenges that brought.

In 2021, SEISD had a low turnout, especially in grades 6-12. Many families opted not to bring students to campus to test, out of COVID-19 concerns. Of the scores we were able to receive, there were significant decreases from 2019 to 2021, as expected. This was a trend seen statewide, especially in mathematics, where tactile learning using manipulatives is crucial.

After the drops in 2021, SEISD made enormous gains in 2022, making up much of the ground we lost in 2021. With 3rd graders, 2022 was their first experience with STAAR testing. These children have not had much experience with being at a campus for school. Most of their education thus far has been home-based learning. In 3rd grade, the rebound will be slower as they have lost much time with face-to-face learning during very crucial early learning years.

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4th Grade Math	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	73%	Testing Cancelled	27%	66%	31%	Testing Cancelled	8%	28%	16%	Testing Cancelled	3%	13%
Borrego	86%	Testing Cancelled	31%	64%	48%	Testing Cancelled	10%	30%	25%	Testing Cancelled	4%	8%
District Average	74%	Testing Cancelled	30%	65%	38%	Testing Cancelled	10%	29%	19%	Testing Cancelled	4%	10%

4th Grade Reading	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	69%	Testing Cancelled	51%	67%	24%	Testing Cancelled	15%	43%	10%	Testing Cancelled	7%	23%
Borrego	80%	Testing Cancelled	48%	63%	39%	Testing Cancelled	19%	37%	20%	Testing Cancelled	6%	15%
District Average	70%	Testing Cancelled	49%	65%	31%	Testing Cancelled	18%	40%	14%	Testing Cancelled	6%	19%

Fourth grade math and reading show the same trend. There were losses in 2021, followed by significant gains in 2022, making up even more of the ground we lost than with 3rd grade. Fourth grade reading showed some pockets of hope. At the Meets and Masters levels, we had students score HIGHER at these 2 levels than they did in 2019 at Alarcon, by a wide margin.

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5th Grade Math	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	96%	Testing Cancelled	44%	80%	43%	Testing Cancelled	5%	41%	23%	Testing Cancelled	2%	14%
Borrego	99%	Testing Cancelled	45%	76%	63%	Testing Cancelled	18%	36%	42%	Testing Cancelled	7%	11%
District Average	96%	Testing Cancelled	44%	77%	51%	Testing Cancelled	12%	37%	28%	Testing Cancelled	5%	12%

5th Grade Reading	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	76%	Testing Cancelled	51%	81%	34%	Testing Cancelled	11%	50%	15%	Testing Cancelled	4%	22%
Borrego	92%	Testing Cancelled	62%	71%	58%	Testing Cancelled	29%	38%	19%	Testing Cancelled	12%	17%
District Average	82%	Testing Cancelled	57%	75%	43%	Testing Cancelled	21%	<43%>	16%	Testing Cancelled	8%	19%

Fifth grade math and reading show the same overall trends, with more pockets of hope at 5th grade reading from the Alarcon Eagles. Alarcon 5th graders scored higher in reading at all 3 performance levels than they did in 2019.

In 5th grade math, we also see that the increases in math in 2022 are very large, attributed to learning via math manipulatives.

Fifth grade science is on the following page. The same trends are seen, with the exception of Alarcon at Approaches and Meets. The bracketed blue percentages indicated that the 2022 scores are at the same level as in 2019. The rebound in science is a bit slower than in math, but we are well on our way back to 2019 levels.

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5th Grade Science	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	60%	Testing Cancelled	34%	<60%>	29%	Testing Cancelled	6%	<29%>	12%	Testing Cancelled	0%	8%
Borrego	88%	Testing Cancelled	38%	59%	62%	Testing Cancelled	10%	25%	32%	Testing Cancelled	4%	8%
District Average	73%	Testing Cancelled	36%	59%	46%	Testing Cancelled	8%	27%	18%	Testing Cancelled	2%	8%

Sixth grade math, as shown below, shows the same overall trends across the board. There are high 2019 scores, the 2020 cancellation, a big drop in 2021, and a huge rebound in 2022.

6th Grade Math	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	91%	Testing Cancelled	54%	68%	36%	Testing Cancelled	12%	20%	9%	Testing Cancelled	3%	1%
Borrego	93%	Testing Cancelled	49%	65%	48%	Testing Cancelled	19%	27%	21%	Testing Cancelled	1%	11%
District Average	87%	Testing Cancelled	52%	66%	43%	Testing Cancelled	16%	24%	17%	Testing Cancelled	2%	7%

Sixth grade reading, as we have at other grade levels for reading, brings more pockets of hope. Borrego excels this time, bringing higher scores at the Meets and Masters levels than in 2019.

6th Grade Reading	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	67%	Testing Cancelled	45%	54%	32%	Testing Cancelled	20%	31%	13%	Testing Cancelled	4%	9%
Borrego	70%	Testing Cancelled	42%	60%	32%	Testing Cancelled	15%	41%	12%	Testing Cancelled	8%	16%
District Average	66%	Testing Cancelled	44%	58%	31%	Testing Cancelled	18%	37%	13%	Testing Cancelled	6%	<13%>

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

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7th Grade	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Math	66%	Testing Cancelled	38%	48%	30%	Testing Cancelled	12%	16%	11%	Testing Cancelled	3%	4%
Reading	65%	Testing Cancelled	50%	62%	35%	Testing Cancelled	24%	<35%>	17%	Testing Cancelled	11%	19%

Seventh grade math and reading show the same districtwide trend, with reading scores peaking at the Masters level. Reading for 7th grade is only 3% below the 2019 level at Approaches. For 7th grade, we will surpass the 2019 scores next year.

8th Grade	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Math	90%	Testing Cancelled	26%	69%	57%	Testing Cancelled	4%	34%	7%	Testing Cancelled	0%	6%
Reading	81%	Testing Cancelled	60%	76%	41%	Testing Cancelled	34%	48%	19%	Testing Cancelled	15%	26%
Science	79%	Testing Cancelled	49%	65%	39%	Testing Cancelled	25%	32%	16%	Testing Cancelled	32%	15%
Social Studies	52%	Testing Cancelled	37%	41%	16%	Testing Cancelled	12%	12%	8%	Testing Cancelled	3%	5%
8th Grade Algebra I	100%	Testing Cancelled	97%	<100%>	100%	Testing Cancelled	69%	90%	100%	Testing Cancelled	28%	79%

Grade 8 students take 4 exams, to include an advanced group testing Algebra I at 8th grade. We also see a big rebound in reading. The Meets and Masters levels are higher than in 2019, and the Approaches level is barely under 2019 levels with a difference of only 5%. The trends show that as students have matured, the ability to rebound from the pandemic is easier and faster overall. Another year will likely bring 8th grade above and beyond 2019 levels.

SEHS' scores for the 5 EOC exams are seen on the following page. We see the same trends overall. Our students are regaining the lost ground and rebounding back up to 2019's scores. The gains are slower, however. The high school EOC's, especially English I and II, have higher passing standards than other STAAR tests. English I and II have the highest passing standards overall and are notoriously hard to shift those scores in an upward direction, especially in areas with a large number of Emergent Bilingual students, as SEISD has.

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High School	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
English I	62%	Testing Cancelled	53%	43%	35%	Testing Cancelled	30%	26%	4%	Testing Cancelled	3%	<4%>
English II	70%	Testing Cancelled	52%	53%	37%	Testing Cancelled	38%	36%	2%	Testing Cancelled	3%	1%
Algebra I	90%	Testing Cancelled	62%	47%	65%	Testing Cancelled	17%	13%	35%	Testing Cancelled	3%	5%
Biology	87%	Testing Cancelled	64%	64%	50%	Testing Cancelled	24%	30%	12%	Testing Cancelled	2%	5%
U.S. History	95%	Testing Cancelled	83%	80%	69%	Testing Cancelled	48%	51%	30%	Testing Cancelled	21%	22%

Finally, the table below shows the district as a whole, averaging all students from grades 3-12 into each subject area in order to see the overall trends.

Gr. 3-12- All Students	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
All Students -Math	84%	Testing Cancelled	47%	61%	48%	Testing Cancelled	14%	26%	21%	Testing Cancelled	4%	9%
All Students -Reading	71%	Testing Cancelled	52%	61%	36%	Testing Cancelled	27%	38%	12%	Testing Cancelled	6%	13%
All Students -Science	80%	Testing Cancelled	54%	63%	45%	Testing Cancelled	20%	30%	15%	Testing Cancelled	3%	9%
All Students -Social Studies	75%	Testing Cancelled	73%	60%	42%	Testing Cancelled	41%	31%	19%	Testing Cancelled	17%	14%
District Summary	75%	Testing Cancelled	51%	62%	40%	Testing Cancelled	22%	32%	15%	Testing Cancelled	5%	11%

The trends show a decline in 2021, followed by a significant increase in 2022. We did exceptionally well in increasing our reading scores at the Meets and Masters levels above the levels we were at in 2019. This is a hopeful sign. We have work to do in order to regain and surpass our 2019 scores, but we are well on our way. With the team we have in SEISD, nothing will keep our Eagles from soaring!

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

San Elizario ISD
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BUDGET:

There is no budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the STAAR / EOC scores in grades 3-12 based on 2021-2022 testing.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

Analysis of 2019-2022 STAAR/EOC Scores

July 20, 2022

1

2

What is STAAR Tested?

- Mathematics in grades 3-8
- Reading in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8
- English I and II
- U.S. History
- Algebra I
- Biology

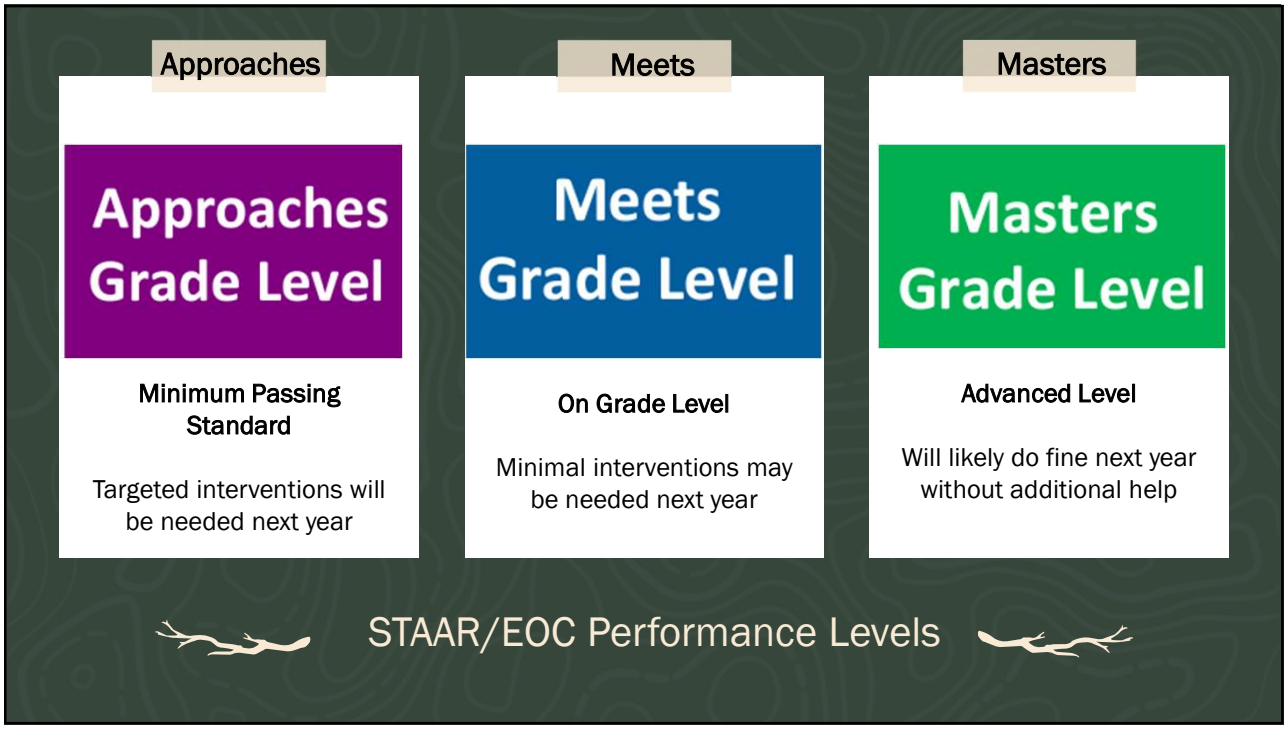
3

WHERE WE'VE BEEN

STAAR Testing during the Pandemic

2019	2020	2021	2022

4



5

3RD GRADE MATH

Tell the Story of 3rd Grade Math.

3rd Grade Math	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	89%	Testing Cancelled	31%	57%	51%	Testing Cancelled	5%	17%	16%	Testing Cancelled	0%	5%
Borrego	85%	Testing Cancelled	42%	58%	56%	Testing Cancelled	11%	28%	24%	Testing Cancelled	4%	8%
District Average	84%	Testing Cancelled	38%	58%	49%	Testing Cancelled	8%	23%	17%	Testing Cancelled	2%	7%

6

3RD GRADE READING

Let's Tell the 'Approaches' Story.

Let's Tell the 'Masters' Story.

3rd Grade Reading	✓ Approaches 2019	✗ Approaches 2020	Approaches 2021	Back to School Approaches 2022	✓ Meets 2019	✗ Meets 2020	Meets 2021	Back to School Meets 2022	✓ Masters 2019	✗ Masters 2020	Masters 2021	Back to School Masters 2022
Alarcon	75%	Testing Cancelled	55%	59%	33%	Testing Cancelled	23%	21%	13%	Testing Cancelled	9%	<13%>
Borrego	81%	Testing Cancelled	61%	56%	46%	Testing Cancelled	26%	30%	24%	Testing Cancelled	9%	14%
District Average	77%	Testing Cancelled	59%	57%	39%	Testing Cancelled	25%	26%	19%	Testing Cancelled	9%	14%

Let's Tell the 'Meets' Story.

7

4TH GRADE MATH

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

4th Grade Math	✓ Approaches 2019	✗ Approaches 2020	Approaches 2021	Back to School Approaches 2022	✓ Meets 2019	✗ Meets 2020	Meets 2021	Back to School Meets 2022	✓ Masters 2019	✗ Masters 2020	Masters 2021	Back to School Masters 2022
Alarcon	73%	Testing Cancelled	27%	66%	31%	Testing Cancelled	8%	28%	16%	Testing Cancelled	3%	13%
Borrego	86%	Testing Cancelled	31%	64%	48%	Testing Cancelled	10%	30%	25%	Testing Cancelled	4%	8%
District Average	74%	Testing Cancelled	30%	65%	38%	Testing Cancelled	10%	29%	19%	Testing Cancelled	4%	10%

Tell the 'Meets' Story.

8

4TH GRADE READING

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

4th Grade Reading	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	69%	Testing Cancelled	51%	67%	24%	Testing Cancelled	15%	43%	10%	Testing Cancelled	7%	23%
Borrego	80%	Testing Cancelled	48%	63%	39%	Testing Cancelled	19%	37%	20%	Testing Cancelled	6%	15%
District Average	70%	Testing Cancelled	49%	65%	31%	Testing Cancelled	18%	40%	14%	Testing Cancelled	6%	19%

Tell the 'Meets' Story.

9

Celebrating 85 years of Excellence at Alarcon Elementary!

10

5TH GRADE MATH

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

5th Grade Math	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	96%	Testing Cancelled	44%	80%	43%	Testing Cancelled	5%	41%	23%	Testing Cancelled	2%	14%
Borrego	99%	Testing Cancelled	45%	76%	63%	Testing Cancelled	18%	36%	42%	Testing Cancelled	7%	11%
District Average	96%	Testing Cancelled	44%	77%	51%	Testing Cancelled	12%	37%	28%	Testing Cancelled	5%	12%

Tell the 'Meets' Story.

11

5TH GRADE READING

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

5th Grade Reading	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	76%	Testing Cancelled	51%	81%	34%	Testing Cancelled	11%	50%	15%	Testing Cancelled	4%	22%
Borrego	92%	Testing Cancelled	62%	71%	58%	Testing Cancelled	29%	38%	19%	Testing Cancelled	12%	17%
District Average	82%	Testing Cancelled	57%	75%	43%	Testing Cancelled	21%	<43%>	16%	Testing Cancelled	8%	19%

Tell the 'Meets' Story.

12

5TH GRADE SCIENCE

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

5th Grade Science	✓ Approaches 2019	✗ Approaches 2020	Approaches 2021	Back to School Approaches 2022	✓ Meets 2019	✗ Meets 2020	Meets 2021	Back to School Meets 2022	✓ Masters 2019	✗ Masters 2020	Masters 2021	Back to School Masters 2022
Alarcon	60%	Testing Cancelled	34%	<60%>	29%	Testing Cancelled	6%	<29%>	12%	Testing Cancelled	0%	8%
Borrego	88%	Testing Cancelled	38%	59%	62%	Testing Cancelled	10%	25%	32%	Testing Cancelled	4%	8%
District Average	73%	Testing Cancelled	36%	59%	46%	Testing Cancelled	8%	27%	18%	Testing Cancelled	2%	8%

Tell the 'Meets' Story.

13

Water and Sand Day for our Loya Eaglets

May 31, 2022

14

6TH GRADE MATH

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

6th Grade Math	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	91%	Testing Cancelled	54%	68%	36%	Testing Cancelled	12%	20%	9%	Testing Cancelled	3%	1%
Borrego	93%	Testing Cancelled	49%	65%	48%	Testing Cancelled	19%	27%	21%	Testing Cancelled	1%	11%
District Average	87%	Testing Cancelled	52%	66%	43%	Testing Cancelled	16%	24%	17%	Testing Cancelled	2%	7%

Tell the 'Meets' Story.

15

6TH GRADE READING

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

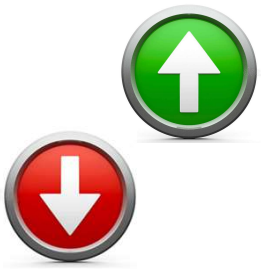
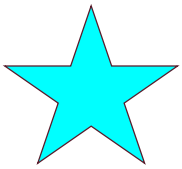
6th Grade Reading	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Alarcon	67%	Testing Cancelled	45%	54%	32%	Testing Cancelled	20%	31%	13%	Testing Cancelled	4%	9%
Borrego	70%	Testing Cancelled	42%	60%	32%	Testing Cancelled	15%	41%	12%	Testing Cancelled	8%	16%
District Average	66%	Testing Cancelled	44%	58%	31%	Testing Cancelled	18%	37%	13%	Testing Cancelled	6%	<13%>

Tell the 'Meets' Story.

