

Agenda of Regular Meeting

The Board of Trustees

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

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, January 15, 2025, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees, which includes the Presiding Officer of the Board Meeting, will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act.

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

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

Public comment shall occur at the beginning of the meeting and shall follow all other requirements and limitations under SEISD Board Policy BED (Local).

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. All items on the consent agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. GENERAL FUNCTIONS

Mr. Eduardo Chavez, Board President

A. Call Meeting to Order

B. Roll Call

C. Establish Quorum

D. The Pledge of Allegiance

San Elizario ISD Student

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E. Texas Pledge of Allegiance

San Elizario ISD Student

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F. **San Elizario ISD Mission Statement**

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

Mr. Eduardo Chavez, Board President

2. **OPEN FORUM** (Three-minute limit per speaker, unless otherwise noted)

3. **DISTRICT RECOGNITIONS**

A. School Board Appreciation Month

Dr. Jeannie Meza-Chavez, Superintendent

1. Proclamation from the El Paso County Judge Samaniego and Commissioners

Dr. Jeannie Meza-Chavez, Superintendent

2. Proclamation from City of San Elizario Mayor

Mayor Miguel Chacon

3. Mariachi Aguilas

4. Librarians

B. Teacher of the Year and Employee of the Year Nominees

Ms. Gina Ramirez, Executive Director Human Resources

1. District Employee of the Year

2. District Rookie Teacher of the Year

3. District Elementary Teacher of the Year

4. District Secondary Teacher of the Year

C. Recognition of Registered Teacher Apprenticeship Program Participants

Ms. Gina Ramirez, Executive Director Human Resources

D. Recognition of First San Elizario ISD Miner Teacher Resident in partnership with the University of Texas at El Paso

Ms. Gina Ramirez, Executive Director Human Resources

E. Athletic Recognitions

Mr. Cesar Morales, Executive Director Athletics

1. San Elizario High School Texas 4A 2024 Leading Rusher - Zamar Vargas

2. Ann M. Garcia-Enriquez Middle School - 7th Grade Football District Champions

3. Ann M. Garcia-Enriquez Middle School - 8th Grade Basketball District Champions

4. Ann M. Garcia-Enriquez Middle School - 7th & 8th grade combined team Girls Soccer District Champions

5. Ann M. Garcia-Enriquez Middle School - 7th Grade Boys Soccer District Champions

6. Ann M. Garcia-Enriquez Middle School - 8th Grade Boys Soccer District Champions

F. Lorenzo G. Alarcon Elementary School - 2024–2025 Fall Semester Highest Campus Average Daily Attendance

Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Blanca Cruz, Associate Superintendent

G. San Elizario High School - CTE Law Enforcement Program - Level 2 Non-Commissioned Security Officer Certification

Ms. Sandra Sanchez, CTE Administrator

H. San Elizario High School - Certified Nurse Assistant Certification

Ms. Sandra Sanchez, CTE Administrator

I. Introduction of Lorenzo G. Alarcon Elementary School Assistant Principal - Ms. Concepcion Talamantes

Ms. Monika Ruiz, Principal, Lorenzo G. Alarcon Elementary School

4. **NEW BUSINESS / BOARD ACTION ITEMS**

A. Book Study Discussion on: *The Governance Core*

Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent

1. Chapter 9: Rising to the Classroom

B.	Discussion and possible Board action to approve the San Elizario ISD Balanced Scorecard, to include the Belief Statement, Mission/Vision, Strategic Priorities (column one) and Strategic Objectives (column two) Dr. Jeannie Meza-Chavez, Superintendent, and Cabinet Team	16
C.	Discussion on Teacher Incentive Allotment Information and possible scheduling of a meeting date Board of Trustees	27
	1. Proposed Dates for Online Meeting:	
	• January 27 th - 2:00 pm	
	• January 28 th - 1:00 pm, 1:30 pm or 2:00 pm	
	• February 5 th - 1:00 pm, 1:30 pm or 2:00 pm	
	• February 6 th - 11:00 am, 11:30 am or 12:00 pm	
5.	CONSENT AGENDA - Consider and possible Board action on	
A.	Financial Reports Mr. Norberto Rivas, Chief Financial Officer	
	1. Tax Report	36
	2. Financial Statements	38
	3. Investment Report	42
	4. Budget Amendment	52
B.	Consider and possible Board action to approve revisions made to the San Elizario Independent School District Student Code of Conduct Ms. Blanca Cruz, Associate Superintendent	54
C.	Consider and possible Board action on ESC 19 - 2024-2025 Continuing Education Service Agreement Dr. Jeannie Meza-Chavez, Superintendent	103
D.	Consider and possible Board action on District of Innovation Plan Renewal Ms. Blanca Cruz, Associate Superintendent	107
E.	Consider and possible Board action to approve Compensation Resolution related to the district's delayed start on January 9 and January 10, 2025. Ms. Gina Ramirez, Executive Director Human Resources	149
F.	Consider and possible Board action to approve the 2024-2025 Migrant Program Interlocal Agreement with the Education Service Center, Region 19 Ms. Blanca Cruz, Associate Superintendent	153
G.	Consider and possible Board action to approve the Effective Advising Framework (EAF) Stipends Ms. Gina Ramirez, Executive Director Human Resources	159
H.	Consider and possible Board action on the 2025 - 2026 West Texas Food Service Coop Interlocal Agreement Ms. Aggie Reyes, Executive Director Child Nutrition Services	170
I.	Consider approval of minutes for the following: Board of Trustees	
	1. November 12, 2024 - Special Meeting	174
	2. November 13, 2024 - Regular Board Meeting	176
	3. November 19, 2024 - Special Meeting	183

J.	Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.	
1.	Support Services Department	185
	Mr. Jesus Martinez, Executive Director Support Services	
6.	PRESENTATION / REPORTS / INFORMATION	
A.	Presentations	
B.	Reports	
1.	San Elizario Early College High School Update	188
	Mr. Troy Enriquez, Principal, San Elizario High School	
2.	Goal Progress Monitoring	
	Mr. Edgar Ponce, Research and Evaluation Administrator	
a.	(HB3) - Goal 2 - Overall Academic Growth in Reading	190
3.	Meal Service Update	
	Ms. Aggie Reyes, Executive Director Child Nutrition Services	
a.	November 2024	192
b.	December 2024	193
C.	Information	
1.	Board Training	
a.	Zoom TASB Webinar: Policy 101 for Board Members	194
	January 22, 2025 – 5:30 pm to 6:30 pm	
b.	Far West Texas School Boards Association Meetings	195
	<ul style="list-style-type: none"> • Thursday, February 27, 2025 - 5:30 pm to 8:30 pm (Team of 8) • Tuesday, May 6, 2025 - 5:00 pm to 9:00 pm • Saturday, July 12, 2025 - TBD 	
7.	EXECUTIVE SESSION	
	The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.074, and 551.076 Texas Gov. Code:	
A.	Discussion on the Intruder Detection Audit Summary - Findings and Corrective Action Required	
B.	Discussion on District Vulnerability Assessment	
C.	Discussion on revisions and updates to the Board Operating Procedures	
8.	THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION	
A.	Possible Board action on matters discussed in Closed Session	
	JCA LAW, Legal Counsel	
B.	Discussion and possible Board action to approve the revisions and updates to the Board Operating Procedures	
9.	NEXT MEETING DATE:	
	Regular Board Meeting: Wednesday, February 12, 2025, at 5:30 p.m.	
10.	ADJOURNMENT	

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

Texas Government Code Section:

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

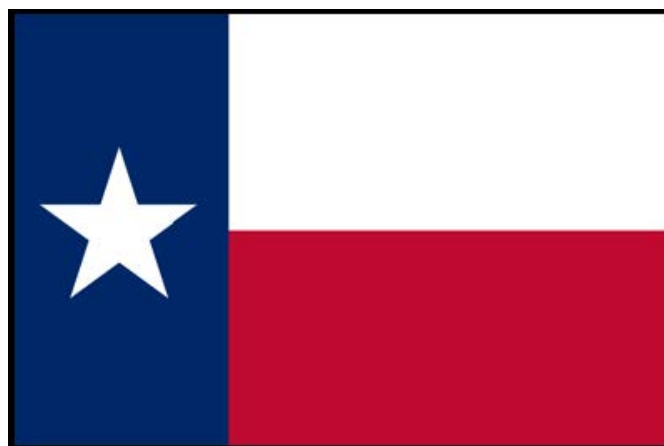
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

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



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

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





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

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Subject: The Governance Core Book Study
Date: January 15, 2025

HISTORY:

In June of 2024, the Trustees and the Superintendent of the San Elizario Independent School District (SEISD) embarked on a book study of "The Governance Core" to enhance their effectiveness and leadership. This decision stems from recognizing the crucial role that school board governance plays in shaping educational outcomes and fostering a positive school environment.

"The Governance Core," by Mike Johnson and Brian B. Gibbons, offers a comprehensive framework for effective governance in educational settings. The book focuses on the core principles and practices that enable school boards to provide strong leadership and oversight, ensuring that schools meet their goals and serve their communities effectively.

In summary, this initiative reflects their commitment to continuous improvement and making a positive difference in the educational experience of students within their district.

RATIONALE:

The SEISD trustees are participating in a book study of "The Governance Core" to better equip themselves with the knowledge and skills needed for effective governance.

BUDGET:

There is not an impact on the budget.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to use the book study guideline and identify the two quotes per chapter that will be shared at the regular board meeting.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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



The Governance Core Book Study

June 12, 2024:

Part I. Introduction and Mindsets for Efficacy
Introduction to the Book

- Read the Foreword by Frank Pugh pg. IX
- Read the Foreword by John Malloy pg. XI
- Read Introduction pgs. 1-10

August 14, 2024:

Chapter 1. Moral Imperative and the
Governance Core pgs. 13-27

- Read Chapter 1 and highlight key concepts
- Chapter 2. Trustee Governance Mindset pgs.
29-52
- Read Chapter 2 and reflect on the trustee's
role in governance.

September 10, 2024:

Chapter 3. Superintendent Governance
Mindset pgs. 53-72

- Read Chapter 3 and compare it with the
trustee's perspective.

Chapter 4. Welcoming New Trustees pgs.
73-83

- Read Chapter 4 and explore strategies for
integrating new trustees.

October 9, 2024:

Part II. Governance for Efficacy pgs. 87-107

Chapter 5. Governing with Coherence

- Read Chapter 5 and analyze how coherence
enhances governance.

Chapter 6. Governance Culture pgs. 109-120

- Read Chapter 6 and reflect on the
importance of organizational culture.

November 13, 2024:

Chapter 7. The Governance Job: Systems
Thinking and Strategic Action pgs. 121-134

- Read Chapter 7 and understand the role of
systems thinking in governance.

Chapter 8. Governance Tools pgs. 135-144

- Read Chapter 8 and explore various tools
available for effective governance.

January 15, 2025:

Chapter 9. Rising to the Classroom pgs.
147-152

- Read Chapter 9 and identify key challenges
and opportunities for improvement.

February 12, 2025:

Appendix I Template for Creating Board
Protocols pgs. 153-154

- 9 Appendix II Three Comparisons of Effective
Governance Principles pgs. 155-157



San Elizario ISD Board of Trustees Book Study

Davis Campbell // Michael Fullan

Forewords by Frank Pugh and John Malloy



THE GOVERNANCE CORE

School Boards,
Superintendents,
and Schools
Working Together

CORWIN

The Governance Core

by Davis Campbell / Michael Fullan

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February 12, 2025:

Appendix I Template for Creating Board Protocols pgs. 153-154

Appendix II Three Comparisons of Effective Governance Principles pgs. 155-157

Editorial Reviews

Review

The Governance Core is a masterpiece that calls on governing board members to seize the moral high ground, establish a unity of purpose, and pursue governing excellence. The book is insightful, engaging, and filled with real-world examples that illuminate important principles needed for effective governing. *The Governance Core* is a must-read for new or veteran school board members.

-- Vernon Billy, CEO & Executive Director Published On: 2019-03-28

Brilliant and utterly compelling! I have sat in boardrooms for 46 years governing education institutions, hospitals, and universities. It's as if Davis Campbell and Michael Fullan were looking over my shoulder! *The Governance Core* captures the essence of effective governance in complex times. This book challenges us to focus on and achieve a higher moral purpose. Campbell and Fullan move beyond what governance is and explore how great leaders should govern.

-- Dr. Bill Hogarth, Consultant, and former Director of Education Published On: 2019-03-28

Governance, school boards, and superintendents are on the front line of meeting the challenges facing education in the 21st century. *The Governance Core* by Davis Campbell and Michael Fullan captures not only the nature of the challenges but also the characteristics of highly successful school board trustees and superintendents working together. *The Governance Core* goes deeply into the heart of effective governance. Incorporate these ideas, and you will become much more effective as governance leaders—and your students, parents and educators will benefit immensely.

-- Frank Pugh, Past President Published On: 2019-03-26

A treasure of a book, chock-full of guidance from the strategic to the pragmatic. I will refer to *The Governance Core* regularly as our board and principal work together in the service of the scholars and families in our school community. Whether you're a district leader or a principal, on a district school board, charter board, or local school council, you will find insights and tools to deepen your understanding and improve your practice of effective governance. Our nation's children deserve no less.

-- Susan Lucas, Co-Chair Published On: 2019-03-28

Davis Campbell and Michael Fullan do a masterful job of explaining how public school boards and superintendents working well together, with a shared moral imperative, can be a driving force for improvement in student learning as well as for society as a whole. This exquisite new book,

The Governance Core, beautifully explains why this is true and how to achieve it.

-- Leslie DeMersseman, Past President Published On: 2019-03-26

Simultaneously visionary and pragmatic,

The Governance Core provides a comprehensive, action-oriented blueprint for designing an effective governance system focused squarely on what matters: student learning. Davis Campbell and Michael Fullan demonstrate how the right approach to governance can make the critical difference in achieving learning for all students. This new book is a powerful, persuasive must-

read not only for superintendents and school board members but also for all of us in nonprofits and public agencies who share a commitment to students' succeeding in school and beyond.
-- Glen Harvey, Chief Executive Officer Published On: 2019-03-26

Good governance is a skill, a discipline, and a commitment. Davis Campbell and Michael Fullan reveal new understandings and important lessons about governing public school systems for healthier communities. They make the compelling case that effective governance in these uncertain times is an essential driver for a better democracy. A must-read for all new and veteran board members and superintendents. -- Tony Smith, Former State Superintendent of Education
Published On: 2019-03-26

Davis Campbell and Michael Fullan have provided great insights on the governance core in this inspiring book. I recommend that trustees and superintendents read this book together—and act on the key messages. -- John Malloy, Director of Education
Published On: 2019-03-26

About the Author

Davis Campbell is the former Executive Director of the California School Boards Association and is Chair of the University of California Davis, School of Education Advisory Board and a Senior Fellow at the Center for Applied Policy in Education.

Campbell has a deep and broad background in public education. He served for 12 years in the California Department of Education, serving six of those as Deputy State Superintendent of Public Instruction in charge of all education programs. In 1988 he was appointed Executive Director of the California School Boards Association, serving in that capacity until his retirement in 2001. He has also served as an elected trustee on the Yolo County Board of Education. In 2020, Campbell was awarded the 2020 University of California Davis Alumni Association Distinguished Achievement Award.

Campbell maintains an active consulting practice in effective governance in education as well as nonprofit agencies at both the state and international level. In California, in addition to continuing education governance programs with school districts, Campbell has provided workshops for nonprofit organizations as well as governance workshops and presentations with cities, counties, and special districts. Campbell's international work includes governance support for American and International schools in Madrid Spain (15 years), Barcelona Spain, Lisbon Portugal, Paris France, Rome and Milan Italy, Tunis Tunisia, Cairo Egypt and British Columbia Canada.

Michael Fullan served as Premier Dalton McGuinty's Special Policy Adviser in Ontario from 2003-2013. He received the Order of Canada (OC) in December 2012 and holds five honorary doctorates from universities around the world. His 'interim autobiography', *Surreal Change*, covers his work to 2018. Michael and his colleagues are now working diligently on field-based comprehensive system change in several countries. This work operates under the umbrella of what they call the 'shared humanity paradigm' —Equity, Engagement, Excellence--Deep change that integrates local (school and community), middle (district/regional), and state (policy) entities.

Fullan's favorite method of learning is to partner with groups that are engaged with change; and to learn together with them. (And then to write another book about the experiences, and what was learned).

Michael Fullan's latest books are: *Nuance* (2019), *Spirit Work and the Science of Collaboration* (with Mark Edwards, 2022), *The Principal 2.0* (2023), and *The Drivers* (with Joanne Quinn, 2023).

For more information on books, articles, videos, podcasts please go to: www.michaelfullan.ca

Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
2. Record your rationale for selecting each of the two quotes

Chapter	Quote with page number	Rationale
Chapter 1		
Chapter 1		
Chapter 2		
Chapter 2		
Chapter 3		
Chapter 3		
Chapter 4		
Chapter 4		
Chapter 5		
Chapter 5		

Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
2. Record your rationale for selecting each of the two quotes

Chapter	Quote with page number	Rationale
Chapter 6		
Chapter 6		
Chapter 7		
Chapter 7		
Chapter 8		
Chapter 8		
Chapter 9		
Chapter 9		
Appendix I	Not a quote, just a thought	No rationale, just a conversation
Appendix II	Not a quote, just a thought	No rationale, just a conversation

**San Elizario ISD
Strategic Plan
2025-2029**



Soaring to Excellence

Belief Statements

In San Elizario ISD,

Students are empowered as leaders and life-long learners to cultivate a growth mindset, embrace new challenges, and persevere as they prepare for their personal success.

Parents and families are essential to and accountable for their child's success by being supportive, actively engaged, and strong advocates for their academic and social/emotional learning needs.

Declaraciones de Creencias

En San Elizario ISD,

Los estudiantes están capacitados como líderes y aprendices de por vida para cultivar una mentalidad de crecimiento, afrontar nuevos desafíos y perseverar mientras se preparan para su éxito personal.

Los padres y las familias son esenciales y responsables del éxito de sus hijos, al brindar apoyo, participar activamente y ser firmes defensores de sus necesidades académicas y socioemocionales.

Belief Statements

In San Elizario ISD,

Faculty and staff members are effective communicators and collaborators committed to creating a positive, supportive, and dynamic learning environment that fosters student growth and academic success.

Campus Administrators lead with integrity and positivity through word, deed, and action, while communicating and collaborating with staff, students, and the community to foster a supportive and engaging environment that promotes success for every learner.

Declaraciones de Creencias

En San Elizario ISD,

Los maestros y el personal son comunicadores y colaboradores efectivos, comprometidos a crear un ambiente de aprendizaje positivo, de apoyo y dinámico que fomente el crecimiento estudiantil y el éxito.

Los administradores de las escuelas lideran con integridad y positividad a través de la palabra, el hecho y la acción, mientras se comunican y colaboran con el personal, los estudiantes y la comunidad para fomentar un ambiente de apoyo y compromiso que promueva el éxito de cada estudiante.

Belief Statements

In San Elizario ISD,

The Superintendent and Administrative Office Staff are prepared to lead, serve, and communicate effectively, ensuring the best outcomes through professionalism, positivity, and collaboration with the school community.

Board of Trustees are united in their purpose and commitment to uphold the highest ethical standards and to reflect financial stewardship in all decision making, in service to and support of the school community.

Declaraciones de Creencias

En San Elizario ISD,

La superintendente y el personal administrativo están preparados para liderar, servir y comunicarse eficazmente, asegurando los mejores resultados a través del profesionalismo, la positividad y la colaboración con la comunidad escolar.

La Mesa Directiva está unida en su propósito y compromiso de mantener los más altos estándares éticos y reflejar una gestión financiera responsable en todas sus decisiones, al servicio y apoyo de la comunidad escolar.

Soaring to Excellence

Mission and Vision



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

Vision: A Proud Community of Champions – Soaring to Excellence!

Soaring to Excellence



Strategic Priorities

- Student Success
- Recruit, Retain, and Support Engaged Talent
- School Community Partnerships
- Alignment of Financial & Operational Systems



Priority One: Student Success

Strategic Objectives:

- Increase the percentage of all students making academic growth in Mathematics
- Increase the percentage of all students making academic growth in Reading
- Increase the percentage of all students meeting the College, Career, and Military Readiness (CCMR) Indicator

Soaring to Excellence



Priority Two: Recruit, Retain, and Support Engaged Talent

Strategic Objectives:

- Cultivate trusting relationships with our staff, teachers, and administrators by engaging with them to improve the SEISD climate, culture, and processes.
- Recruit, hire, promote, and retain highly qualified faculty and staff to meet district and state goals
- Refine and design effective human capital management systems

Soaring to Excellence



Priority Three: School Community Partnerships

Strategic Objectives:

- Increase parent and/or legal guardian satisfaction and engagement.
- Increase community engagement
- Strengthen relationships with external organizations and/or businesses to expand home/school connection



Priority Four: Alignment of Financial & Operational Systems

Strategic Objectives:

- Ensure solvency, sustainability, and transparency with district finances
- Guarantee the optimization of financial resources
- Focus on the implementation of operational efficiencies

Next Steps:

February 2025

KEY STRATEGIC ACTIONS for each PRIORITY:
(INPUTS)

March 2025

PROGRESS MEASURES for each PRIORITY :
(OUTPUTS – How do we know if we are on track?)

April 2025

LONG TERM OUTCOMES for each PRIORITY:

Responsible Parties:

- **Priority One – Student Success**
 - Mrs. Blanca I. Cruz, Associate Superintendent
- **Priority Two - Recruit, Retain, and Support Engaged Talent**
 - Ms. Gina Ramirez, Executive Director - HR
- **Priority Three – School Community Partnerships**
 - Mrs. Aggie Reyes, Executive Director – Food Service
 - Mr. Cesar Morales, Executive Director - Athletics
- **Priority Four - Alignment of Financial & Operational Systems**
 - Mr. Norberto Rivas, Chief Financial Officer
 - Mr. Horacio Hernandez, Executive Director – Technology
 - Mr. Jesus Martinez, Executive Director – Support Svcs.

