

Agenda of Regular Meeting

The Board of Trustees

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

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, October 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 Boardroom. Additionally, any citizen wishing to distribute printed handout materials to the Board or audience must submit the materials for review by 5:00 p.m. prior to the meeting to the Superintendent's Office. The Superintendent, or their designee, shall inform the speaker if the materials have been approved for distribution prior to the meeting. All printed handout materials shall be distributed to the Board or audience before or after public comment, but not during.

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

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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. GENERAL FUNCTIONS

Mr. Eduardo Chavez, Board President

A. Call Meeting to Order

B. Roll Call

C. Establish Quorum

D. The Pledge of Allegiance

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. October is Principal's Month	
	Dr. Jeannie Meza-Chavez, Superintendent, and Ms. Blanca Cruz, Associate Superintendent	
	B. Texas Education Human Resources Day	7
	Dr. Jeannie Meza-Chavez, Superintendent	
	C. Recognition of National School Lunch Week	
	Ms. Aggie Reyes, Executive Director Child Nutrition Services	
	D. Introduction of new Instructional Officer — Ms. Eva Quezada	
	Ms. Blanca Cruz, Associate Superintendent	
4.	NEW BUSINESS / BOARD ACTION ITEMS	
	A. Board of Trustees Book Study - Start with Why by Simon Sinek	8
	• Chapter 3: The Golden Circle	
	• Chapter 4: This Is Not Opinion, This Is Biology	
	Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent	
5.	CONSENT AGENDA - Consider and possible Board action on	
	A. Financial Reports	
	Ms. Elizabeth Perez, Chief Financial Officer	
	1. Tax Report	12
	2. Financial Statements	14
	3. Investment Report	18
	4. Budget Amendment	29
	B. Consider and possible Board action on Resolutions	
	1. Texas Education Human Resources Day Resolution	32
	Dr. Jeannie Meza-Chavez, Superintendent	
	2. National School Lunch Week Resolution	33
	Ms. Aggie Reyes, Executive Director Child Nutrition Services	
	C. Consider and possible Board action to approve El Paso Children's Hospital MOU regarding Project ADAM	34
	Ms. Messina Holguin, District Lead Nurse	
	D. Consider and possible Board action to approve El Paso Community College MOU regarding student nurses	41
	Ms. Messina Holguin, District Lead Nurse	
	E. Consider and possible Board action to approve the TNTP MOU	55
	Ms. Blanca Cruz, Associate Superintendent	
	F. Consider and possible Board action to approve the EPIC Special Education Staffing Agency MOU	65
	Ms. Richard Salcido, Director, Special Education	
	1. Purchases exceeding \$25,000.00	
	a. Therapy Travelers dba Epic Special Education Staffing — \$49,900	79
	G. Consider and possible Board action to approve the Emergence Health Network MOU regarding School-Based Crisis Intervention Team	80
	Dr. Jeannie Meza-Chavez, Superintendent	
	H. Consider and possible Board action to approve the Board Operating Procedures	89
	Board of Trustees	

I.	Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.	
1.	Technology Department Mr. Horacio Hernandez, Executive Director Technology	156
J.	Consider approval of minutes for the following: Board of Trustees	
1.	September 16, 2025 - Special Board Meeting	161
6.	PRESENTATIONS / REPORTS / INFORMATION	
A.	Presentations	
1.	UTEP 's Organization Culture Study Dr. Rodolfo Rincones and Dr. Isela Peña, UTEP's Department of Educational Leadership and Foundations	
a.	Presentation	169
b.	Executive Report	203
2.	First Nine Weeks Academic Update Presentation Ms. Blanca Cruz, Associate Superintendent, and Curriculum & Instruction Team	272
3.	Accountability Overview Mr. Edgar Ponce, Research & Evaluation Administrator	332
a.	A-F Accountability Ratings School Year 2024 and 2025	333
b.	Accountability Breakdown Presentation	347
B.	Reports	
1.	Bilingual/ESL Program Evaluation for School Year 2024-2025 Ms. Leticia De Santos, Instructional Programs Administrator	414
2.	Gifted and Talented Program Evaluation for School Year 2024-2025 Ms. Leticia De Santos, Instructional Programs Administrator	432
3.	Meal Service Update Ms. Aggie Reyes, Executive Director Child Nutrition Services	458
4.	Enrollment Update Dr. Jeannie Meza-Chavez, Superintendent	459
C.	Information	
1.	Board Training Dr. Jeannie Meza-Chavez, Superintendent	
a.	Team of 8 - October 16, 2025 at 5:30 PM - JCA Law	
b.	NSBA 2026 – April 10 to 12, 2026 San Antonio, TX	460
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 and 551.074, Texas Gov. Code:	
A.	Discussion regarding Superintendent's evaluation date	
B.	Discussion on the Intruder Detection Audit Summary Mr. Jesus Martinez, Executive Director, Support Services	
8.	THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION	
A.	Possible Board action on matters discussed in Closed Session	

- B. Discussion and possible Board action to approve date to conduct Superintendent's Annual Evaluation
Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent

9. **NEXT MEETING DATE:**

- Thursday, October 16, 2025 at 5:30 p.m. — Special Board Meeting — Team of 8 Training
- Wednesday, November 12, 2025, at 5:30 p.m. — Regular Board Meeting

10. **ADJOURNMENT**

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

Texas Government Code Section:

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

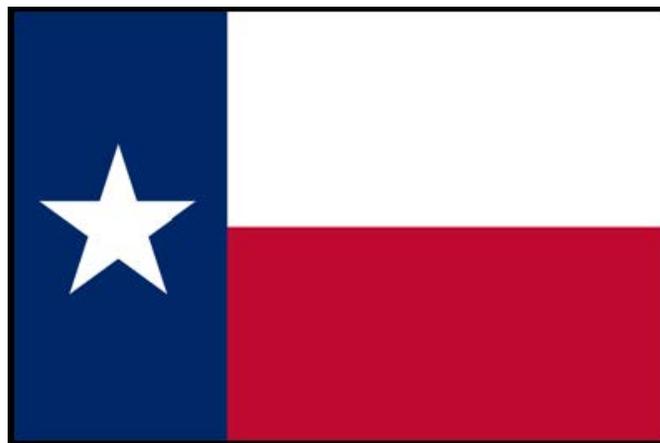
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

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



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

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





STATE OF TEXAS
OFFICE OF THE GOVERNOR

Texas is proud of our commitment to a quality education system that places students firmly on the path to a lifetime of excellence and achievement. An integral part of the success of our schools are the human resources professionals who play a critical role in our education system.

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

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

Therefore, I, Greg Abbott, Governor of Texas, do hereby proclaim October 8, 2025 to be

Education Human Resources Day



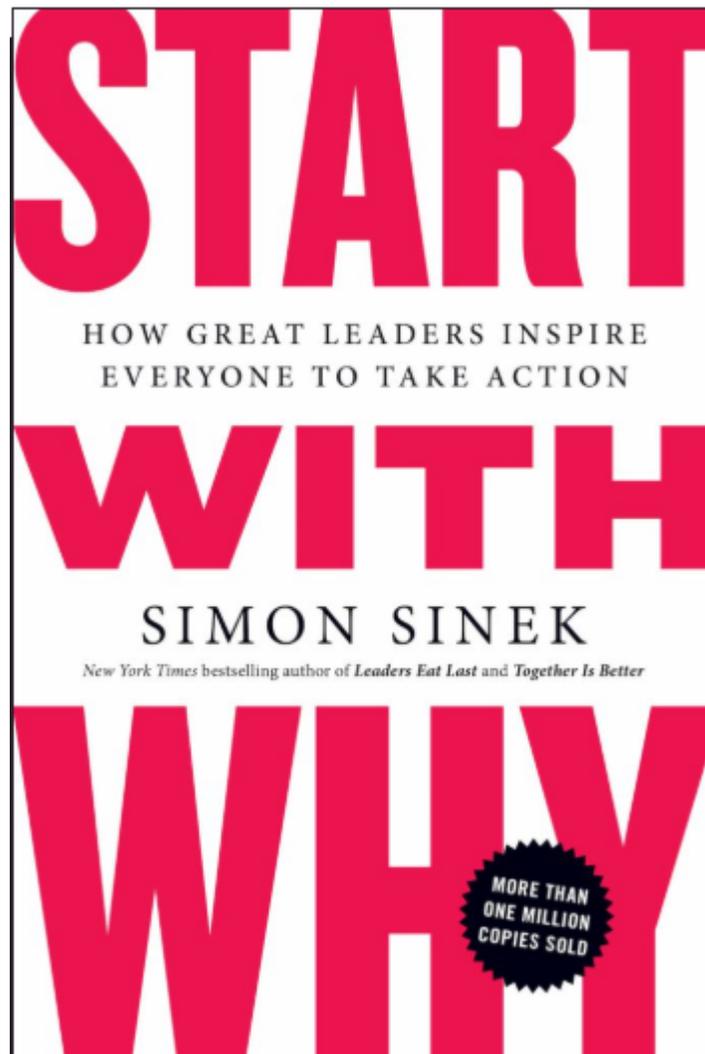
in Texas and urge all Texans to observe the occasion with appropriate ceremonies and activities.

In testimony whereof, I have hereunto affixed my signature this the 5th day of September, 2025.


Governor of Texas



**San Elizario ISD Board of Trustees
Book Study 2025-2026**



**Start With WHY:
How Great Leaders Inspire Everyone to Take Action
by Simon Sinek**

August 13, 2025:

The book was sent to trustees before this meeting date to begin review.

September 16, 2025:

PART 1. A World That Doesn't Start With a Why

Chapter 1: pgs. 11-15 Assume You Know

Chapter 2: pgs.16-34 Carrots & Sticks

October 8, 2025:

PART 2. An Alternative Perspective

Chapter 3: pgs. 37-51 The Golden Circle

Chapter 4: pgs. 52-64 This Is Not Opinion; This Is Biology

November 12, 2025:

Chapter 5: pgs. 65-80 Clarity, Discipline and Consistency

January 14, 2026:

PART 3. Leaders Need A Following

Chapter 6: pgs. 83-114 The Emergence of Trust

Chapter 7: pgs. 115-130 How A Tipping Point Tips

February 11, 2026:

PART 4. How to Rally Those Who Believe

Chapter 8: pgs. 133-153 Start With Why, But Know How

Chapter 9: pgs. 154-159 Know Why – Know How – Then What?

March 4, 2026:

Chapter 10: pgs. 160-171 Communication Is Not About Speaking; It's About Listening

PART 5. The Biggest Challenge is Success

Chapter 11 pgs. 175-182 When Why Goes Fuzzy

April 8, 2026:

Chapter 12 pgs. 183-206 Split Happens

May 13, 2026:

PART 6. Discover WHY pg. 207

Chapter 13: pgs. 209-221 The Origins of A Why

Chapter 14: 222-225 The New Competition

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 2		
Chapter 3		
Chapter 4		
Chapter 5		
Chapter 6		
Chapter 7		
Chapter 8		
Chapter 9		
Chapter 10		

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Chapter 13		
Chapter 14		



San Elizario ISD
 P.O. Box 920
 San Elizario, TX 79849
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Tax Report
Date: October 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 August 31, 2025 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,267,852	\$533,113	\$2,800,966	
Current Year Collections	\$2,087,483	\$495,033	\$2,582,516	\$2,582,516
Current Year Levy Outstanding	\$180,369	\$38,080	\$218,449	
Prior Year Collections				\$136,715
Penalty & Interest Collections				\$94,337
Total Collections				\$2,813,568

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 8/31/2025

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	1.06%	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	3.33%	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	9.42%	2,018.36	11,315.55
Dec 2024	875,281.24	1,073,566.85	14,534.49	80,099.80	889,815.73	1,153,666.65	41.19%	2,658.21	13,973.76
Jan 2025	987,709.50	2,061,276.35	11,722.65	91,822.45	999,432.15	2,153,098.80	76.87%	2,352.62	16,326.38
Feb 2025	320,382.72	2,381,659.07	30,733.25	122,555.70	351,115.97	2,504,214.77	89.41%	6,881.44	23,207.82
Mar 2025	95,693.16	2,477,352.23	29,937.24	152,492.94	125,630.40	2,629,845.17	93.89%	3,412.09	26,619.91
Apr 2025	50,271.48	2,527,623.71	11,759.23	164,252.17	62,030.71	2,691,875.88	96.11%	5,657.43	32,277.34
May 2025	34,896.32	2,562,520.03	14,213.43	178,465.60	49,109.75	2,740,985.63	97.86%	3,068.47	35,345.81
Jun 2025	16,379.39	2,578,899.42	(1,947.02)	176,518.58	14,432.37	2,755,418.00	98.37%	2,584.83	37,930.64
Jul 2025	13,749.64	2,592,649.06	9,765.84	186,284.42	23,515.48	2,778,933.48	99.21%	5,460.26	43,390.90
Aug 2025	24,428.63	2,617,077.69	10,206.21	196,490.63	34,634.84	2,813,568.32	100.45%	5,583.83	48,974.73

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	2,582,516.32	136,714.56	2,719,230.88
Levy-Billed 10/1/2024	2,849,041.41	617,496.50	3,466,537.91	Total Penalty & Interest	34,561.37	59,776.07	94,337.44
Adjusted Levy YTD	2,800,965.56	554,228.85	3,355,194.41	Total Levy + P&I	2,617,077.69	196,490.63	2,813,568.32
Increase/Decrease	(48,075.85)	(63,267.65)	(111,343.50)	Taxes as percent of levy	92.20%	4.88%	97.08%
Levy Outstanding	218,449.24	417,514.29	635,963.53	P&I as percent of levy	1.23%	2.13%	3.36%
				Total as percent of levy	93.43%	7.01%	100.44%
				Collection Fee	11,506.90	37,467.83	48,974.73
				Total Collected YTD	2,628,584.59	233,958.46	2,862,543.05



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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: October 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 July 31, 2025 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 ONE MONTH ENDING AUGUST 31, 2025

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	\$ 3,093,147	\$ 3,093,147	\$ 141,453	\$ (2,951,694)
5800	State Program Revenues	31,231,757	31,440,069	312,585	(31,127,484)
5900	Federal Program Revenues	4,305,000	4,305,000	486,309	(3,818,691)
5020	Total Revenues	<u>38,629,904</u>	<u>38,838,216</u>	<u>940,347</u>	<u>(37,897,869)</u>
EXPENDITURES:					
Current:					
0011	Instruction	19,734,074	19,944,780	3,376,229	16,568,551
0012	Instructional Resources and Media Services	67,426	67,426	5,006	62,420
0013	Curriculum and Instructional Staff Development	859,460	859,460	144,771	714,689
0021	Instructional Leadership	744,080	752,492	134,511	617,981
0023	School Leadership	2,102,639	2,113,090	337,824	1,775,266
0031	Guidance, Counseling and Evaluation Services	1,503,569	1,503,569	185,010	1,318,559
0032	Social Work Services	50,039	100,039	7,862	92,177
0033	Health Services	427,494	427,494	79,978	347,516
0034	Student (Pupil) Transportation	1,421,379	1,421,379	226,443	1,194,936
0035	Food Services	3,310,425	3,310,425	527,455	2,782,970
0036	Extracurricular Activities	909,279	1,024,279	161,585	862,695
0041	General Administration	1,707,954	1,857,954	302,235	1,555,719
0051	Facilities Maintenance and Operations	5,317,942	5,317,942	681,416	4,636,526
0052	Security and Monitoring Services	608,150	1,111,663	151,360	960,303
0053	Data Processing Services	1,170,851	1,170,851	340,225	830,626
0061	Community Services	15,030	15,030	1,564	13,466
Debt Service:					
0071	Debt Service	319,725	304,255	35,942	268,313
Capital Outlay:					
0081	Facilities Acquisition and Construction	-	-	-	-
Intergovernmental:					
0099	Other Intergovernmental Charges	51,700	51,700	0	51,700
6030	Total Expenditures	<u>40,321,216</u>	<u>41,353,829</u>	<u>6,699,417</u>	<u>34,654,412</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(1,691,312)</u>	<u>(2,515,613)</u>	<u>(5,759,069)</u>	<u>(3,243,457)</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	3,475	(21,525)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>25,000</u>	<u>25,000</u>	<u>3,475</u>	<u>(21,525)</u>
1200	Net Changes in Fund Balances	<u>(1,666,312)</u>	<u>(2,490,613)</u>	<u>(5,755,595)</u>	<u>(3,264,982)</u>
0100	Fund Balance - July 1 (Beginning)	-	13,214,336	13,214,336	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (1,666,312)</u>	<u>\$ 10,723,723</u>	<u>\$ 7,458,741</u>	<u>\$ (3,264,982)</u>

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ONE MONTH ENDING AUGUST 31, 2025

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	\$ 527,252	\$ 527,252	\$ 12,285	\$ (514,967)
5800	State Program Revenues	1,245,681	1,245,681	-	(1,245,681)
5020	Total Revenues	1,772,933	1,772,933	12,285	(1,760,648)
EXPENDITURES:					
Debt Service:					
0071	Debt Service	1,727,225	1,727,225	-	1,727,225
6030	Total Expenditures	1,727,225	1,727,225	-	1,727,225
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	45,708	45,708	12,285	(33,423)
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	45,708	45,708	12,285	(33,423)
0100	Fund Balance - July 1 (Beginning)	-	425,918	425,918	-
3000	Fund Balance - June 30 (Ending)	\$ 45,708	\$ 471,626	\$ 438,203	\$ (33,423)

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE ONE MONTH ENDING AUGUST 31, 2025

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 479,627	\$ 11,241	\$ 490,868
Total Operating Revenues	<u>479,627</u>	<u>11,241</u>	<u>490,868</u>
OPERATING EXPENSES:			
Professional and Contracted Services	480,399	1,469	481,869
Other Operating Costs	134,365	-	134,365
Total Operating Expenses	<u>614,764</u>	<u>1,469</u>	<u>616,233</u>
Operating Income (Loss)	<u>(135,137)</u>	<u>9,772</u>	<u>(125,365)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	42	9,985	10,027
Total Nonoperating Revenues (Expenses)	<u>42</u>	<u>9,985</u>	<u>10,027</u>
Income (Loss) Before Transfers	(135,095)	19,757	(115,338)
Transfer In	-	-	-
Change in Net Position	<u>(135,095)</u>	<u>19,757</u>	<u>(115,338)</u>
Total Net Position - July 1 (Beginning)	<u>(750,508)</u>	<u>814,651</u>	<u>64,143</u>
Total Net Position - June 30 (Ending)	<u>\$ (885,603)</u>	<u>\$ 834,408</u>	<u>\$ (51,195)</u>



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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: October 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 August 31, 2025.