16

TRENDS FOR GRADES 3-6

What do we see overall?

Growing our 3rd Graders	Rebounding	Increases	Reading
			

17

7TH GRADE

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

7th Grade	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Math	66%	Testing Cancelled	38%	48%	30%	Testing Cancelled	12%	16%	11%	Testing Cancelled	3%	4%
Reading	65%	Testing Cancelled	50%	62%	35%	Testing Cancelled	24%	<35%>	17%	Testing Cancelled	11%	19%

Tell the 'Meets' Story.

18

8TH GRADE

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

8th Grade	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
Math	90%	Testing Cancelled	26%	69%	57%	Testing Cancelled	4%	34%	7%	Testing Cancelled	0%	6%
Reading	81%	Testing Cancelled	60%	76%	41%	Testing Cancelled	34%	48%	19%	Testing Cancelled	15%	26%
Science	79%	Testing Cancelled	49%	65%	39%	Testing Cancelled	25%	32%	16%	Testing Cancelled	32%	15%
Social Studies	52%	Testing Cancelled	37%	41%	16%	Testing Cancelled	12%	12%	8%	Testing Cancelled	3%	5%
8th Grade Algebra I	100%	Testing Cancelled	97%	<100%>	100%	Testing Cancelled	69%	90%	100%	Testing Cancelled	28%	79%

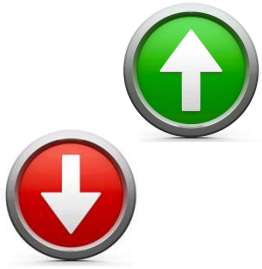
Tell the 'Meets' Story.

19

TRENDS FOR GRADES 7-8

What do we see overall?

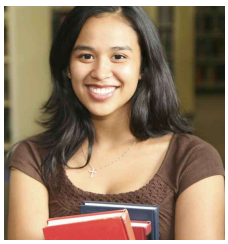
Rebounding Quickly



Reading

Math

Resiliency



20

HIGH SCHOOL

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

High School	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
English I	62%	Testing Cancelled	53%	43%	35%	Testing Cancelled	30%	26%	4%	Testing Cancelled	3%	<4%>
English II	70%	Testing Cancelled	52%	53%	37%	Testing Cancelled	38%	36%	2%	Testing Cancelled	3%	1%
Algebra I	90%	Testing Cancelled	62%	47%	65%	Testing Cancelled	17%	13%	35%	Testing Cancelled	3%	5%
Biology	87%	Testing Cancelled	64%	64%	50%	Testing Cancelled	24%	30%	12%	Testing Cancelled	2%	5%
U.S. History	95%	Testing Cancelled	83%	80%	69%	Testing Cancelled	48%	51%	30%	Testing Cancelled	21%	22%

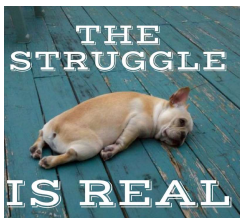
Tell the 'Meets' Story.

21

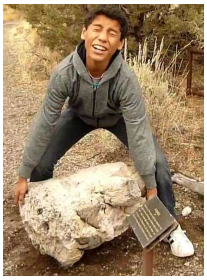
TRENDS FOR GRADES 9-12

What do we see overall?

Algebra I

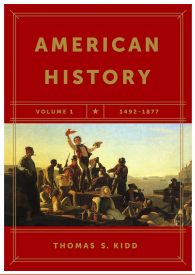


English I and II



Halfway There

Moving on Up!



22

EVERYONE IN 3-12

Tell the 'Approaches' Story.

Tell the 'Masters' Story.

Gr. 3-12-All Students	Approaches 2019	Approaches 2020	Approaches 2021	Approaches 2022	Meets 2019	Meets 2020	Meets 2021	Meets 2022	Masters 2019	Masters 2020	Masters 2021	Masters 2022
All Students -Math	84%	Testing Cancelled	47%	61%	48%	Testing Cancelled	14%	26%	21%	Testing Cancelled	4%	9%
All Students -Reading	71%	Testing Cancelled	52%	61%	36%	Testing Cancelled	27%	38%	12%	Testing Cancelled	6%	13%
All Students -Science	80%	Testing Cancelled	54%	63%	45%	Testing Cancelled	20%	30%	15%	Testing Cancelled	3%	9%
All Students -Social Studies	75%	Testing Cancelled	73%	60%	42%	Testing Cancelled	41%	31%	19%	Testing Cancelled	17%	14%
District Summary	75%	Testing Cancelled	51%	62%	40%	Testing Cancelled	22%	32%	15%	Testing Cancelled	5%	11%

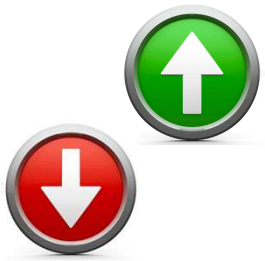
Tell the 'Meets' Story.

23

TRENDS FOR GRADES 3-12

What do we see overall?

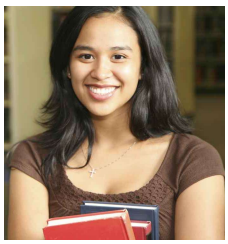
Middle School Rebounds



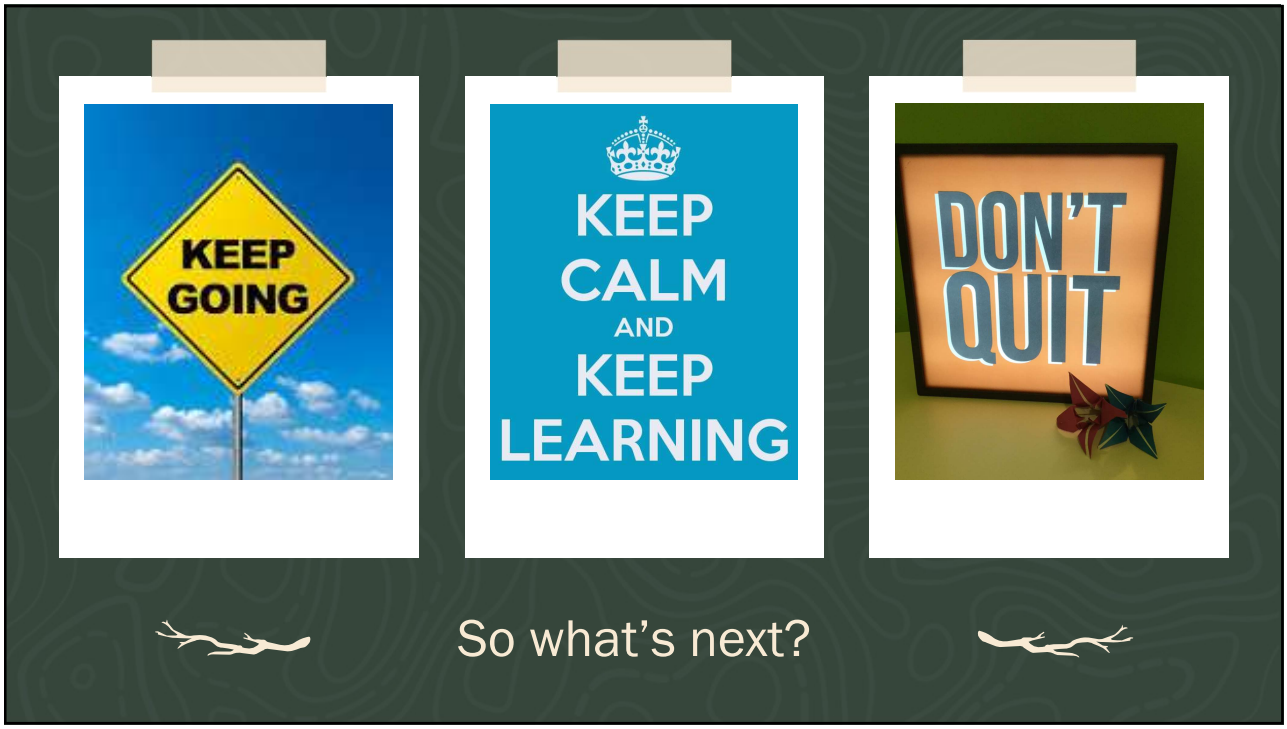
Reading

Math and Science

Resiliency



24


KEEP GOING
KEEP CALM AND KEEP LEARNING
DON'T QUIT
So what's next?

25

NO JOB
2 KIDS
PLEASE
HELP
COVID
CORONAVIRUS P
ROBB
ELEMENTARY
SCHOOL
Bienven
Grief
SOLD OUT

26

Are our students fully ready to embrace new learning?

27

Healing@theNest

Meet their needs for social/emotional and mental health.

Lifelong learning will follow.

28

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning & Instruction
Subject: Healing@TheNest--A 5-Year Plan for the Recovery of Body, Soul, and Mind
Date: July 20, 2022

HISTORY:

The COVID-19 pandemic began in winter of 2019 and is still having an effect on our daily lives. Our SEISD Eagles have all felt the effects of the pandemic and have not been spared. Body, Soul, and Mind have all been impacted for each one of us. It is necessary to focus on mental health and social/emotional recovery as the pandemic begins to reach endemic status.

RATIONALE:

Healing@TheNest is SEISD's 5-year plan for recovery from the pandemic. In 2020-2021 (Year 1), our team sought to protect "The Body" by keeping everyone healthy and safe from COVID-19 infection.

In 2021-2022 (Year 2), our focus shifted to "The Soul," while addressing mental health and the social/emotional impacts of the pandemic. Our plan details the intense and far-reaching initiatives that have taken place this past year to address these underlying issues which impact our students' ability to learn and retain new content.

In 2022-2025 (Years 3-5), our focus will shift to "The Mind." We will continue our safety practices for prevention of illness. We will continue our initiatives to heal the soul and address the underlying mental health issues that impede learning. As these issues improve, our detailed plans for improving academic achievement will have a profound impact on our students' ability to grasp and master new content.

The attached Healing@TheNest plan is a comprehensive look at this 5-year districtwide effort.

BUDGET:

None

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the plan as presented.

Please check one: ☐ For approval ☒ Report / Information only ☐ Recognition only

Healing@theNest

A 5-year Plan for the Recovery of Body, Soul, and Mind

in San Elizario ISD

Pre-Pandemic—2018-2019 and 2019-2020—Our Last "Normal" Years

2018-2019—Our Last "Normal" Year; Poised for Greatness

The 2018-2019 school year was the last "normal," pre-pandemic year. San Elizario ISD STAAR scores had increased from the prior year, and district results were solid. Campuses had analyzed STAAR scores and developed extensive academic plans for the 2019-2020 school year with expected increases.

The A-F accountability ratings in August of 2019, with an overall district score of "89—B," placed San Elizario ISD in the top 4 districts in Region 19, tied with Ysleta ISD. Our progress and academic plans had us poised to earn an "A" rating in 2020.

2019-2020—Learning How to Learn at Home while Remaining Healthy

In December 2019, news stories began circulating about a virus surging in China. While on edge, SEISD staff carried on and kept our students' learning moving forward. As the semester ended and we entered the spring of 2020, it became apparent that our small part of the world would not be unaffected. Along with the other districts in the area, San Elizario ISD extended the spring break in 2020 and shut the district down, moving students and teachers abruptly into online learning.

San Elizario ISD quickly came together with the first great "pivot" of many. Packets of learning materials and textbooks went home with our families. Staff quickly mobilized to provide meals, resources, devices, and Wi-Fi hotspots to our students while they began learning at home. Teachers had to relearn their craft virtually overnight by mastering online learning platforms, managing online classrooms, and keeping students' attention with competition from TV, phones, siblings, and many other distractions at home.

The TEA canceled the STAAR testing in the spring of 2020 as there was no way to administer state assessments at home.

All district departments pulled together to purchase and implement varying levels of personal protective equipment, install dividers and social distancing markers, install sanitizing stations, etc. In addition, meetings and events were moved online whenever possible, reducing the risk of being around others.

The challenges were innumerable, but our staff pulled together to keep our kids learning to the best of our ability, despite the anxiety caused by the burgeoning pandemic.

Year 1: 2020-2021—"Pivoting Against the Changing Tide"
Healing@theNest Focus—*The Body*

The 2020-2021 school year was arguably the most unique in San Elizario ISD's lengthy history. COVID-19 news and information continued to flow from local, state, and federal sources, which caused our plans to change almost daily.

The focus of district leadership was on "The Body," whose goal was to remain healthy while following all CDC and local health guidelines for keeping our faculty, staff, and students safe from the coronavirus.

Guidelines emerged from the Texas Education Agency continually, helping SEISD navigate the changing tide related to policies, procedures, and legalities. As a result, everything we were experiencing this year was unprecedented in our lifetimes.

The 2020-2021 school year brought the implementation of the extensive Back@theNest re-entry plan. This 3-phase plan brought students and teachers back into the school buildings with a "phase-in" approach that correlated to the 9-week grading periods. A vital element of this plan was the detailed information on day-to-day operations that minimized the potential for COVID-19 infection.

> Phase I—Students learned 100% digitally at home from August 4, 2019 through September 4, 2020.
>
> Phase II—Students with connectivity issues and special populations learned at school, while the remaining students learned at home. Phase II lasted through September 25, 2020.
>
> Phase III—This phase lasted from September 28—to June 3, 2020 and brought students back to campus based on parent requests. The remaining students learned at home for the duration of the school year.

Our teachers' proficiency with digital learning improved significantly throughout the year, with our Planning & Instruction team making a solid effort to provide training on methods of learning that were new to most of our teachers. Tech Tuesdays were one example of this professional development, where Instructional Officers provided online training each week, geared to specific groups of teachers.

The Soar@theNest website was an invaluable tool that compiled all the digital resources for our teachers and students based on grade level.

Although learning was moving forward, there were gaps in learning emerging from the spring 2020 closures. Our teachers struggled to fill these gaps while new gaps continued to reveal themselves. Nevertheless, students and staff moved optimistically through many social and emotional issues, including grief and loss, new and continued illness, staff and supply shortages, attendance issues, depression, and anxiety.

Although the teaching and learning of the core content areas are crucial, it became evident that learning is a struggle when the social and emotional needs of the learner are not addressed. This revelation became the primary focus of Year 2 of Healing@theNest, focusing on the social and emotional well-being and mental health of our students, faculty, staff, and their families.

Year 2: 2021-2022— "Social and Emotional Recovery for our SEISD Community"

Healing@theNest Focus—*The Soul*

By the end of the 2020-2021 school year, SEISD Leadership had made a valiant effort to maintain the health and safety of students, faculty, and staff. San Elizario ISD was one of the last districts to bring students and staff back face-to-face during the pandemic to prioritize the health and safety of all concerned. With the focus on "The Body," by means of keeping all involved healthy and safe, we were ready to shift our focus to healing "The Soul" in Year 2, as it became safer to resume more normal interactions with others.

Board Resolutions to Support Mental Health Recovery

The SEISD Board of Trustees passed numerous resolutions to assist employees during the pandemic. Below are a few examples to show our Board of Trustees' support towards employees, which helped to lessen the mental health burden caused by the pandemic.

The Board voted to continue paying employees during the emergency closure in the spring of 2020.

The Board voted to allow some employees to continue teleworking on a case-by-case basis.

The Board voted not to dock personal leave for employees exposed to COVID-19 in the workplace without limit.

The Board voted to allow employees up to 10 days of paid leave for COVID-19-related situations once all personal leave was exhausted.

The Board voted to allow a blue/gold re-entry plan for employees to rotate remote and campus-based work hours.

These resolutions, amongst other Board actions, allowed employees to take a breath and realize that their jobs were safe when nothing else seemed safe. In addition, these Board actions were paramount in supporting employees' mental health and emotional state as the pandemic began to take hold.

Human Resources Department Mental Health Support

The HR Department provided great flexibility for employees during all phases of the Healing@theNest plan. Employees who still felt ill after the quarantine had ended were allowed to remain at home. Deadlines that were missed due to pandemic-related issues were extended without penalty.

Employees with compromised immune systems were allowed to telework for an extended period. Ms. Blanca Cruz, HR Director, emailed employees information on free resources for mental health support provided by the City of El Paso.

Additionally, our district's health plan offers free counseling sessions for employees who are part of the disability plan. Aetna's telehealth service, called Teladoc, also provides an option for 7-day per week phone or video visits with a psychiatrist or therapist.

The HR Department, along with other district leadership personnel, showed a great deal of compassion toward employees and their families while the pandemic surged. This level of understanding added to the feeling of safety and security. Employees felt their employment was safe despite what was happening around them.

Back@theNest---Challenges

The 2021-2022 school year brought students and employees back to face-to-face teaching and learning per state requirements. Safety measures were paramount to maintaining the school community's health and safety. Staffing remained a priority issue all year, with unfilled teaching vacancies and a continual shortage of guest teachers. These staffing issues were at the forefront all year and proved to be a significant challenge.

COVID-19 illness, exposure, and the subsequent protocols required contributed to significant attendance issues for staff and students during the 2021-2022 school year. These issues were considerable following the 2021 winter break, in which the Omicron variant made its way swiftly through the district and surrounding community.

As students returned to campus, following what for most was 1.5 years of learning at home, additional challenges emerged. Students, especially the younger children, faced difficulties in learning (or relearning) HOW to be students at school. Routines, procedures, and behavioral expectations were taught for the first time and breaking the bad habits formed at home began.

Consider a new 2nd grader beginning school in 2021-2022, who would have attended only one semester of school in kindergarten. With memories as short as their age, school seemed brand new to this 2nd grader, adding to the learning load when so much beyond the curriculum needed to be taught including rules, routines, and procedures.

For an incoming 9th grader, that student had skipped directly from elementary school to high school and did not have the middle school transition years crucial for a child's development. As a result, this 9th grade year would have been a jarring experience despite school officials' best efforts to be welcoming.

The pandemic began during their freshman year for high school seniors in 2021-2022. They learned from home during the time that most other high school students were attending dances, participating in clubs, athletics, and all the other activities most adults had during their high school careers. One can imagine the feelings of loss this senior experienced, with many of these highly anticipated rites of passage taken away.

Many of our students began to process and deal with pandemic-related grief and loss as they returned to school. The death of family and friends, the loss of parents' jobs, food insecurity, homelessness, and many other problems were on their minds. Many of our students spent the previous 1.5 years learning at home in less-than-ideal environments. During the pandemic, we learned that other *people* are the source of this disease. As a result, we began to fear being around people, and with schools and classrooms filled once again, the fear of being around others, although as safely as possible, still had to be overcome. For our older students, school was now different. A place that had once been a collaborative learning experience full of laughter and lighthearted learning was now separated by CDC spacing guidelines, plexiglass barriers, and masked faces. Although our teachers did their best to continue making school fun, it was now very different. Even the most minor things, such as facial expressions and social cues, had to be relearned when most faces were masked with muffled voices.