TEACHER INCENTIVE ALLOTMENT

TIA

What is the Teacher Incentive Allotment

- A HOUSE BILL 3 INITIATIVE
- AVAILABLE TO ALL TEACHERS (MATH, READING, SCIENCE)
- IN THE 2023-2024 SCHOOL YEAR, SEISD ADDED GRADES 7-8 ENGLISH AND MATH, ALGEBRA I AND ENGLISH I
- RECOGNITION FOR EFFECTIVE TEACHERS IN THREE DIFFERENT AREAS
 - * RECOGNIZED, EXEMPLARY, MASTERS
- EFFECTIVE TEACHERS MAY EARN DESIGNATIONS THROUGH THE DISTRICT DESIGNATION SYSTEM WHEN CRITERIA IS MET
 - *TEACHER OBSERVATION (T-TESS) AND STUDENT GROWTH (MAP & CIRCLE)
- IN ADDITION, THE TEACHER MUST MEET THE FOLLOWING ELIGIBILITY REQUIREMENTS:
 - *EMPLOYED WITH SEISD IN AN ELIGIBLE TIA TEACHER ASSIGNMENT
 - *COMPLETE T-TESS WITH A SCORE OF PROFICIENT OR HIGHER IN ALL DIMENSIONS OF DOMAIN II AND III
 - *HAVE A MINIMUM OF 6 STUDENT SCORES AVAILABLE

T-TESS

- TIA Measures Domain II AND Domain III
- A total of 8 Dimensions
 - * 2.1-Achieving Expectations
 - * 2.2-Content Knowledge and Expertise
 - * 2.3-Communication
 - * 2.4-Differentiation
 - * 2.5-Monitor and Adjust
 - * 3.1-Classroom Environment and Procedures
 - * 3.2-Managing Student Behavior
 - * 3.3-Classroom Culture
- The T-TESS scores are as follows:
 - * PROFICIENT=3, ACCOMPLISHED=4 & DISTINGUISHED=5
- Once the T-TESS observation is completed the 8 domains are added up and averaged out.
- TIA Observation Score Cut Points
 - * RECOGNIZED- 3.7, EXEMPLARY-3.9, MASTERS-4.5

T-TESS-Domian II and Domain III

	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
2.1 Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.		✓			
2.2 Content Knowledge and Expertise: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.			✓		
2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.			✓		
2.4 Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.			✓		
2.5 Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.			✓		

DOMAIN 3: LEARNING ENVIRONMENT					
	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.		✓			
3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.			✓		
3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.		✓			

*DIMENSIONS ARE ADDED UP

* $27/8=3.375$

*Recognized - 3.7, Exemplary - 3.9, Master - 4.5

STUDENT GROWTH (MAP & CIRCLE)

- Circle and MAP are utilized to Measure student growth
- For departmentalized campuses TIA will look at all students who are tied to the teacher
- MAP student growth is calculated by looking at the total number of students who made growth and dividing that by the total number of students which will give the percentage of students who met growth.
- Circle data utilizes the National Benchmark Average NOT the overall Met Color Data. The Met Color Data should be utilized for intervention supports.
- TIA Student Growth Score Cut Points
 - *RECOGNIZED- 55%, EXEMPLARY- 60%, MASTERS-70%

MAP Student Growth

MetGrowthPr jection?	met growth clean
No	ZO
No*	ZO
No*	ZO
No*	ZO
No	ZO
Yes*	YES
No*	ZO
No	ZO
Yes	YES
Yes	YES
Yes*	YES
No*	ZO
No	ZO
Yes	YES
Yes*	YES
Yes*	YES
Yes*	YES
No*	ZO
No*	ZO
No	ZO
No	ZO
No	ZO
Yes	YES
Yes*	YES
No	ZO
No*	ZO
Yes	YES
No*	ZO
No	ZO
Yes	YES
No*	ZO
No	ZO
No	ZO
Yes	YES
No*	ZO
Yes*	YES
Yes*	YES

# STUDENTS MET GROWTH	18
# STUDENT NOT MET GROWTH	23
% OF STUDENTS MET GROWTH	43.90%

Total number of students-41
 18 students met growth
 23 students did not meet growth
 $18/41=43.90\%$

Circle Data

Compared to the National Benchmark Average

# MET COLOR	# NOT MET COLOR	OVERALL % MET COLOR	OVERALL % MET NAT PTS
46	12	0.79	0.47
43	2	0.96	0.50
48	18	0.73	0.61

Weighting Table

Category	Description:	Rubric (Select One)				
1	COHORT E: PreK: Reading	T-TESS	Pre-Test (Select from Drop Down)	Who sets expected growth targets? (Select from Drop Downs)	Post-Test (Select from Drop Down)	
			Circle	District	Circle	
			Weight	Weight		
			30%	70%		
Category	Description:	Rubric (Select One)				
2	COHORT E: K-2nd: Reading 3rd - 6th: Reading and Math COHORT F: 7th - 8th Math, Algebra I 7th - 8th English/Language Arts, English I	T-TESS	Pre-Test (Select from Drop Down)	Who sets expected growth targets? (Select from Drop Downs)	Post-Test (Select from Drop Down)	
			NWEA MAP	3rd Party Vendor (Please Name Below)	NWEA MAP	
			Weight	Weight		
			30%	70%		

QUESTIONS



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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Tax Report
Date: January 15, 2025

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 17, 2024 Board meeting for a total rate of \$0.8853. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$0.7156 while the Interest & Sinking (I&S) rate which pays for bonded debt was \$0.1697.

RATIONALE The purpose of this agenda item is to report collections made for the current 2024 tax year which is based on the levy billed on October 1, 2024.

BUDGET: Collections as of November 30, 2024 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,306,778	\$542,264	\$2,849,041	
Current Year Collections	\$160,277	\$38,009	\$198,286	\$198,286
Current Year Levy Outstanding	\$2,146,501	\$504,255	\$2,650,756	
Prior Year Collections				\$51,540
Penalty & Interest Collections				\$14,026
Total Collections				\$263,851

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2024 through 11/30/2024

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR (\$)		PRIOR YEARS (\$)		ALL YEARS (\$)			COLLECTION FEE (\$)	
	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2024	-	-	29,704.22	29,704.22	29,704.22	29,704.22	1.04%	4,673.87	4,673.87
Oct 2024	33,803.54	33,803.54	29,728.63	59,432.85	63,532.17	93,236.39	3.27%	4,623.32	9,297.19
Nov 2024	164,482.07	198,285.61	6,132.46	65,565.31	170,614.53	263,850.92	9.26%	2,018.36	11,315.55
Dec 2024									
Jan 2025									
Feb 2025									
Mar 2025									
Apr 2025									
May 2025									
Jun 2025									
Jul 2025									
Aug 2025									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/25/2024	2,792,044.14	N/A	N/A	Total Levy Collected	198,285.61	51,539.53	249,825.14
Levy-Billed 10/1/2024	2,849,041.41	617,496.50	3,466,537.91	Total Penalty & Interest	-	14,025.78	14,025.78
Adjusted Levy YTD	2,849,041.41	585,094.33	3,434,135.74	Total Levy + P&I	198,285.61	65,565.31	263,850.92
Increase/Decrease	-	(32,402.17)	(32,402.17)	Taxes as percent of levy	6.96%	1.81%	8.77%
Levy Outstanding	2,650,755.80	533,554.80	3,184,310.60	P&I as percent of levy	0.00%	0.49%	0.49%
				Total as percent of levy	6.96%	2.30%	9.26%
				Collection Fee	-	11,315.55	11,315.55
				Total Collected YTD	198,285.61	76,880.86	275,166.47



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: January 15, 2025

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 presented at the regular meeting in November.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of November 30, 2024 which are attached to this memo. Included are:

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

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

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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A Proud Community of Champions – Soaring to Excellence!

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE FIVE MONTHS ENDING NOVEMBER 30, 2024

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 3,168,717	\$ 3,104,306	\$ 619,203	\$ (2,485,103)
5800	State Program Revenues	31,951,976	31,579,490	10,113,353	(21,466,137)
5900	Federal Program Revenues	4,305,000	4,305,000	1,481,811	(2,823,189)
5020	Total Revenues	<u>39,425,693</u>	<u>38,988,796</u>	<u>12,214,367</u>	<u>(26,774,429)</u>
EXPENDITURES:					
Current:					
0011	Instruction	19,231,854	18,585,540	8,001,233	10,584,307
0012	Instructional Resources and Media Services	91,905	94,475	35,375	59,100
0013	Curriculum and Instructional Staff Development	876,647	862,837	329,671	533,166
0021	Instructional Leadership	771,466	710,560	276,931	433,629
0023	School Leadership	2,189,604	2,147,429	878,299	1,269,130
0031	Guidance, Counseling and Evaluation Services	1,477,931	1,465,629	647,639	817,990
0032	Social Work Services	64,488	62,511	26,955	35,556
0033	Health Services	505,977	488,825	208,939	279,886
0034	Student (Pupil) Transportation	1,297,829	1,292,291	622,643	669,648
0035	Food Services	3,535,000	3,634,000	1,331,786	2,302,214
0036	Extracurricular Activities	1,153,814	1,155,128	439,627	715,501
0041	General Administration	1,811,023	1,820,744	843,270	977,474
0051	Facilities Maintenance and Operations	5,321,684	5,500,230	2,777,006	2,723,224
0052	Security and Monitoring Services	1,621,544	1,546,578	584,975	961,603
0053	Data Processing Services	1,414,788	1,602,299	821,302	780,997
0061	Community Services	16,100	16,171	4,155	12,016
Debt Service:					
0071	Debt Service	304,575	304,588	202,829	101,759
Capital Outlay:					
0081	Facilities Acquisition and Construction	375,150	351,175	285,271	65,904
Intergovernmental:					
0099	Other Intergovernmental Charges	52,000	52,000	10,334	41,666
6030	Total Expenditures	<u>42,113,379</u>	<u>41,693,010</u>	<u>18,328,240</u>	<u>23,364,770</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(2,687,686)</u>	<u>(2,704,214)</u>	<u>(6,113,873)</u>	<u>(3,409,659)</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	11,453	(13,547)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>25,000</u>	<u>25,000</u>	<u>11,453</u>	<u>(13,547)</u>
1200	Net Changes in Fund Balances	<u>(2,662,686)</u>	<u>(2,679,214)</u>	<u>(6,102,420)</u>	<u>(3,423,206)</u>
0100	Fund Balance - July 1 (Beginning)	-	16,807,886	16,807,886	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (2,662,686)</u>	<u>\$ 14,128,672</u>	<u>\$ 10,705,466</u>	<u>\$ (3,423,206)</u>

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE FIVE MONTHS ENDING NOVEMBER 30, 2024

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 580,120	\$ 580,120	\$ 60,713	\$ (519,407)
5800	State Program Revenues	1,091,268	1,091,268	1,039,554	(51,714)
5020	Total Revenues	1,671,388	1,671,388	1,100,267	(571,121)
EXPENDITURES:					
Debt Service:					
0071	Debt Service	1,625,207	1,625,207	424,854	1,200,353
6030	Total Expenditures	1,625,207	1,625,207	424,854	1,200,353
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	46,181	46,181	675,413	629,232
OTHER FINANCING SOURCES (USES):					
7915	Transfers In	-	-	-	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	-	-	-	-
1200	Net Changes in Fund Balances	46,181	46,181	675,413	629,232
0100	Fund Balance - July 1 (Beginning)	-	379,737	379,737	-
3000	Fund Balance - June 30 (Ending)	\$ 46,181	\$ 425,918	\$ 1,055,150	\$ 629,232

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE FIVE MONTHS ENDING NOVEMBER 30, 2024

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 1,472,983	\$ 30,597	\$ 1,503,580
Total Operating Revenues	<u>1,472,983</u>	<u>30,597</u>	<u>1,503,580</u>
OPERATING EXPENSES:			
Professional and Contracted Services	1,037,932	165,459	1,203,391
Other Operating Costs	363,598	-	363,598
Total Operating Expenses	<u>1,401,530</u>	<u>165,459</u>	<u>1,566,989</u>
Operating Income (Loss)	<u>71,453</u>	<u>(134,862)</u>	<u>(63,409)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	224	27,936	28,160
Total Nonoperating Revenues (Expenses)	<u>224</u>	<u>27,936</u>	<u>28,160</u>
Income (Loss) Before Transfers	71,677	(106,926)	(35,249)
Transfer In	-	-	-
Change in Net Position	<u>71,677</u>	<u>(106,926)</u>	<u>(35,249)</u>
Total Net Position - July 1 (Beginning)	<u>(1,037,588)</u>	<u>1,037,125</u>	<u>(463)</u>
Total Net Position - June 30 (Ending)	<u>\$ (965,911)</u>	<u>\$ 930,199</u>	<u>\$ (35,712)</u>



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: January 15, 2025

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 November 2024.

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

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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A Proud Community of Champions – Soaring to Excellence!

San Elizario I.S.D.
 Statement of Interest Earned
 For The Five Months Ending November 30, 2024

	General Fund	\$ 269,085.84
	Interest & Sinking (Debt Service) Fund	\$ 5,784.36
	Capital Projects Fund	\$ 8,456.24
	Health Insurance Fund	\$ 223.72
	Workers Compensation Fund	\$ 27,936.13
	Total	\$ 311,486.29

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

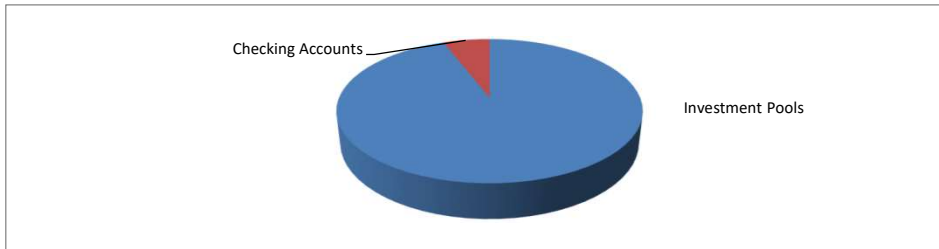
December 13, 2024

Chief Financial Officer

Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 14,847,364	94.14%	Overnight
Checking Accounts	\$ 924,700	5.86%	Overnight
	<u>\$ 15,772,064</u>		



General Fund

Wells Fargo- General Operating Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-24	31-Jul-24	Overnight	\$ 680,195.28	1.65%	\$ 925.45
01-Aug-24	31-Aug-24	Overnight	\$ 723,048.13	1.65%	\$ 1,106.79
01-Sep-24	30-Sep-24	Overnight	\$ 644,120.22	1.65%	\$ 913.63
01-Oct-24	31-Oct-24	Overnight	\$ 728,333.59	1.65%	\$ 814.44
01-Nov-24	30-Nov-24	Overnight	\$ 745,411.84	1.65%	\$ 1,286.46
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					\$ 5,046.77

Earnings allowance is earned based on the available bank balance and is used to offset monthly bank analyzed charges.

Wells Fargo- Food Service Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-24	31-Jul-24	Overnight	\$ 7,061.91	0.00%	\$ -
01-Aug-24	31-Aug-24	Overnight	\$ 19,396.75	0.00%	\$ -
01-Sep-24	30-Sep-24	Overnight	\$ 30,680.17	0.00%	\$ -
01-Oct-24	31-Oct-24	Overnight	\$ 42,304.97	0.00%	\$ -
01-Nov-24	30-Nov-24	Overnight	\$ 69,071.77	0.00%	\$ -
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					\$ -

This bank balance is combined with the general operating account for the purpose of the earning allowance.

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 6,346,218.29	5.44%	\$ 28,728.68
01-Aug-24	31-Aug-24	Overnight	\$ 5,372,292.90	5.44%	\$ 29,523.72
01-Sep-24	30-Sep-24	Overnight	\$ 5,595,127.97	5.33%	\$ 22,255.69
01-Oct-24	31-Oct-24	Overnight	\$ 4,826,834.68	5.08%	\$ 22,812.83
01-Nov-24	30-Nov-24	Overnight	\$ 5,865,671.05	4.90%	\$ 20,762.61
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 124,083.53

Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 207,771.65	5.44%	\$ 952.82
01-Aug-24	31-Aug-24	Overnight	\$ 208,727.78	5.43%	\$ 956.13
01-Sep-24	30-Sep-24	Overnight	\$ 209,636.91	5.32%	\$ 909.13
01-Oct-24	31-Oct-24	Overnight	\$ 210,538.28	5.08%	\$ 901.37
01-Nov-24	30-Nov-24	Overnight	\$ 211,380.84	4.88%	\$ 842.56
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 4,562.01

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 2,901,671.96	5.33%	\$ 13,037.20
01-Aug-24	31-Aug-24	Overnight	\$ 2,937,988.38	5.32%	\$ 13,128.18
01-Sep-24	30-Sep-24	Overnight	\$ 2,968,609.60	5.17%	\$ 12,483.11
01-Oct-24	31-Oct-24	Overnight	\$ 3,017,505.70	4.90%	\$ 12,403.04
01-Nov-24	30-Nov-24	Overnight	\$ 3,175,351.06	4.70%	\$ 11,886.92
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 62,938.45

Texas CLASS Investment Pool- General Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 3,528,040.21	5.45%	\$ 16,239.30
01-Aug-24	31-Aug-24	Overnight	\$ 3,544,305.51	5.43%	\$ 16,265.30
01-Sep-24	30-Sep-24	Overnight	\$ 3,559,709.69	5.29%	\$ 15,404.18
01-Oct-24	31-Oct-24	Overnight	\$ 3,574,942.10	5.04%	\$ 15,232.41
01-Nov-24	30-Nov-24	Overnight	\$ 3,589,278.53	4.88%	\$ 14,336.43
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 77,477.62

Wells Fargo- San Elizario High School Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-24	31-Jul-24	Overnight	\$ 4,600.71	1.09%	\$ 3.95
01-Aug-24	31-Aug-24	Overnight	\$ 6,040.32	1.09%	\$ 4.56
01-Sep-24	30-Sep-24	Overnight	\$ 8,910.89	0.92%	\$ 5.89
01-Oct-24	31-Oct-24	Overnight	\$ 8,762.59	0.71%	\$ 5.27
01-Nov-24	30-Nov-24	Overnight	\$ 8,815.13	0.63%	\$ 4.56
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 24.23

Total General Fund Interest Earned **\$ 269,085.84**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 135,225.21	5.44%	\$ 620.76
01-Aug-24	31-Aug-24	Overnight	\$ 135,847.73	5.44%	\$ 622.52
01-Sep-24	30-Sep-24	Overnight	\$ 136,441.41	5.33%	\$ 593.68
01-Oct-24	31-Oct-24	Overnight	\$ 137,028.91	5.08%	\$ 587.50
01-Nov-24	30-Nov-24	Overnight	\$ 137,579.32	4.90%	\$ 550.41
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 2,974.87

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 121,693.88	5.33%	\$ 545.93
01-Aug-24	31-Aug-24	Overnight	\$ 126,938.07	5.32%	\$ 559.81
01-Sep-24	30-Sep-24	Overnight	\$ 131,250.64	5.17%	\$ 544.47
01-Oct-24	31-Oct-24	Overnight	\$ 139,779.45	4.90%	\$ 560.80
01-Nov-24	30-Nov-24	Overnight	\$ 174,412.55	4.70%	\$ 598.48
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 2,809.49

Total Debt Service Fund Interest Earned **\$ 5,784.36**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-24	31-Jul-24	Overnight	\$ 396,096.68	5.33%	\$ 1,780.46
01-Aug-24	31-Aug-24	Overnight	\$ 397,880.65	5.32%	\$ 1,783.97
01-Sep-24	30-Sep-24	Overnight	\$ 399,566.85	5.17%	\$ 1,686.20
01-Oct-24	31-Oct-24	Overnight	\$ 401,226.35	4.90%	\$ 1,659.50
01-Nov-24	30-Nov-24	Overnight	\$ 402,772.46	4.70%	\$ 1,546.11
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$ -
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$ -
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$ -
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$ -
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$ -
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$ -
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 8,456.24

Total Capital Projects Fund Interest Earned **\$ 8,456.24**

Health Insurance Fund

Wells Fargo- Health Insurance						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-24	31-Jul-24	Overnight	\$ 67,287.37	1.09%	\$	54.70
01-Aug-24	31-Aug-24	Overnight	\$ 106,672.61	1.09%	\$	39.81
01-Sep-24	30-Sep-24	Overnight	\$ 69,597.86	0.91%	\$	39.93
01-Oct-24	31-Oct-24	Overnight	\$ 73,922.53	0.71%	\$	53.75
01-Nov-24	30-Nov-24	Overnight	\$ 69,341.74	0.62%	\$	35.53
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$	-
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$	-
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$	-
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$	-
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$	-
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$	-
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	\$ 223.72
					Total Health Insurance Fund Interest Earned	\$ 223.72

Workers Compensation Fund

Wells Fargo- Worker's Compensation						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-24	31-Jul-24	Overnight	\$ 24,622.08	1.09%	\$	9.80
01-Aug-24	31-Aug-24	Overnight	\$ 22,968.68	1.09%	\$	17.54
01-Sep-24	30-Sep-24	Overnight	\$ 13,542.93	0.84%	\$	36.76
01-Oct-24	31-Oct-24	Overnight	\$ 3,831.32	0.71%	\$	4.95
01-Nov-24	30-Nov-24	Overnight	\$ 32,059.49	0.61%	\$	6.58
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$	-
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$	-
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$	-
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$	-
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$	-
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$	-
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	\$ 75.63

Lone Star Investment Pool- Corporate Overnight Fund						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-24	31-Jul-24	Overnight	\$ 1,268,877.09	5.44%	\$	5,818.92
01-Aug-24	31-Aug-24	Overnight	\$ 1,274,716.26	5.43%	\$	5,839.17
01-Sep-24	30-Sep-24	Overnight	\$ 1,280,268.40	5.32%	\$	5,552.14
01-Oct-24	31-Oct-24	Overnight	\$ 1,285,773.11	5.08%	\$	5,504.71
01-Nov-24	30-Nov-24	Overnight	\$ 1,290,918.67	4.88%	\$	5,145.56
01-Dec-24	31-Dec-24	Overnight	\$ -	0.00%	\$	-
01-Jan-25	31-Jan-25	Overnight	\$ -	0.00%	\$	-
01-Feb-25	28-Feb-25	Overnight	\$ -	0.00%	\$	-
01-Mar-25	31-Mar-25	Overnight	\$ -	0.00%	\$	-
01-Apr-25	30-Apr-25	Overnight	\$ -	0.00%	\$	-
01-May-25	31-May-25	Overnight	\$ -	0.00%	\$	-
01-Jun-25	30-Jun-25	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	\$ 27,860.50

Total Worker's Compensation Fund Interest Earned : **\$ 27,936.13**

Government Overnight Fund

Return Information

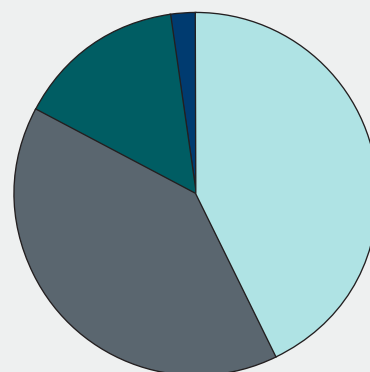
November 30, 2024

Average Monthly Return (a)	4.70%
SEC 7-day Fund Yield (b)	4.62%
Weighted Average Maturity One (c)	22 days
Weighted Average Maturity Two (c)	111 days
Portfolio Maturing beyond One Year	10%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	2,552,049,808.09	2,552,049,808.09
US Treasuries	896,403,768.34	896,632,583.90
Agencies	2,431,203,749.32	2,431,563,241.46
Money Market Funds	119,175,228.30	119,175,228.30
Total Assets	5,998,832,554.05	5,999,420,861.75