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

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 I.S.D.
 Statement of Interest Earned
 For The One Month Ending August 31, 2025

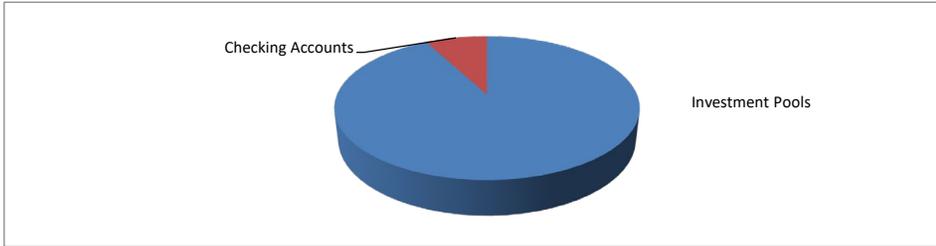
	General Fund	\$ 73,766.82
	Interest & Sinking (Debt Service) Fund	\$ 2,267.61
	Capital Projects Fund	\$ 3,030.69
	Health Insurance Fund	\$ 42.39
	Workers Compensation Fund	\$ 9,984.73
	Total	<u>\$ 89,092.24</u>

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

Elizabeth Perez
Chief Financial Officer
September 26, 2025
Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 9,810,319	92.18%	Overnight
Checking Accounts	\$ 832,034	7.82%	Overnight
	<u>\$ 10,642,353</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-25	31-Jul-25	Overnight	\$ 838,994.15	1.20%	\$ 886.16
01-Aug-25	31-Aug-25	Overnight	\$ 607,050.05	1.20%	\$ 842.36
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Net Earnings Allowance: \$ 1,728.52

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-25	31-Jul-25	Overnight	\$ 132,847.70	0.00%	\$ -
01-Aug-25	31-Aug-25	Overnight	\$ 143,984.60	0.00%	\$ -
01-Sep-25	30-Sep-25	Overnight		0.00%	\$ -
01-Oct-25	31-Oct-25	Overnight		0.00%	\$ -
01-Nov-25	30-Nov-25	Overnight		0.00%	\$ -
01-Dec-25	31-Dec-25	Overnight		0.00%	\$ -
01-Jan-26	31-Jan-26	Overnight		0.00%	\$ -
01-Feb-26	28-Feb-26	Overnight		0.00%	\$ -
01-Mar-26	31-Mar-26	Overnight		0.00%	\$ -
01-Apr-26	30-Apr-26	Overnight		0.00%	\$ -
01-May-26	31-May-26	Overnight		0.00%	\$ -
01-Jun-26	30-Jun-26	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-25	31-Jul-25	Overnight	\$ 1,922,931.48	4.44%	\$ 5,819.01
01-Aug-25	31-Aug-25	Overnight	\$ 716,792.31	4.43%	\$ 4,460.75
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: \$ 10,279.76

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-25	31-Jul-25	Overnight	\$ 217,776.80	4.42%	\$ 813.98
01-Aug-25	31-Aug-25	Overnight	\$ 218,598.17	4.42%	\$ 817.23
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: \$ 1,631.21

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-25	31-Jul-25	Overnight	\$ 4,761,132.40	4.31%	\$ 17,348.31
01-Aug-25	31-Aug-25	Overnight	\$ 3,100,267.40	4.31%	\$ 16,865.29
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 34,213.60

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-25	31-Jul-25	Overnight	\$ 3,698,009.69	4.41%	\$ 13,812.13
01-Aug-25	31-Aug-25	Overnight	\$ 3,711,822.53	4.39%	\$ 13,812.84
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 27,624.97

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-25	31-Jul-25	Overnight	\$ 14,782.53	0.68%	\$ 8.55
01-Aug-25	31-Aug-25	Overnight	\$ 15,560.42	0.68%	\$ 8.73
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 17.28

Total General Fund Interest Earned **\$ 73,766.82**

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-25	31-Jul-25	Overnight	\$ 141,771.92	4.44%	\$ 532.47
01-Aug-25	31-Aug-25	Overnight	\$ 142,305.81	4.43%	\$ 533.89
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 1,066.36

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-25	31-Jul-25	Overnight	\$ 163,823.95	4.31%	\$ 592.59
01-Aug-25	31-Aug-25	Overnight	\$ 169,462.90	4.31%	\$ 608.66
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 1,201.25

Total Debt Service Fund Interest Earned **\$ 2,267.61**

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-25	31-Jul-25	Overnight	\$ 414,582.28	4.31%	\$ 1,513.14
01-Aug-25	31-Aug-25	Overnight	\$ 416,099.83	4.31%	\$ 1,517.55
01-Sep-25	30-Sep-25	Overnight			
01-Oct-25	31-Oct-25	Overnight			
01-Nov-25	30-Nov-25	Overnight			
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 3,030.69

Total Capital Projects Fund Interest Earned **\$ 3,030.69**

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-25	31-Jul-25	Overnight	\$ 75,186.24	0.68%	\$	20.16
01-Aug-25	31-Aug-25	Overnight	\$ 46,781.69	0.68%	\$	22.23
01-Sep-25	30-Sep-25	Overnight				
01-Oct-25	31-Oct-25	Overnight				
01-Nov-25	30-Nov-25	Overnight				
01-Dec-25	31-Dec-25	Overnight				
01-Jan-26	31-Jan-26	Overnight				
01-Feb-26	28-Feb-26	Overnight				
01-Mar-26	31-Mar-26	Overnight				
01-Apr-26	30-Apr-26	Overnight				
01-May-26	31-May-26	Overnight				
01-Jun-26	30-Jun-26	Overnight				
					Interest Earned:	<u>\$ 42.39</u>
					Total Health Insurance Fund Interest Earned	<u>\$ 42.39</u>

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-25	31-Jul-25	Overnight	\$ 19,529.14	0.68%	\$	11.76
01-Aug-25	31-Aug-25	Overnight	\$ 18,657.22	0.68%	\$	11.08
01-Sep-25	30-Sep-25	Overnight				
01-Oct-25	31-Oct-25	Overnight				
01-Nov-25	30-Nov-25	Overnight				
01-Dec-25	31-Dec-25	Overnight				
01-Jan-26	31-Jan-26	Overnight				
01-Feb-26	28-Feb-26	Overnight				
01-Mar-26	31-Mar-26	Overnight				
01-Apr-26	30-Apr-26	Overnight				
01-May-26	31-May-26	Overnight				
01-Jun-26	30-Jun-26	Overnight				
					Interest Earned:	<u>\$ 22.84</u>

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-25	31-Jul-25	Overnight	\$ 1,329,979.23	4.42%	\$	4,971.01
01-Aug-25	31-Aug-25	Overnight	\$ 1,334,970.11	4.42%	\$	4,990.88
01-Sep-25	30-Sep-25	Overnight				
01-Oct-25	31-Oct-25	Overnight				
01-Nov-25	30-Nov-25	Overnight				
01-Dec-25	31-Dec-25	Overnight				
01-Jan-26	31-Jan-26	Overnight				
01-Feb-26	28-Feb-26	Overnight				
01-Mar-26	31-Mar-26	Overnight				
01-Apr-26	30-Apr-26	Overnight				
01-May-26	31-May-26	Overnight				
01-Jun-26	30-Jun-26	Overnight				
					Interest Earned:	<u>\$ 9,961.89</u>
					Total Worker's Compensation Fund Interest Earned :	<u>\$ 9,984.73</u>

First Public
12007 Research Blvd.
Austin, Texas 78759
800-558-8875 • firstpublic.com

Custodian Bank: State Street Bank
Investment Managers:
American Beacon Advisors and
Mellon Investments Corp (Dreyfus)

A TASBO Strategic Partner



The Official Investment Pool of



Lone Star Monthly Performance Update

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

First Public is a registered broker dealer with the Securities and Exchange Commission, the Financial Industry Regulatory Authority, and the Municipal Securities Rulemaking Board. First Public is not acting as a municipal advisor and is not providing advice or recommending any action to any municipal entity (including governmental entities under Section 15B of the U.S. Securities Exchange Act) or any of such entity's obligated persons. First Public does not assume or owe any fiduciary duty under Section 15B of the U.S. Securities Exchange Act with respect to the information contained herein. Please consult your professional and legal advisors and fiduciaries before acting on any of this information.



Fund Performance Update

August 31, 2025

Comments by Mellon, Investment Manager

US Treasury bond yields moved lower in August on increasing expectations that the Federal Reserve (Fed) may cut the target rate by up to 50 basis points (bps) by the end of 2025. Yields fell as much as 34 bps, with the two-year note leading the move. Weaker jobs data to start the month moved yields sharply lower. Equity markets continued to move higher as the Dow Jones Industrial Average, S&P 500, and Nasdaq-100 indexes gained 3.2%, 1.9%, and 1.6%, respectively. Fed Chair Jerome Powell's remarks at the Jackson Hole Symposium were characterized by a measured and dovish tone, as he hinted at the possibility of a rate cut in September due to an evolving balance of risks. Powell indicated that changing risk dynamics may justify policy adjustments, prompting markets to price in a cut. He views monetary policy as currently restrictive and therefore expects the Fed to focus on normalizing rates rather than shifting toward an accommodative stance. The next Federal Open Market Committee (FOMC) meeting is September 17. At the end of August, the Fed funds futures market was pricing in nearly a 90% probability of a rate cut of 25 bps.

Active Participants This Month

Schools and Colleges	609
Other Governmental Entities	96
<i>Total</i>	<i>705</i>

Government Overnight Fund

Return Information

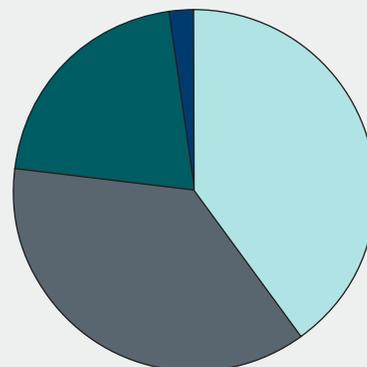
August 31, 2025

Average Monthly Return (a)	4.31%
SEC 7-day Fund Yield (b)	4.31%
Weighted Average Maturity One (c)	26 days
Weighted Average Maturity Two (c)	92 days
Portfolio Maturing beyond One Year	5%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	2,534,744,371.34	2,534,744,371.34
US Treasuries	1,309,209,567.64	1,309,606,822.54
Agencies	2,341,768,153.36	2,342,047,999.12
Money Market Funds	99,363,778.16	99,363,778.16
Total Assets	6,285,085,870.50	6,285,762,971.16

Investment Distribution



Cash Repo	40%
Agencies	37%
Treasuries	21%
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

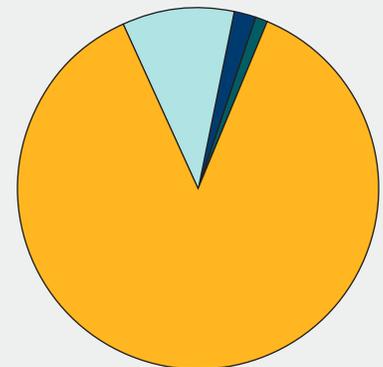
August 31, 2025

Average Monthly Return (a)	4.42%
SEC 7-day Fund Yield (b)	4.42%
Weighted Average Maturity One (c)	44 days
Weighted Average Maturity Two (c)	77 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	330,569,306.98	330,569,306.98
US Treasuries	49,940,379.17	49,947,062.50
Agencies	-	-
Commercial Paper	2,997,224,426.83	2,996,770,403.69
Money Market Funds	61,986,943.87	61,986,943.87
Total Assets	3,439,721,056.85	3,439,273,717.04

Investment Distribution



Commercial Paper	87%
Cash/Repo	10%
Money Market	2%
Treasuries	1%

(b)

SEC 7-Day Yield Calculation

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

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

Corporate Overnight Plus Fund

Return Information

August 31, 2025

Average Monthly Return (a)	4.43%
SEC 7-day Fund Yield (b)	4.44%
Weighted Average Maturity One (c)	52 days
Weighted Average Maturity Two (c)	92 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	215,521,094.61	215,521,094.61
US Treasuries	-	-
Agencies	-	-
Commercial Paper	9,732,703,542.00	9,731,400,321.77
Money Market Funds	132,778,144.97	132,778,144.97
Total Assets	10,081,002,781.58	10,079,699,561.35

Investment Distribution



Commercial Paper	97%
Cash/Repo	2%
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
08/01/2025	0.000362919	4.4193%
08/02/2025	0.000000000	4.4155%
08/03/2025	0.000000000	4.4155%
08/04/2025	0.000120486	4.3977%
08/05/2025	0.000120384	4.3940%
08/06/2025	0.000120532	4.3994%
08/07/2025	0.000120376	4.3937%
08/08/2025	0.000361194	4.3945%
08/09/2025	0.000000000	4.3945%
08/10/2025	0.000000000	4.3945%
08/11/2025	0.000120429	4.3957%
08/12/2025	0.000120235	4.3886%
08/13/2025	0.000120371	4.3935%
08/14/2025	0.000119982	4.3793%
08/15/2025	0.000360588	4.3872%
08/16/2025	0.000000000	4.3872%
08/17/2025	0.000000000	4.3872%
08/18/2025	0.000120337	4.3923%
08/19/2025	0.000120091	4.3833%
08/20/2025	0.000120021	4.3808%
08/21/2025	0.000119788	4.3723%
08/22/2025	0.000359733	4.3768%
08/23/2025	0.000000000	4.3768%
08/24/2025	0.000000000	4.3768%
08/25/2025	0.000120312	4.3914%
08/26/2025	0.000120414	4.3951%
08/27/2025	0.000120459	4.3969%
08/28/2025	0.000120205	4.3875%
08/29/2025	0.000359835	4.3780%
08/30/2025	0.000000000	4.3780%
08/31/2025	0.000000000	4.3780%

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



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: October 15, 2025

HISTORY: The District’s 2025-2026 budget was officially approved at the June 18, 2025 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:

- **Instructional Materials**
 - **Function 11 (Instruction):** To increase function 11 by \$20,659.37 to pay for math instructional materials PO 53544 received in FY 2026. Should reimbursement not be provided by the state, the expense will be funded through fund balance.

- **Intersession Tutoring and Support**
 - **Function 31 (Guidance, Counseling and Evaluation):** To decrease function 31 by \$31,949 to pay for intersession.
 - **Function 11 (Instruction):** To increase function 11 by \$28,619 to pay for intersession tutoring.
 - **Function 34 (Transportation):** To increase function 34 by \$1,669 to pay for intersession transportation.
 - **Function 52 (Security):** To increase function 52 by \$1,660.57 to pay for bus monitors and security during intersession.

 - **Function 35 (Food Service):** To increase function 35 by \$905 to pay for food service during intersession.

- **Technology Equipment**
 - **Function 13 (Curriculum Development & Instructional Staff Development):** To decrease function 13 by \$8,000 to purchase technology equipment and account for costs in correct function code.
 -

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



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

- **Function 11 (Instruction):** To increase function 11 by \$8,000 to purchase technology equipment and account for costs in correct function code.

- **Food Purchases**
 - **Function 12 (Instructional Resources & Media):** To decrease function 12 by \$1,500 to cover food purchases and account for costs in correct function code.
 - **Function 11 (Instruction):** To increase function 11 by \$1,500 to cover food purchases and account for costs in correct function code.

- **GT Testing**
 - **Function 13 (Curriculum Development & Instructional Staff Development):** To decrease function 13 by \$4,947 to pay for GT testing and account for costs in correct function code.
 - **Function 31 (Guidance, Counseling and Evaluation):** To increase function 31 by \$4,947 to pay for GT testing and account for costs in correct function code.