As the school days ended and our students went home, there were still pandemic-related challenges to face. Supply shortages, the end of government assistance relief programs, rising inflation, and the prices of most goods and services created stress for our students' families. Parents' worries became student worries.

Our high school faced the loss of two students' lives in a short time, our campus leadership reported more disciplinary incidents and mental health situations, and even our youngest students exhibited signs of stress, depression, and anxiety. SEISD was not alone. Similar issues emerged as a nationwide trend.

It was time to focus on more than just STAAR tests and academics--it was time to prioritize the mental health of the San Elizario ISD community.

Building Relationships—Pause, Reflect and Reconnect

The Superintendent stressed the need to build relationships among all members of our school community. The need to make eye contact and get to know each student was intensely emphasized at a meeting with the high school faculty following a tragic loss of life. She encouraged the teachers to be in the hallway during transitions, say hello and goodbye to each student, and express genuine interest in their students' welfare. As a result, teachers were asked to write a letter to some of their students and mailed them home, so they would receive a letter over winter break telling them they were missed, and their return to school was highly anticipated. This small act of kindness made a difference.

The entire district supported the high school after two tragic losses. Each campus made posters and signs to tell our SEHS students they are loved and cared about. Posters blanketed the hallways in positivity, and everywhere our students turned, they faced encouraging messages, which also made a difference.

Beyond the teacher/student dynamic, all employees were encouraged by our Superintendent to check on one another. For example, if someone didn't show up to work, they might receive texts and calls to check on them. If an employee was facing issues beyond the office with grief and loss, their colleagues would reach out. We all began to consider one another's welfare more intently. Emails and meetings always contained positive messages to care for ourselves and others.

The Superintendent continued reinforcing this central message to all employees: Pause, reflect and reconnect with students. This message has carried the SEISD family throughout the 2021-2022 school year and will continue to reverberate well beyond Year 2 of Healing@theNest.

Counseling and Mental Health Outreach for the SEISD Community

As per the El Paso Times article from June 2, 2022, "Many experts sound the alarm about a mental health crisis in kids and teens. They are grappling with another mass shooting and have also had to deal with the pandemic for more than two years now." One of our SEHS Counselors, Pat Villarreal, was interviewed for this article and contributed the above quote. She has seen increased outreaches for mental health assistance from students and their families. The number of student visits to her office for this type of help has grown from several per week to four or more daily visits. Students deal with grief, loss, familial employment loss, stress, and anxiety. National experts have "sounded the alarm" about a growing mental health crisis in children and teens. Thankfully, today's youth are more receptive to asking for help as the stigma of mental health issues is decreasing.

In response to these findings, Superintendent Dr. Meza-Chavez has spearheaded a social/emotional and mental health initiative in San Elizario, ISD. One primary tenet of the Healing@theNest plan is to improve our Counseling and Mental Health Outreach services. In 2021-2022, additional training for our Counseling staff was provided by ESC-Region 19 and the Texas Education Agency. In addition, Mr. Jeffrey Seay, our Special Education Counselor, has also provided extensive training on Mental Health First Aid to SEISD staff.

All SEISD staff were given the opportunity to attend “Self-Care Saturday” on September 18, 2021 at San Elizario High School. This stipend-based session was intended to teach mindfulness, communication, and stress-reduction strategies.

In addition to training, a curriculum called RethinkED was purchased and implemented in 2021-2022. This curriculum focuses on anti-bullying, substance abuse, autism, vaping, etc. The curriculum takes the same topic and modifies it to reach student audiences from Pre-K through grade 12. All SEISD students have been exposed to monthly presentations through tutorials, activities, and videos.

SEL Corners at Each Campus

Each campus has created an "SEL Corner" for students in crisis to go. These rooms are near the Counselor's office and feature calming music, pleasant scents, nature sounds, relaxing colors, soft furniture, and age-appropriate activities such as sand trays and games. Each campus has taken off with this concept and have created spaces geared to their specific age range and student needs. If a student is upset and needs time to calm down before they are receptive to meeting with a Counselor, the SEL Corner is the place they can go first.

The Power of Ten

For the stigma of mental health issues to continually decline, we must be able to talk about it and be receptive to receiving help. The "Power of Ten" initiative was brought to SEISD by Superintendent Dr. Meza-Chavez. Ten district employees were selected and paired off. Each of the five teams visited

classrooms at SEHS and provided outreach to our high school student population. Each pair had the autonomy to tell their stories and share a little about their lives to relate to students. They shared their careers, stresses, hurts, and times they needed help. They also provided information to students on how/where to obtain help should they need it and led the class in a short activity. During their presentations, the team had the chance to observe student receptiveness to the content and spot students who might need a helping hand. Referrals were then made to the Counseling team, who followed up with students needing support.

Community Outreach

SEISD has continued to support the community during Year 2 of Healing@theNest. We continue to offer vaccine clinics every week. In addition, food pantry distributions frequently provide our families with nourishing fresh food when meal insecurity during the pandemic is a problem facing many.

The monthly "Mission: Progressing Together" meetings have continued this year, with a forum provided to answer the school community's questions about pandemic-related procedures and initiatives. In addition, our district and campus parent liaisons, which have become crucial and necessary jobs, provide training and information to our parents and function as part of the essential support structure for our district families.

Employee Appreciation

Employee appreciation has also been part of the Healing@theNest plan to prioritize the social/emotional needs and mental health of our SEISD Eagle family. Central Office had a cookout in the back parking lot and was celebrated by our Superintendent at a pre-Memorial Day luncheon. Although we have learned to hold effective online meetings, our Leadership meetings are held face-to-face to bring back the collegiality and team building from pre-pandemic times. With breakfast and decorations provided, even simple meetings such as Leadership have become much anticipated and spirited events.

Our Superintendent has distributed "Eagle Shout Out" notes of encouragement to recognize employees for their work, allowing even the most 'behind the scenes' employees to feel noticed and valued.

The Human Resources Department has periodically recognized varying SEISD departments for their work. For example, the Planning and Instruction Department was recently honored by HR with a catered lunch, which made every P & I member feel appreciated.

At our campuses, events happen continuously to make employees feel valued. Teacher Appreciation Week, parent conference days, Superbowl cookouts, and special event days are excuses to bring in the CRAZE food truck, break out the pancake griddle, or heat up the popcorn machine and make a typical day feel like a special one.

The Board of Trustees has also authorized retention bonuses for current employees to help offset the ever-increasing cost of living that all of us are facing. Again, this adds to the feeling of being valued.

Pathway of Champions

One of the most profound ways our students and staff's social/emotional and mental health needs have been served this year is through the Superintendent's groundbreaking vision, the "Pathway of Champions." San Elizario ISD students are winners before, during, and long after the pandemic. In addition, numerous state titles for soccer, cross-country, and teaching have decorated the annuals of our district's history since 2010. It was time that these honors were recognized adequately to make everyone in our district feel like a Champion. This project was long in planning and execution, culminating with the ribbon-cutting ceremony on December 15, 2021.

The Pathway of Champions Plaza, in the San Elizario High School front parking lot alongside Socorro Road, features plaques that mark each championship win, inviting the school community to view them with reflection and pride. The Plaza also features a centerpiece monument, benches, landscaping, and lighting.

The Doorway to New Learning

The Year 2 Focus of Healing@theNest on "The Soul" has successfully supported the mental health of students, faculty, staff, and the community. In addition to Counseling support, SEISD staff have created new initiatives which aim to bring fun, excitement, and collaborative learning to our students. The Literary Anthology project was one such event. This project invited students to showcase their talent as writers while honing their literary skills. Their entries captured their creativity, emotions, and depth of talent. This project culminated in a heartfelt luncheon and awards ceremony that revealed the student winners.

The first annual "Hackathon" was another exciting collaborative event to bring lighthearted fun into our students' lives. This STEM group challenge allowed student groups to design their learning app while showcasing their coding skills. The awards ceremony featured a guest speaker who had appeared on "Shark Tank" and was the designer of the coding program the students were using. The Hackathon was a thrilling experience for our students. It showed them that collaborative learning in the COVID-19 era could be conducted safely, and that new learning can be a welcome escape from our problems.

The need for mental health and social/emotional support will be far-reaching and will continue to be firmly recognized and supported in San Elizario ISD. Only when these needs are met, predominantly the need to feel safe, can long-term and meaningful learning occur.

Years 3-5: 2022-2025— "Take off and Soar with New Learning"
Healing@theNest Focus—*The Mind*

The upcoming 2022-2023 school year is devoted to beginning the refinement of our practice. The COVID-19 pandemic is shifting to endemic, meaning that COVID-19 will always be present to some degree, similar to influenza. However, we are learning to live with it and are mastering how to remain safe after several years of practice.

The El Paso County is currently at low risk for COVID-19 community spread. Vaccination rates are high in our area, and boosters are becoming more commonplace. As illness rates continue to decline, attendance rates for students and staff will continue to improve. With the effective promotion of our district throughout the region and Board support for competitive compensation, our rate of employee vacancies will continue to decrease in 2022-2023

The Board of Trustees passed a comprehensive compensation plan in June 2022. The following decisions will fill our classrooms with proven and certified teachers, leading to our academic achievement continuing the current upward trajectory.

- Teacher starting pay--$56,550
- $5000 sign-on bonus for high school and middle school science
- $5000 sign-on bonus for high school English
- Stipends available for athletic trainers
- Pay increases for food service staff
- Retention bonus for current staff

In Year 3, with our social/emotional and mental health initiatives as a continued priority, our students and staff will move forward with their safety and security needs being met. The trauma of grief and loss experienced during the pandemic, while still present, will be further along in the healing process for all involved. As pandemic-related trauma lessens over time, the mind is no longer continually processing the trauma, freeing up the mental energy needed to master new learning.

School operations will still be conducted safely in the COVID-19 era, but these precautions will no longer be new and frightening to our students. The brain's innate ability to adjust to a new routine will have settled in by 2022-2023, causing things like masks, dividers, and hand sanitizer to be the norm and not a source of stress or fear.

Years 3-5 of Healing@theNest will focus on "The Mind," meaning we have opened the doorway to new and meaningful learning as our students' minds are now ready to receive it. Learning gaps are closing, pandemic-related stress is lessening, and reducing these issues allows the mind to be free of impediments to mastering new concepts. Our 2022 STAAR scores already show an astonishing increase across the board compared to 2021 and will continue improving. Our Eagles are ready to take off and soar with new learning!

District Mission and Vision Statement

There is much planning that has already taken place with regards to Years 3-5 of Healing@theNest. The first initiative began in October of 2021 and involved the creation of a district Vision Statement. SEISD already had a Mission Statement in place, which is an integral part of every Board meeting. A Mission Statement shows the steps needed to reach an overarching vision, but we did not have an approved Vision Statement in place. We began to reflect on where we were headed as a district and followed a stepwise process to create our Vision.

Our Leadership team studied a Visioning Document and learned the difference between a Mission and a Vision Statement. We studied action verbs and brainstormed where we are headed as a district. This

exercise culminated in solid ideas which took us to the next step. The Mission and Vision training and activities were done with all SEISD employees, as well as parents and community members. We narrowed down our Vision Statement ideas and chose the top 3 by conducting a survey. The Board of Trustees voted for their preferred Vision Statement at the January 12, 2022 meeting. This is our now our official SEISD Vision Statement, followed by the existing SEISD Mission Statement:

Vision Statement
"San Elizario ISD: A Proud Community of Champions—Soaring to Excellence!"

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

Profiles of Employees, Students-to-Graduates, and Parents
To continue our work on "The Mind" for Years 3-5 of Healing@theNest, we need to understand more deeply what we expect from each of the stakeholders in our SEISD community. These stakeholders include our Employees, Students-to-Graduates, and Parents. To follow the work that had been done with the district Vision Statement, we followed a similar process of involving all stakeholders in creating an aligned profile for each of these 3 groups of stakeholders.

The process of creating these 3 profiles began in January 2022. The Leadership team was trained to understand which types of characteristics were desirable in the varying groups of stakeholders. We did an activity which had us brainstorm and list the most important characteristics for each of the 3 groups: Employees, Students-to-Graduates, and Parents. Each characteristic was intended to support the Mission and Vision for the district. This same activity was then shared with all district employees, parents, and community members to consider all ideas.

The master list of characteristics was narrowed down after consolidating the feedback from all groups who had participated in the activity. Following this, the Leadership team began the second part of the activity, which was to define each of the characteristics. What do each of them mean in practice?

For example, a defining characteristic for an Employee was to be "inspirational." After considering this and further breaking it down, we decided the following:

> Inspirational— "I am ***Prepared to Inspire*** by coming to work ready to make a positive difference in others' lives."

This type of work was then done for each profile by defining and describing the top 5 characteristics that made up the main descriptors for each one. The work took time but culminated in a solid profile for each group of stakeholders, which encompassed the feedback of all district employees, parents, community members, and students from each campus. On the next page is the final profile that was created for SEISD Employees:

SEISD Employee Profile

San Elizario ISD

Employee Profile

I am a **Professional**	I am a **Team Player**	I am a **Strong Communicator**	I have great **Customer Service Skills**	I have a **Positive Attitude**
I am ***Punctual*** by meeting all obligations on time.	I am ***Flexible*** and respond to changing circumstances with ease and positivity.	I ***Seek to Understand*** by genuinely listening to other people when communicating.	I am ***Patient*** by demonstrating kindness, calmness, and understanding when serving others.	I am ***Optimistic*** by showing hope and confidence in a positive future.
I am ***Ethical*** by demonstrating consistently moral behavior.	I am ***Empathetic*** by understanding and sharing the feelings of others.	I ***Communicate with Parents*** by reaching out with patience and professionalism through various means.	I am ***Helpful*** by showing patience, professionalism, and putting "people first" while serving others.	I ***Smile*** genuinely and frequently to make others feel welcome and seen.
I am ***Accountable*** for accepting responsibility for my actions.	I am ***Helpful*** by showing readiness to work with others to get things done efficiently.	I am ***Respectful*** in all forms of communication with the school community.	I am ***Courteous*** by showing a warm, friendly attitude with a smile.	I show ***Community Pride*** by investing time and effort into improving our school community.
I present a physical ***Appearance*** that gives a positive impression of our district to the public.	I am ***Collaborative*** by working in a team setting and respectfully listening to others' ideas.	I am an ***Active Listener*** who minimizes distractions and focuses on the conversation at hand.	I am ***Ready to Serve*** with eagerness and preparedness to help our school community.	I am ***Receptive*** with a willingness to consider or accept new suggestions or ideas.
I am ***Prepared to Inspire*** by coming to work ready to make a positive difference in others' lives.	I have a ***Growth Mindset*** and a willingness to learn new skills and try new ideas.	I am ***Articulate*** by communicating coherently and fluently.	I am ***Focused*** on putting our students and parents first above anything else.	I am ***Motivating*** others by demonstrating my passion and enthusiasm for my work.

San Elizario ISD

Student to Graduate Profile

I am a **Problem-Solver**	I have **Self-Discipline**	I have a **Growth-Mindset**	I am **Motivated**	I have **21st Century Skills**
I show ***Resiliency*** to overcome life's difficulties while remaining optimistic.	I ***Make Good Choices,*** knowing that good choices lead to good outcomes.	I am a ***Risk-taker*** who dives into the unknown to reach my goals.	I am the ***Best Version of Myself*** through courageous self-discovery and tenacity.	I use ***Innovation*** to explore different ways to look at problems and reach solutions.
I am a ***Critical Thinker*** who seeks out and analyzes information in varying forms.	I demonstrate ***Grit*** to pursue my goals with perseverance and passion.	I can ***Adapt to Change*** with a willingness to keep learning new things.	I show a ***Positive Attitude*** which enhances the drive to achieve goals and inspire others.	I use my ***Creativity*** to see opportunities and produce original ideas.
I ***Take Initiative*** by being proactive and making positive decisions that will impact my future.	I use ***Time Management*** skills to stay productive and effective.	I use ***Multiple Perspectives*** to see beyond my limited viewpoints.	I am ***Passionate*** about reaching and surpassing my goals with energy and pride.	I am ***Tech-Savvy*** and am well-informed and proficient in modern technology.
I can ***Adapt to Change*** with a flexible mindset and willingness to change my behavior.	I show a ***Commitment*** to focusing my efforts on meaningful activities and causes.	I am ***Goal-Oriented*** and understand that my actions in the present have consequences for my future.	I am ***Confident*** that I will exceed my full potential and that I can do anything I set my mind to do.	I use ***Soft Skills*** to build interpersonal relationships and excel in a team environment.
I am ***Resourceful*** and achieve positive outcomes using inventive methods.	I am ***Responsible*** and am accountable for the outcomes of my decisions.	I show my peers ***Leadership Skills*** and model the value of hard work and citizenship.	I am ***Flexible*** and will not allow changing circumstances to derail my goals.	I am a ***Strong Communicator*** who uses digital media and virtual environments effectively.