Investment Distribution



Cash Repo	43%
Agencies	40%
Treasuries	15%
Money Market	2%

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

Corporate Overnight Fund

Return Information

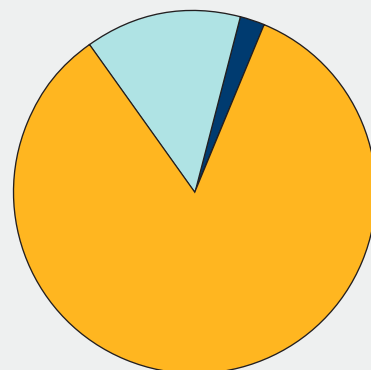
November 30, 2024

Average Monthly Return (a)	4.88%
SEC 7-day Fund Yield (b)	4.81%
Weighted Average Maturity One (c)	41 days
Weighted Average Maturity Two (c)	80 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	463,672,901.26	463,672,901.26
US Treasuries	-	-
Agencies	-	-
Commercial Paper	2,839,710,860.33	2,839,947,301.79
Money Market Funds	79,947,706.18	79,947,706.18
Total Assets	3,383,331,467.77	3,383,567,909.23

Investment Distribution



Commercial Paper	84%
Cash/Repo	14%
Money Market	2%

(b)

SEC 7-Day Yield Calculation

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

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



Corporate Overnight Plus Fund

Return Information

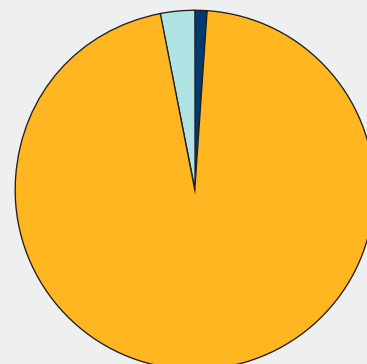
November 30, 2024

Average Monthly Return (a)	4.90%
SEC 7-day Fund Yield (b)	4.84%
Weighted Average Maturity One (c)	55 days
Weighted Average Maturity Two (c)	103 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

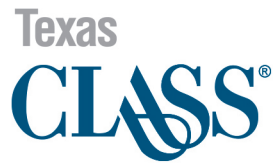
	Book Value	Market Value
Cash/Repo	317,645,461.98	317,645,461.98
US Treasuries	-	-
Agencies	-	-
Commercial Paper	8,983,930,683.91	8,984,862,043.19
Money Market Funds	105,335,983.07	105,335,983.07
Total Assets	9,406,912,128.96	9,407,843,488.24

Investment Distribution



Commercial Paper	96%
Cash/Repo	3%
Money Market	1%

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



Texas CLASS

Texas CLASS

Date	Dividend Rate	Daily Yield
11/01/2024	0.000412722	5.0352%
11/02/2024	0.000000000	5.0352%
11/03/2024	0.000000000	5.0352%
11/04/2024	0.000137037	5.0155%
11/05/2024	0.000136505	4.9961%
11/06/2024	0.000136440	4.9937%
11/07/2024	0.000136219	4.9856%
11/08/2024	0.000541184	4.9518%
11/09/2024	0.000000000	4.9518%
11/10/2024	0.000000000	4.9518%
11/11/2024	0.000000000	4.9518%
11/12/2024	0.000133391	4.8821%
11/13/2024	0.000132227	4.8395%
11/14/2024	0.000131805	4.8278%
11/15/2024	0.000395037	4.8194%
11/16/2024	0.000000000	4.8195%
11/17/2024	0.000000000	4.8195%
11/18/2024	0.000131438	4.8107%
11/19/2024	0.000131501	4.8129%
11/20/2024	0.000131558	4.8150%
11/21/2024	0.000131493	4.8127%
11/22/2024	0.000394758	4.8160%
11/23/2024	0.000000000	4.8161%
11/24/2024	0.000000000	4.8161%
11/25/2024	0.000131478	4.8121%
11/26/2024	0.000131614	4.8171%
11/27/2024	0.000263196	4.8165%
11/28/2024	0.000000000	4.8165%
11/29/2024	0.000263198	4.8165%
11/30/2024	0.000000000	4.8165%

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.**



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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: January 15, 2025

HISTORY: The District’s 2024-2025 budget was officially approved at the June 25, 2024 special Board meeting.

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

- **CTE**
 - **Object Code 5800 (State Sources):** To decrease object code 5800 by \$250,000 due to lower CTE student counts eligible for funding due to teacher position vacancy.
- **Legal Services**
 - **Function 41 (General Administration):** To increase function 41 by \$50,000 to be able to pay for legal services incurred. Amendments to the budget will be presented as invoices are received and will be funded from fund balance. Below is historical information on legal services:
 - FY 2022 spent: \$34,053
 - FY 2023 spent: \$36,121
 - FY 2024 spent: \$19,802
 - FY 2025 spent thru 11/30/24: \$70,573

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

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

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

**SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
GENERAL FUND**

	<u>2024-2025</u>	<u>2024-2025</u>	<u>2024-2025</u>	<u>2024-2025</u>	<u>1/15/2025</u>	<u>1/15/2025</u>	<u>2024-2025</u>
	Fund 101	Fund 199	Adopted	Amended	CTE Funding	Legal Costs	Proposed
REVENUES							
5700 Local and Intermediate Sources	\$ 150,000	\$ 3,018,717	\$ 3,168,717	\$ 3,104,306			\$ 3,104,306
5800 State Sources	\$ 15,000	\$ 31,936,976	\$ 31,951,976	\$ 31,579,490	\$ (250,000)		\$ 31,329,490
5900 Federal Programs	\$ 3,310,000	\$ 995,000	\$ 4,305,000	\$ 4,305,000			\$ 4,305,000
<i>Total Revenues</i>	\$ 3,475,000	\$ 35,950,693	\$ 39,425,693	\$ 38,988,796	\$ (250,000)	\$ -	\$ 38,738,796
EXPENDITURES							
11 Instruction	\$ -	\$ 19,231,854	19,231,854	\$ 18,585,540			\$ 18,585,540
12 Instructional Resources and Media Services	\$ -	\$ 91,905	91,905	\$ 94,475			\$ 94,475
13 Curriculum and Instructional Staff Development	\$ -	\$ 876,647	876,647	\$ 862,837			\$ 862,837
21 Instructional Leadership	\$ -	\$ 771,466	771,466	\$ 710,560			\$ 710,560
23 School Leadership	\$ -	\$ 2,189,604	2,189,604	\$ 2,147,429			\$ 2,147,429
31 Guidance, Counseling and Evaluation Services	\$ -	\$ 1,477,931	1,477,931	\$ 1,465,629			\$ 1,465,629
32 Social Work Services	\$ -	\$ 64,488	64,488	\$ 62,511			\$ 62,511
33 Health Services	\$ -	\$ 505,977	505,977	\$ 488,825			\$ 488,825
34 Student (Pupil) Transportation	\$ -	\$ 1,297,829	1,297,829	\$ 1,292,291			\$ 1,292,291
35 Food Services	\$ 3,475,000	\$ 60,000	3,535,000	\$ 3,634,000			\$ 3,634,000
36 Cocurricular/Extracurricular Activities	\$ -	\$ 1,153,814	1,153,814	\$ 1,155,128			\$ 1,155,128
41 General Administration	\$ -	\$ 1,811,023	1,811,023	\$ 1,820,744		\$ 50,000	\$ 1,870,744
51 Facilities Maintenance and Operations	\$ -	\$ 5,321,684	5,321,684	\$ 5,500,230			\$ 5,500,230
52 Security and Monitoring Services	\$ -	\$ 1,621,544	1,621,544	\$ 1,546,578			\$ 1,546,578
53 Data Processing Services	\$ -	\$ 1,414,788	1,414,788	\$ 1,602,299			\$ 1,602,299
61 Community Services	\$ -	\$ 16,100	16,100	\$ 16,171			\$ 16,171
71 Debt Service	\$ -	\$ 304,575	304,575	\$ 304,588			\$ 304,588
81 Facilities Acquisition and Construction	\$ -	\$ 375,150	375,150	\$ 351,175			\$ 351,175
99 Other Intergovernmental Charges	\$ -	\$ 52,000	52,000	\$ 52,000			\$ 52,000
<i>Total Expenditures</i>	\$ 3,475,000	\$ 38,638,379	\$ 42,113,379	\$ 41,693,010	\$ -	\$ 50,000	\$ 41,743,009
REVENUES OVER(UNDER) EXPENDITURES	\$ -	\$ (2,687,686)	\$ (2,687,686)	\$ (2,704,214)			\$ (3,004,213)



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MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Associate Superintendent
Subject: Amendment to the 2024-2025 Student Code of Conduct
Date: January 15, 2025

HISTORY:

The student code of conduct was adopted on June 12, 2024. The Student Code of Conduct is a document that outlines the expectations, responsibilities, and behavioral standards for students within the San Elizario Independent School District. It serves as a guide to promote a safe, respectful, and productive learning environment by clearly defining acceptable and unacceptable behaviors, as well as the consequences for violations. Additionally, it provides students, parents, and staff with a shared understanding of the school’s policies, fostering consistency and fairness in disciplinary actions while supporting student growth and accountability.

RATIONALE:

Due to the requirements established by the state of Texas, during a recent vulnerability assessment audit of the district, the auditor determined that the district should add the following information to the student code of conduct:

- Student Code of Conduct must include information on gang-free zones
- Student Code of conduct must Include Law Enforcement duties

Please refer to pages 4,5, and 12 of the attached document. A red-lined document is being provided for quick reference.

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

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the amendment to the Student Code of Conduct as presented.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

2024-2025



Student Code of Conduct

Adopted June 12, 2024

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San Elizario Independent School District Student Code of Conduct

2024-25 School Year

If you have difficulty accessing the information in this document because of disability, please contact Mrs. ~~April Marioni at amarioni@seisd.net~~. ~~April Marioni at amarioni@seisd.net~~ -or call 915-872-3900.

Student Code of Conduct

Accessibility

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Purpose

The Student Code of Conduct (“Code of Conduct”), as required by Chapter 37 of the Texas Education Code, provides methods and options for managing student behavior, preventing and intervening in student discipline problems, and imposing discipline.

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 Code of Conduct has been adopted by the *SEISD* board of trustees and developed with the advice of the district-level planning and decision-making committee. It provides information to parents and students regarding standards of conduct, consequences of misconduct, and procedures for administering discipline. This Code of Conduct remains in effect during summer school and at all school-related events and activities outside the school year until the board adopts an updated version for the next school year.

In accordance with state law, the Code of Conduct shall be posted at each school campus or shall be available for review at the campus principal’s office. Additionally, the Code of Conduct shall be available at the campus behavior coordinator’s office 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 Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of a conflict between the Code of Conduct and the Student Handbook, the Code of Conduct 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 district's authority 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;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by Education Code 37.0832;
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by Education Code 37.006 or 37.0081; and
12. 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 (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC 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 CBC. Contact information may be found at www.seisd.net and at <https://www.seisd.net/domain/247>

Threat Assessment and Safe and Supportive School Team

The CBC or other appropriate administrator will work closely with the campus threat assessment and 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.

School District Authority and Jurisdiction

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 CBC 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.

Gang-Free Zone

Certain criminal offenses, including those involving organized criminal activity such as gang-related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of the district, a gang-free zone includes a school bus and a location in, on, or within 1000 feet of any district-owned or leased property or campus playground.

Security Personnel

The board utilizes school resource officers (SROs), *and* security personnel to ensure the security and protection of students, staff, and property. In accordance with law, the board has coordinated with the CBC and other district employees to ensure appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers and district security personnel are: A district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and the property of the school district.

School Resource Officers

As per CKEC (Local):

To implement the District's comprehensive safety programs, the District has entered into a memorandum of understanding (MOU) with each local law enforcement agency that provides the District with school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy.

Jurisdiction: The jurisdiction of school resource officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.

Authority and Duties: A school resource officer shall perform duties as described in the MOU and as included in the District improvement plan and the Student Code of Conduct. Pursuant to the MOU, a school resource officer shall:

1. Protect the safety and welfare of any person in the jurisdiction

of the District and protect the property of the District.

2. Enforce all laws, including municipal ordinances, county ordinances,

and state laws, and investigate violations of law as ⁶²needed. In doing so, school resource officers may

School District Authority and Jurisdiction

serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.

3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.

4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.

5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.

6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.

7. Carry a firearm in accordance with the MOU and the directives with the commissioning entity.

8. Carry out all other duties in accordance with the MOU.

A school resource officer shall not be assigned routine classroom discipline or administrative tasks. Each school resource officer shall receive at least the minimum amount of education and training required by law.

“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 of Conduct.

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 eligible, a student shall not have engaged in any misconduct that resulted 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 that resulted 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, SRO, or district police officer shall have the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and:

School District Authority and Jurisdiction

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 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 calendar 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.
- Exercise self-discipline.
- Attend all classes regularly and on time.
- Bring 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.

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 17, **Placement and/or Expulsion for Certain Offenses** on page 25, and **Expulsion** on page 28, those 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 on page 15.

Disregard for Authority

Students shall not:

- Fail to comply with directives given by school personnel.
- Leave school grounds or school-sponsored events without permission.
- Disobey rules for conduct in district vehicles.
- Refuse to accept discipline or consequence 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 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**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- 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.)
- Enter, without authorization, district facilities that are not open for operations.

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;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife;
- 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, unless it is for 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:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

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 17 and **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 to body or mind. (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.

General Conduct Violations

- 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.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Truancy/Persistent tardies/Unexcused Absences: No more than 5 parent/guardian notes allowed for habitual offenders.
- 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 of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Code of Conduct.

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 FFH (Local) 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 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.

Student Reporting Procedures

Any student who believes that he or she has experienced prohibited conduct and any person who believes that a 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.

See FFH Local

Discipline Management Techniques

Discipline shall be designed to improve conduct and encourage students to be responsible 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 Code of Conduct. In the event of any conflict, 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 Admission, Review, and Dismissal (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 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.

Discipline Management Techniques

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- 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 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 17.
- Expulsion and/or placement 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.

Discipline Management Techniques

- 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 using 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 CBC 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 CBC 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 to provide written notice of the disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. 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 CBC shall send written notification by U.S. Mail. If the CBC 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 CBC, 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 CBC's office, or the central administration office or through Policy Online® at the following address: <https://pol.tasb.org/PolicyOnline?key=439>

The district shall not delay a disciplinary consequence while a student or parent pursues a grievance. In the instance of a student who is accused of conduct that meets the definition of sexual harassment as defined by Title IX, the district will comply with applicable federal law, including the Title IX formal complaint process. See policies FFH(LEGAL) and (LOCAL).

Removal from the School Bus

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

To transport students safely, the vehicle operator must focus on driving and not be 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 CBC 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 CBC's office as a discipline management technique. The CBC shall employ alternative discipline management techniques, including progressive interventions. A teacher or administrator may remove a student from class for behavior that violates this Code of Conduct to maintain effective discipline in the classroom.

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' 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 CBC 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 CBC 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 CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- 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

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

A student who has been formally removed by a teacher for any other conduct 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 behavior listed in the Code of Conduct 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 sections 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 CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC 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 CBC 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 ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. 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

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 CBC 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 of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any 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, or gang 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**.)
- Criminal mischief, not punishable as a felony.
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.

Disciplinary Alternative Education Program (DAEP) Placement

- 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 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 CBC **may** 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, 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 a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 28.) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. 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.
 - 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.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person or possesses or uses an e-cigarette (See DOI Document for further guidance).
 - 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 six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.

Disciplinary Alternative Education Program (DAEP) Placement

- 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

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- 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.

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 CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- 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 CBC 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,

Disciplinary Alternative Education Program (DAEP) Placement

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.

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services 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 a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC 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.

Disciplinary Alternative Education Program (DAEP) Placement

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 are in a DAEP placement 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 CBC 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 of Conduct.

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 CBC's office, the central administration office, or through Policy Online® at the following address: <https://pol.tasb.org/PolicyOnline?key=439>

Appeals shall begin at *Level One* with the *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 IEP or Section 504 plan.

Disciplinary Alternative Education Program (DAEP) Placement

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony subject to a review. The student will not be permitted to participate in related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC 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 CBC 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.

Disciplinary Alternative Education Program (DAEP) Placement

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 of Conduct 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 CBC 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 CBC 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 including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year 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 student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed 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 Students

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 DAEP 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 CBC 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:

Placement and/or Expulsion for Certain Offenses

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- 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;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- 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
- 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 this section is entitled to a review of his or her status, including academic status, by the CBC 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.

Placement and/or Expulsion for Certain Offenses

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 CBC 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 17.)

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 any amount of marijuana, a controlled substance, or a dangerous drug. 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 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.
- 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 Penal Code 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.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- 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 a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, 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 Penal Code 1.07; 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 disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- 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 CBC 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 CBC or other administrator may place the student in:

- Another appropriate classroom.
- ISS.
- 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.

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 consider and 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 CBC 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 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's conduct 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 CBC 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 CBC 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 a crime that involves:

1. 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. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damaging or destroying a building belonging to another, or
 - b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or 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 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 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 by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

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, 1-B, 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 Education Code 37.0832 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 or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. 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 silencer, defined as any device for silencing, muffling, or diminishing the report of a portable [firearm](#); or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique 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 Education Code 37.001(b)(2); 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;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;

- h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 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; or
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 Education Code 37.001(b)(3) 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:

1. Clothing, purse, or backpack;
2. 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;
3. Telecommunications or electronic devices; or
4. 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: An explosive weapon;
 - a. A machine gun;
 - b. A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

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, when the person 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 Education Code 37.121(d) 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 and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes 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 schoolwork 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 disabled individual 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.

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 in-fluence" 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 that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent
Subject: School Board Member / Superintendent Continuing Education Services Agreement 2024-2025
Date: January 15, 2025

HISTORY:

ESC Region 19 provides yearly training to the Board of Trustees and the Superintendent so that Trustees can obtain all the required continuing education credits.

RATIONALE:

ESC Region 19 provides continuing education credits to ensure the Board of Trustees' compliance with the Texas Administrative Code, Chapter 61.1.

BUDGET:

The School Board Member / Superintendent Continuing Education Services Agreement costs \$4,500.00

ADMINISTRATIVE RECOMMENDATION:

The Administrative recommendation is for the Board of Trustees to approve the School Board Member / Superintendent Continuing Education Services Agreement as presented.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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



Executive Office
Dr. Armando Aguirre
Education Service Center - Region 19
6611 Boeing Drive
El Paso, Texas 79925-1010

Phone: 915.780.1919
Fax: 915.780.5070
www.esc19.net

December 11, 2024

Dr. Jeannie Meza-Chavez Superintendent
Mr. Eduardo Chavez, Board President
San Elizario Independent School District
P. O. Box 920
San Elizario, Texas 79849

Dr. Meza-Chavez and Mr. Chavez:

The accompanying School Board Member/Superintendent Continuing Education Services Agreement details the services ESC-Region 19 will provide. This agreement will allow new and experienced school board members to obtain all continuing education credits required by the Texas Administrative Code, Chapter 61.1. To ensure the adequate and timely delivery of these sessions, the Agreement includes a Conference where board members will be given an opportunity to receive up to six continuing education credits. Embedded throughout the sessions, is time to work as a "Team of 8" on needs identified in the areas of team building, vision, structure, accountability, and advocacy. A follow-up workshop in the spring will allow school board members to receive an additional three credits. All trainings and workshops are research-based and structured to the specific geographic makeup and needs of all our LEAs.

Please review, sign, and submit the Agreement to ESC-Region 19.

We greatly value and appreciate your continued partnership with ESC-Region 19. Our staff remains ready to address any needs or questions that may arise in your district. Please feel free to contact us as needed. We look forward to working together in supporting your board of trustees in their effective and efficient administration of your district.

Sincerely,

Dr. Armando Aguirre
Executive Director

Enclosures



**School Board Member/Superintendent
Continuing Education Services Agreement
2024 – 2025**

PURPOSE: To annually provide new and experienced regional school board members with all continuing education requirements as described in the Texas Administrative Code, Chapter 61.1.

BENEFITS: By providing the opportunity for trustees to obtain all the continuing education locally, district economic efficiency is improved by reducing travel costs and other related fees. Annual verification of school board member continuing education credit hours will be reported to district contacts.

This Service Agreement, at an annual cost of \$4,500 per School District includes:

- **Conference for Board Members and Superintendents** that may focus on:
 - **Introduction to the Texas Education Code** for newly elected board members.
 - **Legislative Update** for sitting board members in the year following sessions of the Texas Legislature.
 - **Team Building** to include needs assessment and annual plan for continuing education based on the identified needs. District leadership may select an on-site Tier II training of their choice.
 - **Vision, Structure, Accountability, Advocacy** and **Unity** continuing education that meets the needs identified in TEA Framework for School Board Development.
 - **Evaluating and Improving Student Outcomes** continuing education that is designed to support the oversight role of the board on evaluating student academic performance; facilitate board plans that set goals for early childhood literacy and mathematics and college, career and military readiness
 - **Identifying and Reporting Abuse and Trafficking** to include identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.
- **Board Member/Superintendent Leadership** Spring Workshop
- **Far West Texas School Board Association** Membership Dues for 2024 – 2025
- **Superintendent Summit**

Costs for meals and materials provided at the continuing education credit sessions listed above are included in the Service Agreement. Upon request, ESC-Region 19 may provide customized district trainings at an additional cost.

CONTACT:

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SIGNATURES:

*Superintendent
San Elizario ISD*

*Dr. Armando Aguirre, Executive Director
Education Service Center - Region 19*

*School Board President
San Elizario ISD*



School Board Member Training

A variety of standard and customized training opportunities are available to meet local school district needs. All trainings are correlated to the statewide standard and/or duties of a school board member.