- **AP Testing**
 - **Function 11 (Instruction):** To decrease function 11 by \$9,192 to pay for AP testing and account for costs in correct function code.
 - **Function 31 (Guidance, Counseling and Evaluation):** To increase function 31 by \$9,192 to pay for AP testing and account for costs in correct function code.

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

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

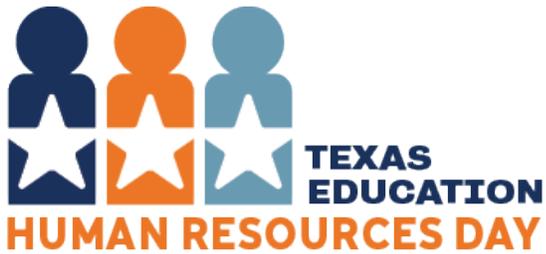
For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL FUND		2025-2026		10/15/2025		10/15/2025		10/15/2025		10/15/2025		2025-2026	
		Adopted REVENUES	Amended REVENUES	Instructional Materials- Math Curriculum	Intersession Tu toring & Support	Technology Equipment	Food Purchases	10/15/2025 GT Testing	10/15/2025 AP Testing	Proposed REVENUES			
5700	Local and Intermediate Sources	\$ 3,093,147	\$ 3,093,147									\$ 3,093,147	
5800	State Sources	31,231,757	31,440,069									\$ 31,440,069	
5900	Federal Programs	4,305,000	4,305,000									\$ 4,305,000	
<i>Total Revenues</i>		<u>38,629,904</u>	<u>38,838,216</u>									<u>38,838,216</u>	
EXPENDITURES		EXPENDITURES	EXPENDITURES	EXPENDITURES									
11	Instruction	19,734,074	19,947,780	20,659	28,619	8,000	1,500				(9,192)	19,997,366	
12	Instructional Resources and Media Services	67,426	67,426				(1,500)					65,926	
13	Curriculum and Instructional Staff Development	859,460	859,460			(8,000)				(4,947)		846,513	
21	Instructional Leadership	744,080	774,432									774,432	
23	School Leadership	2,102,639	2,113,090									2,113,090	
31	Guidance, Counseling and Evaluation Services	1,503,569	1,502,069		(31,949)					4,947	9,192	1,484,259	
32	Social Work Services	50,039	100,039									100,039	
33	Health Services	427,494	427,494									427,494	
34	Student (Pupil) Transportation	1,421,379	1,421,379		1,669							1,423,048	
35	Food Services	3,310,425	3,310,425		905							3,311,330	
36	Cocurricular/Extracurricular Activities	909,279	1,024,279									1,024,279	
41	General Administration	1,707,954	1,857,954									1,857,954	
51	Facilities Maintenance and Operations	5,317,942	5,314,942									5,314,942	
52	Security and Monitoring Services	608,150	1,111,663		1,661							1,113,324	
53	Data Processing Services	1,170,851	1,170,851									1,170,851	
61	Community Services	15,030	15,030									15,030	
71	Debt Service	319,725	283,815									283,815	
81	Facilities Acquisition and Construction	0	0									0	
99	Other Intergovernmental Charges	51,700	51,700									51,700	
<i>Total Expenditures</i>		<u>40,321,216</u>	<u>\$ 41,353,829</u>	<u>\$ 20,659</u>	<u>\$ 905</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 41,375,393</u>	
REVENUES OVER(UNDER) EXPENDITURES		<u>\$ (1,691,312)</u>	<u>\$ (2,515,613)</u>									<u>\$ (2,537,177)</u>	



Board Resolution

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

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

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

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

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

Therefore, the Board of Trustees of San Elizario ISD does hereby resolve that October 8, 2025, will be observed as Texas Education Human Resources Day throughout the district. The Board also encourages students, staff, and parents to express their appreciation to our human resources team members for their dedication and commitment to San Elizario ISD employees and students.

Board President Signature _____ Date _____

Board Secretary Signature _____ Date _____





National School Lunch Week Official Proclamation

- WHEREAS The National School Lunch Program has served our nation admirably for 79 years through advanced practices and nutrition education; and
- WHEREAS the National School Lunch program is dedicated to the health and academic achievement of our nation’s children, and
- WHEREAS recent research shows students are receiving their healthiest meals at school; and there is evidence of the continued need for nutrition education and awareness of the value of school nutrition programs.

NOW THEREFORE, the Board of Trustees of San Elizario Independent School District, does hereby proclaim the week of October 14-17, 2025, as NATIONAL SCHOOL LUNCH WEEK and encourages all residents to become aware of the benefits of the National School Lunch Program and support good nutrition habits for their children, in the hope of achieving a more healthful citizenry for today and the future.

Done this 15th day of October in the year, Two Thousand and Twenty-Five.

Eduardo Chavez, Board President: _____

Sandra Licon, 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: Messina Holguin, District Lead Nurse
Subject: Memorandum of Understanding – EPCH Project Adam
Date: October 15, 2025

HISTORY:

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

RATIONALE:

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

BUDGET IMPACT:

There is no budget impact

ADMINISTRATIVE RECOMMENDATION:

It is recommended for the Board to approve the MOU with EPCH as presented.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

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

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

Commented [Author1]: Date of signature should be effective date.

RECITALS

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

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

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

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

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

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

**ARTICLE I
PURPOSE AND SCOPE**

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

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

**ARTICLE II
DISTRICT RESPONSIBILITIES**

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

Commented [Author2]: District, this section sets forth the requirements and obligations of the District. Are you in Agreement with the items listed below?

Commented [Author3]: District, note this requirement.

Commented [Author4]: What is the required data? That should be listed here for clarity and agreement

Commented [Author5]: If the District is agreeing to these obligations, who will be providing the AED or funding for AEDs?

**ARTICLE III
EPCH OBLIGATIONS**

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

**ARTICLE IV
WARRANTY**

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

**ARTICLE V
LIABILITY**

EPCH will not be liable for any claims, actions, suits, or other proceedings brought by third parties alleging negligent or intentional acts arising from the use of any AED by District personnel under the terms of this MOU, and EPCH officers, agents, board members, employees, affiliates shall not be responsible for the acts or failure to act by the District or District’s board member, employee or other agent. ~~add language non-warranty for- SEISD will not be liable for any claims, actions, suits, or other proceedings brought by third parties alleging negligent or intentional acts arising from the terms of this MOU, and SEISD officers, agents, board members, employees, affiliates shall not be responsible for the acts or failure to act by the District or District’s board member, employee or other agent.~~

ARTICLE VI

INDEPENDENT CONTRACTORS

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

**ARTICLE VII
TERM OF THE AGREEMENT**

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

**ARTICLE VIII
NOTICE**

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

If to District:

ATTN: [Redacted]
 _____ San Elizario Independent School District
 [Street Address] 1050 Chicken Ranch Road
 San Elizario, TX 79848
 El Paso, TX 799__

Commented [Author6]: District, who should notices go to?

If to EPCH:

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

MISCELLANEOUS

- A. If any provision of this Agreement is construed to be illegal or invalid, it will not affect the legality or validity of any other provisions hereof provided that any invalid provision is not material to the overall purpose and operation of this Agreement, and the illegal or invalid provision will be deemed stricken and deleted herefrom to the same extent and effect as if

never incorporated herein, but all other provisions will continue to the extent that they substantially reflect the Agreement contemplated by the parties.

- B. All signatories to this Agreement warrant their authority to execute this document.
- C. This Agreement constitutes and expresses the entire Agreement between the parties regarding the subject matter addressed and will not be amended or modified except by written instrument signed by all parties.
- D. For the purpose of determining the place of Agreement and the law governing same, this Agreement is entered into in the County of El Paso, State of Texas and will be governed by the laws of the State of Texas. Venue for all causes of action arising from or in connection with this Agreement will be in El Paso County, Texas.
- E. Neither party will have the right to assign or otherwise transfer any rights, interests, or obligations under this Agreement without prior written consent of the other party.
- F. Neither party will be responsible for any delay, damage, failure, or inability to perform resulting from causes not within the control of the party and which the party is unable to prevent through reasonable diligence.
- G. The terms and provisions contained in this Agreement will inure to the benefit of and be binding upon the parties hereto and their heirs, respective successors in interest, legal representatives and assigns, except as otherwise herein expressly provided. No person or entity other than the parties, except governmental entities to the extent required by law, will be entitled to bring any action to enforce this Agreement, and the terms of this Agreement are intended solely for the benefit of, and to be enforceable only by, the parties or their respective successors in interest or assigns as permitted under this Agreement.
- H. Except as otherwise provided, no term or condition of this Agreement will be waived except by written waiver of the waiving party. The forbearance or indulgence by a party in any regard whatsoever will not constitute a waiver of the term or condition to be performed by the other party, and until complete performance by the other party of such term or condition, the forbearing party will be entitled to invoke any remedy available under this Agreement or by law despite such forbearance or indulgence. The waiver by a party of any breach of any term or condition of this Agreement will apply to and be limited to the specific instance involved and will not be deemed to apply to any other instance or to any subsequent breach of the same or any other term or condition of the Agreement.
- I. To the fullest extent permitted by law, District shall defend, indemnify, protect, hold harmless EPCH, its agents, independent contractors, board members, employees, volunteers, and any and all affiliates of EPCH, against any and all claims, liabilities, damages, costs or expenses arising from any and all acts the Therapy Animal (including without limitation, biting, or other bodily injury, damage to property, including property of any other person or entity while on Hospital's premises).

I.J. Publicity. EPCH shall not use the District's name, logo, or any other identifying marks in any press releases, promotional materials, advertising, social media posts, or any other public or traditional media without the express, prior written consent of an authorized representative of the District.

IN WITNESS WHEREOF, the parties ~~have hereunto set their hands.~~hereby agree:

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

_____ Date _____
CINDY A. STOUT
President and Chief Executive Officer

 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

_____ Date _____
NAME



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

MEMORANDUM

To: Members of the Board of Trustees
From: Messina Holguin, District Nurse
Subject: Memorandum of Understanding – EPCC (Nursing Students)
Date: October 15, 2025

HISTORY:

San Elizario ISD is seeking to partner with El Paso Community College to serve as a clinical rotation site for students in its nursing programs. This collaboration would allow EPCC nursing students to complete their clinical training within our district, bringing valuable hands-on experience while supporting the health needs of our community.

RATIONALE:

EPCC nursing students would obtain their required hours for completion of their community clinical rotation and would have the opportunity to become familiar with the needs of outlying communities in El Paso County. Additionally, should the need arise, these programs can assist the district with other community nursing needs.

BUDGET IMPACT:

There is no budget impact

ADMINISTRATIVE RECOMMENDATION:

It is recommended for the Board to approve the EPCC MOU 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.

STATE OF TEXAS:
COUNTY OF EL PASO:
EL PASO COUNTY COMMUNITY COLLEGE DISTRICT

AGENCY AFFILIATION AGREEMENT
HEALTH CAREER AND TECHNICAL EDUCATION,
MATH & SCIENCE DIVISION

AGREEMENT made this ~~date, month & year~~ October, 2025 between the Board of Trustees of the **El Paso County Community College District**, a political subdivision of the State of Texas, P.O. Box 20500, El Paso, Texas, 79998, hereinafter referred to as "~~District, College~~" and ~~Affiliates name, San Elizario Independent School District -address, city, state & zip code~~ hereinafter referred to as "Affiliate" or "District" referred to jointly as "parties."

RECITALS

It is the desire of ~~College both parties~~ that students enrolled in the Health Career Education Programs ("~~HCEP~~") and Nursing Program ("~~NP~~") at the ~~District-College~~ be provided the benefit of educational facilities and resources at the ~~a~~ Affiliate for practical experience in clinical service and procedure. It is recognized that the ~~District-College~~ is authorized to enter into this agreement as a function of its governmental and educational powers granted and prescribed by the State of Texas. It is mutually beneficial to both the ~~District-College~~ and the Affiliate that HCEP/NP students be afforded opportunities for clinical education as outlined in this agreement.

Section 1-Term

1.01 The respective duties and obligations of the parties hereto shall commence upon the date of execution of this agreement and shall continue **for a period of two years**. This Agreement shall automatically renew on a year-to-year basis unless otherwise terminated in writing by either party, and have a 30-60 day clause to initiate the automatic renewal process. This prevents the expiration of agreements and allows renewal in a timely manner.

Commented [Author1]: this timeline is vague so we have proposed making this so that the agreement will automatically renew from year to year unless cancelled by either of the parties.

Section 2-Responsibilities of District-College

2.01 It shall be the responsibility of the District-College to plan and conduct a cooperative and coordinated educational program for the clinical instruction of its Health Career Education Programs and the Nursing Program students with the Affiliate. The District-College will provide the Affiliate with a specific educational program to be carried out at the Affiliate. The College will be solely responsible for the development and execution of the educational program.

2.02 The District-College will provide qualified, registered, licensed or certified instructors for all general and/or supporting course work as prescribed in the Health Career Education Program, curricula. The College guarantees and is solely responsible for ensuring that any instructors it provides as part of the Health Career Education Program to be present at or involved with the Affiliate is suitable to interact with the District's staff, students, and teachers. The College is solely responsible for conducting any necessary background and personnel suitability checks to the extent permitted by law to ensure that each instructor is suitable to interact with District staff, students, and teachers. If the College discovers that any instructor is

not qualified or suitable, to the extent permitted by law it shall immediately take measures to replace that instructor or restrict that instructor from providing services or interacting with District staff, students, and teachers.

2.03 The ~~District-College~~ will provide administrative services to include HCEP/NP student admissions, scheduling, attendance, and maintenance of achievement and health records for all HCEP/NP students.

Commented [Author2]: which students is this referring to? To the Nursing students? If so, please clarify this by adding College students or nursing students

2.04 The ~~District-College~~ agrees and shall ensure that all of its HCEP/NP instructors and students will abide by the policies and regulations of the Affiliate and any applicable and pertinent state, federal or accreditation regulations while using its facilities.

2.05 The Faculty of the ~~District-College~~ will supervise and evaluate the HCEP/NP students and select/assign suitable clinical experience situations in patients' care as prescribed by the adopted curricula. It is further understood that at no time will students in the Health Career Education Program or Nursing Program be engaged in the provision of direct patient care without said instructors, affiliate preceptors or designee being physically present in Affiliate's facilities for supervision of the HCEP/NP students. If appropriate, affiliate preceptors may provide input on HCEP/NP student evaluations, HCEP/NP student competency assessments, and professionalism to the assigned ~~District-College~~ faculty. It is understood that HCEP/NP students may be present at the Affiliate site for purposes of observation without direct supervision by District-College instructors or Affiliate preceptors except that HCEP/NP students must comply with any and all District instructions, directions, rules, expectations and/or policies while at the Affiliate site. The District reserves the right to restrict observation by HCEP/NP students in its sole discretion, including by requiring that observation is only permitted under direct supervision

Commented [Author3]: District, are you in agreement with the college students being able to observe without the instructors supervising or without District instructors supervising?

by the HCEP/NP instructors or Affiliate preceptors. During such observation, HCEP/NP students will, at no time, perform direct patient care services.

2.06 In cooperation with Affiliate's designated representative, the ~~District-College~~ will familiarize the HCEP/NP students and instructors with the Affiliate's facilities, procedures, personnel policies, standards and code of ethics. In addition, the ~~District-College~~ will familiarize the representative/designated qualified licensed, registered, or certified health care professional within the Affiliate with program/course objectives, professionalism, and accreditation requirements.

2.07 The ~~District-College~~ will furnish each semester to the Affiliate's designated representative a rotation plan of HCEP/NP students setting forth the number of participating students, the dates and hours, the assigned areas that the students will be participating. Any changes in the plan will be immediately brought to the attention of the same. The District reserves the right to set parameters around the number of participating HCEP/NP students, the dates and hours that the HCEP/NP students may be present at the Affiliate site, and the assigned areas at the Affiliate site that the HCEP/NP students may participate in. Further, the District reserves the right to pre-approve the plan in advance of each semester and to request any such changes or modifications to the plan. College agrees to consider and institute any such changes or modifications to the plan as reasonably requested by the District. If the District identifies a health or safety concern as the cause for the requested change, the College must implement the change unless prohibited by law.