SEISD Parent Profile

San Elizario ISD

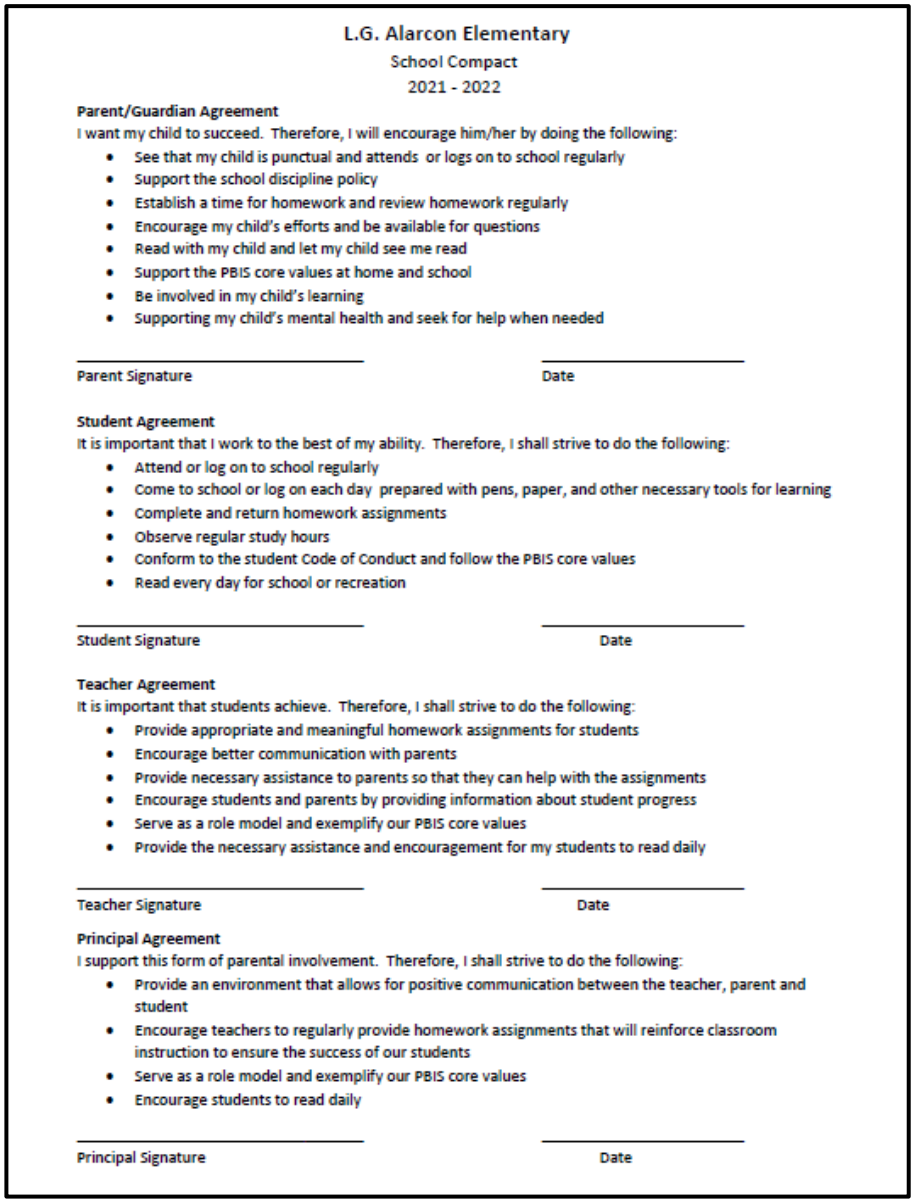
Parent Profile

I am Supportive	I am Positive Role Model	I am Engaged	I am a Strong Communicator	I Meet my Child's Basic Needs
I am an ***Active Participant*** in the school community and am consistently engaged in my children's events.	I am ***Respectful*** and model ethical, positive, and moral behavior in front of my children.	I am ***Active at School*** and participate in my children's activities, events, and meetings about their progress.	I am ***Open-Minded*** and listen to others' input and feedback where my children are concerned.	I ***Cultivate Confidence*** in my children to help them believe that they can and will succeed.
I have a ***Partnership with the School*** and see myself as a positive collaborator in my children's education.	I am ***Responsible*** and model for my children that positive behaviors lead to positive outcomes.	I consistently ***Monitor*** my children's progress in School regarding grades, attendance, and behavior.	I am a ***Good Listener*** and take the time to listen to my children's teachers and others in the School community.	I meet the ***Social and Emotional Needs*** of my children by talking to them about whatever is weighing on their hearts and minds.
I am ***Willing to Listen*** to others when my children's progress and well-being are a discussion topic.	I ***Teach the Value of Education*** to my children by modeling the importance of reading and literacy at home.	I am ***Supportive*** of my children's educational journey and provide them with positive encouragement.	I ***Talk to My Children*** frequently and openly and actively listen to what they need to say.	I prioritize the ***Investment of Time in my Children*** to ensure they know that they are my most outstanding achievement and responsibility.
I am an ***Advocate*** for my children, always willing to make their education and future my top priority.	I have a ***Strong Work Ethic*** and model for my children that hard work leads to successful outcomes in education and life.	I am ***Future-Oriented*** and often talk with my children about post-secondary college, career, or military readiness.	I ***Participate in Discussions*** regarding my children and stay involved in School matters soliciting parent feedback.	I provide ***Stability*** in my home with structured routines and high expectations for being a good student and upstanding citizen.
I have a ***Shared Responsibility*** with the School community to help my children succeed, knowing that home and School are the two halves of their success.	I consistently ***Lead by Example*** for my children and model the behaviors that will help them become upstanding, contributory citizens.	I demonstrate ***Follow-Through*** with my children by helping them meet my expectations and ensuring that I participate in their events as promised.	I am ***Proactive*** and seek to understand and address problems before little things become more significant issues.	I prioritize my children's **Health and Safety Needs** by providing good nutrition, medical care, and a safe and loving home environment.

These profile documents assist each district stakeholder group with understanding the characteristics and behaviors that are expected in San Elizario ISD to achieve our District Vision. Each stakeholder group will be re-introduced to these profile expectations annually and will be asked for feedback each year if they are to be revised.

Another tool to accomplish this is the "School Compact" that is currently in place at each campus. This is an agreement between parents, students, teachers, and the campus Principal regarding the expectations to achieve success. Below are the School Compacts that were used in the 2021-2022 school year and will be the basis for future School Compacts.

Alarcon Elementary



L.G. Alarcon Elementary

School Compact

2021 - 2022

Parent/Guardian Agreement

I want my child to succeed. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends or logs on to school regularly
- Support the school discipline policy
- Establish a time for homework and review homework regularly
- Encourage my child's efforts and be available for questions
- Read with my child and let my child see me read
- Support the PBIS core values at home and school
- Be involved in my child's learning
- Supporting my child's mental health and seek for help when needed

Parent Signature _____ Date _____

Student Agreement

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend or log on to school regularly
- Come to school or log on each day prepared with pens, paper, and other necessary tools for learning
- Complete and return homework assignments
- Observe regular study hours
- Conform to the student Code of Conduct and follow the PBIS core values
- Read every day for school or recreation

Student Signature _____ Date _____

Teacher Agreement

It is important that students achieve. Therefore, I shall strive to do the following:

- Provide appropriate and meaningful homework assignments for students
- Encourage better communication with parents
- Provide necessary assistance to parents so that they can help with the assignments
- Encourage students and parents by providing information about student progress
- Serve as a role model and exemplify our PBIS core values
- Provide the necessary assistance and encouragement for my students to read daily

Teacher Signature _____ Date _____

Principal Agreement

I support this form of parental involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between the teacher, parent and student
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction to ensure the success of our students
- Serve as a role model and exemplify our PBIS core values
- Encourage students to read daily

Principal Signature _____ Date _____

Borrego Elementary has a different School Compact for each grade level. Below is an example of this document.

Parent/Guardian Agreement– I believe my child can be successful. I will support my child's learning by:

- Making sure students come prepared to class with homework, book bags, AR points and materials.
- Reading with my child daily for 20 minutes.
- Ensuring my child is compliant with school rules.

Student Agreement– I am responsible for my learning. As a student:

- I will master grade level sight words.
- I will advance in reading levels.
- I will meet AR points.

Teacher Agreement– I believe each child will be successful.

- Teacher will model instruction and provide materials and strategies for students.
- Teacher will monitor student progress.
- Teacher will communicate with parents as needed to give updates on student progress.
- Teacher will share with parents and students a reading log.
- Teacher will provide strategies and support to ensure students reach a reading level 30 by the end of the year

Administrative Agreement/tCompromiso Administrativo

The administrative team at Borrego Elementary is always willing to discuss concerns with teachers, parents, students and staff. We can meet by appointment in order to best meet everyone's need. *El equipo administrativo de la primaria Borrego siempre está dispuesto a discutir cualquier preocupación con los maestros, padres, estudiantes, o personal. A fin de satisfacer mejor las necesidades de todos, se puede establecerá una cita.*

Sambrano Elementary

At School, Sambrano staff will	At Home, Families will	As a Student, I will. . .
• Provide a safe and positive learning environment through modeling and implementing PBIS. • Provide students the resources and opportunities to read and interact with different types of texts. • Maintain a consistent form of contact with parent using a variety of methods. • Provide differentiated reading intervention strategies to meet the needs of students that are required by the state who have not yet mastered grade level skills. • Provide family sessions with different strategies to utilize at home in order to promote reading. • Ensure that all students strive to meet state's academic standards by ensuring tutoring and other interventions are available to all students.	• Ensure your child attends school every day on time, get a good night sleep and proper nutrition. • Complete homework with your child. • Attend during and after school parent sessions provided by the school to help monitor the student's progress. • Attend fall and spring parent teacher conferences. • Engage in meaningful conversations with your child daily. • Maintain a constant form of contact with teacher to monitor your child's progress using a variety of communication methods. • Participate by making sure my child is logging into I-Station daily and completing required time on program and ensuring my child is taking monthly assessments at school. • Volunteer/attend meetings whenever possible to become part of the decision-making process.	• Be on time to school, class, and classroom. • Be respectful, responsible, safe, and ready to learn each day at school. • Learn the Reader's Workshop Model and complete my activities, every day. • Practice my reading or listen to a read-aloud every day. • Come to school ready to participate and stay focused on my daily instruction. • Come to school in my uniform ready to learn. • Be on time daily.

Loya Primary

At School, Loya staff will	At Home, Families will	As a Student, I will
• Provide motivating learning activities with high student engagement. • Provide high quality curriculum and instruction to meet the PreK Guidelines and school goals for reading and writing and math. • Provide a safe and positive learning environment through modeling and implementing PBIS expectations. • Partner with parents to ensure success at school. • Provide differentiated reading intervention strategies to meet the needs of students. • Provide family on-line or/and in person sessions with different strategies to utilize at home in order to promote reading.	• Provide the school with current phone numbers and home address (update as needed). • Ensure that my child is in school and on time every day, gets adequate sleep, and receives proper nutrition. • Read to/with your child 10 minutes everyday • Participate in the Super Star Reader Initiative and read 8 books monthly. • Communicate with the teacher/school and regularly monitor my child's progress. • Attend during and after school parent sessions online or/and in person to help monitor student's progress. • Attend fall and spring parent teacher conferences. • Engage in meaningful conversations with your child daily. • Respect the school, students, staff and families and follow safety protocols.	• Be respectful, responsible, safe, and ready to learn each day at school. • I will work on my I-Station for reading and math to become a stronger student. • I will practice my letters and sounds so I can become a good reader. • Do my best work at school and home every day. • Obey school and bus rules • I will follow safety at all times in my classroom, cafeteria and the classrooms I visit.

GEMS

The Teacher will:

- Provide opportunities for participation in classroom activities.
- Provide a supportive and effective learning environment.
- Provide tutoring and/or interventions after school and on designated Saturdays.
- Provide quality instruction that includes strategies to engage students and reflects best practices.
- Return papers/assignments in a timely manner.

The Parent will:

- Be sure the child attends school daily and arrives on time.
- Communicate with the teacher if any problems are observed.
- Attend functions, parent meetings, and parent/teacher conferences.
- Make sure homework is completed.
- Make sure the child remains in school all day until dismissal.

The Student will:

- Attend school daily and arrive to classes on time.
- Complete and turn in assignments on time.
- Follow the PBIS core values at all times: Respect, Responsibility, and Safety.
- Notify teachers, administrators, and/or counselors if they observe a problem.

SEHS

San Elizario High School has a different school compact for Math and for English Language Arts. Below is the compact for mathematics:

The teacher will:

Use research based instructional activities and provide opportunities for parents to attend workshops for math.

Give notes in steps.

Give one completes example.

The parents will:

Attend the math workshops.

Look the notes to Help student with math homework.

Use the example to Help student study or do math homework.

The student Will:

Inform the parent about math workshop to be held at the school.

Take notes in the step-by-step manner as explained by teacher.

Use the examples to complete assignments.

The School Compact for SEHS' English Language Arts is on the following page.

Estudiantes **English Language Arts**

Provide opportunities to write
Break down words into roots, prefixes, suffixes to help with vocabulary instruction. Teachers would have two-way communication with parents.
Use graphic organizers and scaffold writing assignments

The parents Will:

Read their students' writing
Help with vocabulary study
help their students with graphic organizers

The students will:

Share their writing
Study vocabulary at home with parents paying attention to root words, prefixes and suffixes
Build the graphic organizers with their parents.

As part of the ongoing work, each campus will revise their School Compacts each year, keeping them up to date with campus expectations.

Human Resources Objectives for Staffing—Years 3-5

Staffing issues were an obstacle to overcome in the last two years as the pandemic wore on. Many teachers and guest teachers left the profession for varying reasons. To combat this, the HR Department along with the SEISD Communications Team has been working towards initiatives which will result in a full staff and a large enough pool of guest teachers.

The HR Department attends annual Regional Job Fairs to promote SEISD. They hosted a District Job Fair on June 14, 2022. The HR team will be able to promote SEISD using the comprehensive compensation package that the Board of Trustees approved in June of 2022, which makes SEISD competitive with surrounding districts.

The HR Department recently hosted a guest teacher orientation and will be bringing additional guest teachers into our pool beginning in the 2022-2023 school year.

The SEISD Communications team has worked to create two informative commercials to promote our district. These spots have begun airing on local channels in May/June 2022.

Teacher Incentive Allotment (TIA)

SEISD has applied for and has been accepted as part of the Teacher Incentive Allotment beginning in 2022-2023. The TIA was created by the Texas Legislature as part of House Bill 3 to provide a pathway for the highest-performing teachers to earn potentially six-figure salaries. This is also a teacher retention incentive to attract and retain the most highly effective teachers.

In SEISD's TIA application, we designated grade levels and groups of teachers who would be eligible for participation. We have designated the following areas for inclusion:

Phase I:

- Pre-K: Reading
- Kindergarten—2nd Grade: Reading and Math
- 3rd—6th Grade: Reading and Math

Phase II:

- 7th—8th Grade: Reading and Math
- 9th—12th Grade: Reading and Math

Criteria that will be considered for determining TIA allotments include teacher attendance, T-TESS ratings, and pre/post-test student scores. SEISD will begin using NWEA MAP assessments in 2022-2023 as a measurement of student growth from pre-test to post-test in the grade levels and subject areas that are part of the TIA application.

#IamAChampion

The 2022-2023 school year will begin on July 21, 2022 with the annual District Convocation, featuring the hashtag and theme #IamAChampion. This theme will further the initiatives devoted to mental health and social/emotional healing.

To be a Champion, San Elizario Eagles will:

- Continue to take care of their bodies and souls
- Trust the healing process
- Own their decisions and actions
- Continue to ask for help
- Feel a sense of urgency to further our recovery

To help create Champions in the classroom, all campus Administrators will continue the walkthrough initiative that has been in place for several years. Each Principal and Assistant Principal will conduct 10 walkthroughs (with feedback) per week, which results in a total of 360 walkthroughs each by the end of the school year. With our students' futures hanging in the balance, our Superintendent recognizes that we must monitor what we expect and not wait until our students' become statistics. Our goal is to eventually graduate 100% of every senior class. There are ideas being discussed to further achieve this, such as assigning each senior a school district mentor who follows their progress and monitors them against senior "checkpoints," to ensure they are meeting periodic goals on the way to graduation.

Curriculum, Instruction, and Assessment Non-Negotiables

Years 3-5 of the Healing@theNest plan involve developing "The Mind" as our students are now receptive to new learning as part of pandemic recovery. With this comes a series of District Initiatives, which include a number of non-negotiables that will ensure student success. One of these is the "Technology Integration Plan," which is the continuation of the use of technology resources and apps that were started during the 1.5 years of remote instruction. With the return to face-to-face instruction in 2021-2022, it becomes easy for teachers to return to previous methods of lesson delivery. While in-person instruction will be different than remote instruction, we do not want to lose touch with the ways our students learn with their ingrained understanding of technological devices, apps, and programs that represent normalcy for today's youth.

Many programs were learned by our teachers during remote instruction. Google Classrooms, Pear Deck, Nearpod, Jamboard, Flipgrid, and many others were trained on and mastered over the course of 18 months. Our teachers will continue working with and enriching their understanding of these and other methods of technology-based instruction. The end result of this will be a method of lesson delivery that better aligns to the ways in which today's students prefer to learn.

While we have become technology rich in SEISD, and rely on many programs to deliver lessons, we are also fiscally sound. Each program that is subscription-based will be carefully examined for usage, and training will be provided to ensure that those expected to use the program understand how to work with it. If programs that have been purchased are not effective, we will reduce our budget by culling those subscriptions.

Instructional Rounds

Instructional Rounds began in SEISD around 7 years ago. This model involves bringing a team together to arrive at a school (announced or unannounced) to study a "Problem of Practice." The team would first look at basic data for that campus. This might include demographics, staffing, campus initiatives, test scores, etc. The causes of underachievement would be examined, and one cause would become the focus, which is termed the "Problem of Practice." The day's observations are to be looked at through only that one lens. This allows us to narrow our observations from scattershot into a laser-focus on one issue, that issue being the one that will give us the most payoff if it is improved.

The team arriving at the school pairs off and follows a schedule, visiting as many classrooms as possible in rotations. The team stays in a classroom for 10-15 minutes, writing down observations that support (or do not support) the Problem of Practice. Once observations are complete, the team gets back together to discuss the observations and arrive at findings and potential solutions. The campus team listens intently and takes notes, honing in on areas that can be addressed. The goal is to improve the Problem of Practice and make a positive difference in student achievement.

We also offer a little "wiggle room" to identify issues and solutions that are observed outside of the Problem of Practice. For instance, a common cause of lost instructional time are excessive

announcements and interruptions during learning time. If things like this are observed, they will be addressed during the Instructional Rounds process.

The instructional environment will also be observed during rounds. If there is excessive clutter in the classroom, extraneous furniture, a layout that is not conducive to learning, etc.—these issues will be addressed during rounds.

Instructional Rounds have resumed post-pandemic and will start in the Fall of 2022. Two Instructional Rounds per campus will take place. The Fall round will be the initial look at the Problem of Practice, and the Spring round will be a second look at that problem to measure changes from the Fall round.

Professional Learning Communities (PLC)

PLC's are not a new concept to SEISD. Groups of teachers who have similar positions meet regularly to discuss data and plan lessons together. They share best practices, discuss student performance, and receive training. There is, however, a plan in place to improve the PLC model beginning in 2022-2023 to increase student achievement.

PLC's will be audited to visualize how they function and identify areas for improvement. Data-based PLC's will carry the expectation for teachers to come prepared to the meeting with data in hand. Lesson plans produced as a result of PLC meetings will be monitored and will be expected to be written on time, meeting any expectations outlined. PLC groups will discuss unit assessments and bring results to the meetings, so performance can be discussed. The scope and sequence for instruction will be a PLC focus, with the expectation that teachers maintain appropriate pacing to teach the content within the school year and prior to state testing.