Training Sessions Offered:

- Board Member Ethics
- Building Trust in Leadership
- Customized Training
- District and Campus Accountability Systems
- Educator Ethics
- Evaluating and Improving Student Outcomes
- FIRST (Financial Integrity Rating System of Texas) Training
- Goal Setting
- Identifying and Reporting Abuse and Trafficking
- Introduction to the Texas Education Code for new and experienced school board members
- Roles and Responsibilities of School Board Members and Superintendent
- School Board Accountability
- State and Federal Programs
- Team Building
- Texas Principal Evaluation and Support System (T-PESS)
- Texas Teacher Evaluation and Support System (T-TESS)
- Update to the Texas Education Code (after legislative session: length determined by issues addressed in legislation)





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MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Associate Superintendent
Subject: District of Innovation Plan – 1st Renewal Approval
Date: January 15, 2025

HISTORY: On August 1, 2024, the District Advisory Committee voted unanimously to approve an amendment to the District of Innovation Plan. The San Elizario ISD Board of Trustees approved the first District of Innovation plan for a five-year term on February 12, 2020. The approved amendment was the removal of the following exemption:

- **TEC § 25.092** – Minimum Attendance for Class Credit or Final Grade (Removed August 1, 2024, by DOI Committee)

Based on this change, all students must meet the 90% attendance requirement to receive class credit or a final grade.

In addition, the section pertaining to Board Goals will also be revised to align with the newly adopted goals.

As per the Texas Education Agency (TEA): “The term of the designation as a district of innovation may not exceed 5 calendar years.” The current District of Innovation Plan will expire on February 12, 2025. Therefore, on December 11, 2024, the District Advisory Committee voted to approve the District of Innovation Plan renewal. In addition, the plan must be posted on the district’s website 30 days before any board action. The proposed plan was posted on the district’s website on December 11, 2024: <https://www.seisd.net/seisd-board/district-of-innovation>

RATIONALE: The renewed plan no longer includes the exemption from TEC § 25.092 (minimum attendance for class credit or final grade). Additionally, during the renewal process, it was determined that the district **will not** be exempt from:

TEC Sec. 21.053. Presentation and recording of certificates. (a) A person who desires to teach in a public school shall present the person’s certification for filing with the employing district before the person’s contract with the district’s board of trustees is binding.

The district does not want to be exempt from 21.053 because certified teachers should present their certificates to the district to be issued a contract under Chapter 21.

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



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

This renewal ensures continued flexibility for innovative instructional decision-making while reinforcing our commitment to high standards and strategic priorities. The strong support from the DAT underscores our district's dedication to advancing educational excellence in San Elizario ISD.

The remaining exemptions are as follows:

1. **TEC Sec. 25.0811** - First Day of Instruction. (No change from the current approved plan)
2. **TEC Sec. 21.003** - Teacher Certification for CTE and Fine Arts. (No change from the current approved plan)
3. **TEC Sec. 25.111, 25.112, 25.113** - Class Size (No change from the currently approved plan)
4. **TEC 37.006** - Allows SEISD's administrative initiatives to guide consequences for e-cigarette SCOC violations and curb student use of e-cigarettes. (No change from the current approved plan)

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

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the renewed DOI plan as presented.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

A Proud Community of Champions – Soaring to Excellence!

Figure: 19 TAC §102.1307(d)

Innovation District

A local innovation plan must be developed for a school district before the district may be designated as an Innovation District. A local plan must provide for a comprehensive educational program for the district, which may include:

- 1) Innovative Curriculum
- 2) Instructional Methods
- 3) Community Participation
- 4) Governance of Campuses
- 5) Parental Involvement
- 6) Modifications to the school year
- 7) Provisions regarding the district budget and sustainable program funding
- 8) Accountability and assessment measures that exceed the requirements of state and federal law; and
- 9) Any other innovations prescribed by the board of trustees.

A local innovation plan must identify requirements imposed by the Education Code that inhibit the goals of the plan from which the district should be exempted on adoption of the plan. The local innovation plan should specify the manner in which a particular statute inhibits one or more goals of the plan. Please use the form below to check the statutes specifically identified in your district's local innovation plan as inhibiting a goal of the plan. Checking a specific statute does not necessarily indicate eligibility for an exemption from all subsections of the statute. The form below provides a reporting mechanism to fulfill the reporting requirements of the statute. Entire sections of code may not be eligible for exemption and each district should consult its legal counsel in developing its innovation plan.

Exemptions claimed for an Innovation District apply only to the specific provision of the Texas Education Code (TEC) cited, which may or may not be governed by a separate legal requirement. The exemption does not relieve the district of any requirement imposed by other state or federal law or a duty imposed under federal regulation, grant compliance, agency rule applicable to a charter school or a local legal requirement. Each district should consult its legal counsel to ensure adoption of necessary local policies to ensure compliance with all applicable legal requirements.

Please note that this is not an exhaustive list of exemptions.

District Name: _____ CDN: _____

Term of Plan: _____ to _____
(month) (day) (year) (month) (day) (year)

Plan applies to: Entire District
Campus (list) _____
Other (please describe) _____

Chapter 11 – School Districts

Subchapter D. Powers and Duties of Board of Trustees of Independent School Districts

- §11.1511 (b)(5), (14) Specific Powers and Duties of Board
- §11.162 School Uniforms

Subchapter F. District-Level and Site Based Decision-Making

- §11.251 Planning and Decision-Making Process
- §11.252 District-Level Planning and Decision-Making
- §11.253 Campus Planning and Site-Based Decision-Making
- §11.255 Dropout Prevention Review

Chapter 21 – Educators

Subchapter A – General Provisions

- §21.002 Teacher Employment Contracts
- §21.003 Certification Required
- §21.0031 Failure to Obtain Certification; Contract Void

Subchapter B – Certification of Educators

- §21.051 Rules Regarding Field-Based Experience and Options for Field Experience and Internships.
- §21.053 Presentation and Recording of Certificates
- §21.057 Parental Notification

Subchapter C – Probationary Contracts

- §21.102 Probationary Contract

Subchapter H – Appraisals and Incentives

- §21.352 Local Role
- §21.353 Appraisal on Basis of Classroom Teaching Performance
- §21.354 Appraisal of Certain Administrators
- §21.3541 Appraisal and Professional Development System for Principals

Subchapter I – Duties and Benefits

- §21.401 Minimum Service Required
- §21.402 Minimum Salary Schedule for Certain Professional Staff
- §21.4021 Furloughs
- §21.4022 Required Process for Development of Furlough Program or Other Salary Reduction Proposal

- §21.403 Placement on Minimum Salary Schedule
- §21.4031 Professional Staff Service Records
- §21.4032 Reductions in Salaries of Classroom Teachers and Administrators
- §21.404 Planning and Preparation Time
- §21.405 Duty-Free Lunch
- §21.406 Denial of Compensation Based On Absence for Religious Observance Prohibited
- §21.407 Requiring or Coercing Teachers to Join Groups, Clubs, Committees, or Organizations: Political Affairs
- §21.408 Right To Join or Not To Join Professional Association
- §21.409 Leave Of Absence for Temporary Disability
- §21.415 Employment Contracts

Subchapter J – Staff Development

- §21.451 Staff Development Requirements
- §21.452 Developmental Leaves of Absence
- §21.458 Mentors

Chapter 22 – School District Employees and Volunteers

Subchapter A – Rights, Duties, and Benefits

- §22.001 Salary Deductions for Professional Dues
- §22.002 Assignment, Transfer, or Pledge of Compensation
- §22.003 Minimum Personal Leave Program
- §22.006 Discrimination Based on Jury Service Prohibited
- §22.007 Incentives for Early Retirement
- §22.011 Requiring or Coercing Employees to Make Charitable Contributions

Chapter 25 – Admission, Transfer, and Attendance

Subchapter C – Operation of Schools and School Attendance

- §25.0811 First Day of Instruction
- §25.0812 Last Day of School
- §25.083 School Day Interruptions
- §25.092 Minimum Attendance for Class Credit or Final Grade

Subchapter D – Student/Teacher Ratios; Class Size

- §25.111 Student/Teacher Ratios
- §25.112 Class Size
- §25.113 Notice of Class Size
- §25.114 Student/Teacher Ratios in Physical Education Classes; Class Size

Chapter 37 – Discipline; Law and Order

Subchapter A – Alternative Setting for Behavior Management

- §37.0012 Designation of Campus Behavior Coordinator
- §37.002 Removal by Teacher

Chapter 44 –Fiscal Management

Subchapter B – Purchases; Contracts

- §44.031 Purchasing Contracts
- §44.0331 Management Fees Under Certain Cooperative Purchasing Contracts
- §44.0352 Competitive Sealed Proposals
- §44.042 Preference to Texas and United States Products
- §44.043 Right To Work
- §44.047 Purchase or Lease of Automated External Defibrillator

Subchapter Z – Miscellaneous Provisions

- §44.901 Energy Savings Performance Contracts
- §44.902 Long-Range Energy Plan to Reduce Consumption of Electric Energy
- §44.908 Expenditure of Local Funds

Chapter 45 – School District Funds

Subchapter G – School District Depositories

- §45.205 Term of Contract
- §45.206 Bid Or Request for Proposal Notices; Bid and Proposal Forms
- §45.207 Award of Contract
- §45.208 Depository Contract; Bond
- §45.209 Investment of District Funds

Other

An adopted exemption from Texas Education Code for which there is no corresponding checkbox above must be added to this section.

San Elizario Independent School District

Soaring to Excellence



District of Innovation Renewal
Projected Date of Board Approval:
January 15, 2025



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District of Innovation Committee Members 2024

	Position / Location	Member Name
1	Superintendent / Administration	Dr. Jeannie Meza-Chavez
2	Associate Superintendent-Chairperson / P & I	Dr. Rogelio Segovia/Replaced by Ms. Blanca Cruz during 2024
3	Administrator—Research and Evaluation / P & I	Ms. Lisa Renegar/Replaced by Mr. Edgar Ponce in 2024
4	PEIMS Coordinator—Technology Dept.	Ms. Melissa Urenda
5	Teacher—Loya	Ms. Joanne Barba
6	Teacher—Loya	Ms. Ivonne Ballesteros
7	Instructional Specialist—Loya	Ms. Maribel Vallejo
8	Teacher—Alarcon	Ms. Rachel Quinones
9	Teacher—Alarcon	Ms. Joselyn Zuniga
10	Teacher—Alarcon	Ms. Claudia Murphy
11	Teacher—Borrego	Ms. Ruth Ramirez
12	Teacher—Borrego	Mr. Enrique Santiesteban
13	Teacher—Borrego	Ms. Whitney Surrat
14	Teacher—Sambrano	Ms. Alyssa Padilla
15	Teacher—Sambrano	Ms. Valerie Martinez
16	Teacher—Sambrano	Ms. Norma Villasenor
17	Teacher—GEMS	Ms. Nancy Sullivan
18	Teacher—GEMS	Ms. Idania Rodarte
19	Teacher—GEMS	Ms. Soledad Gonzalez
20	Teacher—SEHS	Mr. Francisco Munoz
21	Teacher—SEHS	Ms. Jasmine Lozano
22	Teacher—SEHS	Ms. Pat Villarreal
23	Campus--Based Non-Teaching Staff	Ms. Gabriela Castro
24	Parent	Ms. Yhadira Arriaga
25	Parent	Ms. Cristina Garcia
26	Business/Community Member	Mr. David Cantu
27	Business/Community Member	Ms. Ruth Torres

Timeline of Activities

Date	Activity
10/9/2019 Board Resolution	BOT unanimously approved the board resolution to explore becoming a District of Innovation and directed the Administration to look into this matter accordingly.
10/22/2019	Cabinet Meeting: District of Innovation information discussed - next steps
10/25/2019	District Advisory Meeting held: DoI inquiry from the BOT communicated.
11/4/2019 Public Hearing	1st Public Hearing held at 5:00 pm
11/13/2019 Public Hearing	2nd Public Hearing was held at 5:00 p.m. during the Regular Board Meeting
11/13/2019	Approved to proceed with DoI Plan / Appointment of DoI Committee
11/20/2020	Notification of DoI Committee Appointments
12/3/2019	Cabinet Meeting: District of Innovation information discussed
12/4/2019	DoI Committee 5:00 – 7:00 p.m. Board Room
12/18/2019	DoI Committee 5:00 – 7:00 p.m. Board Room
12/19/2019	Minutes from the DoI Committee held on 12/18/19 were sent to Board Members.
12/19/2020	Cabinet Reviews Draft DoI Handbook
12/19/2019	Draft DoI Handbook sent to District Legal Team for review
1/9/2020 DAT Public Meeting to Approve Proposed Plan	District Advisory Team Meeting to Vote on DOI Plan
1/10/2019 Notice to Commissioner	Notify the Commissioner of Education of the Board’s intention to vote on a DoI plan and hyperlink to the plan posted online.
1/10/2020 - 2/9/2020 Plan Posted Online	Posting of DoI Plan Online for 30 days
1/14/2020	Progressing Together Parent Meeting (9:00 am)
1/14/2020	Progressing Together Parent Meeting (5:00 pm)
2/12/2020 Board Votes on Proposed Plan	Board of Trustees to vote to adopt DoI Plan
2/13/2020 Notice to Commissioner	Notification to Commissioner
9/21/2023 DAT Public Meeting to Approve Proposed Amending the Plan	DAT votes to approve amending the DoI Plan
9/21/2023	The cabinet is informed of the recommended amendment to the DoI Plan.
9/26/2023	Draft DoI Handbook sent to District Legal Team for review
10/11/2023 Board Votes to Amend the Plan	Board of Trustees votes to approve amending the DoI Plan
10/12/2023	Posting of DoI Plan on SEISD Website
10/12/2023	Notification to the Commissioner about the amendment to the DoI Handbook
8/01/2024	DAT votes to approve amending the DoI Plan
10/21/2024	Cabinet is informed of the recommended amendment to the DoI Plan

10/21/2024	Draft DoI Handbook sent to District Legal Team for review
12/11/2024	DAT Public Meeting – Approval of the renewal of the DoI Plan 1050 Chicken Ranch Rd., San Elizario, TX 79849 5:30 pm
12/11/2024 – 1/15/2025	Posting of DoI Plan for 30 days
1/15/2025	Board Meeting – Approval of the DoI Plan (1 st Renewal)

Presentations

Date	Presentation
1/10/2020	GEMS (8:10 am) and Loya Primary (3:30 pm)
1/13/2020	SEHS (8:15 am) and Sambrano Elementary (3:30 pm)
1/15/2020	Borrego Elementary (3:30 pm)
1/16/2020	Alarcon Elementary (3:30 pm)
1/21/2020	Community Outreach at SEHS at 5:00 pm (Loya, Sambrano, SEHS) (cafeteria)
1/22/2020	Community Outreach at GEMS at 5:00 pm (Alarcon, Borrego, GEMS) (cafeteria)
2/19/2021	DAT Virtual Meeting at 1:00 pm

Introduction

The District of Innovation (DoI) legislation was passed in 2017, allowing traditional independent school districts most of the flexibilities available to Texas’ open-enrollment charter schools. The San Elizario Independent School District (SEISD) seeks to become a district of innovation to better serve the needs of all of our students and stakeholders, including staff, parents, and community members. This will allow SEISD to increase local control over district operations.

On October 9, 2019, the SEISD Board of Trustees unanimously adopted a resolution to consider becoming a DoI. The District Advisory Team (DAT) received a presentation from the administration explaining the rationale for becoming a DoI. On November 4, 2019, and November 13, 2019, SEISD held public hearings regarding the DoI and solicited input from those in attendance. Finally, on November 13, 2019, the Board of Trustees decided to proceed with this initiative and unanimously approved the DoI committee membership. The DoI Committee is charged with drafting a Local Innovation Plan (LIP) that will focus on seeking exemptions that will benefit the students at SEISD and its stakeholders.

Term

The SEISD’s DoI plan will be in effect for five years beginning on the date of adoption: **January 15, 2025**. The local innovation committee will monitor the DoI's effectiveness throughout the five years and provide progress updates to the SEISD Board of Trustees annually.

Comprehensive Education Program

Mission Statement

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 the learning needs of students, employing and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

San Elizario ISD's Student Outcome Goals

This plan revises certain components of the current comprehensive educational program through specific identified innovations and exemptions from certain Texas Education Code provisions to achieve SEISD's Mission and Vision and meet the student outcome goals below.

- 1. Student outcome Goal 1:** The percentage of all 3rd grade students that score at the Approaches level on STAAR mathematics will increase from 58% in June 2022 to > 85% by June 2028. **(REVISED June 2024)**
- 2. Student Outcome Goal 2:** The percentage of 3rd grade students that score at the Approaches level on STAAR reading will increase from 57% in June 2022 to > 80% by June 2028. **(REVISED June 2024)**
- 3. Student Outcome Goal 3:** SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to > 88% by June 2028 as measured by the A-F Accountability System. **(June 2024)**

Each exemption and planned innovation is discussed in the following sections.

Innovations and Exemptions

The following section discusses certain statutory requirements of the Texas Education Code that inhibit the goals of the plan from which SEISD will be exempt upon adoption:

1. First Day of Instruction (current law)

TEC Sec. 25.0811. First Day of Instruction. (a) Except as this section provides, a school district may not begin instruction for students for a school year before the fourth Monday in August.

Benefits of Exemption from TEC, Sec. 25.0811:

- Teachers would have more days before the STAAR/EOC to prepare students to be successful.
- Semesters and 9-week periods are balanced.
- Decreases summer slide.
- Breaks would be more frequent.

Local Guidelines:

- Remediation would be provided to students during intersession.
- Instructional time would be balanced in the semesters.



Revised
4/14/21

2. *Teacher Certification (current law)*

TEC Sec. 21.003 Certification Required. (a) A person may not be employed as a teacher, teacher intern or, teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

Benefits of Exemption from TEC, Sections 21.003:

- Students will benefit from high-demand CTE programs within San Elizario ISD
- Will allow the District to continue to promote career and technology courses
- The District will be able to find personnel in hard-to-fill positions within CTE programs
- This exemption will allow qualified industry-certified individuals to work in the district before attaining certification via alternative certification
- **Students will benefit from Fine Arts programs within San Elizario ISD – ADDED 4/14/21**
- **Will allow the District to continue to promote Fine Arts courses – ADDED 4/14/21**
- **The District will be able to find personnel in hard-to-fill positions within Fine Arts programs – ADDED 4/14/21**
- **This exemption will allow qualified fine arts individuals to work in the district before attaining certification via alternative certification – ADDED 4/14/21**

Local Guidelines:

- The district's goal will always be to hire SBEC-certified CTE and Fine Arts teachers.
- The district may hire non-SBEC-certified CTE and Fine Arts teachers pursuant to the DOI.
- Non-SBEC-certified CTE and Fine Arts teachers will not receive Chapter 21 contracts.
- All other instructional staff are required to hold SBEC certificates and will receive Chapter 21 contracts in accordance with state law.
- This exemption does not apply to Federal and state grants that may require certified teachers within certain programs.
- Except for CTE credentials identified in 19 TAC §233.13, all CTE instructors, regardless of Texas Teaching Credential attainment, must submit to a criminal background check and present the appropriate and required Educational and Work-based experience as identified in 19 TAC §233.14. CTE instructors will also be required to complete proper training in state and federal requirements regarding work-based learning and safety and complete identified TEA-approved training for select CTE courses. These trainings are identified in the State Board for Educator Certification 19 TAC §231 document.
- Non-SBEC Certified Fine Arts Teachers must submit to a criminal background check.
- The district could consider out-of-state certified teachers for positions upon a local review of experience, education, and credentials.
- The district will continue to provide support to CTE non-certified teachers.
- The CTE non-certified teachers will be required to pursue their SBEC certification via an approved alternative certification program and personally assume all costs this may entail.
- All special education and bilingual teachers must continue to be SBEC certified.

- **The district’s goal will always be first to hire SBEC-certified Fine Arts teachers. – ADDED 4/14/21**
- **The district could consider out-of-state certified teachers for positions upon a local review of experience, education, and credentials. - ADDED 4/14/21**
- **The district will continue to provide support to Fine Arts non-certified teachers. ADDED 4/14/21.**
- **The Fine Arts non-certified teachers will be required to pursue their SBEC certification via an approved alternative certification program and personally assume all costs this may entail. ADDED 4/14/21.**

3. *Class Size (current law)*

TEC Sec. 25.111. Student/Teacher Ratios. Except as provided by Section 25.112, each school district must employ a sufficient number of teachers certified under Subchapter B, Chapter 21, to maintain an average ratio of not less than one teacher for every 20 students in average daily attendance.

TEC Sec. 25.112. Class size. (a) Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth-grade class.

TEC Sec. 25.113. Notice of Class Size. (a) A campus or district that is granted an exception under Section 25.112 (d) from class size limits shall provide written notice of the exception to the parent of or person standing in parental relation to each student affected by the exception. (b) The notice required by Subsection (a) must be provided not later than the 31st day after (1) the first day of the school year or (2) the date the exception is granted if the exception is granted after the beginning of the school year.

Benefit of Exemption from TEC, Sections 25.111, 25.112(a), and 25.113:

- Financially, resources could be allocated to other areas.
- The benefit of the class size waivers would be that students do not need to be moved once a new classroom has been set up due to hiring a new teacher.

Local Guidelines:

- The district’s first option is to maintain a 22:1 student-to-teacher ratio
- The PreK 3 and PreK 4 classrooms will remain at 22:1 with a permanent instructional aide.
- The district will consider the 15:1 student-to-teacher ratio once all K-4 sections are at the 30:1 capacity. This will be accomplished by placing a permanent instructional aide in K-4 classrooms over the 24:1 teacher-to-student ratio.
- The District Cabinet currently monitors the need for class size waivers, and that practice would still ensure that our class ratios remain low to support our students best.



4. Removal for certain conduct

In accordance with Texas Education Code § 37.006, San Elizario ISD is obligated to act when a student is found in possession of, using, selling, giving, or delivering an **e-cigarette** (§37.006(a)(2)(C-2), as defined by Section 161.081 of the Health and Safety Code. Per this provision, the district is required to consider placing the student in a disciplinary alternative education program, as outlined in Section 37.006.

Benefits of Exemption from TEC §37.006(a)(2)(C-2)

- Allows San Elizario ISD's commitment to comprehensive education and wellness guide consequences for e-cigarette SCOC violations.
- Allows SEISD's administrative initiatives, as listed below, to guide consequences for e-cigarette SCOC violations and curb student use of e-cigarettes.
- Decrease discrepancy in SCOC consequences for e-cigarettes
- District's preference for educational support over immediate DAEP removal
- Primary objective: Keep students with the general population with support.

Local Administrative Guidelines

- San Elizario ISD's alignment with anti-e-cigarette disciplinary efforts
- Emphasis on more effective measures, including proactive education.
- Advocacy for alternative disciplinary options over mandatory DAEP
- Focus on enhanced wellness education for students with nicotine e-cigarettes.
- Goal: Allow students to remain with the general population with suitable consequences
- No request for exemptions from Section 37.006 provisions on any other controlled substances

Importantly, the district is **not** seeking exemptions from the provisions stated in Section 37.006, including the mandated removal to DAEP for possession of controlled substances like marijuana and THC.