2.08 ~~The District~~ By assigning HCEP/NP students to the Affiliate, College affirms and attests that the Health Career Education Program students and instructors have any and all

~~required immunizations and infectious disease testing, criminal background checks, substance abuse tests, and CPR certifications. Upon request by the District, College will provide the Affiliate evidence of immunizations and infectious disease testing, including Hep C, tuberculin testing, criminal background checks, substance abuse testing, and CPR certifications. for Health Career Education Program students and instructors.~~

2.09 Malpractice liability insurance shall be carried by ~~District HCEP/NP~~ students and instructors for the entire period of this agreement, and a certificate of insurance will be provided to the Affiliate indicating effective date, limits of coverage and other pertinent data. The Affiliate shall immediately be notified of any change or termination in coverage. A failure to maintain the required insurance coverage constitutes a breach of the Agreement and the District may immediately terminate this Agreement. ~~The District-College hereby agrees to maintain said malpractice insurance the limits of which shall be no less than two million dollars (\$2,000,000.00) for any one medical incident and five million dollars (\$5,000,000.00) aggregate.~~

Commented [Author4]: District, please confirm with your risk management office whether this is acceptable coverage

~~2.10 Students participating in clinical training pursuant to this Agreement are members of the Affiliate's workforce for purposes of the Health Insurance Portability and Accountability Act (HIPAA) within the definition of "health care operations" and therefore many have access to patient medical information as provided for the Privacy Rule of HIPAA. Students participating in clinical training pursuant to this Agreement may have access to patient medical information or Protected Health Information as provided by HIPAA and may also have access to personally identifiable information as provided by the Family Educational Rights and Privacy Act (FERPA). The District-College will advise HCEP/NP faculty, instructors, and all students assigned to Affiliate regarding the confidentiality of patient-client records and patient-client~~

Commented [Author5]: Districts are not HIPAA-covered entities. However, the District is subject to FERPA

~~information imparted during the training experience at all times in connection with the HCEP/NP experience. The College shall institute a non-disclosure agreement with all HCEP/NP instructors and students to maintain the confidentiality of District students, staff, and teachers personal information or, in the absence of a non-disclosure agreement, will otherwise obligate the HCEP/NP instructors and students to confidentiality. The District-College will also advise all students that the confidentiality requirements survive the termination or expiration of this agreement. This paragraph applies solely to HIPAA privacy and security of regulations applicable to the affiliate and does not establish an employment relationship.~~

~~2.11 The College shall train and monitor HCEP/NP instructors and students to ensure that the privacy and confidentiality of District students, staff, and teachers is maintained and upheld, including restrictions on recording, photographing, or otherwise keeping personal records of District students, staff, and teachers without consent.~~

~~2.12 To the extent College, or any of its agents, instructors, students, or faculty, gains access to personally identifiable information contained in education records, College shall comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and its implementing regulations. College and its agents, instructors, students, or faculty shall use such information solely for the purposes authorized under this Agreement and shall not disclose it to any third party without the prior written consent of the District and, where required, the parent or eligible student. As College is providing services to the District under this agreement, the College shall be deemed a “school official” as that term is defined in the District’s Board Policy. Further it is understood and agreed that in order to perform the services hereunder, it may be necessary for College to preview and be provided access to “educational records” (as~~

defined in Board Policy, the Texas Education Code, and the Family Education Rights and Privacy Act) of students of the District. College agrees to maintain the confidentiality of any and all educational records of students in the College that are disclosed to, or reviewed by, the College in accordance with federal and state laws, rules, and regulations. College hereby covenants that the confidential and proprietary information of the District and its students will be protected. College shall keep all such information confidential and shall not disclose such information except under compelled to do so under order of a court of competent jurisdiction.

Section 3-Responsibilities of Affiliate

3.01 The Affiliate will accept Health Career Education Program students from the ~~District~~ College for clinical experience at its facilities during agreed upon time(s) ~~as outlined in accordance with~~ Sections 2 and Section 4.01.

3.02 The Affiliate shall reasonably make available to the ~~District~~ College such use of classrooms, libraries and teaching aids as may be necessary for the implementation, training, and education of the students during the clinical phase of the program/course at no cost to the ~~District~~ College; notwithstanding the foregoing, nothing in this Agreement obligates Affiliate to incur any expenses in connection with this Agreement or purchase any aids, supplies, resources, or materials in connection with this Agreement.

3.03 Unless otherwise prohibited by applicable law, ~~t~~The Affiliate shall make available patient care facilities, charts, medical records, equipment and supplies normally used in the Affiliate as may be necessary for clinical instruction and patient care at the Affiliate in accordance with the educational plan provided by the ~~District~~ College; notwithstanding the

foregoing, nothing in this Agreement obligates Affiliate to incur any expenses in connection with this Agreement or purchase any aids, supplies, resources, or materials in connection with this Agreement.

~~· Affiliate shall provide materials and protective devices for students and faculty use in patient care as mandated by OSHA and CDC guidelines for blood borne pathogens.~~

Commented [Author6]: The College should be responsible for providing all materials, including safety equipment for its own students

3.04 The Affiliate shall provide suitable clinical experience in so far as reasonably possible based on the availability of patients, sufficient number of personnel and clinical materials recognizing the possible necessity of the ~~District-College~~ transferring students to other agencies which can provide experience in specific clinical services in the event of the unavailability of above; notwithstanding the foregoing, the educational, health, and safety needs of District students are the priority of the District and nothing in this Agreement obligates the District to prioritize HCEP/NP students over the needs of District students or over the normal business operations of the District.

3.05 The Affiliate shall provide qualified licensed/registered or certified health care professionals directly instructing each clinical area utilized for educational purposes at no cost to the ~~DistrictCollege~~. If appropriate, said affiliate preceptors/designated staff may provide input on HCEP/NP student evaluations, competency assessments, and professionalism to the assigned ~~College District~~ faculty based upon the documents provided by the ~~District-College~~ outlining program/course objectives, professionalism and accreditation requirements.

3.06 When appropriate, the Affiliate shall designate, at no cost to the ~~DistrictCollege~~, a specific member of its staff to instruct the students as a preceptor. The person so designated shall be the immediate instructor of the students for clinical practice and shall be a person who is

customarily responsible for clinical practice at the Affiliate and who serves as a role model for student in clinical care and professional activities.

Commented [Author7]: District, are you OK with this? Basically this is creating staff requirements for the District such that District staff will be available and obligated to instruct and supervise the College students.

3.07 The Affiliate will observe the ~~District's~~ College's calendar of vacations and holidays for the students.

3.08 The parties agree that the Affiliate is responsible for the care and supervision of patients at the Affiliate.

3.09 In the event of a medical emergency affecting a HCEP/NP student, Affiliate may take emergency measures to provide emergency care to the HCEP/NP student without incurring any legal or financial obligation for such care. Affiliate shall provide Medical Emergency Care up to the limit of Affiliate's ability to provide emergency care for accidents and illnesses which occur while the student is at the Affiliate; however, it is understood and acknowledged that the Affiliate assumes no financial responsibility for the provision of such any medical care; any financial responsibility remains the obligation of the student. It is expressly understood that students are not covered under either the ~~District's~~ College's or the Affiliate's Worker's Compensation or other insurance coverage normally applicable to employees. Students will be subject to the normal admissions and/or payment procedures common to all patients at the Affiliate.

Commented [Author8]: this seems to be drafted for private medical facilities like clinics

3.10 The Affiliate shall instruct its personnel that only duly authorized persons may instruct, order, or direct ~~District~~ College students or instructors, and that unless so authorized such personnel shall not instruct, order or direct students or instructors. Personnel receiving such authorization shall be instructed that the students are undergoing a learning experience and shall

not be expected, instructed, ordered or directed to perform functions beyond the level of training previously received.

Section 4-Students

4.01 Assignment and scheduling of students will be by mutual agreement between both parties in advance of the beginning of each semester or rotation of students in accordance with Section 2.-

4.02 A student in Health Career Education Program may be dismissed from Affiliate participation by the administrator/supervisor of the Affiliate for causes that are is reasonable and has been documented in writing to the District College, except that in emergency situations, the Affiliate may immediately dismiss a HCEP/NP student from the Affiliate site.

4.03 Each student shall provide to the District-College the names of responsible parties to be notified in the event of illness or emergencies involving the student. The District is not responsible for any notifications, including in the event of an emergency.

4.04 Each student shall possess physical and academic ability to benefit profit from the clinical education and training provided at the Affiliate. There will be no discrimination on the basis of religion, age, gendersex, disability, race, color, ~~or~~ national origin, or other protected class in the admission process and the educational programs of the District-College or by the Affiliate during the assigned education and training provided at the Aaffiliate. Reasonable accommodation will be provided by the District and Affiliate for any disabilities identified in accordance with appropriate District policies and procedures. To the extent required by law, the College and District shall comply with all applicable ADA regulations.

Commented [Author9]: the District does not gift public funds and this is not a for-profit agreement

Commented [Author10]: The College will be responsible for reasonable accommodations

4.05 A student enrolled in the Health Career Education Program, shall not receive pay for clinical and educational instruction at the Affiliate. Students are not to be substituted for paid employees or considered as employees of the Affiliate. Students may be employed by the Affiliate outside of regular education hours provided the work does not interfere with regular academic responsibilities.

4.06 Students enrolled in the Health Career Education Program will maintain confidentiality of information of the Externship Affiliate and/or its patients/clients, including as set forth in section 2.

Section 5-Law Governing Contract

5.01 This agreement shall be construed under and in accordance with the law of the State of Texas, and all obligations of the parties created hereunder are performable in El Paso County, Texas.

Section 6-Indemnity against Loss

6.01 To the extent that the ~~District-College~~ is legally capable, the ~~District-College~~ shall indemnify and hold the Affiliate harmless for losses suffered by the Affiliate due to injuries proximately caused to Affiliate's agents, representatives, employees, assigns, students, and any other a-third party by the negligent acts of students during their training at Affiliate. Such indemnification shall not extend to losses suffered by the Affiliate solely due to injuries proximately caused a third party by the negligent acts of Affiliate Personnel or other non-~~District College~~ personnel. It is expressly understood that it is not the intention or purpose of this Agreement to create any liability against the ~~District-College~~ and/or its Board unless law imposes such liability.

Section 7-Termination

7.01 This agreement may be terminated in whole or in part by either party giving a full thirty (30) days' notice in writing to the other party. Such notice shall be sent by certified mail, return receipt requested to the address of the respective parties listed above. However, such termination shall not take effect with regard to students already enrolled in a specified program until such time as those students have completed their respective program of study or until alternate clinical experiences can be arranged. ~~If no alternative clinical experiences are available, this contract shall remain in effect no longer than 2 years from the date of termination or until the date of graduation of student enrolled in the program at the time of termination of the agreement, whichever shall occur first.~~

Section 8 – Miscellaneous

~~8.01 This Agreement constitutes the entire agreement between the parties and supersedes all prior negotiations, understandings, representations and agreements, if any, with respect to the subject matter hereof. Neither this Agreement nor any provision hereof may be modified, amended, supplemented, waived, discharged, or terminated except in a writing signed by the parties. No failure or delay in exercising any right or remedy hereunder shall constitute a waiver of such, any other, right or remedy.~~

~~8.02 The Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Agreement may also be executed by email, or other electronic means, and so executed shall have the full force and legal effect of an original.~~

8.03 In any event any provision of this Agreement is held by a court to be unenforceable as written, that provision will be reformed so as to give effect to the intentions of the parties, and the other provisions of the Agreement.

8.04 Neither the College nor the District may assign their rights under this Agreement without the prior written consent of the other.

EXECUTED in at El Paso county, Texas on the day and year above mentioned
day of , 2025.

Commented [Author11]: insert day and month of signature

DISTRICT COLLEGE: ~~El Paso~~ **EL PASO COUNTY COMMUNITY COLLEGE**
DISTRICT

William Serrata, Ph.D.
President

DATE: _____

SAN ELIZARIO ISD (“AFFILIATE”):

Commented [Author12]: District, below the signature line insert the name and title of the person signing this Agreement

DATEate: _____



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: TNTP - MOU
Date: October 15, 2025

HISTORY:

The New Teacher Project (TNTP) is a not-for-profit organization that has secured a grant to provide free Math Support for our district with a focus on the Middle School. Recently, this organization supported San Elizario High School through a partnership with GEAR UP with great success. Their support will complement the current instructional efforts in our district.

RATIONALE: As per the agreement, the proposed project will be enacted in five phases. Each phase will span approximately five to six weeks, depending on the district academic calendar. In the first phase, TNTP will collaborate with campus and district instructional leaders to establish a vision of excellent instruction grounded in research-based, content-specific practices. TNTP will conduct a needs assessment to determine strengths and opportunities in current Tier 1 instructional practices. The support period will be September 16, 2025, to August 1, 2026.

BUDGET IMPACT:

There is no cost to the district.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is to approve the MOU with TNTP 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.

THIS SERVICES AGREEMENT (this "**Agreement**") is made by and between TNTP, Inc., a not-for-profit corporation organized under the laws of the State of Delaware, with its principal office at 500 7th Avenue, 8th Floor, New York, New York 10018 ("**TNTP**"), and San Elizario Independent School District, with its principal office at 1050 Chicken Ranch Rd., San Elizario, TX 79849 (the "**Client**" or "**San Elizario ISD**" or "**SEISD**"). This Agreement shall be effective as of the later of the dates beneath the parties' signatures below (the "**Effective Date**").

STATEMENT OF PURPOSE: The Client wants to engage TNTP to provide school support as detailed in this Agreement.

Section 1. Term and Services.

For the period commencing on the Effective Date until **August 1, 2026** (the "**Term**"), TNTP agrees to provide services for the Client as specified in Schedule A ("**TNTP's Services**"), attached to and incorporated by reference in this Agreement. TNTP's Client proposal will be considered accepted upon execution or upon commencement of the services at Client's direction following Client's instructions to commence services under the Proposal.

Section 2. Client Responsibilities.

Cooperate with TNTP, to facilitate the performance of TNTP's Services, and provide TNTP with access (which may be in-person or via virtual means such as teleconference and videoconference, as agreed upon by the parties) to Client personnel, classrooms, meeting spaces, and buildings ~~as needed for~~ mutually agreed to between the Parties for TNTP's Services. The Services may require student and/or teacher surveys, focus groups, student work samples and video recordings of classroom activities, students or groups.

TNTP and Client may mutually agree to permit in-person, essential work-site visits under certain circumstances. In deciding to permit in-person, essential work-site visits, TNTP and Client will take into account CDC guidance, state and local regulations and guidance, the school and district's health and safety plan related to pandemics or infectious disease, and the internal policies of both Client and TNTP. If the parties agree to work-site visits, school staff will be instructed to follow all school district and TNTP health and safety procedures. ~~Client releases TNTP from any liability related to pandemic or infectious disease-related transmission from in-person work-site visits.~~ TNTP reserves the right to discontinue work-site visits at any time if TNTP determines that cessation of work-site visits is necessary to protect the health and safety of its personnel.

If required by the scope of services, provide to TNTP, ~~at no cost to TNTP,~~ and within thirty (30) days of a written request all requested student data ("**Student Data**"), teacher and staff related data ("**Staff Data**"), and demographic and school/district information ("**School Data**"). Student Data, Staff Data, and School Data is collectively referred to herein as "**Data**," as provided in Section 9 of this agreement. The Client's failure to provide TNTP with Data, or access to collect the Data, may cause a material delay in the delivery of services for which TNTP will not be held responsible.

Section 3. Acknowledgements.

- a. For the purposes of this agreement and pursuant to FERPA, CFR 99.31, a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and (3) Is subject to CFR 99.33(a) governing the use and re-disclosure of personally identifiable information from student records. The Client designates TNTP to act in a School Official role for the purposes outlined in the Scope of Work.
- b. TNTP's relationship to the Client is that of an independent contractor. The Client and TNTP intend that an independent contractor relationship be created by this Agreement, and not an employer/employee relationship, partnership, joint venture or other business group or concerted action. TNTP may upon written notice to you, subcontract any portion of

Commented [Author1]: Where is the Client Proposal? The only attachment here in Schedule A, which is the Services. Is there a separate proposal document? If so, that should be incorporated as an attachment here.

Commented [Author2]: This is extremely broad. SEISD - are you OK with giving them access? The word "access" is extremely broad so we recommend arriving at an Agreement with TNTP as to what this means and including those details here in writing to avoid confusion or dispute later. The phrase "as needed" for TNTP Services is also extremely broad. Because SEISD is a public entity, we need to understand the scope of what is being requested so that SEISD can understand what it is agreeing to provide to TNTP as part of this Agreement.

Commented [Author3]: TNTP - you are asking for FERPA-protected information here. What are the measures you are taking to protect FERPA protected information? What is the purpose of the video recordings?

Commented [Author4]: District - are you comfortable with TNTP to have access to FERPA-protected information? For example, even video recordings of students? Is that required to provide the services?

Commented [Author5]: TNTP, you are asking for significant information including as pertains to students without providing information on how you will protect and comply with FERPA. What specific data are you looking for? "Requested Student Data" is very broad, please list the specific pieces of information you are seeking.

TNTP's Services in its sole discretion. The Client, and not TNTP, is responsible for all employment-related obligations, liabilities, and decisions that may relate to the implementation of TNTP's services.

~~c. TNTP may share aggregate data collected and/or compiled under this agreement with All Points North Foundation (the "Funder"), as well as other districts and entities participating and/or associated with the program.~~

d.c. TNTP will use its reasonable efforts to achieve the deadlines for services, if any, set forth in any timetable and/or dates for delivery contained in the Scope of Services.

~~e. TNTP may use video for any of TNTP's Services in its sole discretion and for its legitimate business purposes in perpetuity so long as it is made pursuant to all federal, state and local laws, rules and policies relating to confidentiality and protected information.~~

Commented [Author6]: What is the purpose of sharing District data with this third-party?