All Instructional Specialists were trained on the Think Along Plan on July 12, 2021. The Think Along Plan was introduced to all district teachers on July 29, 2021. The Think Along Plan consists of a daily strategy that consists of one focus area per week, with teachers deciding the priority student expectations (SE's) to focus on. The lessons consist of a daily spiral review and learning 'loopbacks' to tie into previously learned content. Lessons utilizing the Think Along Plan also consist of high-yield instructional strategies from Lead4ward that are designed to elicit higher levels of TEKS mastery, by breaking down math problems and focusing on mathematical comprehension. The idea is to provide students with a daily opportunity to truly "think" about each step of a word problem. Word problems comprise the majority of the STAAR assessment. Teachers have the autonomy to use hands-on or digital platforms, such as Jamboard, to instruct students. Teachers are expected to use the Think Along Plan daily along with using a variety of strategies. Following the training of all district teachers on July 29, 2021, the Think Along Plan continues to be addressed during the weekly PLC meetings that take place on each campus.

The most crucial way that student achievement can be improved is via the "First Teach." This is the first time that new content is taught to students. The First Teach must be effective, or the information may not be retained long-term. If ineffective, the teacher will be fighting an uphill battle with re-teaching numerous times, in varying ways, to help students gain mastery.

One of the benefits to the PLC is the opportunity for teachers in grade level and/or subject area teams to discuss strategies for the First Teach. By focusing on standardizing the PLC and holding these meetings to higher standards, we will by default create a more effective First Teach over time.

Learning Interventions

Following the release of assessment scores, there is always intervention planning that takes place. Interventions are intended to address the low performing areas on assessments and create plans to fill those gaps. All of our campuses have the standard interventions such as after school tutoring, Saturday school, summer school, individualized tutoring, etc. Additionally, the elementary campuses have an intervention block built into the school day. This time period is used to work with students in small groups or one-on-one to improve low performing student expectations. Since this occurs during the school day, when students are not tired or distracted, it has proven to be effective. Our campus Administrators monitor intervention time to ensure that the time is being used effectively.

The Superintendent is looking at the feasibility of opening SEHS buildings for zero or 10th period, to provide a place for students who are looking to catch up or get ahead academically. This will be studied in the coming months to see whether this scheduling model would be more effective in graduating students on time (or ahead of time).

Other interventions in place involve getting students accustomed to taking tests online. Beginning in 2023, all school districts in Texas will be required to test STAAR online. To get ahead of the curve, SEISD has already tested online for two years. By the time the rest of the state begins this in spring of 2023, SEISD will have a plethora of experience. We are standardizing the ways we prepare our students for online testing. They will be expected to take online practice tests and tutorials in advance of testing each year and will become familiar with online testing tools and resources. Teachers will also be encouraged to take practice tutorials so they will have that familiarity along with their students. This will reduce any apprehension that less technologically advanced teachers have with online testing platforms.

Field Trips

Students in the San Elizario area often do not travel far from home. We recognize the need to provide experiences outside the home and school for our students. With the availability of ESSER funds, more possibilities for field trip experiences have opened for our students. There is a plan in place beginning in 2022-2023 to create an aligned approach to field trip planning. For instance, we do not want students to just go to the El Paso Zoo every year. Each field trip experience should be aligned to the state learning standards and should be intended to meet a specific learning goal in that grade level.

Field trips should also grow every year along with our students. A trip to the Holocaust Museum would be appropriate for a high school history student, while it might not be appropriate for a young elementary student. We are also examining ways to make the most basic field trip, such as going to a movie or play, become a richer experience by attending that event at the Plaza Theater, as an example.

Closure

As is evident, there is much being done in SEISD in terms of curriculum, instruction, and assessment to increase student achievement. With a team of experienced Instructional Officers at the district level, and committed Instructional Specialists at the campus level, we have a solid team in place to support our teachers as they work to grow "The Mind" of our students over the coming years while Healing@theNest. Although academic improvements are the focus of this plan from 2022-2025, our leaders never forget the need to continue supporting the social/emotional and mental health of our students, employees, and families. Only with meeting these basic needs can "The Mind" be receptive to continue growing. It is our goal for Years 3-5 of Healing@theNest to raise our academic achievement beyond pre-pandemic levels and to achieve an "A" rating in our state accountability system. We are well on our way to achieving these goals with the support of the Board of Trustees and all stakeholders.

1

What is Healing@theNest?

Our 5-Year Focus on Mental Health and Social/Emotional Recovery from the Pandemic.

2

Pre-Pandemic—The Last "Normal" Year.

2018-2019

3

2018-2019

SEISD in Normal Times.

4

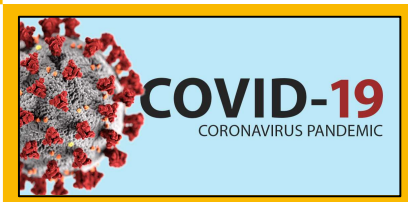
A Normal Beginning with an Unprecedented End.

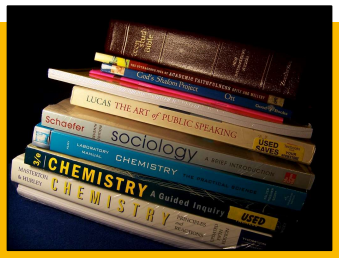
2019-2020

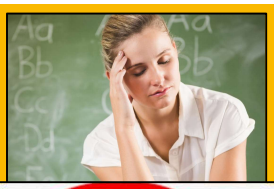
5

2019-2020

Learning How to Learn at Home While Remaining Healthy



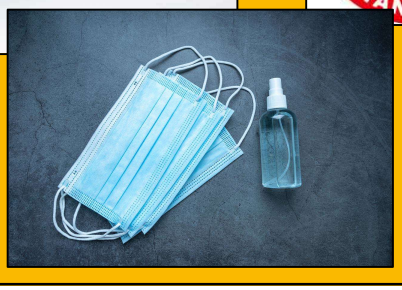




6

Spring of 2020—And So it Begins.

The First Great "Pivot" of Many.



7

2020-2021

Healing@theNest--Year 1

"Pivoting Against the Changing Tide"

Focus: *The Body*

8

Year 1: 2020-2021—"Pivoting Against the Changing Tide"

Focus: *The Body*

9

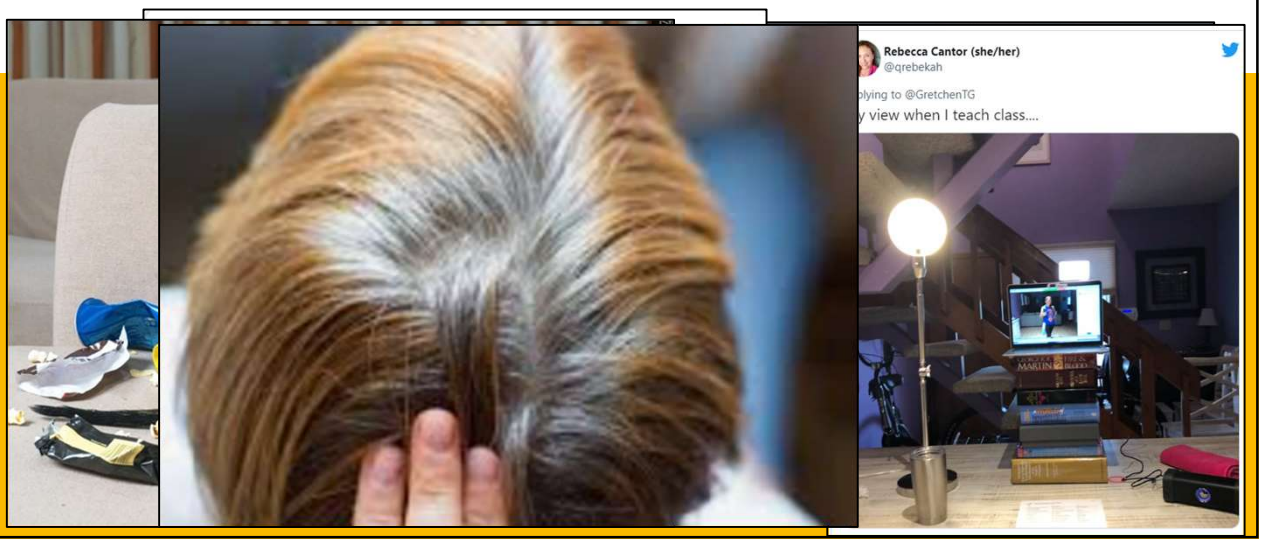
Year 1: 2020-2021—"Pivoting Against the Changing Tide"

Focus: *The Body*

10

Year 1: 2020-2021—"Pivoting Against the Changing Tide"

Focus: The Body



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Year 1: 2020-2021—"Pivoting Against the Changing Tide"

Focus: *The Body*

12

Year 1: 2020-2021—"Pivoting Against the Changing Tide"

Focus: The Body

13

Lessons from Year 1

Social/Emotional and Mental Health Support for the SEISD Community.

14

2021-2022

Healing@theNest--Year 2

"Social and Emotional Recovery for the SEISD Community"

Focus: *The Soul*

15

Year 2: 2021-2022—"Social and Emotional Recovery for our SEISD Community"

Focus: The Soul

16

Year 2: 2021-2022—"Social and Emotional Recovery for our SEISD Community"

Focus: The Soul

17

Year 2: 2021-2022—"Social and Emotional Recovery for our SEISD Community"

Focus: *The Soul*

18

Eduardo

2nd Grader
2021-2022

- May have never gone to school
- Rules, routines, procedures
- Breaking bad habits
- School is socially distant

19

Victoria

9th Grader
2021-2022

- Missed middle school
- Crucial social development lost
- Afraid of being around others
- Misses her friends

20

Yvette

12th Grader
2021-2022

- Missed normal high school
- No athletics
- No dances
- Can't adjust to the changes in schools

21

Have you every tried to learn something hard when your mind was on other things?

22

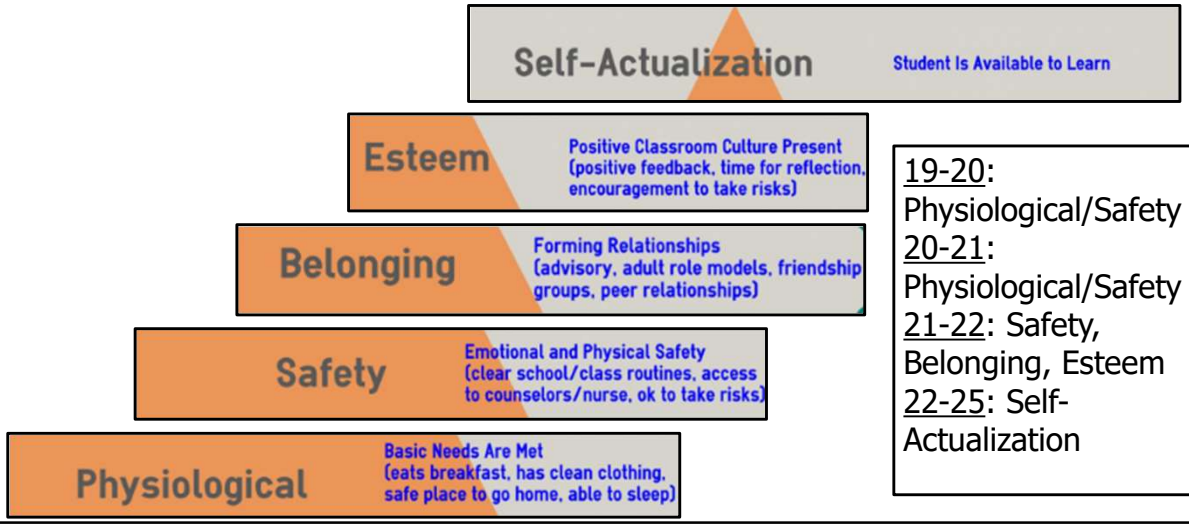
Learning Barriers

- Grief and loss
- Family unemployment
- Food insecurity
- Homele
- illness
- Dislike masks
- Dislike working alone
- Need socialization
- Need collaborative learning
- Scared of shootings
- Anxious and depressed

23

Mastering New Learning

- The mind isn't ready until basic needs are met.

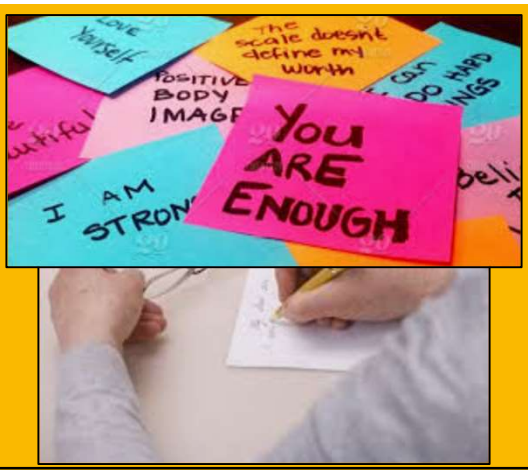


19-20: Physiological/Safety
20-21: Physiological/Safety
21-22: Safety, Belonging, Esteem
22-25: Self-Actualization

24

Building Relationships

Pause, Reflect, and Reconnect



25

Counseling and Mental Health Outreach

An increased need leads to an increased response.

26

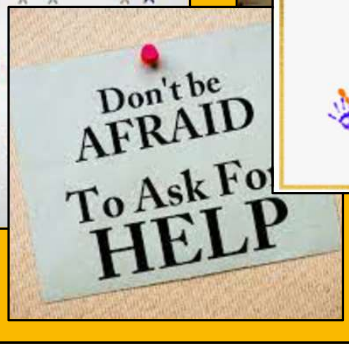
SEL Corners at each Campus

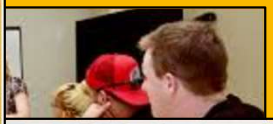
Cozy rooms to help upset students find calmness.

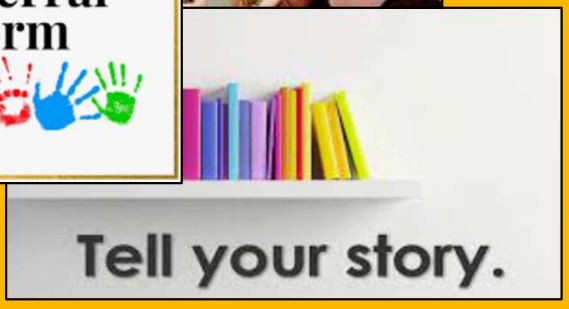
27

The Power of 10

Relating to students and encouraging them to ask for help.







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Community Outreach

Going Beyond the Classrooms to Provide Assistance.

29

Employee Appreciation

Feeling Valued Helps our Mental Health.

30

Employee Appreciation

Feeling Valued Helps our Mental Health.

RETENTION BONUS

31

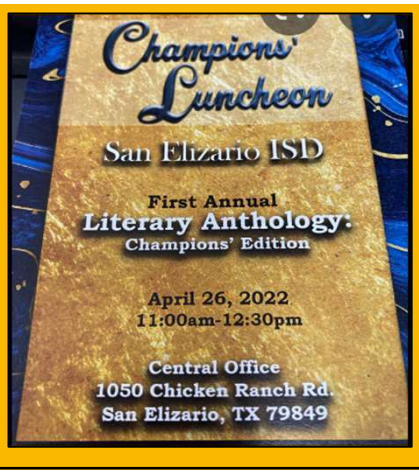
The Pathway of Champions

A Place of Reflection and Pride.

32

The Doorway to New Learning

Literary Anthology: Champions' Edition



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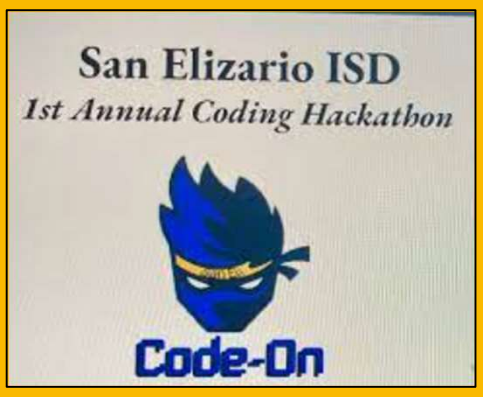
The Doorway to New Learning

First Annual Coding Hackathon



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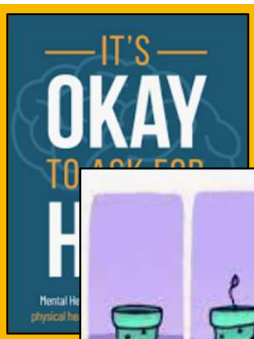
Year 2 at SEISD Campuses--Video

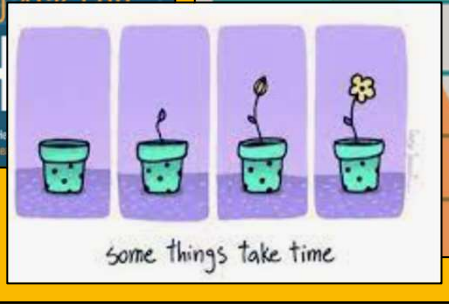
Initiatives to focus on Mental Health and Social/Emotional Support

35

Lessons from Year 2

Social/Emotional and Mental Health Support for the SEISD Community.