DAT Members – DOI Renewal

Attendance and Voting—December 11, 2024

	Position / Location	Member Name	Signature	Date	Vote #1—DOI Attendance
1	Superintendent / Administration	Dr. Jeannie Meza-Chavez	Present	12/11/24	Non-Voting Member
2	Associate Superintendent-Chairperson / P & I	Ms. Blanca Cruz	Present	12/11/24	Non-Voting Member
3	Administrator—Research and Evaluation / P & I	Mr. Edgar Ponce	Present	12/11/24	Non-Voting Member
4	PEIMS Coordinator—Technology Dept.	Ms. Melissa Urenda	Not Present		Not Present
5	Teacher—Loya	Ms. Joanne Barba	Present	12/11/24	Yes
6	Teacher—Loya	Ms. Ivonne Ballesteros	Not Present		Not Present
7	Instructional Specialist—Loya	Ms. Maribel Vallejo	Present	12/11/24	Yes
8	Teacher—Alarcon	Ms. Rachel Quinones	Not Present		Not Present
9	Teacher—Alarcon	Ms. Joselyn Zuniga	Present	12/11/24	Yes
10	Teacher—Alarcon	Ms. Claudia Murphy	Present	12/11/24	Yes
11	Teacher—Borrego	Ms. Ruth Ramirez	Present	12/11/24	Yes
12	Teacher—Borrego	Mr. Enrique Santiesteban	Present	12/11/24	Yes
13	Teacher—Borrego	Ms. Whitney Surrat	Present	12/11/24	Yes
14	Teacher—Sambrano	Ms. Alyssa Padilla	Present	12/11/24	Yes
15	Teacher—Sambrano	Ms. Valerie Martinez	Present	12/11/24	Yes
16	Teacher—Sambrano	Ms. Norma Villasenor	Present	12/11/24	Yes
17	Teacher—GEMS	Ms. Nancy Sullivan	Not Present		Not Present
18	Teacher—GEMS	Ms. Idania Rodarte	Not Present		Not Present
19	Teacher—GEMS	Ms. Soledad Gonzalez	Not Present		Not Present
20	Teacher—SEHS	Mr. Francisco Munoz	Not Present		Not Present
21	Teacher—SEHS	Ms. Jasmine Lozano	Present	12/11/24	Yes
22	Teacher—SEHS	Ms. Pat Villarreal	Not Present		Not Present
23	Campus--Based Non-Teaching Staff	Ms. Gabriela Castro	Not Present		Not Present
24	Parent	Ms. Yhadira Arriaga	Not Present		Not Present
25	Parent	Ms. Cristina Garcia	Not Present		Not Present
26	Business/Community Member	Mr. David Cantu	Not Present		Not Present
27	Business/Community Member	Ms. Ruth Torres	Not Present		Not Present

Vote #1 Tally (DOI): 11 yes votes out of 11 voting members present = **PASSED**

Signature Page - DAT Members



District Advisory Team (DAT) Attendance and Voting—December 11, 2024

	Position / Location	Member Name	Signature	Date	Vote #1—DOI Attendance
1	Superintendent / Administration	Dr. Jeannie Meza-Chavez	<i>Jeannie Meza-Chavez</i>	12-11	
2	Associate Superintendent-Chairperson / P & I	Ms. Blanca Cruz	<i>Blanca Cruz</i>		
3	Administrator—Research and Evaluation / P & I	Mr. Edgar Ponce	<i>Edgar Ponce</i>	12-11	
4	PEIMS Coordinator—Technology Dept.	Ms. Melissa Urenda			
5	Teacher—Loya	Ms. Joanne Barba	<i>Joanne Barba</i>		Yes
6	Teacher—Loya	Ms. Ivonne Ballesteros			
7	Instructional Specialist—Loya	Ms. Maribel Vallejo	<i>Maribel Vallejo</i>	12-11	Yes
8	Teacher—Alarcon	Ms. Rachel Quinones			
9	Teacher—Alarcon	Ms. Joselyn Zuniga	<i>Joselyn Zuniga</i>	12-11	Yes
10	Teacher—Alarcon	Ms. Claudia Murphy	<i>Claudia Murphy</i>	12-11	Yes
11	Teacher—Borrego	Ms. Ruth Ramirez	<i>Ruth Ramirez</i>	12-11	Yes
12	Teacher—Borrego	Mr. Enrique Santiesteban	<i>Enrique Santiesteban</i>	12-11	Yes
13	Teacher—Borrego	Ms. Whitney Surrat	<i>Whitney Surrat</i>	12-11	Yes
14	Teacher—Sambrano	Ms. Alyssa Padilla	<i>Alyssa Padilla</i>	12-11	Yes
15	Teacher—Sambrano	Ms. Valerie Martinez	<i>Valerie Martinez</i>	12-11	Yes
16	Teacher—Sambrano	Ms. Norma Villasenor	<i>Norma Villasenor</i>	12-11	Yes
17	Teacher—GEMS	Ms. Nancy Sullivan			
18	Teacher—GEMS	Ms. Idania Rodarte			
19	Teacher—GEMS	Ms. Soledad Gonzalez			
20	Teacher—SEHS	Mr. Francisco Munoz			
21	Teacher—SEHS	Ms. Jasmine Lozano	<i>Jasmine Lozano</i>	12/11	Yes
22	Teacher—SEHS	Ms. Pat Villarreal			
23	Campus--Based Non-Teaching Staff	Ms. Gabriela Castro			
24	Parent	Ms. Yhadira Arriaga			
25	Parent	Ms. Cristina Garcia			
26	Business/Community Member	Mr. David Cantu			
27	Business/Community Member	Ms. Ruth Torres			



Sign-In Sheet

Meeting: DAT (Non-Members)	Meeting Date: 12/11/2024
Place/Room: Board Room	Meeting Time: 5:00 PM

Print Name	Signature	Email Address	Department/School
1. Julissa C Esquivel	<i>[Signature]</i>	julesquivel@seisd.net	Loyal Primary
2. Jeannie Meza Chavez	<i>[Signature]</i>	jmeza-chavez@seisd.net	Supt
3. L. Roldes	<i>[Signature]</i>	lmendoza@seisd.net	Borrego
4. L. Sandate	<i>[Signature]</i>	lsandate@seisd.net	Sanbrano
5.			
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15.			



**District Advisory Team (DAT) Meeting
Wednesday December 11, 2024
5:00 PM—6:00 PM; In Person, Board Room**

1. Welcome - Mrs. Cruz
2. District Advisory Team - Purpose and Commitment - Mr. Ponce
3. Voting item - District of Innovation Plan Renewal - Mrs. Cruz
4. Open Forum / Closure
5. Upcoming Meetings
 - Next DAT Meeting - Friday January 17, 2025; 3:00 PM - 4:30 PM (online)

Public Meeting

District of Innovation Plan Renewal

December 11, 2024

1050 Chicken Ranch Road

5:00 pm



Public Meeting – Posted on District’s Website



San Elizario Independent School District
A Proud Community of Champions – Soaring to Excellence

Calendar Family ▾ Staff ▾

Departments Superintendent SEISD Board Required Postings Military Families Pathway of CHAMPIONS

Public Meeting
to Discuss the District of Innovation Plan Renewal

December 11, 2024, at 5:00 PM
1050 Chicken Ranch Road
San Elizario, TX 79849

#CommitmentValorYCorazon

Public Meeting

REGISTRATION
TIP LINE
VISIT
APPLY

127

Soaring to Excellence



District of Innovation Background

In the summer of 2015, the 84th Texas Legislature passed HB 1842, allowing public school districts to become Districts of Innovation and to gain exemptions from certain provisions of the Texas Education Code.



District of Innovation - §102.1303. Eligibility

- (a) A district is eligible for designation as an innovation district if the district's most recent performance rating under the Texas Education Code (TEC), §39.054, is **at least acceptable performance**, as indicated in the applicable year's academic accountability manual adopted under §97.1001 of this title (relating to the Accountability Rating System).
- (b) A board of trustees may not vote on the final approval of the innovation plan **if the district is assigned either a final or preliminary rating below acceptable performance**, as indicated in the applicable year's academic accountability manual adopted under §97.1001 of this title. In the event the preliminary rating is changed, the board of trustees may then vote to become an innovation district.



District of Innovation Background

School districts may NOT exempt themselves from the following:

- (1) a state or federal requirement applicable to an open-enrollment charter school operating under Subchapter D, Chapter 12;
- (2) Subchapters A, C, D, and E, Chapter 11, except that a district may be exempt from Sections 11.1511(b)(5) and (14) and Section 11.162;
- (3) state curriculum and graduation requirements adopted under Chapter 28; and
- (4) academic and financial accountability and sanctions under Chapters 39 and 39A.



District of Innovation - Process

Board adopts resolution to develop Local Innovation Plan

- Board approves Local Innovation Committee members
- Committee develops Local Innovation Plan
- Notification to TEA of intention to vote on proposed Plan
- Final Plan posted on District website
- District Advisory Team (aka DAT) holds public meeting and votes on the Plan (majority required for approval)
- Board votes on Plan (2/3 of membership required)



District of Innovation Background

On October 9, 2019, the SEISD Board of Trustees unanimously adopted a resolution to consider becoming a DoI. The District Advisory Team (DAT) received a presentation from the administration explaining the rationale for becoming a DoI. On November 4, 2019, and November 13, 2019, SEISD held public hearings regarding the DoI and solicited input from those in attendance. Finally, on November 13, 2019, the Board of Trustees decided to proceed with this initiative and unanimously approved the DoI committee membership. The DoI Committee is charged with drafting a Local Innovation Plan (LIP) that will focus on seeking exemptions that will benefit the students at SEISD and its stakeholders.

The DAT is meeting again today to adopt the renewal of the DOI plan



District of Innovation Review of Last Amendment (08/01/2024)





District Advisory Team (DAT) Meeting
Thursday August 1, 2024
3:00 PM—4:00 PM; Microsoft Teams

[Join the meeting now](#)

Meeting ID: 241 449 409 417

Passcode: ygKGZE

1. Welcome—Dr. Segovia
2. District Advisory Team—Purpose and Commitment—Ms. Renegar
3. (VOTING ITEM) District of Innovation (DOI) Plan—90% Rule—Dr. Segovia
4. (VOTING ITEM) Class Size Ratio—Ms. Cruz, Mr. Rivas
5. Open Forum / Closure
6. Upcoming Meetings
 - Next DAT Meeting—Friday August 16, 2024; 3:00 PM—4:30 PM (online)

DAT Meeting Schedule for 2024-2025

All meetings will be online from 3:00 PM—4:30 PM

August 1, 2024
August 16, 2024
September 19, 2024
November 20, 2024
January 17, 2025
February 21, 2025
April 23, 2025
May 22, 2025



Innovations and Exemptions

The following section discusses certain statutory requirements of the Texas Education Code that inhibit the goals of the plan from which SEISD will be exempt upon adoption:

1. *First Day of Instruction (current law)*

TEC Sec. 25.0811. First Day of Instruction. (a) Except as this section provides, a school district may not begin instruction for students for a school year before the fourth Monday in August.

Benefits of Exemption from TEC, Sec. 25.0811:

- Teachers would have more days before the STAAR/EOC to prepare students to be successful.
- Semesters and 9-week periods are balanced.
- Decreases summer slide.
- Breaks would be more frequent.

Local Guidelines:

- Remediation would be provided to students during intersession.
- Instructional time would be balanced in the semesters.

3. *Class Size (current law)*

TEC Sec. 25.111. Student/Teacher Ratios. Except as provided by Section 25.112, each school district must employ a sufficient number of teachers certified under Subchapter B, Chapter 21, to maintain an average ratio of not less than one teacher for every 20 students in average daily attendance.

TEC Sec. 25.112. Class size. (a) Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class.

TEC Sec. 25.113. Notice of Class Size. (a) A campus or district that is granted an exception under Section 25.112 (d) from class size limits shall provide written notice of the exception to the parent of or person standing in parental relation to each student affected by the exception.

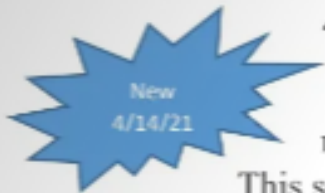
2. *Teacher Certification (current law)*

Revised
4/14/21

TEC Sec. 21.003 Certification Required. (a) A person may not be employed as a teacher, teacher intern or, teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

TEC Sec. 21.053. Presentation and recording of certificates. (a) A person who desires to teach in a public school shall present the person's certification for filing with the employing district before the person's contract with the board of trustees of the district is binding.

No
Changes



4. Minimum Attendance for Class Credit or Final Grade (current law)

TEC § 25.092 contains the provision of law commonly referred to as “the 90 percent rule,” which applies to a student in any grade level from kindergarten through grade 12.

This section conditions credit or a final grade for a class on a student’s attendance for at least 90 percent of the days a class is offered.

Benefits of Exemption from TEC § 25.092

The ninety percent rule is an arbitrary percentage based on seat time rather than content mastery.

- The San Elizario Independent School District uses the flexibility of this exemption to utilize options such as blended learning, flipped classrooms, and HyFlex instruction with both face-to-face and online instruction and resources.
- This will allow the district to take advantage of these educational innovations in method, locations, and times of instruction delivered to students, thereby accommodating students with legitimate scheduling conflicts, reducing dropouts, and increasing the number of qualifying graduates.
- The SEISD would award students credit for courses based on content mastery, not the amount of “seat time” students spend in the classroom. The district would not penalize students who miss class due to University Interscholastic League (UIL) academic and athletic activities or extenuating circumstances.





5. *Removal for certain conduct*

In accordance with Texas Education Code § 37.006, San Elizario ISD is obligated to act when a student is found in possession of, using, selling, giving, or delivering an **e-cigarette**, as defined by Section 161.081 of the Health and Safety Code. Per this provision, the district is required to consider placing the student in a disciplinary alternative education program, as outlined in Section 37.008.

Benefits of Exemption from TEC § 37.006

- San Elizario ISD's commitment to comprehensive education and wellness
- New statutory provisions mandate DAEP placement for e-cigarette possession.
- Discrepancy in consequences for e-cigarettes
- District's preference for educational support over immediate DAEP removal
- Primary objective: Keep students with the general population with support.





**District Advisory Team (DAT)
Attendance and Voting—August 1, 2024**

	Position / Location	Member Name	Vote #1—DOI Attendance	Vote #2—Class Size Ratio
1	Superintendent / Administration	Dr. Jeannie Meza-Chavez	Non-Voting Member	Non-Voting Member
2	Associate Superintendent-Chairperson / P & I	Dr. Rogelio Segovia	Non-Voting Member	Non-Voting Member
3	Administrator—Research and Evaluation / P & I	Ms. Lisa Renegar	Non-Voting Member	Non-Voting Member
4	PEIMS Coordinator—Technology Dept.	Ms. Melissa Urenda	Non-Voting Member	Non-Voting Member
5	Teacher—Loya	Ms. Joanne Barba	Yes	No
6	Teacher—Loya	Ms. Ivonne Ballesteros	Yes	No
7	Instructional Specialist—Loya	Ms. Maribel Vallejo	Yes	No
8	Teacher—Alarcon	Ms. Rachel Quinones	Yes	Yes
9	Teacher—Alarcon	Ms. Joselyn Zuniga	Yes	Yes
10	Teacher—Alarcon	Ms. Claudia Murphy	Yes	Yes
11	Teacher—Borrego	Ms. Ruth Ramirez	Yes	No
12	Teacher—Borrego	Mr. Enrique Santiesteban	Yes	No
13	Teacher—Borrego	Ms. Whitney Surrat	Yes	No
14	Teacher—Sambrano	Ms. Alyssa Padilla	Yes	No
15	Teacher—Sambrano	Ms. Valerie Martinez	Yes	No
16	Teacher—Sambrano	Ms. Norma Villasenor	Yes	No
17	Teacher—GEMS	Ms. Nancy Sullivan	Yes	No
18	Teacher—GEMS	Ms. Idania Rodarte	Yes	No
19	Teacher—GEMS	Ms. Soledad Gonzalez	Yes	Yes
20	Teacher—SEHS	Mr. Francisco Munoz	Not Present	Not Present
21	Teacher—SEHS	Ms. Jasmine Lozano	Yes	Yes
22	Teacher—SEHS	Ms. Pat Villarreal	Yes	Yes
23	Campus--Based Non-Teaching Staff	Ms. Gabriela Castro	Did not Vote	Did not Vote
24	Parent	Ms. Yhadira Arriaga	Not Present	Not Present
25	Parent	Ms. Cristina Garcia	Not Present	Not Present
26	Business/Community Member	Mr. David Cantu	Yes	No
27	Business/Community Member	Ms. Ruth Torres	Not Present	Not Present

Vote #1 Tally (Attendance): 18 yes votes out of 18 voting members present = **PASSED**

Vote #2 Tally (Class Size): 18 voting members present, 12 voted no (66%), 6 voted yes (33%) = **DID NOT PASS**





District of Innovation Plan Renewal



District of Innovation Exemption 1 of 4

1. First Day of Instruction (current law)

TEC Sec. 25.0811. First Day of Instruction. (a) Except as this section provides, a school district may not begin instruction for students for a school year before the fourth Monday in August.



District of Innovation Exemptions 2 of 4

2. Teacher Certification (CTE and Fine Arts)



2. *Teacher Certification (current law)*

TEC Sec. 21.003 Certification Required. (a) A person may not be employed as a teacher, teacher intern or, teacher trainee, librarian, educational aide, administrator, educational diagnostician, or school counselor by a school district unless the person holds an appropriate certificate or permit issued as provided by Subchapter B.

~~TEC Sec. 21.053. Presentation and recording of certificates. (a) A person who desires to teach in a public school shall present the person's certification for filing with the employing district before the person's contract with the board of trustees of the district is binding.~~

Benefits of Exemption from TEC, Sections 21.003 and 21.053:

- Students will benefit from high-demand CTE programs within San Elizario ISD
- Will allow the District to continue to promote career and technology courses
- The District will be able to find personnel in hard-to-fill positions within CTE programs
- This exemption will allow qualified industry-certified individuals to work in the district before attaining certification via alternative certification
- **Students will benefit from Fine Arts programs within San Elizario ISD – ADDED 4/14/21**
- **Will allow the District to continue to promote Fine Arts courses – ADDED 4/14/21**
- **The District will be able to find personnel in hard-to-fill positions within Fine Arts programs – ADDED 4/14/21**
- **This exemption will allow qualified fine arts individuals to work in the district before attaining certification via alternative certification – ADDED 4/14/21**

CTE or Fine Arts Teachers who do not have SBEC certificates will not receive contracts. However, the District does not want to be exempt from 21.053 because certified teachers must present their certificates to the District so the District can contract with them under Chapter 21.



Local Guidelines:

- The district's goal will always be to hire SBEC-certified CTE teachers.
- The district may hire non SBEC-certified CTE and Fine Arts teachers pursuant to the DOI.
- Non SBEC-certified CTE and Fine Arts teachers will not receive Chapter 21 contracts.
- All other instructional staff are required to hold SBEC certificates and will receive Chapter 21 contracts in accordance with state law.
- This exemption does not apply to Federal and state grants that may require certified teachers within certain programs.
- Except for CTE credentials identified in 19 TAC §233.13, all CTE instructors, regardless of Texas Teaching Credential attainment, must submit to a criminal background check, present the appropriate and required Educational and Work-based experience as identified in 19 TAC §233.14. CTE instructors will also be required to complete proper training in state and federal requirements regarding work-based learning and safety and also complete identified TEA-approved training for select CTE courses. These trainings are identified in the State Board for Educator Certification 19 TAC §231 document.
- Fine Arts Teachers must submit to a criminal background check
- The district could consider out-of-state certified teachers for positions upon a local review of experience, education, and credentials.
- The district will continue to provide support to CTE non-certified teachers.
- The CTE non-certified teachers will be required to pursue their SBEC certification via an approved alternative certification program and personally assume all costs this may entail.
- All special education and bilingual teachers must continue to be SBEC certified.
- The district's goal will always be first to hire SBEC-certified Fine Arts teachers. – **ADDED 4/14/21**
- The district could consider out-of-state certified teachers for positions upon a local review of experience, education, and credentials. - **ADDED 4/14/21**
- The district will continue to provide support to Fine Arts non-certified teachers. **ADDED 4/14/21.**
- The Fine Arts non-certified teachers will be required to pursue their SBEC certification via an approved alternative certification program and personally assume all costs this may entail. **ADDED 4/14/21**

- Clarifies that only CTE and Fine Arts Teachers are the only areas under local procedures for which noncertified teachers may be hired and issued a non-chapter 21 contract.
- Clarifies that we must follow federal and state grant compliance as applicable.
- Clarifies the need for a criminal background check for Non-SBEC certified teachers in CTE and Fine Arts, which aligns with the district's administrative procedures.



District of Innovation Exemptions 3 of 4

3. Class Size (current law)

TEC Sec. 25.111. Student/Teacher Ratios. Except as provided by Section 25.112, each school district must employ a sufficient number of teachers certified under Subchapter B, Chapter 21, to maintain an average ratio of not less than one teacher for every 20 students in average daily attendance.

TEC Sec. 25.112. Class size. (a) Except as otherwise authorized by this section, a school district may not enroll more than 22 students in a kindergarten, first, second, third, or fourth grade class.

TEC Sec. 25.113. Notice of Class Size. (a) A campus or district that is granted an exception under Section 25.112 (d) from class size limits shall provide written notice of the exception to the parent of or person standing in parental relation to each student affected by the exception. (b) The notice required by Subsection (a) must be provided not later than the 31st day after: (1) the first day of the school year; or (2) the date the exception is granted, if the exception is granted after the beginning of the school year.

Benefit of Exemption from TEC, Sections 25.111, 25.112(a), and 25.113(a):

- Financially, resources could be allocated to other areas.
- The benefit of the class size waivers would be that students do not need to be moved once a new classroom has been set up due to hiring a new teacher.

Local Guidelines:

- The district's first option is to maintain a 22:1 student-to-teacher ratio
- The PreK 3 and PreK 4 classrooms will remain at 22:1 with a permanent instructional aide.
- The district will consider the 15:1 student-to-teacher ratio once all K-4 sections are at the 30:1 capacity. This will be accomplished by placing a permanent instructional aide in K-4 classrooms over the 24:1 teacher to student ratio.
- The District Cabinet currently monitors the need for class size waivers, and that practice would still ensure that our class ratios remain low to support our students best.