Section 4. Representations and Warranties. Each party agrees that it:

- a. Has the full right, power, legal capacity and authority to enter into this Agreement and to carry out its obligations hereunder.
- b. Maintains adequate and appropriate insurance, including comprehensive general liability, professional liability and workers' compensation insurance, to cover activities under this Agreement.
- c. Will comply in all material respects with all applicable federal, state, and local laws, ordinances, codes, and regulations in performing its services hereunder.
- d. Is not subject to and will not enter into any agreement or arrangements which preclude compliance with the provisions of this Agreement.

Section 5. Payment and Invoicing.

The total cost of TNTP's Services provided hereunder shall be entirely funded by All Points North Foundation (the "Funder"), according to and governed by a separate agreement between TNTP and the Funder. Accordingly, no compensation is due from the Client to TNTP. Should funding for the project be terminated, reduced, or otherwise delinquent at any time and for any reason, TNTP may elect to immediately terminate this Agreement, or, if TNTP does not elect to terminate this Agreement, the parties may renegotiate TNTP's Services and amend this Agreement accordingly. Under no circumstance does San Elizario ISD agree to pay or fund the Services.

Section 6. Termination.

If at any time either of the parties believes that the other party has materially breached its obligations hereunder, written notice shall be given setting forth the asserted breach and providing an opportunity to cure the same within thirty (30) days after such written notice. If the asserted breach shall not have been cured to the reasonable satisfaction of the party providing the written notice, but reasonable attempts to cure are claimed in writing by the party to whom the written notice of asserted breach was given, said party will have an additional opportunity to cure for a period of thirty (30) days following the expiration of the initial thirty (30) day cure period. If the asserted breach shall not have been cured to the satisfaction of the party providing written notice of asserted breach, that party may elect to terminate this Agreement upon written notice to the breaching party. If this Agreement is terminated, the rights and obligations of each party hereunder will terminate, provided, however, that such termination will not terminate the rights and obligations of the parties that expressly survive the termination of this Agreement, including, without limitation, the obligation of the Client to pay TNTP for expenses incurred and for all services provided pursuant to this Agreement prior to the effective date of such termination. Upon Termination, TNTP shall immediately and within no later than ten (10) days permanently destroy and delete any SEISD Data, including in any back-up or recovery files. Further, upon Termination TNTP shall direct any third parties it may have shared information with to delete and permanently destroy the copies of SEISD Data. Upon request by SEISD, TNTP will certify in writing that it has destroyed the Data.

~~San Elizario ISD may terminate this Agreement for convenience at any time without prior notice. Upon termination, TNTP shall immediately permanently destroy and delete any Data provided by San Elizario ISD to TNTP under this Agreement; Further, upon Termination TNTP shall direct any third parties it may have shared information with to delete and permanently destroy the copies of SEISD Data. Upon request by SEISD, TNTP will certify in writing that it has destroyed the Data.~~

Section 7. Indemnification, Limitation of Liability and Subpoenas.

~~The Parties agree to TNTP shall~~ defend and indemnify the other Party, their subsidiaries and affiliates, and hold them harmless from any and all claims, losses, damages, penalties, costs, and expenses including without limitation, settlement costs and any legal, accounting and other expenses for investigation or defending any actions or threatened actions (collectively, "Losses") to the extent such Losses were caused by (a) the intentional misconduct of a Party, its personnel, or any of their employees or agents, or (b) any untruth, inaccuracy, fraud or material omission in any representation or warranty made by a Party. ~~Additionally, the Client agrees to indemnify TNTP for any employment decisions made by a client related to the services provided by TNTP.~~

Except for a party's indemnification obligations under this Agreement: (i) in no event shall either party be liable for any indirect, consequential, special, incidental or punitive damages arising from or relating to performance under this Agreement, ~~and (ii) in no event shall either party's liability for any and all claims arising out of or relating to its performance under this Agreement exceed the amounts paid by or payable by the Client hereunder, or as allowed by law.~~ Nothing herein is intended to limit or restrict the indemnification rights or obligations outlined in Section 7.

~~In no event will TNTP be liable for any loss profits, loss of use, loss of contracts or for any indirect or consequential loss or damage.~~ TNTP will not be liable to the Client for any liability arising in connection with TNTP's services, except to the extent such liability results from TNTP's ~~fraud, negligence, or intentional~~ misconduct.

~~If TNTP is requested by Client or required by subpoena or similar legal process to produce TNTP's materials or personnel with respect to an engagement for Client, provided that TNTP is not a party to the proceeding, the Client will reimburse TNTP for our professional time and reasonable out of pocket expense, including the reasonable fees and out of pocket expenses of our outside counsel which we incur in responding to such a request.~~

Section 8. Intellectual Property Rights.

Ownership by TNTP. Title to and ownership of all work product, data, reports, and materials created by or on behalf of TNTP prior to the Effective Date of this Agreement or in the course of implementing and executing the Services, whether partial or complete, and any work product derived therefrom (collectively referred to as the "**Work**"), shall be and remain solely in TNTP except for the Client Data. The Client agrees that all Work created by will not be transferred, shared, licensed or sold by the Client to any other entity under any circumstances without the prior written consent of TNTP. TNTP shall be considered the author of the Work for purposes of copyright and only TNTP shall have the right to copyright the same. Additionally, TNTP retains all rights, title and interest in and to all processes, methods, systems, layouts, and information including TNTP's Video Library, Learning Portal, Insight, Academic Scorecard and online platforms (collectively the "**TNTP Tools**") used in creating the Work. Nothing in this Agreement shall be deemed to grant to the Client any ownership rights in the Work or the TNTP Tools, and except as expressly granted to the Client hereunder, the Client shall have no right or license with respect thereto.

Ownership by the Client. As between the Client and TNTP, the Client owns all Client Data provided to TNTP by or on behalf of Client in connection with this Agreement. The Client agrees that TNTP may use de-identified Client Data to perform its obligations hereunder and may use de-identified ~~and aggregated~~ Client Data ~~for its legitimate business purposes, including, without limitation,~~ for ~~the~~ purposes of publication, research, evaluation and presentation by TNTP.

~~Client Partners. The Client grants TNTP permission to share the Client Data with third party researchers, evaluators, partners and funders designated by the Client upon receiving written permission (including permission through electronic mail) from the Client.~~

~~Promotional Materials. The Client and TNTP agree that either party may use descriptions of the Services in future promotional materials and client lists, and that TNTP may explicitly identify the Client as a client of TNTP and the Services.~~

License to the Client. TNTP grants the Client the following limited, revocable non-exclusive, non-transferable, non-sublicensable license to use the deliverables for the Client's own internal business operations, trainings and analysis only and agree not to disclose the deliverables to any third party except as otherwise permitted under this Agreement. ~~The Client agrees that transfer of ownership in the Deliverables will occur only after the Client's payment in full to TNTP for all services associated with the Deliverables.~~ TNTP does not convey to Client any ownership or license rights in any TNTP IP used in performance of the Services, or in the frameworks, processes, methodologies, analytical tools and industry data and insights that may be used or developed by TNTP in the performance of the Services. The Client agrees to keep take reasonable measures intended to keep the TNTP IP confidential and nothing in this agreement shall grant any ownership rights in the TNTP IP to the Client.

License to TNTP. The Client grants TNTP a worldwide, perpetual, irrevocable, royalty-free license, with the right to grant sublicenses, to use, modify, reproduce, display, transmit, distribute, publicly perform, and create derivative works of the Client Data in de-identified and/or aggregated form. ~~The Client agrees that TNTP may use any de-identified data and metrics regarding the Client's business which are provided to TNTP by the Client or which are otherwise collected by TNTP during the course of the engagement.~~

~~TNTP may identify the Client as the source from which the data originated if it complies with the other terms in this Agreement. The Client and TNTP agree that either party may use descriptions of TNTP's Services in future promotional materials, media and client lists, and that TNTP may explicitly identify the Client as a client of TNTP.~~

Survival. The terms of this Intellectual Property Rights Section shall survive the termination of this Agreement.

Section 9. Data

The Parties agree that confidential or proprietary Data may be shared between the Parties and may only be used by the other Party for the purposes identified in Appendix A. The Client agrees to provide the requested data in a timely manner to ensure that project timelines are followed. The Parties agree to comply with all relevant federal, state, and local laws and regulations governing the privacy and security of personally identifiable information (including transmission of data), ~~to the extent applicable.~~

The Parties agree that any disclosure of Confidential Information shall be made available only to its employees, officers, directors, financial and legal advisors, agents or representatives (Representatives) who need to know in order to further the purpose of the services addressed in this agreement and as required by law. The Parties further agree to inform its Representatives of the confidential nature of the Confidential Information and direct them to treat the Confidential Information in accordance with the terms of this Agreement. The Parties acknowledge that irreparable injury and damage may result from disclosure of the Confidential Information to unauthorized third parties or from utilization of the Confidential Information for purposes other than those connected with TNTP's Services. The Parties acknowledge that irreparable injury and damage may result from disclosure of the Confidential Information to unauthorized third parties or from utilization of the Confidential Information for purposes other than those connected with TNTP's Services.

Client recognizes and agrees that for purposes of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g; 34 CFR Part 99 ("FERPA"), TNTP is considered a School Official with a legitimate educational interest, providing services that would otherwise be performed by the Client, and under the control and direction of the Client with respect to the education records. The Client shall define the criteria for determining who constitutes a "school official" and what constitutes a "legitimate educational interest" as permitted by FERPA, broadly enough to permit the provision of the Services hereunder, and reasonably inform students or their parents of the same in accordance with 34 C.F.R. § 99.31. TNTP shall comply with all applicable

provisions of the United States Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, 34 CFR Part 99 (FERPA) in receiving and handling personally identifiable information from education records as a "school official" under FERPA.

~~Notwithstanding the above, Client shall not provide or make available to TNTP any student's personally identifiable information from education records (for purposes of FERPA) unless: (i) Client has obtained, with respect to each student's PII provided to TNTP, appropriate written consent to disclose such PII to TNTP, and authorization for TNTP to use such PII in connection with performing Services, and (ii) Client has provided written notice to TNTP identifying particular Data as PII. All personally identifiable information will be destroyed within upon request by SEISD or within 610 days of the termination of this agreement.~~

~~Separate from the parties' obligations with respect to student data, the Client agrees not to send TNTP any data that can identify an individual ("Personal Data") unless otherwise mutually agree that it is a requirement in order to effectuate TNTP's services under the Agreement. In such circumstances, the parties shall comply with the obligations imposed on us by applicable data privacy legislation and these paragraphs. In providing TNTP with Personal Data the Client will be acting as the data controller and will confirm that Client has complied with relevant laws and obtained all necessary consents for lawful processing, including in connection with any transfers of Client's Personal Data.~~

Section 10. Miscellaneous.

- TNTP's services are limited to those specifically described in the Agreement and applicable Scope of Services and do not under any circumstances constitute accounting, audit, or tax related assistance or advice, investment advice, legal advice or services (including as to the manner, if any, in which you the Client may lawfully implement any advice provided by TNTP), expert witness services.
- In any event any provision of this Agreement is held by a court to be unenforceable as written, that provision will be reformed so as to give effect to the intentions of the parties, and the other provisions of the Agreement.
- Neither the Client nor TNTP may assign their rights under this Agreement without the prior written consent of the other.
- TNTP will not be liable to the Client or to any third party, nor be deemed to have breached this Agreement, for any failure or delay in performing any of its obligations under this Agreement when such failure or delay is caused by or results from an event beyond TNTP's reasonable control, including without limitation (1) acts of God, (2) natural disasters, (3) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest, (4) governmental orders or restrictions, (5) international, national or regional emergency, (6) flood, fire, or explosion, (7) strikes, labor shortages, stoppages or slowdowns, (8) epidemics, pandemics, diseases, quarantines, or other extraordinary event which is determined to constitute a public health risk ("Force Majeure Event"). TNTP will use commercially reasonable efforts to give notice of the Force Majeure Event to the Client stating the period of time the occurrence is expected to continue, provided that (a) TNTP is able, given the nature and scope of the Force Majeure Event, to reasonably state such time period, and (b) any delay by TNTP to provide such notice or to state the time period when performance will be resumed will not negate the enforceability of this Section. Upon cessation of such Force Majeure Event, as reasonably determined by TNTP, TNTP will thereupon use commercially reasonable efforts to resume efforts to promptly perform or complete the performance of TNTP's Services hereunder as soon as reasonably practicable after the cessation or resolution of the Force Majeure Event. If TNTP's failure or delay to resume efforts to promptly perform or complete the performance remains uncured for a period of 60 days following notice given by it to Client under this Section, either party may thereafter suspend or terminate its performance under the applicable Scope of Work upon 30 days' written notice.
- All notices required by this Agreement will be in writing and either personally delivered or mailed, to such party at its address specified on the first page of this Agreement or to such other address as such party may designate by notice given in accordance herewith. If to TNTP, the notice will be to George Battle, General Counsel.

- This Agreement will be governed by ~~New York law~~ Texas law without reference to conflicts of laws principles. The Parties agree and consent to the jurisdiction of and venue in the ~~state~~ county of El Paso, Texas ~~or federal courts in the city of Manhattan~~ and state of ~~New York~~ Texas in all disputes arising out of or relating to this Agreement.
- This Agreement constitutes the entire agreement between the parties and supersedes all prior negotiations, understandings, representations and agreements, if any, with respect to the subject matter hereof. Neither this Agreement nor any provision hereof may be modified, amended, supplemented, waived, discharged, or terminated except in a writing signed by the parties. No failure or delay in exercising any right or remedy hereunder shall constitute a waiver of such, any other, right or remedy.
- The Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Agreement may also be executed by email, or other electronic means, and so executed shall have the full force and legal effect of an original.

[Signature Page to Follow]

Signatures.

The parties, by signing below, by their duly authorized representatives confirm their acceptance of the terms and agree to execute this Agreement, which shall be effective on the Effective Date.

Client

DRAFT- DO NOT SIGN

By: _____

Date: _____

Name (print): _____

Title: _____

TNTP, Inc.

By: _____

Date: _____

Lin Johnson III
Chief Strategic Growth and Finance Officer

DRAFT

Schedule A
Statement of Work

Commented [Author7]: District, please review this Statement of Work.

This project will extend instructional leadership support structures established through GEAR UP, as San Elizario ISD instructional leaders work to sustain and expand the success they have experienced on their high school campus. The district and campus instructional leaders will collaborate with TNTP to plan and implement up to four strategic teacher training cycles that integrate TNTP-facilitated teacher training and targeted coaching from campus instructional leaders. Planning for these teacher development cycles will be grounded in:

1. Evaluation of current instructional methods used throughout middle school math classrooms using TNTP's Core Rubric, an evaluation tool for delivering more explicit and helpful feedback to teachers. The Core Rubric shifts the emphasis from teacher practice to student outcomes and focuses on four performance areas: culture of learning, essential content, academic ownership, and demonstration of learning.
2. A vision and goals for instructional improvement in middle school to allow more eighth grade students to earn high school credit through a collaborative data evaluation and planning process.
3. A common understanding of core research-based instructional practices proven to accelerate student learning.
4. Increasing consistency in students' access to grade-appropriate assignments and strong instruction.

Proposed Project Scope:

The proposed project will be enacted in five phases. Each phase will span approximately five to six weeks, depending on the district academic calendar. In the first phase, TNTP will collaborate with campus and district instructional leaders to establish a vision of excellent instruction grounded in research-based, content-specific practices. TNTP will conduct a needs assessment to determine strengths and opportunities in current Tier 1 instructional practices. The needs assessment may include classroom observations, assignment analysis, and gathering feedback from campus leaders, teachers, and students through focus groups, surveys, and/or interviews. Using data from the needs assessment, TNTP and district instructional leaders will determine up to four core research-based practices that will be centered in upcoming teacher development cycles across the school year.

In each of the next four phases, TNTP will support and guide a teacher development cycle grounded in one of the instructional practices identified in phase one. A teacher development cycle will include a TNTP-provided professional development training for teachers. This training will be either facilitated by TNTP directly to teachers or through a train-the-trainer model, where TNTP prepares campus or district instructional leaders to facilitate the training to their teachers. Following the professional development, TNTP will support campus instructional leaders to provide targeted coaching and feedback to teachers to support implementation of the core practice of focus in the professional development. This support to instructional leaders will be provided through weekly or bi-weekly virtual planning and development meetings, depending on district and campus capacity. These meetings will focus on supporting instructional leadership to analyze what they are seeing in classrooms, develop aligned coaching and feedback skills, and manage instructional changes on their campuses. Toward the end of each teacher development cycle, TNTP will provide one day of on-site job-embedded coaching for key instructional leaders to support the instructional shifts for that cycle and determine readiness to progress to the next phase.

While the initial plan will include three teacher development cycles, adjustments may be made throughout the project in collaboration with district and campus leadership to respond to the learning needs of the teachers. For example, if teachers need additional development time during one cycle, the scope of the project may be adjusted to include three teacher development cycles instead of four to allow extra time for that cycle.

Data will be collected at the end of each project phase to monitor progress to project goals. Final data collection will take place in the spring of 2026 to capture the impact of the project and support the district and campus leadership in determining future growth opportunities for the campus.