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2022-2025

Healing@theNest--Years 3-5

"Take off and Soar with New Learning"

Focus: *The Mind*

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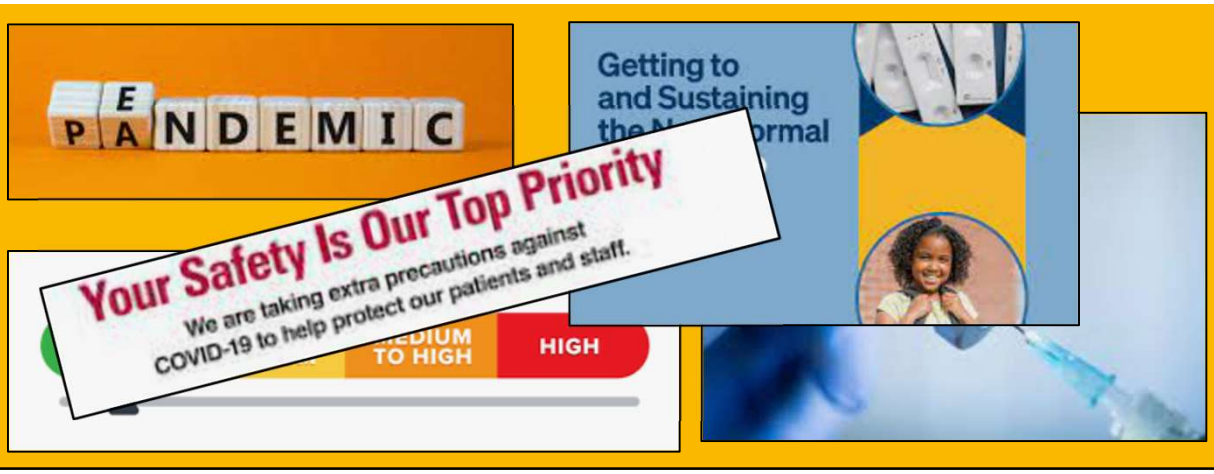
Years 3-5: 2022-2025—"Take off and Soar with New Learning"

Focus: *The Mind*



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Years 3-5: 2022-2025—"Take off and Soar with New Learning"

Focus: *The Mind*

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Mission and Vision Statements

Where we are going and how to get there

Vision Statement

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

40

Profiles of SEISD Stakeholder Groups

How stakeholders will embody our Vision

41

San Elizario ISD

★★★★★★★★★★

Employee Profile

I am a **Professional**	I am a **Team Player**	I am a **Strong Communicator**	I have great **Customer Service Skills**	I have a **Positive Attitude**
I am ***Punctual*** by meeting all obligations on time.	I am ***Flexible*** and respond to changing circumstances with ease and positivity.	I ***Seek to Understand*** by genuinely listening to other people when communicating.	I am ***Patient*** by demonstrating kindness, calmness, and understanding when serving others.	I am ***Optimistic*** by showing hope and confidence in a positive future.
I am ***Ethical*** by demonstrating consistently moral behavior.	I am ***Empathetic*** by understanding and sharing the feelings of others.	I ***Communicate with Parents*** by reaching out with patience and professionalism through various means.	I am ***Helpful*** by showing patience, professionalism, and putting "people first" while serving others.	I ***Smile*** genuinely and frequently to make others feel welcome and seen.
I am ***Accountable*** for accepting responsibility for my actions.	I am ***Helpful*** by showing readiness to work with others to get things done efficiently.	I am ***Respectful*** in all forms of communication with the school community.	I am ***Courteous*** by showing a warm, friendly attitude with a smile.	I show ***Community Pride*** by investing time and effort into improving our school community.
I present a physical ***Appearance*** that gives a positive impression of our district to the public.	I am ***Collaborative*** by working in a team setting and respectfully listening to others' ideas.	I am an ***Active Listener*** who minimizes distractions and focuses on the conversation at hand.	I am ***Ready to Serve*** with eagerness and preparedness to help our school community.	I am ***Receptive*** with a willingness to consider or accept new suggestions or ideas.
I am ***Prepared to Inspire*** by coming to work ready to make a positive difference in others' lives.	I have a ***Growth Mindset*** and a willingness to learn new skills and try new ideas.	I am ***Articulate*** by communicating coherently and fluently.	I am ***Focused*** on putting our students and parents first above anything else.	I am ***Motivating*** others by demonstrating my passion and enthusiasm for my work.

Employee Profile

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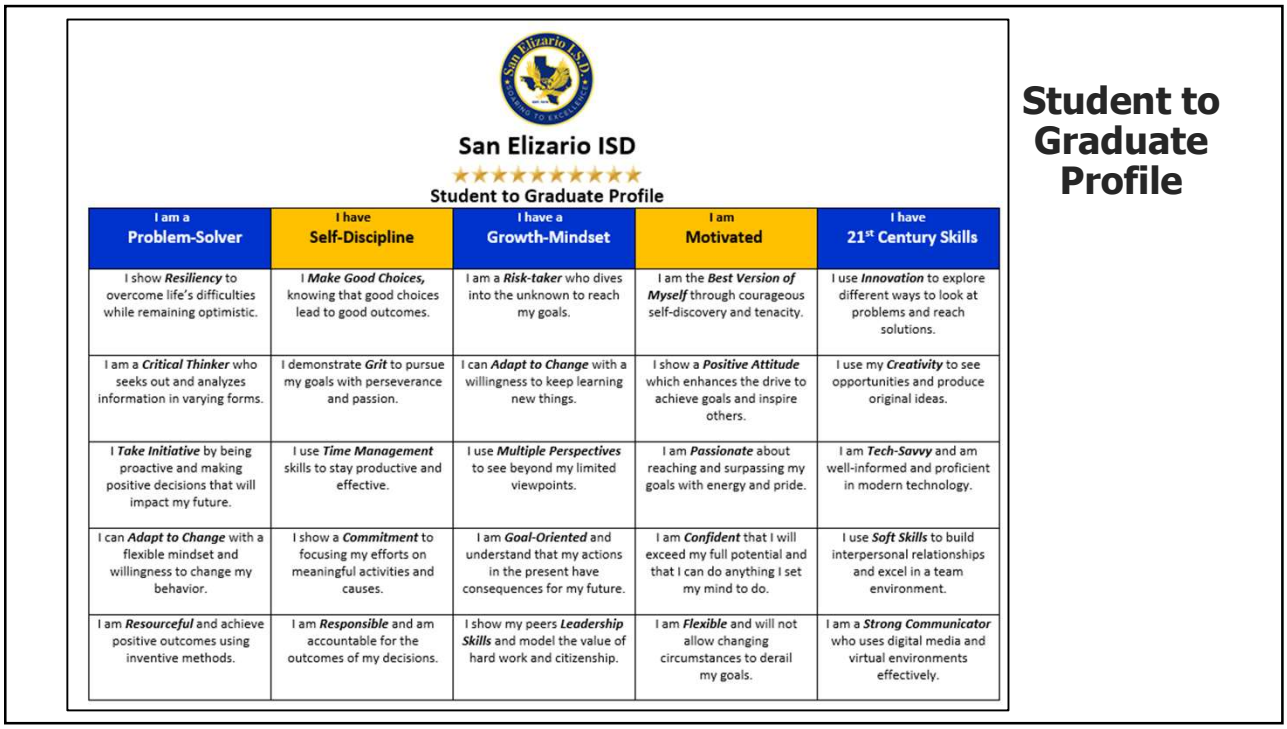

San Elizario ISD

★★★★★★★★★★

Student to Graduate Profile

I am a **Problem-Solver**	I have **Self-Discipline**	I have a **Growth-Mindset**	I am **Motivated**	I have **21st Century Skills**
I show ***Resiliency*** to overcome life's difficulties while remaining optimistic.	I ***Make Good Choices,*** knowing that good choices lead to good outcomes.	I am a ***Risk-taker*** who dives into the unknown to reach my goals.	I am the ***Best Version of Myself*** through courageous self-discovery and tenacity.	I use ***Innovation*** to explore different ways to look at problems and reach solutions.
I am a ***Critical Thinker*** who seeks out and analyzes information in varying forms.	I demonstrate ***Grit*** to pursue my goals with perseverance and passion.	I can ***Adapt to Change*** with a willingness to keep learning new things.	I show a ***Positive Attitude*** which enhances the drive to achieve goals and inspire others.	I use my ***Creativity*** to see opportunities and produce original ideas.
I ***Take Initiative*** by being proactive and making positive decisions that will impact my future.	I use ***Time Management*** skills to stay productive and effective.	I use ***Multiple Perspectives*** to see beyond my limited viewpoints.	I am ***Passionate*** about reaching and surpassing my goals with energy and pride.	I am ***Tech-Savvy*** and am well-informed and proficient in modern technology.
I can ***Adapt to Change*** with a flexible mindset and willingness to change my behavior.	I show a ***Commitment*** to focusing my efforts on meaningful activities and causes.	I am ***Goal-Oriented*** and understand that my actions in the present have consequences for my future.	I am ***Confident*** that I will exceed my full potential and that I can do anything I set my mind to do.	I use ***Soft Skills*** to build interpersonal relationships and excel in a team environment.
I am ***Resourceful*** and achieve positive outcomes using inventive methods.	I am ***Responsible*** and am accountable for the outcomes of my decisions.	I show my peers ***Leadership Skills*** and model the value of hard work and citizenship.	I am ***Flexible*** and will not allow changing circumstances to derail my goals.	I am a ***Strong Communicator*** who uses digital media and virtual environments effectively.

Student to Graduate Profile

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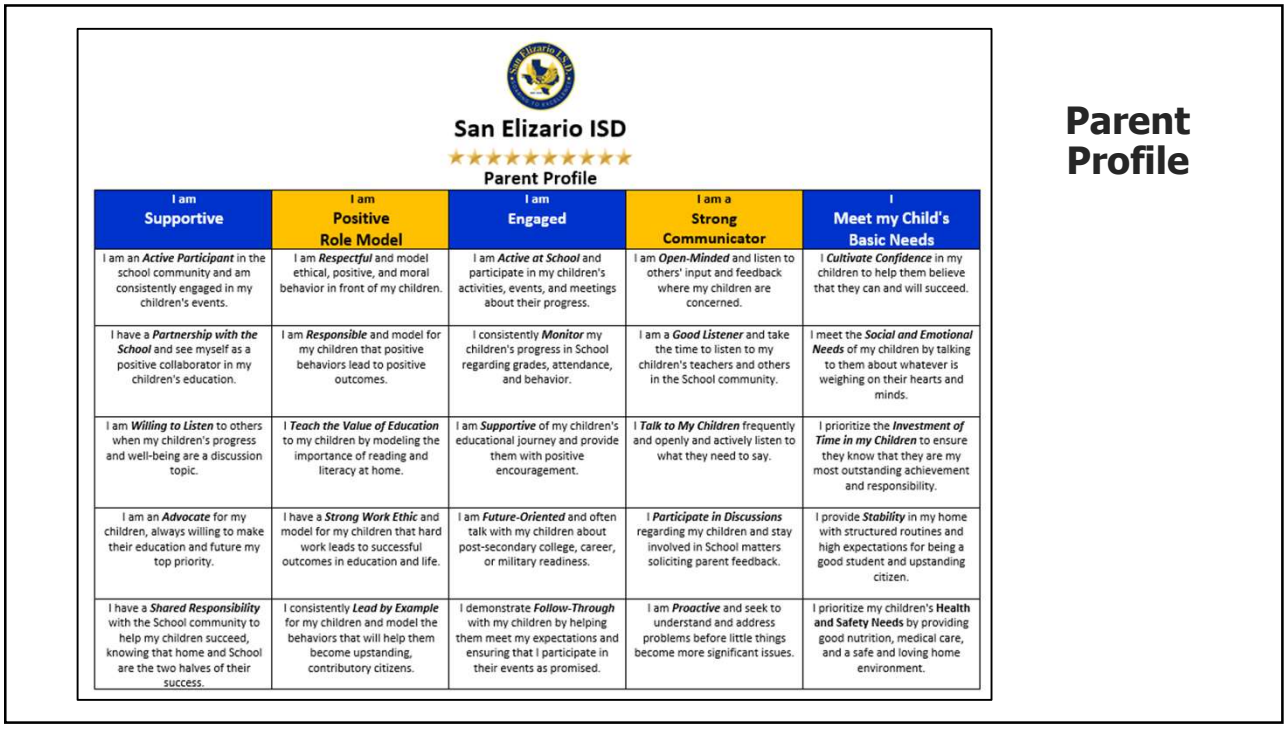

San Elizario ISD

★★★★★★★★★★

Parent Profile

I am **Supportive**	I am **Positive Role Model**	I am **Engaged**	I am a **Strong Communicator**	I **Meet my Child's Basic Needs**
I am an ***Active Participant*** in the school community and am consistently engaged in my children's events.	I am ***Respectful*** and model ethical, positive, and moral behavior in front of my children.	I am ***Active at School*** and participate in my children's activities, events, and meetings about their progress.	I am ***Open-Minded*** and listen to others' input and feedback where my children are concerned.	I ***Cultivate Confidence*** in my children to help them believe that they can and will succeed.
I have a ***Partnership with the School*** and see myself as a positive collaborator in my children's education.	I am ***Responsible*** and model for my children that positive behaviors lead to positive outcomes.	I consistently ***Monitor*** my children's progress in School regarding grades, attendance, and behavior.	I am a ***Good Listener*** and take the time to listen to my children's teachers and others in the School community.	I meet the ***Social and Emotional Needs*** of my children by talking to them about whatever is weighing on their hearts and minds.
I am ***Willing to Listen*** to others when my children's progress and well-being are a discussion topic.	I ***Teach the Value of Education*** to my children by modeling the importance of reading and literacy at home.	I am ***Supportive*** of my children's educational journey and provide them with positive encouragement.	I ***Talk to My Children*** frequently and openly and actively listen to what they need to say.	I prioritize the ***Investment of Time in my Children*** to ensure they know that they are my most outstanding achievement and responsibility.
I am an ***Advocate*** for my children, always willing to make their education and future my top priority.	I have a ***Strong Work Ethic*** and model for my children that hard work leads to successful outcomes in education and life.	I am ***Future-Oriented*** and often talk with my children about post-secondary college, career, or military readiness.	I ***Participate in Discussions*** regarding my children and stay involved in School matters soliciting parent feedback.	I provide ***Stability*** in my home with structured routines and high expectations for being a good student and upstanding citizen.
I have a ***Shared Responsibility*** with the School community to help my children succeed, knowing that home and School are the two halves of their success.	I consistently ***Lead by Example*** for my children and model the behaviors that will help them become upstanding, contributory citizens.	I demonstrate ***Follow-Through*** with my children by helping them meet my expectations and ensuring that I participate in their events as promised.	I am ***Proactive*** and seek to understand and address problems before little things become more significant issues.	I prioritize my children's **Health and Safety Needs** by providing good nutrition, medical care, and a safe and loving home environment.

Parent Profile

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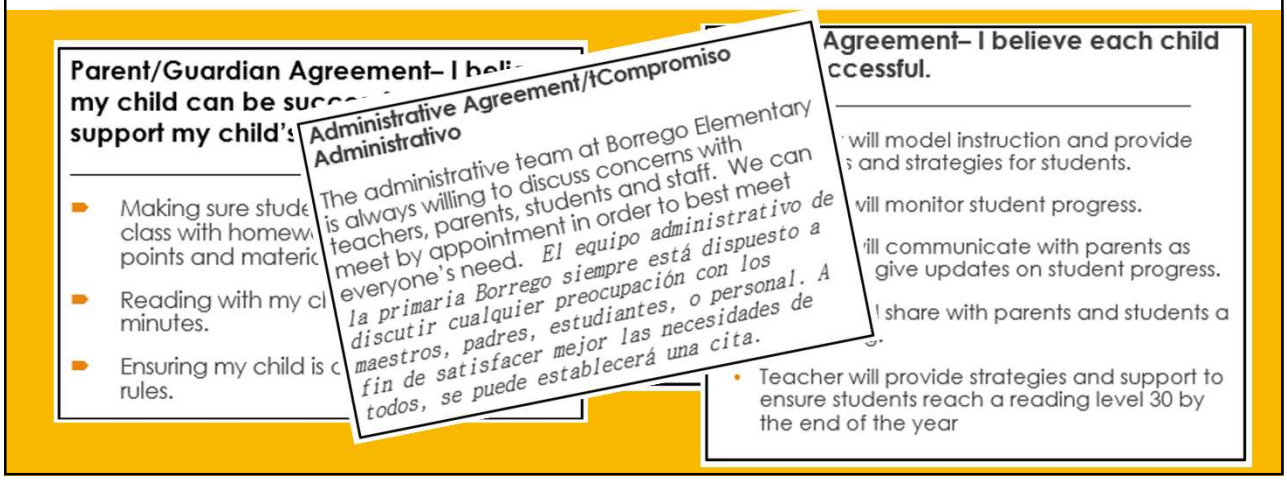
School Compacts

Agreements between families and school stakeholders



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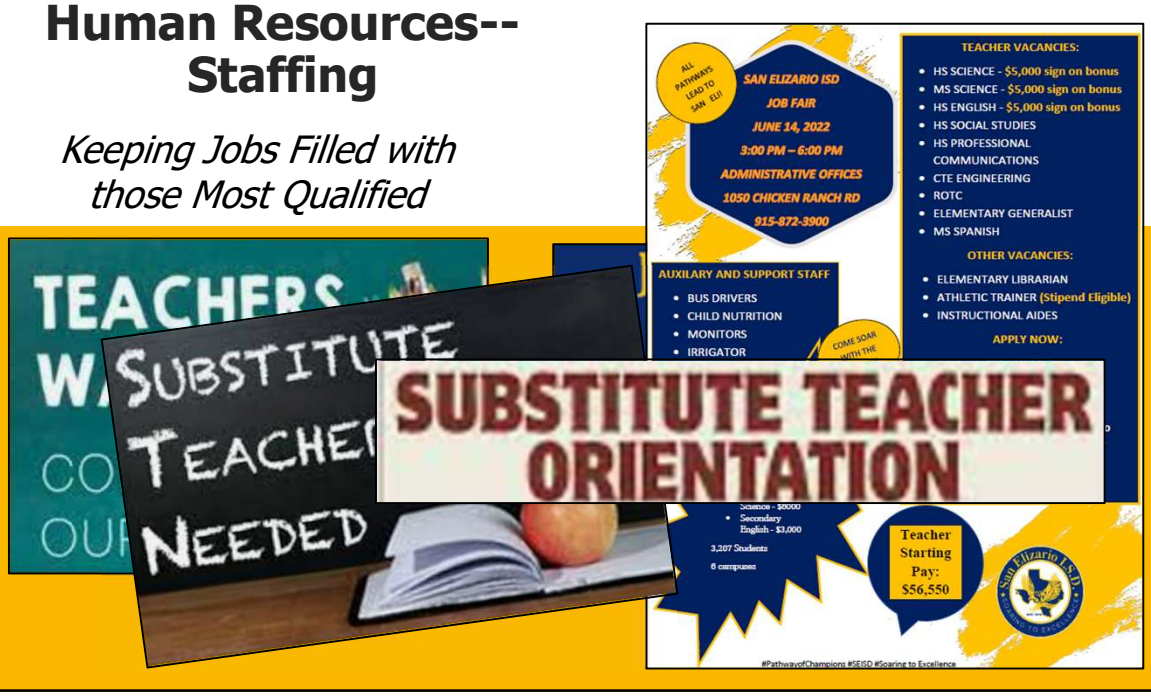
Human Resources-- Staffing

Keeping Jobs Filled with those Most Qualified



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Human Resources--Staffing

Keeping Jobs Filled with those Most Qualified

Pictured left to right: Dr. Jeannie Meza-Chavez, Horacio Hernandez, and Perla Magallon

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Teacher Incentive Allotment

A Path Towards a Six-Figure Salary for Teachers

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#IamAChampion

How to be an Eagle Champion

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Curriculum, Instruction, and Assessment