- Clarifies the notification timeline



District of Innovation Exemptions 4 of 4



4. Removal for certain conduct

In accordance with Texas Education Code § 37.006, San Elizario ISD is obligated to act when a student is found in possession of, using, selling, giving, or delivering an **e-cigarette** (§37.006(a)(2)(C-2), as defined by Section 161.081 of the Health and Safety Code. Per this provision, the district is required to consider placing the student in a disciplinary alternative education program, as outlined in Section 37.006.

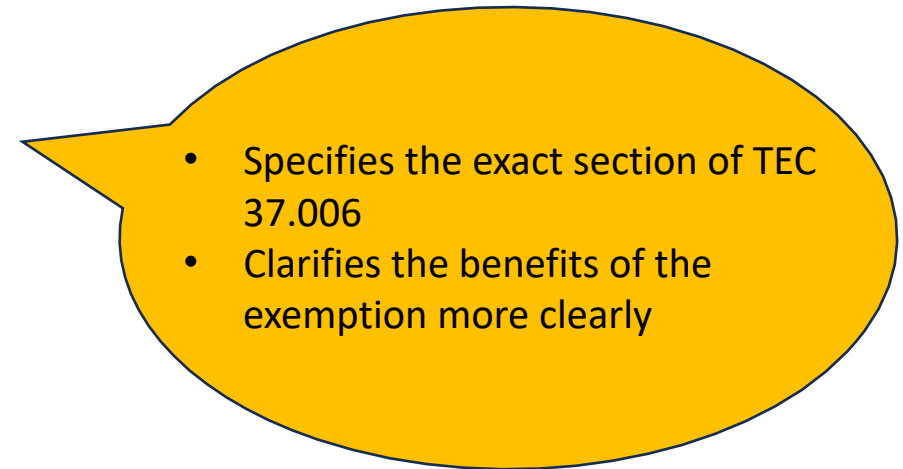
Benefits of Exemption from TEC § 37.006(a)(2)(C-2)

- **Allows** San Elizario ISD's commitment to comprehensive education and wellness **guide consequences for e-cigarette SCOC violations.**
- ~~New statutory provisions mandate DAEP placement for e-cigarette possession.~~ **Allows SEISD's administrative initiatives as listed below to guide consequences for e-cigarette SCOC violations and curb student use of e-cigarettes.**
- **Decrease** discrepancy in SCOC consequences for e-cigarettes
- District's preference for educational support over immediate DAEP removal
- Primary objective: Keep students with the general population with support.

Local Administrative Guidelines

- San Elizario ISD's alignment with anti-e-cigarette disciplinary efforts
- Emphasis on more effective measures, including proactive education.
- Advocacy for alternative disciplinary options over mandatory DAEP
- Focus on enhanced wellness education for students with nicotine e-cigarettes.
- Goal: Allow students to remain with the general population with suitable consequences
- No request for exemptions from Section 37.006 provisions on any other controlled substances

Importantly, the district is **not** seeking exemptions from the other provisions stated in Section 37.006 **including** the mandated removal to DAEP for possession of controlled substances like marijuana and THC.



District of Innovation Renewal Summary

4 Exemptions :

1. First Day of Instruction

2. Teacher Certification for CTE and Fine Arts

3. Class Size

4. Removal for certain conduct for the use of e-cigarettes



District of Innovation Renewal



Voting



District of Innovation Renewal – Board of Trustees

- The Board of Trustees will consider the approval of the DoI Renewal on January 15, 2025.



District of Innovation Website



The screenshot shows the website for San Elizario Independent School District. The header includes the district logo, name, and tagline "A Proud Community of Champions - Soaring to Excellence". Navigation menus include "Calendar", "Family", "Staff", "Departments", "Superintendent", "SEISD Board", "Required Postings", "Military Families", and "Pathway of CHAMPIONS". A secondary menu lists "Our Board of Trustees", "Student Outcome Goals", "District of Innovation", "SEISD Attendance Boundary Changes", "2023 Board Election", and "Policies". The main content area features a breadcrumb trail "HOME > SEISD BOARD > DISTRICT OF INNOVATION", a left sidebar with a menu for "District of Innovation" (including "Dol Committee Members", "Activities and Presentations", "Term", "Comprehensive Education Program", "Student Outcome Goals", "Innovations and Exemptions", and "Members Signatures"), and a main heading "District of Innovation". Below the heading is a graphic with "SEISD" and "District of INNOVATION DoI" text. The text below the graphic states: "The District of Innovation (DoI) legislation passed in 2017 allowing traditional independent school districts most of the flexibilities available to Texas' open-enrollment charter schools. The San Elizario Independent School District (SEISD) seeks to become a district of innovation in an effort to better serve the needs of all of our students and stakeholders including staff, parents, and community members. This will allow SEISD increased local control over district operations. On October 9, 2019, the SEISD Board of Trustees unanimously adopted a resolution to consider becoming a DoI. The District Advisory Team (DAT) received a presentation by administration explaining the rationale for becoming a DoI. On

<https://www.seisd.net/seisd-board/district-of-innovation>





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

MEMORANDUM

To: Members of the Board of Trustees
From: Gina A Ramirez, Executive Director Human Resources
Subject: Compensation Resolution related to district delayed start on January 09 and 10, 2025
Date: January 15, 2025

HISTORY: On January 09 and 10, 2025, the Superintendent directed the District and its campuses to have a late start of 90 minutes due to public safety concerns related to the severe weather conditions in the area.

RATIONALE: Due to the District's delayed start times, employees reported to work 90 minutes from the morning schedule. To avoid employees' loss of pay, a compensation resolution is being presented, pursuant to Board Policy DEA(Local). In summary, the resolution addresses the following:

- Approval to compensate nonexempt employees for the 90 minutes missed on January 09 and 10, 2025.
- Approval to compensate nonexempt employees who were called in to work on January 09 and 10, 2025 at a premium rate.

Note: Nonexempt employees may be compensated on an hourly basis or on a salary basis. Employees who are paid on an hourly basis shall be compensated for all hours worked. Employees who are paid on a salary basis are paid for up to and including a 40-hour workweek. (DEAB Compensation Plan: Wage and Hour Laws). Nonexempt employees who are required to work to mitigate the reason for an emergency closing shall be paid at the rate of one and one-half times their regular rate of pay for all hours worked up to 40 hours per week. All other nonexempt employees who are required to work during an emergency closing shall be paid their regular rate of pay. Board Policy DEA (Local).

BUDGET IMPACT: As per Board-Approved Compensation Schedules.

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

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

**RESOLUTION OF THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
BOARD REGARDING EMPLOYEE COMPENSATION
FOLLOWING EMERGENCY CLOSURE (Delay) RELATED TO DANGEROUS
WEATHER**

WHEREAS, the San Elizario Independent School District (“District”) is a public school district located in El Paso County, Texas;

WHEREAS, on January 09 and 10, 2025, the National Weather Service (NWS) issued a hazardous weather alert affecting several counties in Texas, including El Paso County, based on the possibility of snow, freezing temperatures, and high wind gusts;

WHEREAS, the winter weather advisory posed potential slippery road conditions, hazardous conditions for Thursday and Friday morning, including evening commutes, and gusty winds to the San Elizario Independent School District community;

WHEREAS, the District’s Board of Trustees (“Board”) finds that the weather, as stated in the NWS alert created a dangerous situation for the District’s students, staff, and community traveling to school and work on January 09 and 10, 2025 ;

WHEREAS, the District's Superintendent is authorized by Policy EB (Local) to close schools for reasons related to public health and safety; and

WHEREAS, on January 09 and 10, 2025, the Superintendent delayed the SEISD start times, in consideration of students, staff, and community safety (hereinafter the District's "Emergency Closure"); and

WHEREAS, the Board has a substantial interest in protecting the safety of the District’s students, staff, and community, and finds that an emergency need exists to delay district start times; and

WHEREAS, the Board acknowledges that during the Emergency Closure, most District employees are instructed not to report for work; and

WHEREAS, the Board finds that a need exists to address wage payments for nonexempt employees and those required to work during the District's Emergency Closure; and

WHEREAS, the Board determines that employees who are instructed not to report to work due to the 90 minute delayed start may suffer a loss of pay; and

WHEREAS, the Board concludes that compensation or wage payments to nonexempt District employees affected by the delayed start, and on the District's payroll during the Emergency Closure, who would otherwise suffer a loss in pay due to the District's Emergency Closure, serves the public purposes of maintaining public safety, maintaining morale, and reducing turnover; and

WHEREAS, the Board further concludes that nonexempt essential employees on the auxiliary pay scale who are called in to work during the Emergency Closure may require certain employees to be compensated at a premium rate, as provided at DEA (LOCAL) (the “Premium Rate”), which serves the public purposes of maintaining morale, providing equity to employees who provide auxiliary or emergency-related services during or before the Emergency Closure, and further recognizes the services of essential staff; and

WHEREAS, pursuant to District policy, nonexempt essential employees who were called in to work on January 09 and 10, 2025, during the Emergency Closure must still obtain prior approval from their supervisor before working more than 40 hours in any given week during the Emergency Closure (“overtime hours”); and

WHEREAS, any overtime hours actually worked in excess of 40 hours in any given week during the Emergency Closure shall be paid and calculated in accordance with District policy and in conformance with the Federal Labor Standards Act; and

WHEREAS, certain employees were instructed not to work during the District’s Emergency Closure; and

WHEREAS, certain employees were called on January 09 and 10, 2025, and reported to work to provide auxiliary services before or during the District’s Emergency Closure; and

WHEREAS, the Board of Trustees will consider the financial burden on the District related to the Emergency Closure and limit the Premium Pay to January 09 and 10, 2025; and

WHEREAS, the District has always been and will remain committed to providing the best possible educational opportunities for its students while at the same time keeping all District staff safe and being good stewards of its resources;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the San Elizario Independent School District authorizes wage compensation to nonexempt employees as a result of the Emergency Closure on January 09 and 10, 2025

BE IT FURTHER RESOLVED, that nonexempt essential employees covered by Policy DEA (Local) who were required to work on January 09 and 10, 2025, shall be paid at the Premium Rate described by said policy as of the date this Resolution is approved by the Board of Trustees. There shall be no Premium Pay paid to any employee from the date this Resolution is adopted.

BE IT FURTHER RESOLVED that in furtherance of these public purposes and this Resolution, the Board makes the following delegations to the Superintendent:

1. The authority to create administrative procedures to further the implementation and purposes of this resolution.

The authority granted by this resolution to continue scheduled wage payments for affected nonexempt employees and to pay a premium rate to nonexempt employees who provide auxiliary or emergency-related services on January 09 and 10, 2025 and during the District's Emergency Closure on January 09 and 10, 2025 is effective for, and limited to, January 09 and 10, 2025 and the District's Emergency Closure on January 09 and 10, 2025, as declared by the Superintendent on January 09, 2025, unless the Board takes subsequent action to authorize payment for a longer duration.

Adopted this ____ (date) day of _____ (month), ____ (year), by the Board of Trustees.

Eduardo Chavez
SEISD Board President

SEISD Board Secretary

Dr. Jeannie Meza-Chavez
SEISD Superintendent

Approved as to form:

Juan J. Cruz
JCA LAW, PLLC
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: Blanca I. Cruz, Associate Superintendent
Subject: Interlocal Agreement – ESC Region 19, Migrant Program
Date: January 15, 2025

HISTORY: The district receives federal funding to serve the needs of our students identified under the Migrant Education Program. Within the program, there are several areas of compliance that must be met including: Identification and recruitment of migrant students, data entry into the TX-New Generation System, direct academic support to identified students (Facilitating Summer Programs/Intercession enrichment, supplemental instruction, progress monitoring for grades and attendance, maintaining progress review forms and action plans for Priority for Service (PFS) students, and Out of School Youth (OSY) Action Plans.

RATIONALE: All districts have the option to administer the program or to enter an interlocal agreement with the Education Service Center, Region 19, to support and administer the services required by the Migrant Education Program in collaboration with SEISD.

Given the recent decrease in federal funding for this program, the district did not fill the Migrant Clerk position responsible for fulfilling these duties. The previous Migrant Clerk's salary was approximately \$30,154.14. The total allotment received for the current year for the migrant program was \$27,924. This amount is not sufficient to cover wages and related student services for the current year. The Administration finds it more efficient and cost-effective to collaborate with ESC 19 in these efforts so that our students can continue to benefit from this federally funded program.

BUDGET IMPACT: The proposed agreement for the remainder of the year is \$21,000. The full amount would be covered with the remaining federal funds available for the Migrant Program (Fund 212).

ADMINISTRATIVE RECOMMENDATION: As presented, the administrative recommendation is to approve the interlocal agreement with the Educational Service Center, Region 19.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

INTERLOCAL AGREEMENT
between
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
and
EDUCATIONAL SERVICE CENTER - REGION 19

This Interlocal Agreement ("this Agreement") is made and entered into as of the date written below by and between San Elizario Independent School District ("SEISD") and Education Service Center - Region 19 ("ESC-Region 19"), each acting by and through its duly authorized officials. SEISD and may collectively be referred to herein as the Parties.

RECITALS

WHEREAS, SEISD and ESC-Region 19 are both governmental entities authorized to enter into agreements in accordance with the Texas Interlocal Cooperation Act, Tex. Government Code Section 791.001 et seq., for the purpose of achieving efficiency in the accomplishment of governmental administrative functions;

WHEREAS, the purpose of this Agreement is to achieve such efficiencies;

WHEREAS, SEISD and ESC-Region 19 wish to enter into an interlocal contract pursuant to Chapter 791.003 of the Texas Government Code to set forth the terms and conditions upon which ESC-Region 19 shall provide various goods and/or services to SEISD;

WHEREAS, SEISD applied for and received funding for its Migrant Education Program for the 2024-2025 school year under NOGA ID number 2561500107190. Federal Award number 84.011A from the United States Department of Education for the period from July 1, 2024, through September 30, 2025;

WHEREAS, SEISD desires for ESC-Region 19 to provide the services under and be responsible for SEISD's obligations for the Migrant Education Program instead of SEISD for the remainder of the 2024-2025 school year;

WHEREAS, ESC-Region 19 is capable and agrees to provide the services under and be responsible for SEISD's obligations for the Migrant Education Program instead of SEISD for the remainder of the 2024-2025 school year;

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

I. TERMS AND CONDITIONS

Goods & Services. SEISD wishes for ESC – Region 19 to provide a District-wide program to provide education to migrant children (the "Program"), consistent with an existing

Migrant Education Program. ESC-Region 19 agrees to provide the following goods and/or services to SEISD in connection with the Program (the “Goods and Services”), for the itemized amounts set forth below:

IDENTIFICATION AND RECRUITMENT (ID&R)

- Complete new/renew Certificates of Eligibility (COEs/ECOEs)
- Continued communication with MEP families
- Update student/family profiles
- Parent Advisory Council (PAC)
 - Focus Area: Parent Empowerment

TOTAL: 1 FTE: 25% Migrant Recruiter \$5,000

TX-NEW GENERATION SYSTEM (TX-NGS)

- Data Entry
 - Enter all required data in TX-NGS for spring semester
 - Enter all required data in TX-NGS for summer/intersession
 - Review and approve new/renewed COE/ECOEs
 - Generate monthly TX-NGS reports
 - Enter updates in database system
 - File and record keeping

TOTAL: 1 FTE: 5% NGS Specialist: \$2,500

ACADEMICS

- Facilitating Summer Programs/Intercession Enrichment
- Regular Supplemental Instruction
 - Formative
 - Summative
- Progress monitoring for grades and attendance
- Maintaining Progress Review Forms and action plans for Priority for Service (PFS) students
- Out of School Youth (OSY) Action Plans

TOTAL: 1 FTE: 25% Instructional Officer: \$7,500

REPORTING COMPLIANCE

- MEP End-of-Year Program Evaluations
 - Fidelity of Strategic Implementation (FSI)
 - Measurable Program Outcomes (MPOs)
- Random Validation ready
- Re-Interview Eligibility Validation ready

TOTAL: 1 FTE: 10% Migrant Program Specialist: (cost covered by ESC)

ADMINISTRATIVE BUDGET MANAGEMENT

- Setup and maintain budget
- Payroll
- Purchase Orders/ISRs/Contracts

TOTAL: 1 FTE: 20% Administrative Assistant: (cost covered by ESC)

The Goods and Services shall include, without limitation, payroll, planning time, mileage, materials, compliance measures, and other resources necessary to accomplish the Program.

2. Payment. The total costs for the Goods and Services are as follows:

- Identification and Recruitment (ID/R): 1 FTE @ 25% Migrant Recruiter
- TX-New Generation System (TX-NGS): 1 FTE @ 25% NGS Specialist
- Academics: 1 FTE @ 25% Instructional Officer

6100	Payroll	\$ 15,000
6200	Miscellaneous Contracted Services	\$ 2,000
6300	Supplies	\$ 2,000
6400	Travel & Other Operating Costs	\$ 2,000
	GRAND TOTAL	\$ 21,000

- Reporting Compliance: Migrant Program Specialist – Cost covered by ESC
- Administration/Budget Management: Admin Asst – Cost covered by ESC

Such costs shall be paid on a monthly basis, in arrears, with ESC-Region 19 to invoice SEISD for the actual reasonable and necessary costs incurred by ESC-Region 19 in connection with the Goods and Services for the preceding month of this Agreement, with each invoice payable within 30 days after receipt.

II. TERM AND TERMINATION

The initial term of this Agreement shall commence on January 1, 2025 and shall continue through August 31, 2025. This Agreement may be terminated by either Party, with or without cause, at any time, by providing thirty (30) days prior written notice by Certified Mail, Return Receipt Requested to the other party at the address provided for that party in the signature block of this Agreement or at such other address as is provided in writing by either party to the other during the term of this Agreement. In addition, each Party may, without penalty, terminate the Agreement at the end of any budget period of such Party occurring during the term of the Agreement, if funds for the Agreement during the succeeding budget period have not been appropriated.

III. GENERAL PROVISIONS

1. Authorization to Participate and Compliance with Local Policies. SEISD and ESC-Region 19 each represent and warrant to the other that its respective governing body has duly authorized its participation in this Agreement and that it will comply with all state and local laws and its respective local policies pertaining to its participation in this Agreement.

2. Cooperation and Access. The Parties agree that they will reasonably cooperate in compliance with any reasonable request for information and/or records made by the other for purposes of compliance with applicable laws or their respective local policies.

3. Current Revenue. SEISD and ESC-Region 19 each represent and warrant to the other that each shall make its respective payments, if required under this Agreement, from current revenues available to such entity.

4. Jurisdiction/Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas and, to the extent permitted by law; venue for all disputes arising under this Agreement shall lie in El Paso County, Texas.

5. Legal Authority. Each party warrants to the other the following:

a) It meets the definition of “Local Government” or “State Agency” under the Interlocal Cooperation Act (“Act”), Chapter 791 of the Texas Government Code.

b) The functions and services to be performed under the Agreement will be limited to “Administrative Functions” as defined in the Act, which includes the matters described herein.

c) All state, local or third-party requirements to approve, record or authorize the Agreement have been met.

6. Severability. If any portion of this Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions shall continue in full force and effect.

7. Contract Construction. Both parties have participated fully in the review and revision of this Agreement. Any rule of construction to the effect that ambiguities are to be resolved against the drafting party shall not apply to the interpretation of this Agreement.

8. Non-Waiver of Performance. A waiver by either party of a breach of any of the terms, conditions, covenants or guarantees of this Agreement shall not be construed or held to be a waiver of any succeeding or preceding breach of the same or any other term, condition, covenant or guarantee herein contained. Further, any failure of either Party to insist in any one or more cases upon the strict performance of any of the covenants of this Agreement, or to exercise any option herein contained, shall in no event be construed as a waiver or relinquishment for the future of such covenant or option. In fact, no waiver, change, modification, or discharge by either party hereto of any provision of this Agreement shall be deemed to have been made or shall be effective unless expressed in writing and signed by the party to be charged.

9. Governmental Functions and Immunity. This Agreement is not intended to waive, alter or reallocate any defense or immunity available to either Party by law.

10. Entire Agreement and Amendment. This Agreement represents the complete understanding of the Parties. This Agreement may be amended by prior written agreement executed by the both Parties.

11. Signatures/Counterparts. The failure of a party to provide an original, manually executed signature to the other party will not affect the validity, enforceability or binding effect of this Agreement because either party may rely upon a facsimile/electronic signature as if it were an original. Furthermore, this Agreement may be executed in several separate counterparts, each of which shall be an original and all of which shall constitute one and the same instrument.

EXECUTED as of the ____ day of _____, 2025.

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

By: _____
Dr. Jeannie Meza-Chavez, Superintendent

EDUCATION SERVICE CENTER - REGION 19

By: _____
Dr. Armando Aguirre
Executive Director

APPROVED:

By: _____
Barbara Amaya
Director, Migrant Education Program

ADDRESS FOR NOTICE:
6611 Boeing Drive
El Paso, Texas 79925-1010



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

MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director of Human Resources
Subject: Consider and possible Board action to approve the Effective Advising Framework (EAF) Stipends
Date: January 15, 2025

HISTORY:

On August 14, 2024, the SEISD board approved participation in the Effective Advising Framework (EAF) with ESC Region 19.

Per the Effective Advising Framework (EAF) committee project lead, Mrs. Sandra Sanchez, the pilot planning phase occurred during the 2023-2024 school year. The approval of this grant program allowed the designated EAF Steering Committee to evaluate the San Elizario ISD counseling program and target the areas of need to better serve students.

Mrs. Sandra Sanchez stated that targeted areas included CCMR, career pathways infrastructure, work-based learning, educational attainment, dual enrollment, grade-level expectations and progress, school counselor support, advising program, school culture of advising, external partnerships, advising materials, advising caseloads, family engagement, and surveys to students and parents.

The August 14, 2024, board memo also stated that stipends are provided yearly to the EAF Steering Committee through the grant with funds provided by TEA through ESC Region 19 to San Elizario ISD for distribution of stipend allocations to eligible employees as outlined by the grant.

Stipend amounts approved on August 14th, 2024, by the SEISD board are listed below.

The 2023-2024 stipend amounts were as follows:

EAF Planning Committee Members: \$2,500
EAF Planning Committee Project Lead: \$5,000

The 2024-2025 stipend was as follows:

EAF Planning Committee Members: \$5,000
EAF Planning Committee CTE Administrator: \$5,000
EAF Planning Committee Project Lead: \$10,000

San Elizario ISD received the funds on 7/17/2024. These funds covered the payment of stipends

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



San Elizario ISD
P.O. Box 920
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for the 2023-2024 school year.