By the end of this engagement, the participating school will have developed (1) a vision of excellent instruction for middle school mathematics and (2) a schoolwide implementation plan that reflects input from a cross-functional committee of key stakeholders.

Through this collaborative work with TNTP, partner campus will:

- Establish a vision of excellent math instruction for the middle school campus that encompasses daily use of high-quality instructional materials and a core set of research-based instructional practices.
- Strengthen instructional leadership protocols and procedures for monitoring and improving instructional quality of math on the campus.
- Increase math teachers' use of high-quality instructional materials and strong instructional practices in daily lessons.

DRAFT



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: Richard Salcido, Director, Special Education
Subject: Consider and possible Board action to approve EPIC Special Education Staffing Agency MOU
Date: October 15, 2025

HISTORY:

The EPIC Special Education Staffing Agency is a national Special Education talent and staffing solutions firm that caters to school districts, clinicians and educators across the country.

RATIONALE:

The Special Education Department needs to fill the position of a Licensed Specialist in School Psychology (LSSP) that has been vacant since July 2025 with no applicants. We have several pending evaluations from the beginning of the year and will be out of compliance with the pending evaluations if they are not fulfilled. EPIC is available to provide a LSSP through their agency.

BUDGET IMPACT:

There is no budget impact

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board to approve the Memorandum of Understanding (MOU) with EPIC to allow them to recommend an LSSP candidate. This will enable us to conduct the necessary evaluations and determine appropriate supports for our students with special needs.

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.



Master Service Agreement

This Staffing Service Agreement (“Agreement”) is entered into as of the 5th day of September, 2025 (the “Effective Date”), by and between 3Chords Inc and TherapyTravelers LLC collectively DBA Epic Special Education Staffing (each, a “Company Party” and, together, “Epic Special Education Staffing”, herein referred to as ESES), and San Elizario ISD (the “Client” or the “District”). The Agreement supersedes all other agreements and or contracts in place between the Client and Company Party. Client acknowledges the representative who signs any contract with ESES on behalf of the Client has full signing authority and by doing so, this Agreement and each Staffing Confirmation Agreement (in the form attached hereto as Exhibit A) shall be binding.

Commented [Author1]: The effective date should be the date of signature

1. Services and Staffing Confirmation (Exhibit A)

(a) Subject to availability, ESES will provide the services of one or more Special Education Professional Associates (each an “Associate”) on request from the Client on an as needed and as available basis (the “Services”). ESES will promptly reply to each such request and indicate whether it has an Associate available to provide the requested Services. If ESES elects to provide requested Services from Client and EISD agrees to receive the Services from that Associate, a confirmation and detailed terms of the assignment will be provided to the Client in a “Staffing Confirmation Agreement” in substantially the form attached hereto as Exhibit A (one form per assigned Associate). Each such Staffing Confirmation Agreement shall designate grant the Company Party and SEISD each with rights and obligations under this Agreement and under the Staffing Confirmation Agreement in connection with the applicable Services, and Client expressly acknowledges and agrees that the other Company Party shall have no such rights or obligations in connection with such Services.

Commented [Author2]: Vendor, please clarify what you mean here. Is this intended to be an exclusivity provision?

(b) Each Staffing Confirmation Agreement entered into or to be entered into in connection with this Agreement is hereby incorporated herein by reference as if fully set forth in this Agreement. If there is a conflict between the terms of this Agreement and a Staffing Confirmation Agreement, unless otherwise expressly provided for in writing in the Staffing Confirmation Agreement, the terms of this Agreement shall prevail. The Client acknowledges that by acceptance of this Agreement, no further contract is required per individual contractor, regardless of the specific details of the assignment, hours, rate, etc. Electronic timekeeping will be provided to the Client on a weekly basis in the manner designated by the Client. ESES will use commercially reasonable efforts to obtain signed timecards from Client; however, signed timecards are not required for approval to process and bill. By signing this Agreement, Client acknowledges that all hours worked by the contractor in providing services directly to the Client will be billed to Client’s district to be paid in full in accordance with the agreed upon payment terms as set forth in this Agreement, regardless of approval of the timecard submitted. If the Client fails to pay any invoice when due, the Client agrees to pay all of ESES’ costs of collection, including reasonable attorney’s fees, whether or not legal action is initiated. A rejected timecard will be subject for review by ESES, Associate, and Client.

Commented [Author3]: This is written too vague; we will only pay for services provided to our school district

(c) The Client acknowledges and agrees that any claim related to the Services provided

hereunder must be reported in writing to ESES by the earlier of (1) ~~ninety (90)~~ three hundred sixty (360) days after the claim arises; ~~or (2) thirty-90 (930) days after termination of the Associate's assignment pursuant to the Staffing Confirmation Agreement; or (3) within the timelines provided by applicable law or regulation.~~ ESES will not be responsible for, and the Client hereby waives the right to assert any claims not reported in accordance with the foregoing.

Commented [Author4]: This involves services to students. We will not waive our rights to bring up complaints though will try to bring them up timely as set forth herein

2. Associates

(a) ESES will refer qualified candidates without regard to race, sex, color, religion, national origin, marital status, veteran status, non-job-related medical condition, or any other statutorily protected category. The Client shall have the right of refusal regarding the Associate assigned by ESES, consistent with the other terms of this Agreement, but agrees that no refusal will be made on account of race, gender, color, religion, national origin, marital status, veteran status, or any other statutorily protected category. The Client understands and agrees that any Associate assigned to the Client by ESES, pursuant to this Agreement, shall perform all Services as an independent contractor to the Client and not as an employee, agent, partner, or venture-participant of the Client. ESES shall remain liable and responsible for any acts or omissions of any Associate it assigns to the Client.

(b) Associates shall perform Services at the work site of the Client or remotely if designated by the Client remotely and such Services shall be performed during the normal work hours of the Client. The Client will provide, at no cost to ESES, working space facilities, and related services and supplies necessary to support each Associate engaged by the Client except that the Client is not required to incur any additional facilities costs or related services or supplies expenses to support each Associate. Associates will work under the supervision and direction of the Client. The Client will notify ESES if any supplies/materials WILL NOT be included and covered by the Client in day-to-day hours worked.

Commented [Author5]: Will ESES bear the cost of any supplies/materials the Associate feels they need to provide the services?

~~The Client acknowledges that~~ ESES typically checks Associates' references only by posing specific questions to certain past employers regarding skills and work history before placing an Associate on assignment. ESES typically conducts a limited background check, including a criminal background check but does not engage in any additional verification process (e.g., ESES does not screen for drug use, administer a medical exam, or conduct credit checks). Should the Client have additional compliance needs, Client is required to provide a written request with clear instructions at the time of requesting Services. ESES shall not be liable for any losses, damages, liabilities, costs or expenses, including attorneys' fees and other legal expenses, arising directly or indirectly from failure to obtain additional compliance verification, except where ESES has agreed in writing to obtain such verification. ESES hereby affirms that any Associate it makes available to the Client is suitable to provide education and services to the District, to District staff, and to District students. If ESES becomes aware of any issues in an Associates' history either past or present which would pose a danger or safety risk to the District, District staff, or District students, ESES shall immediately notify the District and provide an alternate Associate. ESES acknowledges that any such Associates it assigns to work with students shall be suitable and qualified to provide services to SEISD students. ESES is responsible for performing any background checks and suitability reviews to ensure that the assigned Associate is suited to work with students and staff of SEISD. At SEISD's request, ESES shall reassign any Associate SEISD in its sole discretion determines is not suitable to work with the students or staff of the District. ESES is responsible for ensuring that its Associates hold the required licensures and qualifications to perform the Services, in accordance with applicable laws, regulations, and industry standards.

Commented [Author6]: As the staffing agency we expect Vendor to ensure that any Associates it offers to the District are suitable to provide services to the District and will not pose a risk of threat or harm to District facilities, District staff, or District students.

(c)

(d) The Client is responsible for supervising the assigned Associates(s). The Client will not

permit or require an Associate: (1) to perform Services outside of the scope of his or her assignment (2) to sign contracts on behalf of the Client, (3) to make any management decisions, (4) to sign, endorse, wire, transport or otherwise convey cash, securities, checks or any negotiable instruments or valuables, (5) to operate machinery (other than office machines) or automotive equipment, (6) to perform Services remotely (on premises other than the Client's premises), or (7) to use computers or other electronic devices, software or network equipment owned or licensed by the Associate.

Commented [Author7]: District, please confirm you acknowledge and are aligned with these statements.

(e) The Client agrees to provide safe working conditions, ~~and will orient all~~ ESES employees ~~should make themselves aware prior at~~ the start of any work engagement to the policies of the district including safety, hazard and emergency. ~~If any assignment under this Agreement is for work to be performed under a government contract or subcontract, the Client will notify ESES immediately: (1) of any obligations in the government contract or subcontract relating to wages, and (2) if ESES is legally required to initiate E Verify verification procedures for any Associate. ESES reserves the right to re-assign any assigned Associate. The Client further agrees that it is fully responsible for, and that ESES will not be responsible for any injuries, claims, damages, or losses that may result from the Client's failure to comply with the foregoing.~~

Commented [Author8]: District, are the services being purchased performed under another government contract or subcontract?

(f) Assigned Associates will execute any confidentiality agreement that the Client may reasonably require. ~~Regardless of whether or not Client requires a confidentiality agreement, ESES will require its Associates to be bound by a confidentiality agreement; ESES will ensure its Associates receive training on maintaining the confidentiality of Client information, including any student information the Associate may be given or have access to. The Client is responsible for obtaining the assigned Associate's signature.~~—The Client agrees to hold in confidence the identity of any assigned Associate and the assigned Associate's resume, social security number and other legally protected personal information, and further agrees to implement and maintain reasonable security procedures and practices to protect such information from unauthorized access, use, modification or disclosure.

3. Compensation and Payment Terms

(a) The Client shall pay ESES an agreed hourly bill rate for each hour worked by an Associate as set forth in the applicable Staffing Confirmation Agreement, which will also specify the duration and location of the assignment. ~~Overtime and Holiday hours worked will be billed at least 1.5 times the normal hourly bill rate, and in a greater amount if required by applicable State or local law.~~ Holidays in consideration will be listed on the Staffing Confirmation Agreement. Overtime hours will be determined in accordance with applicable Federal, state, and local laws. Federal law defines overtime as hours more than 40 hours per week, and state laws vary. ~~If state law requires double time pay, the double time hours will be billed at 2.0 times the normal hourly bill rate.~~

Commented [Author9]: District, are you fine with this overage rate?

(b) ~~ESES may increase its rates for the Services provided under this Agreement to reflect increases in its costs of doing business, including costs associated with higher wages for workers and/or related tax, benefit, and other costs. ESES will provide written or verbal notice of any increase in its rates for the Services, which shall be prospective only, which notice shall specify the proposed effective date of the increase.~~

Commented [Author10]: If we are entering into a term contract with you, we expect those prices to remain static during the term of the Agreement.

(e)(b) In the event the Client's school or school system is physically closed (i.e., physical closures due to inclement weather, public health emergencies), but continues operating or providing educational instruction virtually or through online services to students ("Remote Learning Days") or days on which the school or school system is otherwise closed to students ("Closure"), the Clinician will reach out to their designated district contact, provide an outline of responsibilities to complete that

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day, and must obtain prior approval for contracted work hours to be completed and billable. The Client has the right to deny or approve. If the Client approves the work from home hours, the Clinician may work up to the number of hours they are regularly scheduled and contracted for that day.

Remittance address: Epic Special Education Staffing
PO Box 840053
Los Angeles, CA 90084

4. **Client Hiring of Associates and Conversion Fees**

(a) If the Client, after evaluating the performance and potential of an Associate on the job, desires to employ the Associate directly, the Client agrees to abide by certain restrictions and to pay any applicable "Conversion Fee" as provided herein below. The Conversion Fee, if applicable, is payable if the Client hires an assigned Associate, regardless of the employment classification on either a full-time, temporary (including temporary assignments through another agency) or consulting basis within twelve (12) months after the last day of such Associate's assignment hereunder. ~~The Client acknowledges that a Conversion Fee, if applicable, is also payable if the assigned Associate is hired by a subsidiary or other related company or business of the Client.~~

Commented [Author11]: District, are you OK with paying a Conversion Fee?

(b) The Conversion Fee will be negotiated in good faith on a case-by-case basis depending on discipline and the hours completed with the Client. For an Associate to be hired as the Client's employee, the Client must have a zero balance on all outstanding invoices. ~~The foregoing hiring restriction and Conversion Fee obligations shall survive until one (1) year after the last date of service by the subject Associate at the Client's facility.~~ ESES agrees to waive its right to a Conversion Fee after an Associate has completed 1,040,350+ contracted hours with Client.

Commented [Author12]: We are a public school district and do not have subsidiaries or other entities

(c) The Client shall provide ESES with thirty (30) days prior written notice of its intention to offer employment to any Associate and shall immediately confirm in writing when it has extended the offer ~~in writing (in writing, verbally or otherwise)~~, and when the ESES Associate accepts the offer ~~(in writing, verbally, or otherwise)~~. ESES will bill Client for the Conversion Fee. ~~Conversion payment must be paid in full and have no outstanding balances prior to the Associate's scheduled first day as a district hire.~~

Commented [Author13]: We cannot agree to an open-ended amount. What are the ranges of the Conversion Fees?

(d) Commencing on the first day that the Client includes on its payroll any Associate formerly referred to Client by ESES, that Associate immediately ceases to be an independent contractor with respect to Client, ESES is no longer the Associate's employer, and is in no way liable in any way for that person's actions or omissions, tax deductions, workers' compensation insurance, unemployment compensation taxes or any other legally required taxes and withholdings.

Commented [Author14]: if the conversion fee is to be negotiated District must agree to the Fee prior to incurring responsibility for the Fee

5. **Direct Hire Fees**

(a) ~~Unless otherwise prohibited by law,~~ Should the Client wish to use ESES as a headhunter for permanent assignments, a "Contingency Direct Hire Fee" equal to ~~thirty five-~~ ~~percent~~ ~~twenty~~ (20.35%) of the candidate's annual salary will become payable to ESES when an offer, EPIIC SPECIAL EDUCATION STAFFING | ESES_MSA_VER022825

verbal or otherwise, is made by the Client and accepted by the candidate. Payment is due in full within thirty (30) days of invoice.

(b) **Replacement Policy:** If the candidate placed with Client voluntarily terminates his/her employment or is terminated for cause within sixty (60) days from the candidate's start date, ESES will offer a replacement courtesy for that candidate. ESES does not guarantee a replacement will be provided as it is contingent on candidate availability; in the event a suitable replacement is not identified, the direct hire fee shall be returned to Client. However, the replacement policy is contingent upon full payment of the direct hire fee by Client within thirty (30) days of invoice.

Commented [Author15]: District, typically how soon after receipt are invoices paid? We are adding some time here in case the 30 day timeframe isn't sufficient for the District's finance office

6. **Right To Counsel: Coaching and Dismissals**

In instances of unsatisfactory performance of duties by an Associate, the Client agrees to make a good faith effort to rectify the issue, including a notice, in writing, to ESES outlining the issue at hand so that the Associate may modify behavior through counsel and coaching by ESES staff. Should the issue not be resolved within a reasonable amount of time not to exceed fourteen (14) days, the Client may request that the Associate be removed from the assignment. ESES will make every effort possible to comply with the Client's request as quickly as possible. Client agrees to honor the terms of this Agreement and pay invoices for hours performed by any Associate up to the time of dismissal from the Client's assignment.

Commented [Author16]: We need a cap here on how long ESS/Associate will be given an opportunity to correct the behavior otherwise as written, District will be paying for an Associate that is performing unsatisfactorily for an uncapped amount of time.

7. **Cancellations**

Client must provide twenty (20) ~~in-session school days (business working days)~~ written notice of cancellation to ESES; notwithstanding the foregoing, if an Associate loses or experiences a lapse in the professional licensure or credential required to provide the services to SEISD, SEISD may immediately cancel the Client Services Agreement for that specific Associate and any fees shall cease to incur. A cancellation fee equal to the scheduled hours for any shift cancelled is payable to ESES for all cancellations made with notice less than twenty (20) in-session school days (i.e. Associate business working days). For assignments ESES must be granted at least forty (40) hours per week of work (unless the Client's full time business schedule is only thirty-five (35) hours per week, or (37.5) thirty-seven and a half hours per week). If an Associate's travel staffing assignment ends prematurely, the Client agrees to pay to ESES, upon presenting an invoice, all remaining housing costs for the Associate, including apartment and furniture leasing costs, until the expiration of the applicable lease(s).

Commented [Author17]: District, are you retaining travel staff under this Agreement? If not, this should be struck

8. **Contract Termination**

This Agreement remains in effect until terminated by either Party. This Agreement shall be terminable by either Party upon thirty (30) days prior written notice. Termination of this Agreement will also result in the termination of each Staffing Confirmation Agreement between ESES and the Client. In addition, each Staffing Confirmation Agreement shall be subject to immediate termination if ESES reasonably determines that the assigned Associate's professional license or code of ethics has been compromised.