Non-negotiables to Grow The Mind

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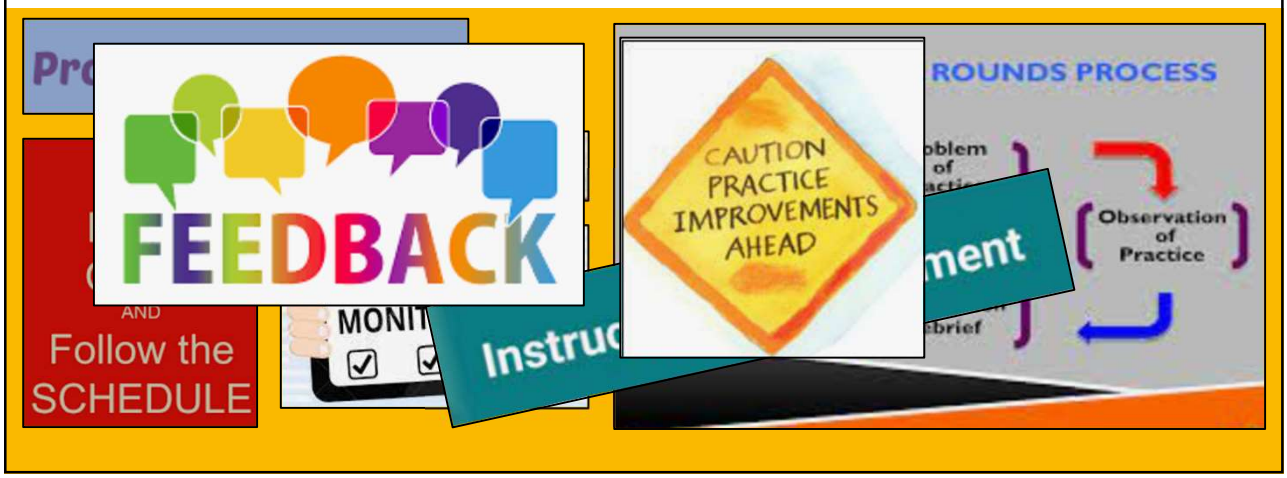
Instructional Rounds

Studying a Problem of Practice to Improve Achievement



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Professional Learning Communities

Teacher Collaboration to Improve Learning

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Think Along Plan

Prioritizing Lessons to Build upon Prior Learning

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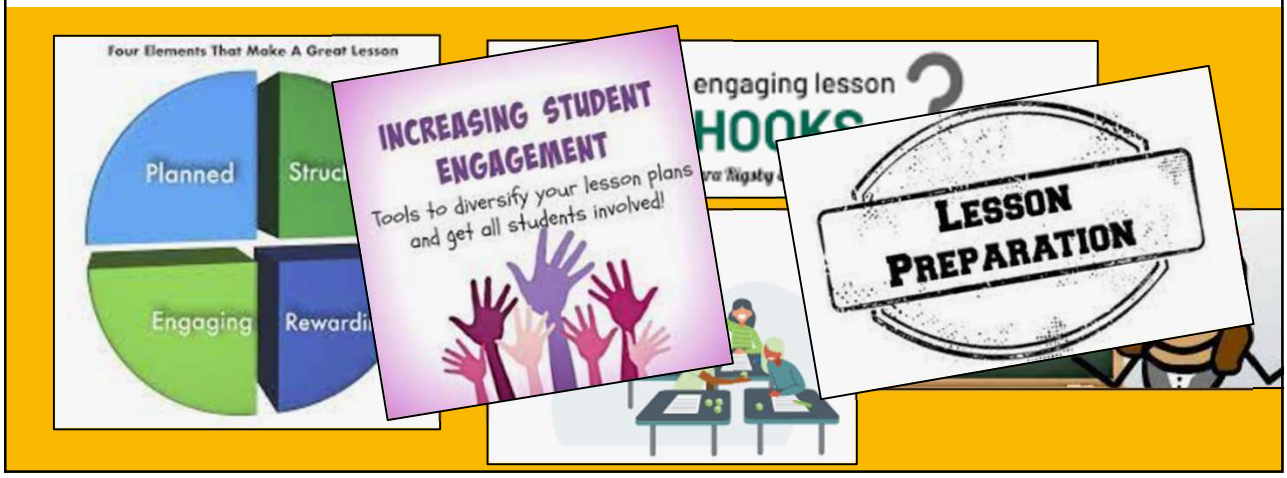
Quality First Teaching

A Strong First Lesson Yields Long-Term Learning



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Learning Interventions

Using Data to Help Students Catch Up

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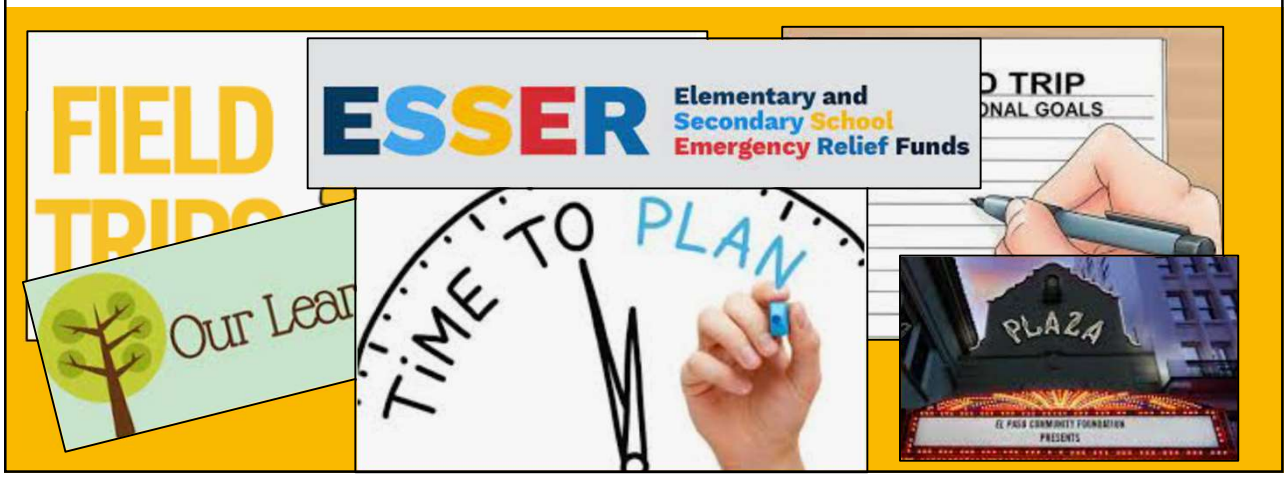
Field Trips

Expanding Students' Experiences beyond San Elizario



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Anticipated Lessons—Years 3-5

Growing The Mind with Healing@TheNest

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2022 - 2023 Board Meeting Dates
July 20, 2022
August 10, 2022
September 14, 2022
October 12, 2022
November 9, 2022
December 14, 2022
January 18, 2023
February 8, 2023
March 8, 2023
April 12, 2023
May 10, 2023
June 14, 2023

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
Soaring to Excellence

Leadership Academy
Agenda
July 11-13, 2022 and
August 11-13, 2022

Date/Location	Time		Required Audience
Monday, July 11	**8:00 AM—11:00 AM**	**12:30 PM—3:30 PM**	Dr. Meza-Chavez Dr. Segovia Principals Assistant Principals A. Sanchez (AM) S. Sanchez (AM)
	Data Session Presenter: L. Renegar T-PESS Presenter: Dr. Segovia	Effective Schools Framework Presenters: Region 19	
Boardroom			
Tuesday, July 12	**8:00 AM—11:00 AM**	**12:30 PM—3:30 PM**	Dr. Meza-Chavez Dr. Segovia Principals Assistant Principals ISs
	Effective Schools Framework Presenters: Region 19	Effective Schools Framework Presenters: Region 19	
Boardroom			
Wednesday, July 13	**8:00 AM—11:00 AM**	**12:30 PM—3:30 PM**	Dr. Meza-Chavez Dr. Segovia Principals Assistant Principals S. Frescas L. Renegar IOs ISs
	MAP Assessment Training (bring your laptop) Presenters: nwea	MAP Assessment Training (bring your laptop) Presenters: nwea	
Boardroom			
Thursday, August 11 – Saturday, August 13	**(more event details to come)**	**(more event details to come)**	Cabinet Principals S. Frescas E. Ponce L. Renegar A. Sanchez S. Sanchez S. Ruiz
	TENTATIVE 2022 Superintendent Summit	*TENTATIVE* 2022 Superintendent Summit	
ESC19 Starlight Event Center			

Revised 6/27/22

Instructional Specialist Academy
Agenda
July 12 – 15, 2022

Date/Location	Topics	
Tuesday July 12 Boardroom	**8:00 AM—11:00 AM** Effective Schools Framework Presenters: Region 19	**12:30 PM—3:30 PM** Effective Schools Framework Presenters: Region 19
Wednesday July 13 Boardroom	**8:00 AM—11:00 AM** MAP Training (bring your laptop) Presenters: nwea	**12:30 PM—3:30 PM** MAP Training (bring your laptop) Presenters: nwea
Thursday & Friday July 14 – 15 Excell Computer Lab	**8:00 AM—11:00 AM** The Impact Cycle Virtual Workshop Presenters: Instructional Coaching Group	**12:30 PM—3:30 PM** The Impact Cycle Virtual Workshop Presenters: Instructional Coaching Group

Revised 6/27/22

October 6-8, 2022
2022 MASBA CONFERENCE
Sheraton Gunter
San Antonio, Texas
MASBA

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Home (/Home.aspx) > Program (https://www.tasa.tasb.org/program/schedule.aspx) > Schedule

2022 Tentative Convention Schedule

Thursday, September 22, 2022

2–5 p.m.	Preconference Sessions*
5–6:30 p.m.	Opening Reception

Friday, September 23, 2022

7:30–8:30 a.m.	Concurrent Sessions
7:30–11:30 a.m.	Small School District Seminar**
8:45–9:45 a.m.	Concurrent Sessions
9:45–10:15 a.m.	Break in the Exhibit Hall
10:15–11:15 a.m.	Concurrent Sessions
11:30 a.m.–1 p.m.	School Board Advocacy Network (SBAN) Luncheon (*SBAN members only* (https://tasb.org/legislative/school-board-advocacy-network.aspx))
1–2 p.m.	Concurrent Sessions
2:15–3:15 p.m.	Concurrent Sessions
3:15–4 p.m.	Break in the Exhibit Hall

4–5:30 p.m.	Friday General Session *Los Fresnos CISD Student Performance* *Outstanding School Board and Key Communicator Awards*

Saturday, September 24, 2022

7:30–8:30 a.m.	Concurrent Sessions
8:45–9:45 a.m.	Concurrent Sessions
9:45–10:30 a.m.	Break in the Exhibit Hall
10:30 a.m.–Noon	Saturday General Session *Longview ISD Student Performance* *Superintendent of the Year Award*
Noon–1:30 p.m.	TASB Delegate Assembly Caucuses (Grand Hyatt)
1–2 p.m.	Concurrent Sessions
2–3 p.m.	Exhibit Hall Closing Event
2–4 p.m.	TASB Delegate Assembly (Grand Hyatt)
3–4 p.m.	Concurrent Sessions
4:15–5 p.m.	Commissioner Mike Morath (To Be Invited)

Sunday, September 25, 2022

7:30 a.m.	Continental Breakfast
8–9 a.m.	Concurrent Sessions
9:15–10:15 a.m.	Concurrent Sessions
10:30–11:30 a.m.	Sunday General Session

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Home (/Home.aspx) > Program (https://www.tasa.tasb.org/program/schedule.aspx) > General Sessions

TASA | TASB Convention Speakers

General Sessions

First General Session, Friday, 4 p.m.

Keynote: Jon Gordon

New York Times bestselling author of "The Power of Positive Leadership" and "The Energy Bus."

Performance by Los Fresnos CISD
Award presentations: Key Communicator; Outstanding School Board Award

Second General Session, Saturday, 10:30 a.m.

Keynote: Derrick Johnson

Former Texas Longhorn and Kansas City Chief. Founder and president of Defend the Dream Foundation which caters to inner-city kids through education.

Performance by Longview ISD
Award presentation: Superintendent of the Year

Third General Session, Sunday, 10:30 a.m.

Keynote: Merlyna Valentine

A well-respected educator for over 30 years with numerous awards as a teacher, principal, and executive director in a highly successful school district.

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Home (/Home.aspx) > Program (https://www.tasa.tasb.org/program/schedule.aspx) > Preconference Sessions

Preconference Sessions

Thursday, September 22, 2022

$50 fee is required, advance registration is necessary, and participation is limited.

1–5 p.m.
Beyond the Buzz: Diversity, Equity, and Inclusion Fundamentals

Diversity, equity, inclusion, accessibility, justice, belonging, bias — all of these buzzwords are heard in the news and across social media. Let's dive deeper and learn through a four-hour experiential session about the fundamentals behind it.

A foundational model will be presented, followed by a deeper dive into the "Anatomy of Bias." We will discuss how fragile the human spirit is and how exclusion can impact a person, a group, and/or a nation in profound ways.

The world and our school districts are becoming more diverse, and this session will equip you with practices that, when applied, will transform your relationships, your district, and ultimately student outcomes across the state.

2–5 p.m.
Board Officers' Academy (BOA): How Boards Can Make a Difference While Focusing on Student Success

"Some of our students are doing well while others aren't. What can we do to ensure that ALL students succeed? What can our school board do to help?" If you are hearing or saying some things like this, then this session is for you. During this interactive session school board members and administrators will learn some things tht hey can do to make postiive changes to improve the learning enviroment. Topics include:

- Developing Clear Priorities
- Demonstrating Positive and Focused Leadership
- Effectively Engaging Your Community
- Monitoring Progress to Ensure Success

2–5 p.m.
Governance for Improved Student Success: EISO/SB 1566 Training *(fulfills 3-hour biennial requirement)*

Focused and engaged school boards make a difference to student learning. This research-informed session highlights practices and tools to help boards understand the current state of student learning, cast a compelling vision with meaningful goals, and oversee the improvement efforts in their districts.

2–5 p.m.
Controversies in the Classroom: How to Respond to Parent Concerns Over Instructional Issues

From challenges to instructional resources to complaints about social studies curriculum categorized as "Critical Race Theory," schools must respond to parent concerns about what their children are learning at school. Dissatisfied parents may look to home schooling or vouchers as a result. Join school attorneys as they walk through the challenges many districts face with respect to what is taught in the classroom and the impact of

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Home (/Home.aspx) > Registration and Housing

Registration

Registration fees

Registration

Tuesday, July 19–Friday, September 9

- $425 for TASA | TASB members, including Council of School Attorneys (CSA) members
- $325 for Full Board-Superintendent Team*
- $525 for Non-Members
- $150 for Students**
- $50 for preconference sessions (/program/preconference-sessions.aspx)

Late registration

After Friday, September 9

- $525 for TASA | TASB members, including Council of School Attorneys (CSA) members
- $425 for Full Board-Superintendent Team*
- $625 for Non-Members
- $150 for Students**
- $50 for preconference sessions (/program/preconference-sessions.aspx)

*Your full board and superintendent must register and attend to take advantage of this low rate.

**Must have an active Student Membership (https://tasanet.org/membership/membership-categories/student-membership/) at TASA.

Guest badges

One complimentary guest badge is offered with each paid registration and is available for a personal guest (provided the person is not eligible for membership in TASA or TASB or for whom paid registration would otherwise be required). Guest badges may only be requested on-site at the event. A guest badge will give a guest access to attend the following:

- Opening Reception
- Exhibit Hall
- The three General Sessions

Full registration is required for the following

- Public official of a school district
- Administrator or employee of a school district
- Member of the Council of School Attorneys (CSA)
- Administrator or employee of an education service center

Companies who are exhibiting will request their badges through the exhibitor portal where they purchased their booth space beginning August 1.

School board members and administrators should coordinate registration through their district's central office. TASA | TASB does not require session selection with registration; however, there are preconference options (/program/preconference-sessions.aspx) on Thursday, September 22 and a Small School District Seminar (/program/small-school-district-seminar.aspx) on Friday, September 23 that do require registration.

View details on how to register (/registration/how-to-register.aspx).

Please review our **Terms and Conditions** (/registration/terms-and-conditions.aspx) including our cancellation policy.

TASB is managing attendee registration. If you have questions, please get in touch with us at 800.580.8272, ext. 3611 or registrar@tasb.org (mailto:registrar@tasb.org).

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Home (/Home.aspx) > Housing

Housing Reservations

Housing for txEDCON22 will open on Tuesday, July 19 at 9 a.m. CST.

Hotel Information

View hotel location map (/housing/documents/txedcon-hotel-map.pdf)

View hotel amenities and rates (/housing/documents/tasa-tasb-amenity-matrix.pdf)

Important housing dates

July 19, 2022

Housing and registration opens

August 24, 2022

Rooming list and advance deposit deadline

Provide CHM your final lists of guests to occupy the rooms held by your district. Unassigned rooms will be released and sold to waitlisted guests. One night's advance deposit in the form of a check, money order, or credit card will be required to guarantee a reservation by this date.

If you are paying for your entire stay with a district check, mail to: Convention Housing Management 2635 North 1st St, Suite 106 San Jose, CA 95134

Date to Cancel reservation without being assessed a cancellation fee by Convention Housing Management (CHM).

August 30, 2022

Last date to guarantee lower housing rate.

September 18, 2022

Last day to make changes with CHM

CHM will handle changes, cancellations, and new bookings up until this date. Beginning Saturday, September 18, contact the hotel directly with any changes or cancellations.

Transportation

The San Antonio International Airport (SAT) is located eight miles from downtown; travel time is approximately 15-20 minutes.Once you land, there are many quick and easy transportation options to take you to downtown San Antonio and nearby hotels as well as back to the airport when it's time to go home.

Driving

Driving in? Convention Center Parking Garage is at 850 E Commerce directly across from the Lila Cockrell Theatre. There is also parking at the Grand Hyatt Hotel in front of the theatre. All parking is available for public use for a fee.

TASA | TASB shuttle buses

Convention shuttles are provided complimentary between official TASA | TASB Convention hotels and the Henry B. Gonzalez Convention Center on Thursday beginning at noon, Friday, Saturday and Sunday.

If you require a wheelchair assisted service pickup, please call the phone number listed on the shuttle service sign (available in hotel lobbies) at least 30 minutes before your desired departure time to be sure we can adequately accommodate your needs.