An attachment prepared by grant project lead Ms. Sandra Sanchez contains specified stipends assigned for 2024-2025 SEISD employees serving as part of the EAF grant steering committee. Following the EAF grant requirements, an additional \$1,700.00 stipend for six counselors and one additional EAF Planning Committee Member has been added to the original request on August 14, 2024. At the time of the initial approval request on August 14, 2024, the budget from ESC Region 19 was not available. It became available on November 7, 2024, through TEA.

RATIONALE:

The EAF Steering Committee has secured the continuation of this grant for the 2024-2025 school year. The grant will continue to provide funds that can support the district counseling program and stipends to the EAF Steering Committee. The committee changes are six additional counselors, one prorated EAF Planning Committee Member, and one additional EAF Planning Committee Member. See attachment.

The grant will continue to assist SEISD in further aligning the district counselors, counseling support and resources, and guidance in meeting the requirements of the T-SCESS, the Texas Counseling Model, and PD. It will also support SEISD counselors in improving the services they provide to the students.

BUDGET:

There is no budget impact; the stipends will be paid through the TEA 2024-2025 Effective Advising Framework Grant - Year 1.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the payment of the stipends now specified for the EAF Steering Committee members, as outlined in the attachment, for the 2024-2025 years as presented.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

EAF Detailed Budget Justification

Summary Budget Table			
Category	Grant Funds Requested	Match Funds (If Required)	Total
Personnel	\$64,700.00	\$0.00	\$64,700.00
Fringe Benefits	\$0.00	\$0.00	\$0.00
Travel	\$10,000.00	\$0.00	\$10,000.00
Equipment	\$0.00	\$0.00	\$0.00
Supplies and Materials	\$19,550.00	\$0.00	\$19,550.00
Contractual/Consultants	\$11,750.00	\$0.00	\$11,750.00
Other Direct Costs	\$8,000.00	\$0.00	\$8,000.00
Indirect Costs (Overhead)	\$6,000.00	\$0.00	\$6,000.00
TOTAL	\$120,000.00	\$0.00	\$120,000.00

[6100] - EAF Form: Payroll Costs [Salaries & wages for staff involved in the project]:

- A. Personnel: Salaries and wages for staff involved in the project:
 - a. TSI Tutors: N. Mitchell, Ni. Garcia, C. Barraza, N. Gutierrez
4 @ \$50.00 per hour = \$8,000.00

- B. EAF Planning Committee Members/CTE Administrator/Project Lead
 - a. EAF Planning Committee Project Lead: Sandra Sanchez \$10,000.00
 - b. EAF Planning Committee Member-Elementary School Counselor, Nora Garcia \$2,500
(prorated amount for half a year assignment completion)
 - c. EAF Planning Committee Member-Middle School Counselor, Marisol Galarza \$5,000
 - d. EAF Planning Committee Member- Middle School Principal, Richard Salcido \$5,000
 - e. EAF Planning Committee Member- High School Counselor, Patricia Villarreal \$5,000
 - e. EAF Planning Committee Member -High School Principal Troy Enriquez \$5,000
 - f. EAF Planning Committee Member -SPED Counselor, Jeffery Seay \$5,000
 - g. EAF Planning Committee CTE Administrator: Sandra Sanchez \$5,000
TOTAL = \$42,500

- C. School Counselor: 6 @ \$1,700 each = \$10,200
 - a. Loya Elementary School Counselor - Cecilia Santiesteban
 - b. Sambrano Elementary School Counselor – Rosa Correa
 - c. Borrego Elementary School Counselor – Sandra Verdier
 - d. GEMS School Counselor – Araceli Munoz
 - e. SEHS School Counselor – Nora Almanzar
 - f. SEHS School Counselor – Michelle Jula

- D. Guest Teacher Pay
 - a. CCMR Field Trips \$4,000

- E. Fringe Benefits - Benefits such as health insurance, retirement, FICA, and other employer-related expenses.
 - a. None

[6200]-EAF Form Professional and Contracted Services

Travel-Include travel expenses for staff and participants (transportation, lodging, per diem).

- A. Texas School Counselors Conference Association
 - a. \$2000.00 x 5 = \$10,000.00

- B. Equipment
 - a. None

C. Contractual/Consultants: Payments for external consultants, contractors, or service providers.

a. Region 19 Support:

- i. T-SCESS training Counselors - \$750.00
- ii. Texas Model 3 @ \$750 = \$2,250
- ii. T-SCESS training Administration - \$750.00
- iii. SEL Training Counselors - \$2,000

TOTAL = 5,750.00

b. Pam Dyson: Play Therapist for Elementary counselors and SPED students with SEL focus

- i. Cost - \$6,000.00

[6300]- EAF Form Supplies and Materials

A. Supplies and Materials: Consumable items needed for the project.

- a. TSIA Testing Units Middle School: \$2,000.00
- b. TSIA Consumables (Workbooks and Teacher Editions): \$8,000.00
- c. District suggested program for TSIA (Pending Ms. Ramirez): \$8,000
- d. SWIS Software for 5 Campuses (PBIS/MTSS database to support Tiered Fidelity Inventory for each campus) Cost – \$1,550.00

TOTAL = \$19,550

[6400]-EAF Other Operating Costs

A. Other Direct Costs-Non-Miscellaneous project costs

- a. Field Trips to Post-Secondary and Military Institutions to support field trips to enhance CCMR.
 - i. Estimated cost \$8,000.00

[6500]-Debt Services

A. None

[6600]-Capital Outlay

A. None

GRANT EXPECTATIONS FOR PROJECT LEAD:

1. Serve as the district's representative for effective advising in the context of the district's comprehensive school counseling program.
2. Convene and coordinate the work of an Effective Advising Steering Committee
3. Coordinate with, and receive coaching from, the EAF Implementation Coach; and
4. Oversee, monitor, and track the results of implementing identified EAF Priorities and completing all required grant deliverables.
5. Contribute to the alignment of all campuses.
6. Provide structure support for the implementation.
7. Budget and stipend allocation

SAN ELIZARIO ISD
SUPPORT ACTIVITIES FOR CCMR and POST-SECONDARY EDUCATION
ELEMENTARY LEVEL

LOYA PRIMARY

Elementary School Counselor: Mrs. Santiesteban

SPED Counselor Representative - Jeffrey Seay – Supporting inclusion of all SPED students

- Alignment between Loya and Sambrano
- Tejano Award-student showing determination.
- The campus will adopt and highlight an EPCC campus by grade level.
- Mini Early College Application
- The EPCC coloring book and college activities were introduced.
- EPCC Parent meeting – Early College information.
- Assist High School with FAFSA Night
- Assist High School with TSIA testing.

SAMBRANO ELEMENTARY

Elementary School Counselor: Mrs. Correa

SPED Counselor Representative - Jeffrey Seay – Supporting inclusion of all SPED students

- Alignment between Loya and Sambrano
- Tejano Award-student showing determination.
- The campus will adopt and highlight an EPCC campus by grade level.
- Mini Early College Application
- The EPCC coloring book and college activities were introduced.
- EPCC Parent meeting – Early College information.
- Assist High School with FAFSA Night
- Assist High School with TSIA testing.

SAN ELIZARIO ISD
SUPPORT ACTIVITIES FOR CCMR and POST-SECONDARY EDUCATION
ELEMENTARY LEVEL

ALARCON ELEMENTARY

Elementary Representative - Nora Garcia

SPED Counselor Representative - Jeffrey Seay – Supporting inclusion of all SPED students

- Alignment between Alarcon and Borrego
- Tejano Award-student showing determination
- Mini Early College Application
- Mini Early College – Personal Statement
- Mini Scholarship
- EPCC Admissions Personnel Award acceptance letter -DR. SERRATA
- Poster of 6TH Grade students with cap and gown stating “College graduating Class of _____”
- Career Presentations – Career and Technical Education and EPCC
- Assist high school with FAFSA Night
- Assist high school with TSIA

BORREGO ELEMENTARY

School Counselors: Ms. Verdier

SPED Counselor Representative - Jeffrey Seay – Supporting inclusion of all SPED students

- Alignment between Alarcon and Borrego
- Tejano Award-student showing determination
- Mini Early College Application
- Mini Early College – Personal Statement
- Mini Scholarship
- EPCC Admissions Personnel Award acceptance letter -DR. SERRATA
- Poster of 6th Grade students with cap and gown stating “College Graduating Class of _____”
- Career Presentations – Career and Technical Education and EPCC
- Assist high school with FAFSA Night
- Assist high school with TSIA

SAN ELIZARIO ISD
SUPPORT ACTIVITIES FOR CCMR and POST-SECONDARY EDUCATION
MIDDLE SCHOOL LEVEL

GARCIA-ENRIQUEZ MIDDLE SCHOOL

Middle School Representative/Middle School Counselor – Marisol Galarza

Middle School Counselor – Araceli Munoz

SPED Counselor Representative - Jeffrey Seay – Supporting all SPED students

- Provide TSIA informative sessions through Golden Hour for students.
- Host an informative session on TSIA and CCMR points for parents.
- Gathering information and data from the high school to target needy areas and support middle ELAR teachers.
- Work collaboratively with ELAR teachers to enhance student’s writing skills for TSIA essays.
- Support students through a TSIA prep camp during Golden Hour two weeks before TSIA testing.
- Test ELA students in December and retest ELA students who were near passing TSIA in May.
- Test Algebra I students in May and retest Algebra I students who were near passing TSIA 2 weeks later.
- Track students’ progress through implementing new audit cards in middle school.
- Send out an interest survey to see who would be interested in applying for Early College.
- Application workshops for SEECHS for students who need more assistance.
- Continue to have middle school students visit San Elizario High School to see the CTE classroom and receive information on available programs.
- Host a CTE informative session for parents in collaboration with the CTE Administrator.
- Host a Q&A on CTE for students in collaboration with the CTE Administrator.
- Plan to expand Edgenuity to middle school for high school credits.

**SUPPORT ACTIVITIES FOR CCMR and POST-SECONDARY EDUCATION
HIGH SCHOOL LEVEL**

SAN ELIZARIO HIGH SCHOOL

High School Administrator Representative: Troy Enriquez

High School Counselor Representative: Patricia Villarreal

High School Counselor: Nora Almanzar

High School Counselor: Michelle Julia

SPED Counselor Representative - Jeffrey Seay – Supporting all SPED students.

- TSIA Bootcamps: Spring Region 19 consultants and weekly teacher tutorial
- CTE tutorial- Spring focus on certification (CCMR)
- Fall/Spring Community presentations on CCMR Readiness
- SAT/ACT: Fall and Spring (proctoring)
- MTSS: attendance incentives, professional speakers, advancement field trips (we do it for Eagle Ops, why not for students completing advancement course)
- Purchasing: Test prep, Test units, College Bridge (12,500), Character Strong
- Additional Personnel: dual content facilitator (aides/tutors)
- Counselor Professional Development and TSIA Teacher Professional Development in addition to effective advising and tracking of Junior/Senior cohorts.
- Host middle school tours of CTE and Early College programming to support recruitment efforts
- Provide TSIA support through Alg. 2/RLA I/II through an existing coaching plan

SAN ELIZARIO ISD

SUPPORT ACTIVITIES FOR CCMR and POST-SECONDARY EDUCATION CAREER AND TECHNICAL EDUCATION

CTE Representative: Sandra Sanchez

ELEMENTARY SCHOOL

- Support Elementary with Student and Parental presentations on SEHS CTE Programs and current TEA certifications
- Provide Elementary students with career coloring books both in English and Spanish
- Support EPCC Early College initiatives.
- CTE Parental Tour of SEHS Programs

MIDDLE SCHOOL

- Provide presentations on careers and certifications to students in 7-8 grades prior to visiting SEHS CTE programs.
- Collaborate with Parent liaison on planning meetings with middle school parents to inform them about CTE programs twice a year.
- Have a CTE Q&A with 6-8 grade students.
- CTE Parental Tour of SEHS Programs
- Support EPCC Early College initiatives.
- Support counselors with middle school audits and PGPs

HIGH SCHOOL

- Monthly meetings with administration.
- Build awareness of SEHS pathways through class meetings.
- Promote post-secondary education, college, and career success through CTE programs.
- Support CTE teachers in providing students with the soft skills, technical skills , and academic skills needed to have students succeed in college and/or industry.
- Schedule CTE teachers on field trips related to each program career pathway.
- Improve and expand work-based learning projects within each career pathway so that students can earn an Industry-based certification.
- Targeted job shadowing for CTE teacher effectiveness.
- Targeted one-on-one guidance and planning with teachers in need.
- Schedule counselors and administration for CTE training.
- Support CTE with updated equipment and software to assist with student comprehension and have a successful certification passing rate.
- Provide appropriate and supportive training for each program to align with TEA.
- Work with Workforce Solutions with Job Con to set up a Career Fair to support CTE career pathways in SEISD and surrounding small districts.
- SPED - Opportunity Now, collaboration with workforce solutions to provide employability skills to receive a CCMR Point.
- SPED – Providing advanced opportunities within CTE for SPED students to receive advanced training through certification testing to receive a CCMR point.

SAN ELIZARIO ISD

SUPPORT ACTIVITIES FOR CCMR and POST-SECONDARY EDUCATION AVID DISTRICT DIRECTOR

Administrative Representative: Richard Salcido

ELEMENTARY SCHOOL

- Learn key skills such as organization, study skills, communication, and self-advocacy.
- Practice structured notetaking and answering high-level questions to promote critical thinking.
- Promote a college-going culture through visual displays (college pennants, banners) and educator discussions about their college experiences.
- College and career concepts were introduced early as part of students' aspirations.
- Foster academic habits that set up student's success in middle school, high school, and college.
- Implementation of teaching higher-level thinking and academic behaviors from an early age.
- Provided training to all faculty members during the beginning of the school year.

MIDDLE SCHOOL

- Focus on college awareness gaps. Many students desire to attend college but lack the resources or opportunities to be college-ready.
- Help equip students—first-generation college-goers and underrepresented groups—with the support needed to succeed academically and prepare for college and careers.
- Explore various career paths and build career awareness.
- Students will explore and raise awareness of the college admissions process, research schools, tour colleges, and create application materials.
- Provide AVID best practices and strategies that can be applied in any classroom.
- Improve student engagement and college/career readiness for all students.
- Prepare students for college success by teaching a college-ready curriculum, offering tutor-facilitated study groups, and engaging in motivational and academic success activities.

HIGH SCHOOL

- Encouraged students to take challenging college-preparatory courses, such as Advanced Placement (AP) and honors classes for college-level academics.
- Provide guidance on the college admissions process, helping them understand requirements, deadlines, and how to create competitive applications.
- Identify scholarship opportunities and guide students through the financial aid process, including completing FAFSA forms and applying for grants.
- Develop effective study habits, organizational strategies, and time management skills that help them succeed in high school and beyond.
- Challenge students to analyze, synthesize, and evaluate information across subjects, preparing them for academic success in college and their future careers.
- Writing across the curriculum, with a focus on clear communication, research-based writing, and analytical essays—all essential skills for college and career success.
- Provide academic and emotional support needed to stay on track and meet graduation requirements.



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: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: Interlocal Agreement to Participate in the 2025-2026 West Texas Food Service Cooperative
Date: January 15, 2025

HISTORY: San Elizario ISD has been a member of the West Texas Food Purchasing Co-Op for many years due to the purchasing power of the over 270 member districts.

RATIONALE: Participation allows us to obtain better pricing, service, and helps us preserve the nutritional integrity of our meals.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: Approve the resolution for continued participation.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

A Proud Community of Champions – Soaring to Excellence!

Child Nutrition and Purchasing

Description:

The goal of the Cooperative is to obtain substantial savings on specific food service items for member districts through volume purchasing. The highest quality products for the best possible prices will be sought. The district should benefit through cost savings, meeting federal and state procurement regulations, and receiving items meeting federal Child Nutrition Program requirements. Participating Education Service Centers will organize and administer The West Texas Food Service Cooperative (Cooperative) with Region 17 Education Service Center acting as the fiscal agent (Coordinating Center).

This agreement is entered into pursuant to the authority granted by Title 7 (Agriculture) of the Code of Federal Regulations, Chapter 791 of the Texas Government Code, and Chapter 8 of the Texas Education Code.

EDGAR COMPLIANCE

CONTRACTS INVOLVING FEDERAL FUNDS: Region 17 ESC may be unable to determine which of its agreements/contracts will be used by cooperative members using federal funds at the time of the procurement process. Therefore, Region 17 ESC intends to competitively procure each contract awarded by Region 17 ESC under Section 44.031 of the Texas Education Code and intends to comply with EDGAR and USDA regulations for every procurement action. To comply with EDGAR, Region 17 ESC will make an independent estimate of the value of goods or services in the current market before receiving bids or proposals. After Region 17 ESC receives bids and proposals, but before awarding a contract, Region 17 ESC will also conduct a price or cost analysis and document its findings. For contracts at or above \$50,000 cooperative members must verify that Region 17 ESC fulfilled its requirement to conduct a cost or price analysis in order to benefit from the ability to purchase goods and services from its purchasing cooperatives directly without the need for additional procurement activities or documentation. Region 17 ESC will provide its *Independent Estimate Determination Form* and *Determination of Cost or Price Reasonableness Form* to a cooperative member upon request, but Region 17 ESC recommends that when circumstances necessitate separate evaluation of lump-sum pricing, cooperative members also conduct an independent evaluation of cost or price reasonableness tailored to the cooperative member's specific purchases so that the cooperative member can independently determine the reasonableness of the cost/price of the particular purchase. Stated differently, if the cooperative member's verification of Region 17 ESC's compliance with EDGAR reveals that the lump-sum price includes goods or services for which Region 17 ESC could not have performed a cost or price analysis, the cooperative member should conduct an independent cost or price analysis.

I. Term of Contract

The term of this contract shall be from the date of acceptance by authorized District personnel through July 31, 2026. The participating party(ies) may with mutual agreement among all other participating parties, rescind the Commercial Purchasing and/or Full-Service component of this contract with a thirty (30) day written notice. If participating in the Commodity Processing component of this contract, the participating party is required to fulfill the contractual obligation until all processed commodity commitments are received. For general termination information, see Section VII.

A signed agreement or at least a verbal commitment from district must be received by the WTFSC by February 15, 2025 for district to participate in commodity processing for contract year.

II. General Provisions

In accordance with United States Department of Agriculture (USDA) regulation and Texas Department of Agriculture (TDA) guidance in the Administrator's Reference Manual Section 17c, the Cooperative is a Child Nutrition Program (CNP) Operator-Only Cooperative that is categorized as a "for profit cooperative". Consequently, at the end of the contract year, the Cooperative must return all profit in excess of the profit margin as described in the contract to the participating Cooperative's members, i.e., Contracting Entities. The Cooperative's "profit margin", for purposes of this Agreement, shall be the revenue received by the Cooperative through the charging of the vendor fee set forth in "Fee" section below minus the expenses to the Coordinating Center to operate the Cooperative. The Coordinating Center shall retain the profit margin; however, revenue received in excess of the profit margin ("unanticipated profit"), if any, shall be distributed to the Cooperative's members.

III. Fee

No fee shall be charged to members of the Cooperative.

The USDA does not allow federal funds received by ESC Child Nutrition components to be used to support purchasing cooperatives. Therefore, the Cooperative is a totally self-funded entity. To provide this revenue, a fee of .85% of each district Commercial Purchase is charged to the vendor through a Vendor Participation Fee. Through the Commodity Processing bids, a per-truckload fee of \$500.00 is charged to the processor as an Administrative Processing Fee. All fees are used to cover expenses related to the administration and direct operation of the Cooperative. Districts, even though they may incur these fees indirectly, pay no direct fee to the Cooperative for participation.

IV. ESC 17 (Coordinating Center) will be responsible for the following:

- Provide for the organizational and administrative structure of the cooperative.
- Provide for staff time necessary for efficient operation of the cooperative.
- Host Regional Advisory Board meetings for commercial bid purchasing and commodity processing components.
- Provide onsite and/or technology based regional and/or area trainings as requested/necessary.
- Initiate and implement activities related to the bidding and vendor selection process, in accordance with formal procurement procedures for Texas public schools.
- Review annual fiscal report with member districts at a Fall Advisory Board Meeting.
- Provide districts with Service Report/Product Comment Forms to address quality assurance and vendor complaint issues consistently.
- The Cooperative will not be held responsible for product warranties, product qualities, failure to deliver by vendor(s), or failure of payment to vendor(s) by participating members.

- Manage awarded contracts including:
 - Utilizing cost/price analysis
 - Maintaining awarded catalog(s)
 - Monitoring addition of new goods and/or services
 - Monitoring value of contract(s), i.e., Material Change
 - Material change means a modification that exceeds and/or alters the terms of the original contract between WTFSC, its cooperative members, and Vendor in the amount of 10% of total contract value.

V. Role of the participating district:

- Commit to participate in the Cooperative by resolution of the governing body.
- Designate a contact person for the Cooperative.
- Return all necessary forms to the Cooperative in a timely fashion with appropriate signatures.
- Abide by directives and decisions of the Regional Advisory Boards and Coordinating Center.
- Abide by Texas Department of Agriculture Roles and Responsibilities for Further Processing of USDA Foods as per the Contract Packet via TX-UNPS.
- Prepare purchase orders issued to the appropriate vendor(s)/processor(s) from the official award list provided by the Cooperative.
- Accept shipments of products in accordance with standard HACCP delivery procedures and the Cooperative delivery agreements.
- Pay vendor(s) as per awarded terms and conditions unless prior arrangements have been made between the participating member and the vendor(s). All deliveries will be made in accordance with the specified delivery schedule in each bid document.
- Manage awarded contracts including:
 - Notifying WTFSC of issues regarding vendors and product quality by submitting the Service Report/Product Comment Forms as necessary
 - Following proper procedures to request additional items to be added to bid catalog
 - Verify accuracy of invoices and authorizing payments consistent with contract terms
 - Monitor any changes to the contract through the amendment process allowed by the terms of the contract

VI. Amendments

This agreement may be amended only by agreement of both parties. Amendments may include:

- Change in Contract Options
- Change in Designee

VII. Termination of Contract

This agreement may be terminated for any of the following reasons:

- The Cooperative member submits a written thirty (30) day notice to the ESC terminating the Agreement.
- The Coordinating Center gives the district thirty (30) days written notice that the district has failed to uphold outlined roles of the agreement.
- The Coordinating Center gives the district thirty (30) days written notice of regulation changes that void the contract

VIII. Additional Info

- Compensation. The parties agree that the contractual payments under this Agreement and any related exhibits and documents are amounts that fairly compensate ESC 17 for the services or functions performed under the Agreement.
- Severability. If any portion of this Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions shall continue in full force and effect.
- Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and venue shall lie in Lubbock County, Texas, unless otherwise mandated by law.
- Warranty. By the execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized by all requisite administrative action required to enter into and perform the terms of this Agreement.