Commented [Author18]: District, is this supposed to be a Term contract? We recommend term contracts instead of ongoing contracts, especially if this is a new vendor you have not previously worked with in the past. At the end of the contract term, you may renew if the District decides to do so and we can add renewal language herein

9. **Notices**

For the purposes of this Agreement, notice shall be effective to the Parties at the following addresses or email:

Client: San Elizario ISD
Attn:
1050 Chicken Ranch Road
San Elizario, TX 79849

Commented [Author19]: District, to what office should notices under this Agreement be delivered?

ESES: Epic Special Education Staffing
2041 Rosecrans Avenue
Suite 245
El Segundo, CA 90245
Email:

Commented [Author20]: Where should email notices be sent?

10. **Insurance, Indemnification and Limitation of Liability**

(a) ESES shall maintain and provide to the Client, upon Assignment and again upon written request, proof of any assigned Associate's valid professional license, if applicable, and proof of Worker's Compensation Insurance (which will be maintained per statutory requirements). Additionally, ESES shall procure and maintain insurance and upon written request, shall provide the Client with Certificates of such insurance covering the following risks:

- Professional Liability - \$5,000,000 per Occurrence, \$5,000,000 Aggregate
- General Liability - \$5,000,000 per Occurrence, \$5,000,000 Aggregate

Commented [Author21]: District, please confirm with your Risk department whether this insurance coverage is sufficient.

(b) To the extent permitted by law, ESES will defend, indemnify, and hold the Client and its parent, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by ESES' breach of this Agreement; its failure to discharge its duties and responsibilities set forth herein or in a Staffing Confirmation Agreement; or the negligence, gross negligence, or willful misconduct of ESES, its Associates, or its officers, employees, or authorized agents in the discharge of those duties and responsibilities.

(c) To the extent permitted by law, the Client will defend, indemnify, and hold ESES and its parent, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by the Client's breach of this Agreement; its failure to discharge its duties and responsibilities set forth herein or in a Staffing Confirmation Agreement; or the negligence, gross negligence, or willful misconduct or unlawful act of the Client or its officers, employees, or authorized agents in the discharge of those duties and responsibilities.

(d) Circumstances may arise where, because of a default on the part of ESES, the Client is entitled to recover damages from ESES. Regardless of the basis on which the Client is entitled to claim
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damages from ESES (including fundamental breach, negligence, misrepresentation, or other contract or tort claim) ESES' liability, if any, will (in the aggregate for all claims, causes of action, or damages) be limited to any actual direct damages up to an amount equal to the fees actually paid to ESES for the Services that are the subject of the claim and to any costs of court or legal fees incurred by District in pursuing claims against ESES.

11. **Miscellaneous**

(a) **Entire Agreement.** This Agreement contains the complete agreement between the Parties with respect to the subject matter thereof and may not be modified except by written agreement signed by both Parties. This Agreement supersedes all previous written or oral agreements between the Parties.

(b) **Assignment.** This Agreement may not be assigned by either Party without the written consent of the other Party. Consent for one assignment does not waive the consent requirement for any subsequent assignment, but, subject to the foregoing limitation, will inure to the benefit of and be binding on the successors and assigns of the respective Parties.

~~(c) **Arbitration.** Any dispute, claim or controversy arising out of or relating to this Agreement or the breach, termination, enforcement, interpretation, or validity thereof, including the determination of the scope or applicability of this Agreement to arbitrate, shall be determined by arbitration in Los Angeles, California before one arbitrator. The arbitration shall be administered by JAMS pursuant to its Comprehensive Arbitration Rules and Procedures and in accordance with the Expedited Procedures in those Rules. Judgment on the Award may be entered in any court having jurisdiction. This clause shall not preclude Parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction. In any arbitration arising out of or related to this Agreement, the arbitrator is not empowered to award punitive or exemplary damages, except where permitted by statute, and the Parties waive any right to recover any such damages. In any arbitration arising out of or related to this Agreement, the arbitrator may not award any incidental, indirect or consequential damages, including damages for lost profits.~~

~~In the event of any arbitration or other action arising out of or related to this Agreement, or a~~

~~Staffing Confirmation Agreement, the prevailing Party in such arbitration or other action shall be entitled to receive an award of all costs and expenses of such arbitration or other action, including reasonable attorneys' fees and costs, and all other expenses in connection therewith, in addition to any other award or remedy provided in such arbitration or action, and the same shall be included in the award and any judgment.~~

~~(c) **Venue.** The venue for all actions, including arbitration, arising out of this Agreement, shall be in Los Angeles, El Paso county, Texas-California unless otherwise agreed by the Parties in writing.~~

~~(d)(c) **Governing Law.** The validity and interpretation of any terms or provisions of this Agreement of the rights and duties of the Parties hereunder shall be governed and construed in accordance with the laws of the State of California/Texas, exclusive of conflict or choice of law rules.~~

~~(e)(d) **Severability.** The Parties agree that each of the provisions included in this Agreement is separate, distinct, and severable from the other and remaining provisions of the Agreement; and that the invalidity or unenforceability of any Agreement provision shall not affect the validity or enforceability of any other provision or provisions of this Agreement.~~

~~(e) **Authority.** The Client signatory, herein below, specifically warrants that such individual has the capacity and authority to represent, contract on behalf of and bid the Client with respect to the obligations, rights, and duties contained herein.~~

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

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

~~(f)(h) _____~~

~~Notwithstanding any provisions in this Agreement to the contrary, the parties hereto agree that (i) non-~~

EPIC SPECIAL EDUCATION STAFFING | ESES_MSA_VER022825

solicitation and no-hire obligations in this Agreement, if any, shall not apply within the State of Minnesota; and (b) conversion or permanent hire fees in this Agreement, if any, shall not apply within the State of New York.

[Signature Pages Follow]

IN WITNESS WHEREOF, the Parties have executed and delivered this Agreement as of the Effective Date.

"Epic Special Education Staffing"

TherapyTravelers LLC

By: _____

Carol Cheney, President

3Chords Inc.

By: _____

Carol Cheney, President

"Client"

San Elizario ISD

By: _____

Name, Title: _____



Staffing Confirmation Agreement

This Staffing Confirmation Agreement (“Agreement - Exhibit A”) is entered into on (date) by and between 3Chords Inc and TherapyTravelers LLC collectively DBA Epic Special Education Staffing and (Client) collectively referred to herein as “the Parties.” **The Parties agree to the below:**

Therapist Name:	Assignment Dates:
District Name and Address:	Schedule:
District Telephone Number:	Hours Per Week:
District Department Director Name:	Estimated Caseload:
Billing Address:	Approved Time Off:
Billing Telephone Number:	Bill Rate:
Billing Contact Info:	Overtime/Holiday Rate:
Billing Email Address:	*Mileage Reimbursement:
Timesheet Approver Email Address and Name:	First Day Details:

Supervision/Materials and Equipment: Client will provide appropriate supervision, materials and equipment to therapist ~~except that nothing in this Agreement requires Client to incur additional expenses.~~

Mileage Reimbursement: billed and reimbursed at IRS rate. Applicable when Contractor commutes to more than 1 working location per day.

Cancellation of Services: A minimum 20 ~~working-business~~ day written notice must be given to Epic Special Education Staffing directly for cancellation or early termination of contract.

Payment Terms: Payment is due in full within ~~thirty (30)~~sixty (60) days of invoice. ~~Failure to pay will result in Client being responsible for all collections costs, including, but not limited to, attorney’s fees and costs.~~ Any overtime hours will be paid as required by Texas law. All time over 40 hours in a work week will be paid at time and one half (1.5) (CA – anything over 8 hours in a day will be paid at time and one half (1.5))

Conversion Terms: Client acknowledges the Therapist named herein is an employee of Epic Special Education Staffing and that any hiring or employment scenario - permanent hire, interim, contract or otherwise - ~~within 12 months of this placement,~~ will be arranged through Epic Special Education Staffing and Client agrees to pay a one-time conversion fee ~~negotiated in good faith on a case-by-case basis~~ not to exceed \$ depending on discipline and the hours completed with the Client. ~~Contract conversion terms available upon request.~~

Client acknowledges and agrees that this Staffing Confirmation Agreement contains the specific terms of the individual contractor’s assignment for services in accordance with the terms of the Epic Special Education Staffing Master Services Agreement. If there is a conflict between the terms of this Staffing Confirmation Agreement and the Epic Special Education Staffing Master Services Agreement, the terms of the Epic Special Education Staffing Master Services Agreement shall prevail. ~~Unless the Client provides written notice of any objection or correction needed within the earlier of (i) ten (10) business days, Upon receipt and signature of this Staffing Confirmation Agreement from Epic Special Education Staffing, or (ii) five (5) business days prior to the start of such assignment, this Exhibit A shall be deemed accepted by the Client and shall be deemed a binding agreement in all respects no earlier than the date of signature below.~~

Commented [Author22]: District, are you OK paying mileage?

Commented [Author23]: Cannot agree to vague and unknown future costs. What is the range or cap of the conversion fee?

Commented [Author24]: Contract conversion terms should be provided to the District for review and approval before the conversion fee is incurred

Commented [Author25]: Cannot agree to unilateral binding Agreements. The District agrees to be bound to Staffing Confirmation Agreements upon its signature of same. Have added signature blocks to this Exhibit for that purpose.

Agreed to by:

SAN ELIZARIO ISD

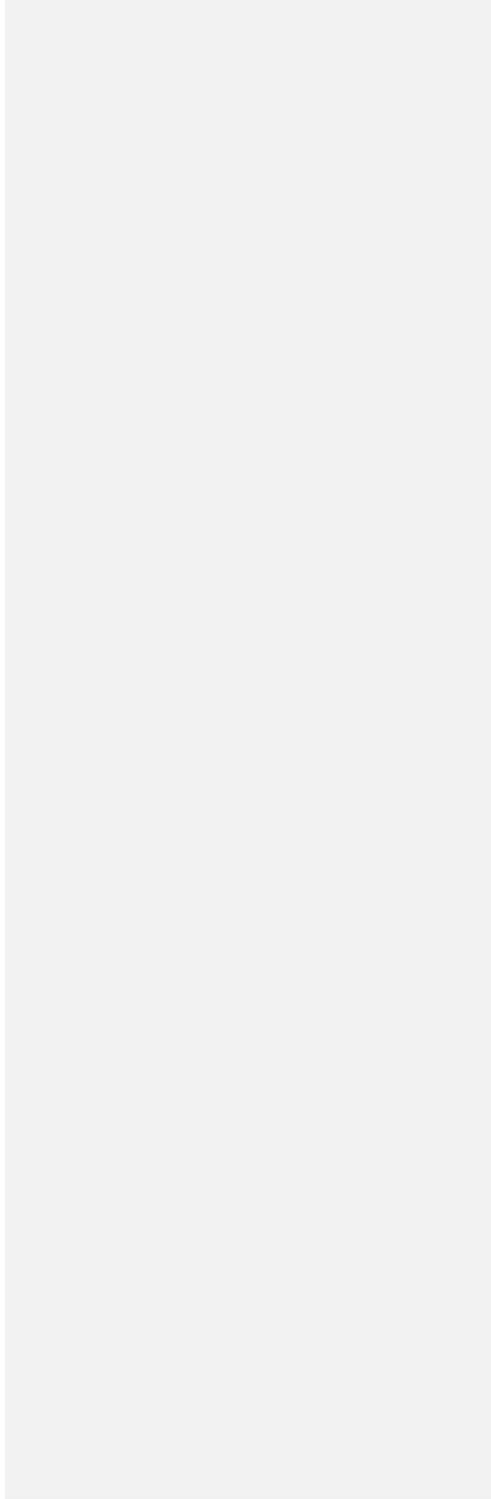
BY: _____

Signature

NAME: _____

DATE: _____

2041 Rosecrans Avenue, Suite 245 El Segundo, CA 90245





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: Richard Salcido, Director, Special Education
Subject: Consider and possible Board action for Purchase Approval Over \$25,000 for Therapy Travelers dba EPIC Special Education Staffing
Date: October 15, 2025

HISTORY:

The EPIC Special Education Staffing Agency is a national Special Education talent and staffing solutions firm that caters to school districts needs such as a Licensed Specialist in School Psychologist.

RATIONALE:

The Special Education Department needs to establish a purchase approval with EPIC to fill the position of a Licensed Specialist in School Psychology (LSSP) that has been vacant since July 2025 with no applicants. We have several pending evaluations from the beginning of the year and will be out of compliance with the pending evaluations if they are not fulfilled. EPIC is available to provide a LSSP through their agency. Additionally, the district is being strategic in evaluating the need for permanent positions. This will ensure continuity of services for our students and alignment with our budget.

BUDGET IMPACT:

Not to exceed \$49,900 at an hourly rate of \$85.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board to approve the purchase approval with EPIC for a recommended LSSP candidate. This will enable us to conduct the necessary evaluations and determine appropriate evaluations for our students with special needs.

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 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: Emergence Health Network – School-Based Crisis Intervention Team
Date: October 15, 2025

HISTORY:

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

RATIONALE:

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

BUDGET:

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

ADMINISTRATIVE RECOMMENDATION:

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

Please check one: For approval Report / Information only Recognition only
 Attachment Included

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

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

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

RECITALS

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

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

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

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

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

I. TERM AND TERMINATION

- A. **Term.** This Agreement becomes effective on October 1, 2025 (“Effective Date”), and terminates on September 30, 2026 (“Initial Term”), unless extended by written agreement, or when otherwise terminated as provided under this Agreement. The Board of Trustees of SEISD authorizes its Superintendent to sign any such extension that does not affect the approved budget and that does not otherwise change any of the material terms herein; notwithstanding the foregoing SEISD may elect to present any extensions and changes to the terms herein to the Board Trustees for review and approval, in SEISD’s sole discretion.

B. Termination.

1. Either party may, without penalty, terminate this Agreement at the end of any budget period of such party during the term if funds required to fulfill this Agreement have not been appropriated, and with written notice to the other party. Such notice shall be effective thirty (30) calendar days from the date of receipt.
2. SEISD may terminate this Agreement with thirty (30) days written notice for convenience or should space/resources no longer be available to house the EHN services.
3. This Agreement may be terminated by mutual written agreement of the Parties upon such terms as agreed. The Board of Trustees of SEISD authorizes its Superintendent to agree to any such termination that does not affect the approved budget: notwithstanding the foregoing SEISD may elect to present any terminations and changes to the terms herein to the Board Trustees for review and approval, in SEISD's sole discretion.

II. EHN ROLE AND RESPONSIBILITIES

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

unable to operate in accordance with those protocols, it should promptly notify SEISD.

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

III. SEISD ROLE AND RESPONSIBILITIES

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

IV. FUNDING AND COSTS

All CIT services under this Agreement shall be provided at no cost to SEISD, and instead will be funded through funds awarded to EHN by the Office of the Governor (OOG). Such funding is a condition of EHN’s obligations herein. Renewal of this agreement beyond the stated

termination date is subject to the availability of appropriated funds by either party. Both parties agree to pursue other possible funding options before the termination of this agreement.

Commented [Author1]: District, please note this requirement. Are you aligned with this expectation of looking for alternate funding? If not, this should be struck.

V. CONFIDENTIALITY AND SHARING OF INFORMATION

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

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

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

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

VI. CONTRACTUAL RELATIONSHIP

Nothing contained herein shall be construed as creating an employer/employee relationship, a partnership, a joint venture or joint obligations between the parties hereto. Each party retains the right to conduct its business as it sees fit. EHN (and its employees) shall, at all times, be deemed an independent contractor.

EHN acknowledges that any such Personnel, agents, representatives, or volunteers it assigns to work with students at each Unit shall be suitable and qualified to provide services to SEISD students. EHN is responsible for performing any background checks and suitability reviews to ensure that the assigned Personnel, agents,

representatives, or volunteers is suited to work with students and staff of SEISD. At SEISD's request, EHN shall reassign any Personnel, agent, representatives, or volunteers SEISD in its sole discretion determines is not suitable to work with the students or staff of the District. EHN is responsible for ensuring that its Personnel, agents, representatives, or volunteers hold the required licensures and qualifications to perform the Services, in accordance with applicable laws, regulations, and industry standards.

VII. RESERVATION OF RIGHTS, IMMUNITY, AND GOVERNMENTAL FUNCTION

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

VIII. GENERAL PROVISIONS

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

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

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

With a copy to:

~~General Counsel~~ JCA LAW on behalf of
San Elizario Independent School District
~~1050 Chicken Ranch Road~~ 216 W.
Village Blvd. Ste 202
~~San Elizario~~ Laredo, Texas 780419849

With a copy to:

General Counsel
Emergence Health Network
201 E. Main, Suite 600
El Paso, Texas 79901

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

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

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

SAN ELIZARIO INDEPENDENT SCHOOL
DISTRICT

Dr. Jeannie Meza-Chavez CEO
SEISD Superintendent

Date

Approved as to Form.

SEISD General Counsel

EL PASO MHMR
EMERGENCE HEALTH NETWORK

Kristen Daugherty

Kristen Daugherty, LCSW-S, MBA
Chief Executive Officer
9/4/2025 11:26:13 AM

Date

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT



BOARD OPERATING PROCEDURES MANUAL

A Proud Community of Champions – Soaring to Excellence!