Mobility rentals

If you would like to rent a power scooter or wheelchair for delivery to the Convention Center or area hotels, please contact Tom's Wheelchair (https://tomswheelchairs.com/)by email at tomswheelchair@sbcglobal.com (mailto:tomswheelchair@sbcglobal.net) or 210.223.7878

If you have any questions or any other accessibility needs, please contact Taylor Thompson at taylor.thompson@tasb.org (mailto:taylor.thompson@tasb.org).

Housing pirates

When we secure sleeping rooms at hotels for our conferences (commonly referred to as room blocks), we research the properties to make sure that our attendees will be adequately accommodated. The room block is established to ensure that rooms meet our standards and are offered at a discounted price.

We are informed that registrants are often contacted by fax, e-mail or most often by phone with offers for cut rate housing. The intent is to convince you that the offer is made on our behalf, or that the soliciting company is associated with TASA | TASB. This is not true.

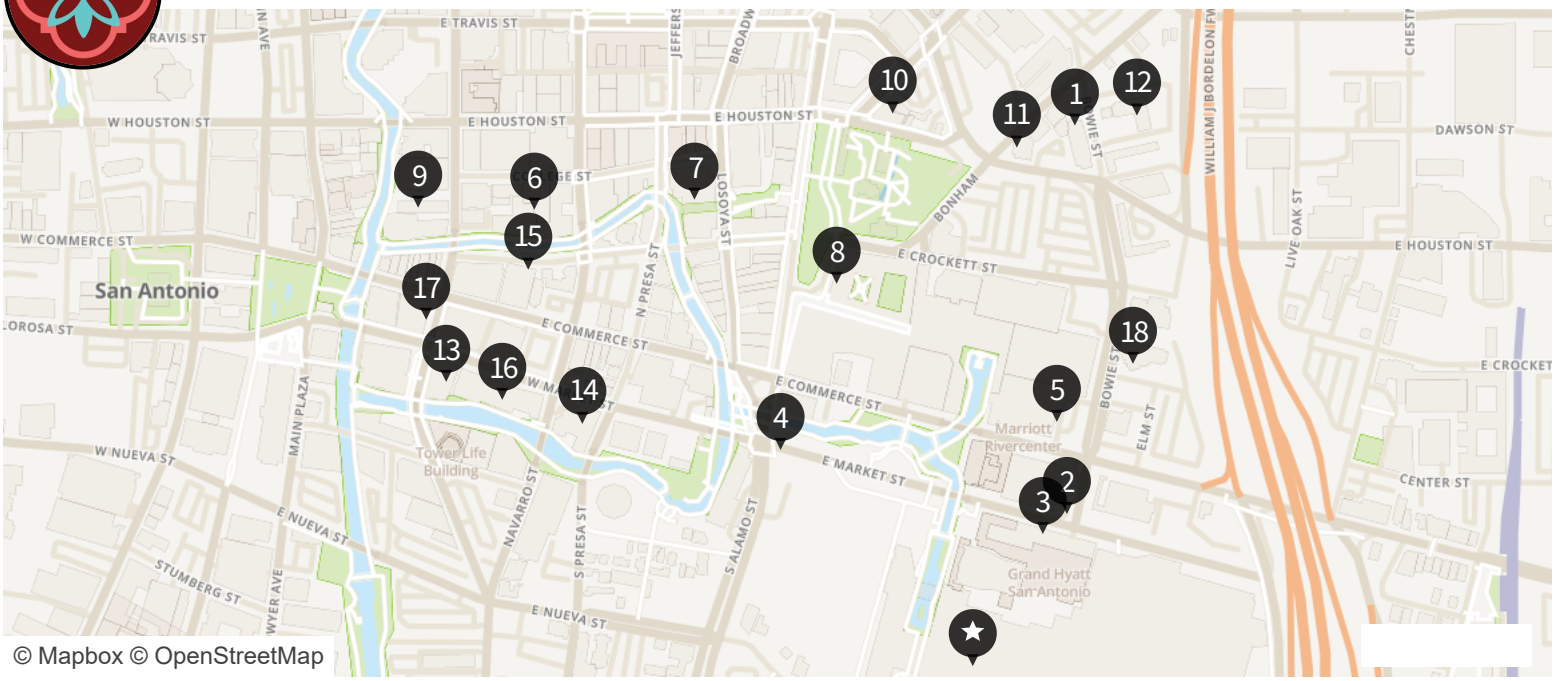
The exclusive service provider for TASA | TASB Convention housing is **Convention Housing Management (CHM)**. Find more about how housing pirates work and what to do (/housing/housing-warning.aspx) if you encounter this situation.

Assistance with housing

Housing for the TASA | TASB Convention is handled exclusively by Convention Housing Management (CHM). **Please call 800.340.1905 or e-mail tasa_tasb@chmrooms (mailto:tasa_tasb@chmrooms.com).com for assistance.**

If you have questions that CHM cannot answer, e-mail Janice Rivera at janice.rivera@tasb.org (mailto:janice.rivera@tasb.org) or call 800.580.8272, extension 1187.

txEDCON22 TASA | TASB Convention



★ Henry B. González Convention Center
900 E Market St
San Antonio, TX 78205

1 SpringHill Suites San Antonio Downtown/Alamo Plaza
Lodging
411 Bowie St
San Antonio, TX 78205

2 San Antonio Marriott Riverwalk
Lodging
889 E Market St
San Antonio, TX 78205

3 Grand Hyatt San Antonio
Lodging
600 E Market St
San Antonio, TX 78205

4 Hilton Palacio del Rio Hotel
Lodging
200 S Alamo St
San Antonio, TX 78205

5 San Antonio Marriott Rivercenter
Lodging
101 Bowie St
San Antonio, TX 78205

6 Omni La Mansión del Rio
Lodging
112 College St
San Antonio, TX 78205

7 Hyatt Regency San Antonio Riverwalk
Lodging
123 Losoya St
San Antonio, TX 78205

8 Menger Hotel
Lodging
204 Alamo Plz
San Antonio, Texas 78205

9 Courtyard by Marriott San Antonio Riverwalk
Lodging
207 N St. Mary's St St
San Antonio, TX 78205

10 The Emily Morgan Hotel a DoubleTree by Hilton
Lodging
705 E Houston St
San Antonio, TX 78205

11 Fairfield Inn & Suites San Antonio Downtown/Alamo Plaza
Lodging
422 Bonham
San Antonio, TX 78205

12 Hampton Inn San Antonio-Downtown (Riverwalk)
Lodging
414 Bowie St
San Antonio, TX 78205

13 Homewood Suites by Hilton Riverwalk
Lodging
432 W Market St
San Antonio, TX 78205

14 Hotel Contessa Luxury Suites on the Riverwalk
Lodging
306 W Market St
San Antonio, TX 78205

15 Mokara Hotel & Spa
Lodging
212 W Crockett St
San Antonio, TX 78205

16 The Westin Riverwalk San Antonio
Lodging
420 W Market St
San Antonio, TX 78205

17 Drury Plaza Hotel San Antonio Riverwalk
Lodging
105 S St. Mary's St
San Antonio, TX 78205

18 La Quinta Inn & Suites San Antonio Riverwalk
Lodging
303 Blum
San Antonio, Texas 78205

2022 TASA|TASB
Henry B. Gonzalez Convention Center
San Antonio, TX
September 23 - 25, 2022
Hotel Amenity Matrix

Hotel	Rates	Eat & Drink				Hotel Information						In-Room Features										Stay Connected				Stay Fit				Transport	
		Bar/Lounge	Breakfast	Restaurants	Room service	ATM machine	Concierge desk	Express check out	Gift shop	Pet friendly hotel	Safety deposit box	2-Line telephone	A/C with individual climate control	Cable TV	Coffeemaker	Hair dryer	In-room safe	Iron and Ironing board	Microwave	Mini-bar	Refrigerator	Rollaway bed	Business center	Free newspaper	In-room internet connection	Public/lobby wifi	Fitness Center	Full-service spa	Indoor swimming pool	Outdoor swimming pool	Self parking	Valet parking
Courtyard San Antonio Riverwalk AAA Rating: ★★★ 207 North Saint Marys Street, San Antonio Distance to Event: 0.65 mile(s) Checkin: 3:00 PM Checkout: 12:00 PM	(Standard - 1 King + Sofa Bed) S/D - $199 (Standard - 2 Queen Beds) S/D - $199	☑		☑		☑		☑			☑	☑	☑	☑	☑	☑		☑			☑	☑	☑		☑	☑	☑			☑		☑
Drury Plaza Hotel San Antonio Riverwalk AAA Rating: ★★★ 105 South St Mary's Street, San Antonio Distance to Event: 0.58 mile(s) Checkin: 3:00 PM Checkout: 11:00 AM	(Standard - 1 King Bed) S/D - $189 (Standard - 2 Queen Beds) S/D - $189	☑	☑			☑				☑			☑	☑	☑	☑		☑	☑		☑	☑	☑		☑	☑	☑		☑	☑		☑
Emily Morgan Hotel San Antonio AAA Rating: ★★★★ 705 E Houston Street, San Antonio Distance to Event: 0.57 mile(s) Checkin: 4:00 PM Checkout: 12:00 PM	(Standard - 1 King Bed) S/D - $159 (Standard - 2 Queen Beds) S/D - $159	☑		☑	☑	☑		☑		☑	☑	☑	☑	☑	☑	☑	☑	☑				☑			☑	☑				☑		☑
Fairfield Inn & Suites SA Alamo Plaza/Conv. Center AAA Rating: ★★★ 422 Bonham, San Antonio Distance to Event: 0.58 mile(s) Checkin: 4:00 PM Checkout: 12:00 PM	(Standard - 1 King Bed) S - $119 D - $129 (Standard - 2 Queen Beds) S - $119 D - $129	☑	☑			☑		☑			☑		☑	☑	☑	☑		☑	☑		☑		☑		☑	☑	☑			☑		☑
Grand Hyatt San Antonio Riverwalk AAA Rating: ★★★★ 600 East Market Street, San Antonio Distance to Event: 0.15 mile(s) Checkin: 4:00 PM Checkout: 11:00 AM	(Standard - 1 King Bed) S/D - $259 (Standard - 2 Double Beds) S/D - $259	☑		☑		☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑			☑	☑	☑		☑	☑	☑			☑	☑	☑
Hampton Inn SA-Downtown (River Walk) AAA Rating: ★★★ 414 Bowie Street, San Antonio Distance to Event: 0.53 mile(s) Checkin: 4:00 PM Checkout: 11:00 AM	(Standard - 1 King Bed) S - $119 D - $169 (Standard - 2 Queen Beds) S - $119 D - $169		☑			☑		☑		☑			☑	☑	☑	☑		☑	☑		☑		☑		☑	☑	☑			☑	☑	

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2022 TASA|TASB
Henry B. Gonzalez Convention Center
San Antonio, TX
September 23 - 25, 2022
Hotel Amenity Matrix

Hotel	Rates	Eat & Drink				Hotel Information						In-Room Features										Stay Connected				Stay Fit				Transport	
		Bar/Lounge	Breakfast	Restaurants	Room service	ATM machine	Concierge desk	Express check out	Gift shop	Pet friendly hotel	Safety deposit box	2-Line telephone	A/C with individual climate control	Cable TV	Coffeemaker	Hair dryer	In-room safe	Iron and Ironing board	Microwave	Mini-bar	Refrigerator	Rollaway bed	Business center	Free newspaper	In-room internet connection	Public/lobby wifi	Fitness Center	Full-service spa	Indoor swimming pool	Outdoor swimming pool	Self parking	Valet parking
Hilton Palacio del Rio AAA Rating: ★★★ 200 South Alamo Street, San Antonio Distance to Event: 0.38 mile(s) Checkin: 3:00 PM Checkout: 11:00 AM	(River View - 1 King Bed) S/D - $291 (River View - 2 Double Beds) S/D - $291 (Standard - 1 King Bed) S/D - $234 (Standard - 2 Double Beds) S/D - $234	☑		☑		☑						☑	☑	☑	☑			☑							☑	☑	☑			☑		☑
Historic Menger Hotel AAA Rating: ★★★ 204 Alamo Plaza, San Antonio Distance to Event: 0.56 mile(s) Checkin: 4:00 PM Checkout: 11:00 AM	(Standard - 1 King Bed) S/D - $172 (Standard - 2 Queen Beds) S/D - $172	☑		☑	☑	☑			☑	☑	☑		☑	☑	☑	☑		☑			☑	☑	☑		☑	☑	☑			☑		☑
Homewood Suites SA-Riverwalk/Downtown AAA Rating: ★★★ 432 West Market, San Antonio Distance to Event: 0.58 mile(s) Checkin: 4:00 PM Checkout: 11:00 AM	(Standard - 1 Queen Bed) S/D - $189 (Standard - 2 Queen Beds) S/D - $189		☑			☑		☑		☑	☑	☑	☑	☑	☑	☑		☑	☑		☑		☑		☑	☑	☑			☑		☑
Hotel Contessa AAA Rating: ★★★★ 306 W Market Street, San Antonio Distance to Event: 0.44 mile(s) Checkin: 4:00 PM Checkout: 11:00 AM	(City View - 1 King Bed) S/D - $239 (City View - 2 Doubles Beds) S/D - $239	☑		☑	☑	☑	☑			☑	☑	☑	☑	☑	☑	☑	☑	☑			☑	☑	☑		☑	☑	☑			☑		☑
Hyatt Regency San Antonio Riverwalk AAA Rating: ★★★★ 123 Losoya Street, San Antonio Distance to Event: 0.51 mile(s) Checkin: 4:00 PM Checkout: 11:00 AM	(Standard - 1 King Bed) S/D - $219 (Standard - 2 Double Beds) S/D - $219	☑		☑	☑	☑	☑	☑	☑	☑				☑	☑	☑	☑	☑			☑	☑	☑		☑	☑	☑	☑		☑	☑	☑
La Quinta Inn & Suites SA Riverwalk AAA Rating: ★★★ 303 Blum Street, San Antonio Distance to Event: 0.35 mile(s) Checkin: 4:00 PM Checkout: 11:00 AM	(Standard - 1 King Bed) S/D - $195 (Standard - 2 Double Beds) S/D - $195	☑	☑			☑	☑		☑	☑	☑		☑	☑	☑	☑		☑	☑			☑	☑		☑	☑	☑			☑	☑	☑

The information contained in this form may be amended from time to time without notice.

2022 TASA|TASB
Henry B. Gonzalez Convention Center
San Antonio, TX
September 23 - 25, 2022
Hotel Amenity Matrix

Hotel	Rates	Eat & Drink				Hotel Information						In-Room Features										Stay Connected				Stay Fit				Transport	
		Bar/Lounge	Breakfast	Restaurants	Room service	ATM machine	Concierge desk	Express check out	Gift shop	Pet friendly hotel	Safety deposit box	2-Line telephone	A/C with individual climate control	Cable TV	Coffeemaker	Hair dryer	In-room safe	Iron and Ironing board	Microwave	Mini-bar	Refrigerator	Rollaway bed	Business center	Free newspaper	In-room internet connection	Public/lobby wifi	Fitness Center	Full-service spa	Indoor swimming pool	Outdoor swimming pool	Self parking	Valet parking
Marriott Rivercenter AAA Rating: ★★★★ 101 Bowie Street, San Antonio Distance to Event: 0.29 mile(s) Checkin: 4:00 PM Checkout: 11:00 AM	(Standard - 1 King Bed) S/D - $234 (Standard - 2 Queen Beds) S/D - $234	☑		☑		☑	☑	☑					☑	☑	☑	☑	☑	☑			☑		☑		☑	☑	☑		☑	☑	☑	☑
Marriott Riverwalk AAA Rating: ★★★★ 889 East Market Street, San Antonio Distance to Event: 0.13 mile(s) Checkin: 4:00 PM Checkout: 11:00 AM	(Standard - 1 King Bed) S/D - $234 (Standard - 2 Double Beds) S/D - $234	☑		☑		☑		☑					☑	☑	☑	☑	☑	☑			☑		☑		☑	☑	☑		☑	☑		☑
Mokara Hotel & Spa AAA Rating: ★★★★ 212 West Crockett Street, San Antonio Distance to Event: 0.58 mile(s) Checkin: 3:00 PM Checkout: 12:00 PM	(Premier - 1 King Bed) S/D - $259	☑		☑	☑	☑	☑	☑		☑	☑		☑	☑	☑	☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑		☑		☑
Omni La Mansion del Rio AAA Rating: ★★★★ 112 College Street, San Antonio Distance to Event: 0.62 mile(s) Checkin: 4:00 PM Checkout: 12:00 PM	(Deluxe - 1 King Bed) S/D - $229 (Deluxe - 2 Double Beds) S/D - $229	☑		☑	☑	☑	☑	☑		☑	☑		☑	☑	☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑		☑		☑
SpringHill Suites SA Alamo Plaza/Conv. Center AAA Rating: ★★★ 411 Bowie Street, San Antonio Distance to Event: 0.51 mile(s) Checkin: 4:00 PM Checkout: 12:00 PM	(Studio - 1 King Bed) S - $129 D - $139 (Studio - 2 Queen Beds) S - $129 D - $139	☑	☑			☑		☑			☑		☑	☑	☑	☑		☑	☑		☑		☑		☑	☑	☑			☑		☑
Westin Riverwalk, San Antonio AAA Rating: ★★★★ 420 W Market Street, San Antonio Distance to Event: 0.49 mile(s) Checkin: 4:00 PM Checkout: 11:00 AM	(Standard - 1 King or Queen Bed) S/D - $197 (Standard - 2 Double Beds) S/D - $197	☑		☑	☑	☑	☑	☑		☑	☑	☑	☑	☑	☑	☑	☑	☑					☑		☑	☑	☑			☑		☑

Published rates are exclusive of State Tax. To qualify for tax exemption for this stay, each guest is required to submit an original copy of the Tax Exemption Certificate upon check-in.

Other credit card fees and surcharges may apply.

MEMORANDUM

To: Dr. Meza-Chavez, Superintendent

From: Raul Jacques, Director of Child Nutrition Services

Subject: June 2022 – Nutrition Services Update

Date: June 27, 2022

During the month of June, we served approximately 22, 975 meals to our students, primarily through the Summer Food Program at Sambrano, Borrego, and San Elizario High School. We also brought back Abuelita's Kitchen Cooking Academy. Students from 5th, 6th, and 7th grade learned how to cook traditional foods such as tortillas, frijoles, sopa de arroz, chile colorado con carne, molletes, chile relleno, empanadas, and aguas frescas. It is amazing how well they learn to cook during the 2-week program.

Child Nutrition staff members are working hard to get ready for the new school year. We are thankful for the opportunity to serve our students.

Abuelita's Kitchen

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