Commercial Food Purchasing (Through awarded distributor. Example: Labatt)

Commodity Processing (Must participate in the USDA/TDA commodity processing program)

Full-Service Delivery (Milk, Bread, Novelties, etc. shipped direct to CE. Example: Gandy's)

Select the Full-Service Delivery Services you will be Utilizing:

Designee (click here to enter designee information)

Child Nutrition Director or Cafeteria Manager authorized to coordinate all Cooperative activities with WTFSC/ESC 17 staff

Contact Information

Name , Phone# , PO#

Special Meeting

Tuesday, November 12, 2024 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President
Ms. Myrna Hernandez, Board Vice-President
Ms. Sandra Licon, Board Secretary
Mr. Lorenzo Luevano, Board Trustee
Ms. Monica Chavez, Board Trustee
Mr. Axel Lopez, Board Trustee

The following Board of Trustees were absent:

Ms. Guadalupe Caro, Board Trustee

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

1.C. Establish Quorum

1.D. The Pledge of Allegiance

1.E. Texas Pledge of Allegiance

1.F. San Elizario ISD Mission Statement

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

2. OPEN FORUM (five-minute limit per speaker, unless otherwise noted)

3. NEW BUSINESS / BOARD ACTION ITEMS

3.A. Hold Team Building and Evaluating and Improving Student Outcomes (EISO) Training as required by statute provided by MoakCasey, LLC. to include introduction to the Balanced Scorecard.

Dr. Jodi Duron provided the Team Building and Evaluating and Improving Student Outcomes (EISO) Training as required by statute provided by MoakCasey, LLC. to include introduction to the Balanced Scorecard.

4. **NEXT MEETING DATE:**

Wednesday, November 13, 2024, at 5:30 p.m. -
Regular Board Meeting
Tuesday, November 19, 2024, at 5:30 p.m. -
Superintendent's Evaluation

5. **ADJOURNMENT**

Motion to adjourn the meeting at 7:19 p.m.

Motion made by Ms. Myrna Hernandez and
seconded by Mr. Axel Lopez, passed.

Board President

Board Secretary

Regular Meeting

Wednesday, November 13, 2024 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President
Ms. Myrna Hernandez, Board Vice-President
Ms. Sandra Licon, Board Secretary
Mr. Lorenzo Luevano, Board Trustee
Ms. Monica Chavez, Board Trustee

The following Board of Trustees were absent:

Ms. Guadalupe Caro, Board Trustee
Mr. Axel Lopez, Board Trustee

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

1.C. Establish Quorum

1.D. The Pledge of Allegiance

1.E. Texas Pledge of Allegiance

1.F. San Elizario ISD Mission Statement

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

2. OPEN FORUM (five-minute limit per speaker, unless otherwise noted)

Students Ashantee Martinez and Sasha Perez extended a bilingual invitation to the San Elizario High School Spanish Department "Entre Amigas" event. The event will take place on November 20, 2024 at 6:00 PM at the San Elizario High School Auditorium.

3. DISTRICT RECOGNITIONS

3.A. Recognition of Ms. Gina Shutt - Payroll Specialist

Dr. Jeannie Meza-Chavez and Ms. Blanca Cruz recognized Ms. Gina Shutt for her outstanding job performance.

3.B. Recognition of Miztli Folklorico

Ms. Sandra Licon recognized all students and personnel who help promote Hispanic Heritage in San Elizario by being part of the Miztli Folklorico

3.C. Athletic Recognitions

Mr. Cesar Morales recognized all the student-athletes and coaches for their continued achievements.

3.C.1. San Elizario High School Varsity Volleyball - Bi-District Champions

3.C.2. San Elizario High School Boys Varsity Cross Country - District Champions

3.C.3. San Elizario High School Girls Varsity Cross Country - District Champions

3.C.4. San Elizario High School Varsity Cross Country Runner Antonio Arreola - All-State Team

3.D. Teacher and Employee of the Month for Ann M. Garcia-Enriquez Middle School

Mr. Richard Salcido recognized Ms. Nidia Garcia as the Teacher of the Month for Ann M. Garcia-Enriquez Middle School and Ms. Rocio Sierra-Duarte as the Employee of the Month for Ann M. Garcia-Enriquez Middle School

3.D.1. Teacher of the Month - Ms. Nidia Garcia

3.D.2. Employee of the Month - Ms. Rocio Sierra-Duarte

4. NEW BUSINESS / BOARD ACTION ITEMS

4.A. Book Study Discussion on: *The Governance Core*

Board of Trustees and Dr. Jeannie Meza-Chavez discussed the book study, and each shared a quote from Chapter 7 and Chapter 8 of *The Governance Core Book*.

4.A.1. Chapter 7: The Governance Job:
Systems Thinking and Strategic Actions

4.A.2. Chapter 8: Governance Tools

4.B. Discussion and possible Board action on approval of the Annual Financial Report for the Fiscal Year Ended June 30, 2024

Mr. Norberto Rivas and Ms. Shelly Ruddock, Gibson Ruddock Patterson LLC partner, presented the Annual Financial Report.

No questions asked.

Motion to approve the Annual Financial Report for the Fiscal Year Ended June 30, 2024.

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

Yea: 5, Nay: 0, Absent: 2

4.C. Student Outcome Goals

4.C.1. Ann M. Garcia-Enriquez Middle School - Monitoring Student Progress

Mr. Richard Salcido presented the Ann M. Garcia-Enriquez Middle School - Monitoring Student Progress

Mr. Eduardo Chavez noticed a dip in math data from 6th-grade students to 7th grade. He would like to know how the board could help.

Mr. Richard Salcido stated that double-blocking math for some students would help improve math data.

No more questions

4.D. Discussion and possible Board action on EPCAD Nominee Ballot and Resolution

Motion to cast 6 votes for Sergio Coronado and 6 votes to Walter Miller for election to serve as Board Members for a 3 year-term in the EPCAD Board of Directors and approve Resolution.

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

Yea: 5, Nay: 0, Absent: 2

4.E. Discussion and possible Board action to schedule a Special Meeting regarding budget with San Elizario Independent School District Board Officers

Dr. Jeannie Meza-Chavez provided the available dates for a budget meeting between the 3 Board Officers and the Cabinet Team.

Meeting was scheduled for Wednesday, December 18, 2024 at 5:30 p.m.

4.E.1. Wednesday, December 11, 2024 at 5:30 p.m.

4.E.2. Wednesday, December 18, 2024 at 5:30 p.m.

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

JCA Law recommended item 5.B. to be tabled until January 15, 2025, due to ongoing lawsuit.

Motion to table item 5.B.

This motion made by Lorenzo Luevano and seconded by Myrna Hernandez, Passed.

Yea: 5, Nay: 0, Absent: 2

Motion to approve the Consent Agenda as presented with the exemption of item 5.B.

This motion made by Myrna Hernandez and seconded by Monica Chavez, Passed.

Yea: 5, Nay: 0, Absent: 2

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Budget Amendment

5.A.5. Purchase Orders exceeding \$25,000.00

5.A.5.a. PO # 52318 - SHI Government Solutions Inc. - \$51,070.35

5.A.5.b. PO # 52319 - AREDI Enterprises - \$62,948.63

5.A.5.c. PO # 51854 - Labatt Food Service LLC - revising amount to

\$99,000.00

5.B. Consider and possible Board action to approve the Department of Labor payscale adjustments

5.C. Consider and possible Board action to approve Resolution in Support of Legislative Action to Increase School Funding

5.D. Consider and possible Board action to approve Standardizing Physical ID Requirements and Signage across the District for Visitor Access

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

5.E.1. October 9, 2024 - Regular Board Meeting

5.E.2. October 30, 2024 - Special Board Meeting - Board Instructional Workshop

5.F. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.

5.F.1. Support Services Department

5.F.2. Technology Department

6. PRESENTATION / REPORTS / INFORMATION

6.A. Presentations

6.B. Reports

6.B.1. Goal Progress Monitoring

6.B.1.a. (HB3) Goal 1 - Overall Performance in 3rd Grade STAAR Math

6.B.2. Meal Service Update

6.C. Information

6.C.1. Board Training

6.C.1.a. Far West Texas School Boards Association Meetings

- Saturday, November 16, 2024 - 8:30 am to 4:30 pm
- Thursday, February 27, 2025 - 5:30 pm to 8:30 pm (Team of 8)
- Tuesday, May 6, 2025 - 5:00 pm to 9:00 pm
- Saturday, July 12, 2025 - TBD

6.C.2. San Elizario High School Women's Conference: Entre Amigas - No Estas Sola | Wednesday, November 20, 2024 at

6:00 p.m.

7. **EXECUTIVE SESSION**

The Board entered a closed meeting at 7:12 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 and 551.074, Texas Gov. Code:

7.A. Consultation with Legal Counsel regarding Public Comment New Case Law

7.B. Discussion on revisions and updates to the Board Operating Procedures

7.C. Consultation with Legal Counsel regarding External Report concerning Special Education Department

7.D. Discussion, including consultation with Legal Counsel, regarding reassignment of personnel

7.E. Consultation with Legal Counsel regarding Prayer at District Events

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 9:07 p.m. to take possible action on the matters discussed in Executive Session.

8.A. Possible Board action on matters discussed in Closed Session

Motion to approve to appoint Ms. Concepcion Talamantes as the New Assistant Principal for Lorenzo G. Alarcon Elementary School as recommended by the Superintendent.

This motion made by Myrna Hernandez and seconded by Monica Chavez, Passed.

Yea: 5, Nay: 0, Absent: 2

8.B. Discussion and possible Board action to approve modifications to Board Policy BED (LOCAL)

Motion to approve modifications to Board Policy BED (LOCAL) as presented in closed session.

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

Yea: 5, Nay: 0, Absent: 2

8.C. Discussion and possible Board action to approve modifications to Board Operating

Procedures

No action taken

9. **NEXT MEETING DATE:**

Tuesday, November 19, 2024 at 5:30 p.m. -

Superintendent's Evaluation

No Regular Board Meeting will be held in the month of December 2024

Wednesday, January 15, 2025 at 5:30 p.m. -

Regular Board Meeting

10. **ADJOURNMENT**

Motion to adjourn meeting at 9:12 p.m.

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

Yea: 5, Nay: 0, Absent: 2

Board President

Board Secretary

Special Meeting

Tuesday, November 19, 2024 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President
Ms. Sandra Licon, Board Secretary
Mr. Lorenzo Luevano, Board Trustee
Ms. Monica Chavez, Board Trustee
Mr. Axel Lopez, Board Trustee

The following Board of Trustees were absent:

Ms. Myrna Hernandez, Board Vice-President
Ms. Guadalupe Caro, Board Trustee

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

Ms. Myrna Hernandez, Board Vice-President
arrived at the meeting at 5:51 p.m.

1.C. Establish Quorum

1.D. The Pledge of Allegiance

1.E. Texas Pledge of Allegiance

1.F. San Elizario ISD Mission Statement

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

2. OPEN FORUM (five-minute limit per speaker, unless otherwise noted)

3. EXECUTIVE SESSION

The Board entered a closed meeting at **5:33 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 and 551.074, Texas Gov. Code:

5:33 p.m.

3.A. Conduct the 2023-2024 Evaluation of the Superintendent and discussion regarding the Superintendent's Employment Contract pursuant to sections 551.071 and 551.074 of the Texas Government Code

4. **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 **11:23 p.m.** to take possible action on the matters discussed in Executive Session.

4.A. Discussion and possible action to approve annual evaluation of Superintendent

No discussion

Motion to approve the annual evaluation of Superintendent as discussed in Executive Session.

Motion made by Mr. Lorenzo Luevano and seconded by Ms. Monica Chavez, passed.

4.B. Discussion and possible action to amend the Superintendent's employment contract

No discussion.

No action taken.

5. **NEXT MEETING DATE:**

No Regular Board Meeting will be held in the month of December 2024

Wednesday, January 15, 2025 at 5:30 p.m.-

Regular Board Meeting

6. **ADJOURNMENT**

Motion to adjourn the meeting 11:25 p.m.

Motion made by Ms. Sandra Licon and seconded by Ms. Monica Chavez, passed

Board President

Board Secretary



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

MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Executive Director-Support Services
Subject: December 2024, Non-Technology Fixed Asset Discards
Date: January 15, 2025

HISTORY:

Campuses and departments periodically replace obsolete, broken, or non-repairable items. We assist campuses and departments in removing these items to maximize space and minimize unnecessary item accumulation.

RATIONALE:

To prevent unnecessary accumulation of obsolete, broken, or non-repairable fixed assets at all our campuses and departments, discard requests are now submitted monthly until further notice.

BUDGET:

No budget Impact

ADMINISTRATIVE RECOMMENDATION:

For the Board of Trustees to declare the listed fixed assets as surplus or discards and authorize the administration to sell or dispose of them by any reasonable means.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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Warehouse

Fixed Asset Discard List

CNS Dept

Located @ Old Maintenance Shop
 Excell Loya

Campus (Please Check Appropriate Campus)

SE High School Middle School Alarcon Borrego Sambrano

Room#	Description	Tag Number	Qty	Comments / Reasons
1	RMB000 Register Sharp	No Tag#	1	Obsolete
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
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23				
24				
25				
26				
27				

Date: 10/2/2024

REC. 11/7/2024 *gm*

Authorized Administrator

Signature *[Signature]*

Page: / of /



Fixed Asset Discard List

Other: Technology Dept.

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon


Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	100	kitchen table	1137	1	dispose
2	101	refrigerator	7753	1	dispose
3					
4					
5					
6					
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11					
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29					
30					

Date: 11/14/2024

Authorized Campus

Signature 

Page 1 of 1



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

MEMORANDUM

To: Members of the Board of Trustees
From: Troy Enriquez, Principal, San Elizario High School
Subject: San Elizario High School Early College Progress Update
Date: January 15, 2025

HISTORY: The San Elizario Independent School District established the Early College in August of 2021 with the intent of promoting a rigorous curriculum that leads to an associate degree, while earning a high school diploma, and ensuring college readiness.

RATIONALE: Early college high school allows the student to secure an associate degree at a fraction of the cost in addition to becoming prepared for rigorous setting of college curricula.

We are happy to report that on December 13, 2024, two students received their associates degree from El Paso Community College. These two students are the first ever to obtain an early college degree while in high school in the history of San Elizario ISD.

To date, the campus is set to graduate its first Senior class in 2025. Thirty seven of fifty-eight students in the 2025 cohort are currently on track to secure their associates degrees.

In addition, at the end of January 2024, a total of 37 students will be on track placing the Early College on track percentage at 64% with the half of the academic year pending. This percentage places the campus above the state mandated metric for early college high campuses which is 60%.

Four students are pending their TSI Math score to complete their associates. The campus administration expects this to occur which will result bringing the cohort to a total of 41 associate degree recipients by the close of the 2025 academic year.

The freshman cohort, current 8th graders, is currently at a total of 60 applicants. Recruitment occurs through middle school visits and parent outreach to determine interest and communicate expectations. When students indicate interest, communication with the middle and high school counselors and CCMR specialist occurs to set time frames for students to submit applications. The visits to facilitate outreach and application assistance occurred in the following manner:

- September 10 – Ann M. Garcia-Enriquez Middle School Parent Teacher Conference (outreach)

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San Elizario ISD
P.O. Box 920
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Phone: 915.872.3900
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- September 20 – Ann M. Garcia-Enriquez Middle School Advisory (application assistance)
- October 16 – Mission: Progressing Together and Ann M. Garcia-Enriquez Middle School Advisory (outreach and application assistance)
- November 20 – Ann M. Garcia-Enriquez Middle School Advisory (application assistance)

Campus is actively working to ensure instructors maintain effective communication with students and provide the necessary interventions to ensure the child can meet the rigorous nature of early college content.

BUDGET: No additional budgetary needs.

ADMINISTRATIVE RECOMMENDATION: The administration’s recommendation is that the Board discuss the progress of the Early College High School to date.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

A Proud Community of Champions – Soaring to Excellence!



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

MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce, Research and Evaluation Administrator
Subject: Progress Monitoring—HB 3 Goal 2
Date: January 15, 2025

HISTORY:

The Board of Trustees has identified Student Outcome Goal 1 as follows:

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

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

Student Outcome Goal 2— Annual Targets

The percentages below are targets based on revised Goal 2.

- 2023-2024—64%
- 2024-2025—68%
- 2025-2026—72%
- 2026-2027—76%
- 2027-2028—80%

Final 2023-2024—A-F Overall 3rd Grade STAAR Accountability—62% (update)

Subgroups Data 2023-2024 STAAR: (Meets Grade Level)

- Economic Disadvantage – 34%
- Gifted and Talented - 100%
- Emergent Bilingual – 31%
- Special Education – 5%

2024 STAAR Reading Grades 2-8 MAP Predictions

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	109	36	33.0%	56	51.4%	16	14.7%	1	0.9%
3	138	36	26.1%	42	30.4%	40	29.0%	20	14.5%
4	138	35	25.4%	50	36.2%	38	27.5%	15	10.9%
5	163	58	35.6%	45	27.6%	43	26.4%	17	10.4%
6	200	60	30.0%	56	28.0%	54	27.0%	30	15.0%
7	201	74	36.8%	51	25.4%	54	26.9%	22	10.9%
8	211	55	26.1%	76	36.0%	46	21.8%	34	16.1%
Total	1160	354	30.5%	376	32.4%	291	25.1%	139	12.0%

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San Elizario ISD
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2024 STAAR EOC Reading Grades 8-12 MAP Predictions

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
8	211	53	25.1%	46	21.8%	100	47.4%	12	5.7%
9	188	63	33.5%	35	18.6%	83	44.1%	7	3.7%
10	118	36	30.5%	20	16.9%	55	46.6%	7	5.9%
11	5	3	60.0%	2	40.0%	0	0.0%	0	0.0%
12	1	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Total	523	155	29.6%	103	19.7%	239	45.7%	26	5.0%

2024 STAAR Reading Scores 3-8

Grade	Approaches	Meets	Masters
3	62%	35%	10%
4	69%	39%	14%
5	67%	32%	11%
6	71%	47%	15%
7	55%	28%	9%
8	73%	39%	8%

2024 STAAR to MAP Predictions

Grade	Meets	Masters
3	+	+
4	-	-
5	+	=
6	+	=
7	+	-
8	+	-

Narrative:

Table above shows the comparison of where the STAAR scores compared to the MAP prediction (Masters and Meets). Information shows that the prediction was 66.6% accurate, 8 out of 12 were equal or above predictions when looking at Meets and Masters percentages for Reading STAAR Scores 3-8. English 1 and English II scores are broken down by grade in the MAP report and not by Test.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: The Administrative recommendation is to review the information as presented.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: November 2024 – Meal Service Update
Date: January 15, 2025

HISTORY: The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

RATIONALE: The Child Nutrition Services Department served 69,752 student meals in November. This count includes breakfast, lunch, snack, and supper meals.

- Thanksgiving luncheons were an absolute success at all campuses. Over 1,300 pounds of turkey were prepared, and campuses hosted 2,217 guests. We are grateful for the campus support and to all the employees from different departments who participated in our meal services.
- A select group of students from GEMS were surveyed on current menus and got to taste new food items proposed for the 2024-2025 menus.
- Breakfast and lunch meals were provided for the tennis team at SEHS.
- A holiday cookie was added to the student tray.

Community & family are core values in San Elizario ISD, and we are thankful to be a part of it.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: No Recommendation

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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A Proud Community of Champions – Soaring to Excellence!



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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: December 2024 – Meal Service Update
Date: January 15, 2025

HISTORY: The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

RATIONALE: The Child Nutrition Services Department served 19,619 student meals through December 12, 2024. This count includes breakfast, lunch, snack, and supper meals.

Child Nutrition Services participated in the following activities in the month of December:

- A special breakfast was prepared for fine arts & athletic programs at SEHS.
- Breakfast and lunch meals were provided for the wrestling team at SEHS.
- GT students from Sambrano were surveyed on current menus and got to taste new food items proposed for the 2024-2025 menus.
- A special meal was prepared to celebrate literacy at GEMS.
- A holiday cookie was added to the student tray.

Wishing you a joyful holiday season. We appreciate your support.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: No Recommendation

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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Upcoming Webinar Opportunity for Board Members

From Policy Service <Policy.Service@tasb.org>
Date Tue 1/7/2025 9:43 AM
To Policy Service <Policy.Service@tasb.org>

CAUTION: This email originated from outside of the SEISD organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.



Webinar: Policy 101 for Board Members

January 7, 2025

We're reaching out to provide a quick heads-up about an invitation that was sent to your school board members for an upcoming webinar, **Policy 101 for Board Members**. This free, interactive session will equip board members with insights into using policy as a powerful governance tool.

Webinar Details

Dates: January 14, 2025: [Register Your Board Members](#)

January 22, 2025: [Register Your Board Members](#)

Time: 6:30 p.m.–7:30 p.m. CST

Platform: Zoom

Fee: Free

Key topics include:

- The roles involved in policy development
- The definition and purpose of board policy
- The importance of timely policy updates
- The impact of local policy on district success

Participating board members will also have access to continuing education credit and engaging interactive polls. To fully participate, we recommend board members confirm access to TASB Policy Online® in advance.

Registration is limited, so we encourage prompt sign-up for one of the sessions once the invitation is received.

If you or your board members have questions about the webinar, please contact Policy Service at 800-580-7529 or policy.service@tasb.org.

We appreciate your help in encouraging your board members to take advantage of this learning opportunity.

Check out the TASB [Training and Events Calendar](#) for more training opportunities.

SAVE THE DATES

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING

TOPICS: ONBOARDING NEW BOARD MEMBERS, ACCOUNTABILITY, SAFETY, MENTAL HEALTH

SATURDAY, NOVEMBER 16, 2024

8:30 A.M.— 4:30 P.M.

PASO DEL NORTE CONFERENCE ROOM 1 & 2

BREAKFAST AND LUNCH WILL BE PROVIDED

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING

TOPICS: TEAM BUILDING-TEAM OF 8

THURSDAY, FEBRUARY 27, 2025

5:30 P.M.— 8:30 P.M.

STARLIGHT EVENT CENTER—SCENIC DRIVE ROOM

DINNER WILL BE PROVIDED

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION SPRING WORKSHOP

TOPICS: TBD

TUESDAY, MAY 6, 2025

5:00 — 9:00 P.M.

PASO DEL NORTE CONFERENCE ROOM 1 & 2

DINNER WILL BE PROVIDED

FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION MEETING

TOPICS: TBD

THURSDAY, JULY 12, 2025

TIME AND LOCATION TBD