Last Approved 10/15/2025

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I. INTRODUCTION

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

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

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

II. HOW TO USE THIS MANUAL

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

III. BOARD’S MISSION STATEMENT, VISION AND VALUES

Vision

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

Mission

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

Board's Student Outcome Goals for the Superintendent

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

Student Outcome Goal 1:

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

See appendix 1 pg. 34.

Student Outcome Goal 2:

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

See appendix 1 pg. 34.

Student Outcome Goal 3:

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

See appendix 1 pg. 35.

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

Board's Constraints for the Superintendent

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

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

Theory of Action

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

IV. ACCOUNTABILITY AND STRUCTURE POLICIES

The Board's Role

The Board shall:

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

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

Superintendent's Role

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

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

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

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

Board's Constraints for the Board

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

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

Board Self-Evaluation

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

V. ADVOCACY AND UNITY

Code of Ethics

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

Equity in Attitude

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

Trustworthiness in Stewardship

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

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

Honor in Conduct

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

Integrity of Character

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

Commitment to Service

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

Student-Centered Focus

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

Board Member as Parent

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

A Board member shall not:

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

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

VI. BOARD MEMBER SOCIAL MEDIA POLICY

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

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

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

VII. ROLE & DUTIES OF THE SUPERINTENDENT

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

- **Policy and Compliance:**

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

- **Educational and Operational Leadership**

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

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

- **District Operations and Budget Management**

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

- **Administrative Organization**

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

- **Reporting and Accountability**

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

VIII. ROLE OF BOARD OFFICERS AND BOARD MEMBERS

Board President Responsibilities:

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

Board Vice-President Responsibilities:

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

Board Secretary Responsibilities:

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

IX. EVALUATION OF THE SUPERINTENDENT

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

X. BOARD MEMBER CAMPUS VISITS

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

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

XI. BOARD AND SUPERINTENDENT COLLABORATION

Board Member Concerns About Superintendent Performance

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

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

Board Member Concerns About Employee (other than Superintendent) Performance

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

XII. BOARD TRAVEL/TRAINING

Professional Development:

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

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

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

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

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

Travel Reimbursement:

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

XIII. BOARD MEETING GUIDELINES AND PROCEDURES

Board Meeting Procedures

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

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

Board Agenda Procedures

1. Agenda Creation and Approval

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

2. Focus on Student Outcomes

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

3. Submission Deadlines and Additions

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

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

4. Agenda Notifications and Backup Materials

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

5. Consent Agenda

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

6. Executive Sessions

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

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

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

7. Questions About the Agenda

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

Board Executive Session Procedures

1. Conducting Executive Sessions for Personnel and Sensitive Matters

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

2. Authorized Topics for Executive Session

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

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

3. Confidentiality and Limitations of Executive Sessions

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

4. Public Statements Post-Executive Session

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

5. Recessing to Executive Session and Documentation Requirements

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

6. Actions Following Executive Session

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

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

Participation in Discussion, Debate, and Voting

1. Parliamentary Procedure

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

2. Member Conduct

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

3. Recognition and Debate

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

4. Discussion of Motions

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

5. Voting Protocols

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

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

Access to Information for Decision-Making

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

Requesting District Records Outside of Board Meetings

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

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

Access to Confidential Records

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

Timely Response to Information Requests

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

Tracking

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

Prohibition on Requiring New Analyses or Records

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

XV. BOARD/VENDOR RELATIONS

Vendor Contact Prohibition

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

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

Conflicts of Interest

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

Affidavit for Substantial Interest:

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

Conflicts Disclosure for Vendors:

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

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

Appointment Restrictions

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

XVI. BOARD MEMBERS' COMMUNICATIONS PROCEDURES

Board Communications

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

Superintendent Communications with the Board

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

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

Community Engagement Procedures

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

Texas Open Meetings Act Compliance

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

Board Member Concerns about Another Board Member's Performance

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

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

majority vote to pass.

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

Official Representation Outside Board Meetings

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

Board Member Responses to Comments and/or Complaints

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

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

XVII. PUBLIC COMMENT PROCEDURES

Citizen Participation During Board Meetings

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

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

Board Response to Public Comments

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

Handling of Employee/Student Issues in Public Comment

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

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

XVIII. BOARD COMPOSITION, LENGTH OF TERMS AND ELIGIBILITY

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

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

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

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

XIX. BOARD HEARING OF GRIEVANCES AND COMPLAINTS

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

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

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

XX. VIOLATION OF BOARD OPERATING PROCEDURES

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

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

XXI. ACCESS TO DISTRICT TECHNOLOGY

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

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

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

XXII. SEISD BOARD CONFIDENTIALITY AGREEMENT

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

XXIII. BOARD OF TRUSTEES PROFESSIONAL STANDARDS OF CONDUCT

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

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

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

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

Signed this _____ day of _____ 2024.

[Board Member Printed Name]

[Board Member Signature]

Date

XXIV. APPENDIX

Appendix 1: Student Outcome & Goal Progress



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








HB 3 Student Outcome Goals and Goal Progress Measures; 2024-2028
 Revised September 9, 2025

MATHEMATICS

Student Outcome Goal 1 (HB 3; 3-year Goal)
 The percentage of students taking the Math STAAR test showing growth from previous year to current year will increase from 61% Spring 2025 to $\geq 77\%$ by Spring 2027.

Goal 1 Annual Targets

2024	2025	2026	2027
61%	71%	74%	77%
(Released data, TEA 8/2025)	(Released data, TEA 8/2025)		

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

- The Overall Measure of Math Growth for all Pre-K students (English) will increase from 97% at Wave 2 in January of 2025 (MOY) to $\geq 98\%$ in January of 2026 (MOY) as measured by the CIRCLE School Average Growth Report.
- The Overall Measure of Math Growth for all Pre-K students (Spanish) will increase from 91% at Wave 2 in January of 2025 (MOY) to $\geq 93\%$ in January of 2026 (MOY) as measured by the CIRCLE School Average Growth Report.

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

- The iReady MOY Math (English/Spanish) assessment will help identify what percent of students are at grade level based on the recommended composite score. $K \geq 362$, $1^{st} \geq 402$, $2^{nd} \geq 428$

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

- The percentage of Approaches of all 3rd graders which take the Math STAAR Interim Assessment early Spring of 2026 will be at 75%.

READING

Student Outcome Goal 2 (HB 3; 5-year Goal)
 The percentage of students taking the Reading Language Arts STAAR test showing growth from previous year to current year will increase from 66% Spring 2025 to $\geq 72\%$ by Spring 2027.

Goal 2 Annual Targets:

2024	2025	2026	2027
66%	66%	69%	72%
(Released data, TEA 8/2025)	(Released data, TEA 8/2025)		



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



HB 3 Student Outcome Goals and Goal Progress Measures; 2024-2028
 Revised September 9, 2025

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

- Each of the nine pre-reading skills (English) for all Pre-K students will increase by $\geq 4\%$ from BOY Wave 1 in Sept. of 2025 to MOY Wave 2 in Jan. of 2026 as measured by the CIRCLE School Average Growth Report.
- Each of the eight pre-reading skills (Spanish) for all Pre-K students will increase by $\geq 4\%$ from BOY Wave 1 in Sept. of 2025 to MOY Wave 2 in Jan. of 2026 as measured by the CIRCLE School Average Growth Report.

Goal Progress Measure (GPM) 2.2 (District; 1-year Goal)

- The mClass MOY (DIBELS) reading assessment will help identify what percent of students are at grade level based on the recommended composite score. (English) K ≥ 371 , 1st ≥ 389 , 2nd ≥ 389
- The mClass MOY (Lectura) reading assessment will help identify what percent of students are at grade level based on the recommended composite score. (Spanish) K ≥ 352 , 1st ≥ 390 , 2nd ≥ 388

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

- The percentage of Approaches of all 3rd graders which take the Reading STAAR Interim Assessment (English) early Spring of 2026 will be $\geq 70\%$.
- The percentage of Approaches of all 3rd graders which take the Reading STAAR Interim Assessment (Spanish) early Spring of 2026 will be at $\geq 68\%$.

CCMR

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

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

Goal 3 Annual Targets:

2023	2024	2025	2026	2027	2028
30%	40%	52%	64%	76%	88%
(Target met! Actual: 50%)	(Target met! Actual: 77%)				

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

The percentage of SEHS seniors earning a CCMR point by meeting any of the CCMR criteria will increase from 52% in May of 2025 to $\geq 64\%$ by May of 2026 as measured by the OnData Suite CCMR Early Warning System.

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

Appendix 2:

BOARD MEMBER CONFIDENTIALITY AGREEMENT

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

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

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

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

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

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

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

[Board Member Printed Name]

[Board Member Signature]

Date

Appendix 3: Board Monitoring Calendar



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



**Board Monitoring Calendar
 2025-2026**

Month	HB 3 or other Progress Monitoring--District	Campus Progress Monitoring + Campus Happenings Video	Board Training Information (Dates Subject to Change)
July 2025—No BOT Meeting			
August 2025	<u>Analysis of STAAR/EOC Results from Spring 2025 Testing</u> <ul style="list-style-type: none"> Subgroup data <u>TELPAS Results from Spring 2025 Testing</u> <ul style="list-style-type: none"> Subgroup data 		Team of 8 Training (TBA)
September 2025	<u>Goal 3 (HB 3):</u> <ul style="list-style-type: none"> Overall CCMR Percentages for SEHS Campus and District Improvement Plans for 2025-2026	SEHS	TASA/TASB Sept. 11 – 14, 2025 <ul style="list-style-type: none"> Start with Why Book Study
October 2025	A-F Accountability Ratings for 2025		MASBA Oct. 2 – 3, 2025 <ul style="list-style-type: none"> Start with Why Book Study
November 2025	<u>Goal 1 (HB 3):</u> <ul style="list-style-type: none"> Overall Student growth in Math STAAR Subgroup data 	GEMS	<ul style="list-style-type: none"> Start with Why Book Study
December 2025—No BOT Meeting			
January 2026	<u>Goal 2 (HB 3):</u> <ul style="list-style-type: none"> Overall Student growth in RLA STAAR Subgroup data 		<ul style="list-style-type: none"> Start with Why Book Study
February 2026	<u>GPM 1.1 (HB 3)</u> <ul style="list-style-type: none"> PK--Meeting Wave 2 Math Targets PK--Wave 1 to Wave 2 Math Growth Subgroup data <u>GPM 1.2 (HB 3):</u> <ul style="list-style-type: none"> K-2--Meeting Math Targets for MOY Subgroup data 		<ul style="list-style-type: none"> Start with Why Book Study

Revised September 9, 2025



SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
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**Board Monitoring Calendar
 2025-2026**

Month	HB 3 or other Progress Monitoring--District	Campus Progress Monitoring + Campus Happenings Video	Board Training Information (Dates Subject to Change)
March 2026	<u>GPM 1.3 (HB 3):</u> <ul style="list-style-type: none"> Grade 3—Meeting Math Targets based on Interim Assessment Subgroup data <u>Mid-Year Academic Growth Check-in:</u> <ul style="list-style-type: none"> PK-HS reading and math academic Interim Assessment Data 	Loya Primary	<ul style="list-style-type: none"> Start with Why Book Study
April 2026	<u>GPM 2.1 (HB 3):</u> <ul style="list-style-type: none"> PK--Meeting Wave 2 Reading Targets PK--Wave 1 to Wave 2 Reading Growth Subgroup data <u>GPM 2.2 (HB 3):</u> <ul style="list-style-type: none"> K-2--Meeting Reading Targets for MOY Subgroup data 	Alarcon Elementary	<ul style="list-style-type: none"> Start with Why Book Study
May 2026	<u>GPM 2.3 (HB 3):</u> <ul style="list-style-type: none"> Grade 3—Meeting Reading Targets based on Interim Assessment Subgroup data 	Sambrano Elementary	FWTSBA/TASB Spring Workshop (TBA) <ul style="list-style-type: none"> Start with Why Book Study
June 2026	<u>GPM 3.1 (HB 3):</u> <ul style="list-style-type: none"> Progress towards meeting CCMR criteria for 2026 and 2027 cohorts 	Borrego Elementary	

Revised September 9, 2025

Appendix 4: Board Member Pledge

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

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

Appendix 5: Ethics and Conflict of Interest Statement



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

SAMPLE

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Required Disclosures for the Schools FIRST Report for the 2025-26 Rating
Date: Board Meeting Date

There are two required disclosures for the Schools FIRST report related to 1) gifts to Board Members and Executive Officers and 2) business transactions between the District and Board Members during the year under review. The 2025-26 ratings will be based on data from the school year 2024-25 (the year under review) which includes the period of July 1, 2024, through June 30, 2025. Please enter your response below; if no gifts were received or business transactions conducted, you may indicate N/A. Reimbursement of travel-related expenditures directly related to the duties of a Board Member are also not applicable.

GIFTS

Please list any and all gifts received, as best you can recall, during the period beginning July 1, 2024, through June 30, 2025. Gifts are defined as any and all items given to you and/or your immediate family members from an outside entity having an aggregate value of \$100 or more during the fiscal year.

Approximate Date Item Approximate Cost/Value

BUSINESS TRANSACTIONS

Please list any business transactions between you and the District that occurred during the period beginning July 1, 2023 through June 30, 2024.

Approximate Date Item Approximate Cost/Value

Name: Board of Trustees Signature: _____

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

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

San Elizario ISD
071904

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

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

Substantial Interest Affidavit

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

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

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

Local Gov't Code 171.004(a)–(b)

Abstention Exception

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

Definitions

Local Public Official

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

Substantial Interest

Business Entity

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

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

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

Local Gov't Code 171.002(a)

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

Real Property

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

First-Degree
Relatives

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

Separate Vote on
Budget

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

Violations

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

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

Local Gov't Code 171.003

Voidable Actions

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

Private Corporation

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

nonprofit corporation or other nonprofit entity. *Local Gov't Code 171.009*

Conflicts Disclosure Statement

A local government officer shall file a conflicts disclosure statement with respect to a vendor if the vendor enters into a contract with the district or the district is considering entering into a contract with the vendor; and the vendor:

1. Has an employment or other business relationship with the local government officer or a family member of the officer, and the business relationship results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that:
 - a. A contract between the district and the vendor has been executed; or
 - b. The district is considering entering into a contract with the vendor;
2. Has given to the local government officer or a family member of the officer one or more gifts, and the gift or gifts have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that:
 - a. A contract between the district and the vendor has been executed; or
 - b. The district is considering entering into a contract with the vendor; or
3. Has a family relationship with the local government officer.

Gifts—Exception

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

1. A political contribution as defined by Election Code Title 15; or
2. Food accepted as a guest.

Local Gov't Code 176.003(a)–(a-1)

Filing Date

A local government officer shall file the conflicts disclosure statement with the records administrator of the district not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement. *Local Gov't Code 176.003(b)*

Vendor Questionnaire

A person who is both a local government officer and a vendor of a district is required to file the required vendor questionnaire only if

the person enters or seeks to enter into a contract with the district or is an agent of a person who enters or seeks to enter into a contract with the district. [See CHE] *Local Gov't Code 176.006(e)*

Definitions	
<i>Agent</i>	"Agent" means a third party who undertakes to transact some business or manage some affair for another person by the authority or on account of the other person. The term includes an employee. <i>Local Gov't Code 176.001(1)</i>
<i>Business Relationship</i>	"Business relationship" means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on: <ol style="list-style-type: none">1. A transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity;2. A transaction conducted at a price and subject to terms available to the public; or3. A purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency. <i>Local Gov't Code 176.001(1-a)</i>
<i>Contract</i>	"Contract" means a written agreement for the sale or purchase of real property, goods, or services. <i>Local Gov't Code 176.001(1-d)</i>
<i>Family Member</i>	"Family member" means a person related to another person within the first degree by consanguinity or affinity, as described by Government Code Chapter 573, Subchapter B. [See DBE] <i>Local Gov't Code 176.001(2)</i>
<i>Family Relationship</i>	"Family relationship" means a relationship between a person and another person within the third degree by consanguinity or the second degree by affinity, as those terms are defined by Government Code Chapter 573, Subchapter B. [See DBE] <i>Local Gov't Code 176.001(2-a)</i>
<i>Gift</i>	"Gift" means a benefit offered by a person, including food, lodging, transportation, and entertainment accepted as a guest. The term does not include a benefit offered on account of kinship or a personal, professional, or business relationship independent of the official status of the recipient. <i>Local Gov't Code 176.001(2-b)</i>
<i>Investment Income</i>	"Investment income" means dividends, capital gains, or interest income generated from: <ol style="list-style-type: none">1. A personal or business checking or savings account, share draft or share account, or other similar account;

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CONFLICT OF INTEREST DISCLOSURES

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2. A personal or business investment; or
3. A personal or business loan.

Local Gov't Code 176.001(2-d)

*Local
Government
Officer*

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

*Records
Administrator*

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

Vendor

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

*Duties of Records
Administrator*

A records administrator shall:

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

Local Gov't Code 176.0065

Internet Posting

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

Violations

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

**Affidavit Disclosing
Interest in Property**

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

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

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

[See CHE for violations by a vendor.]

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

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

The affidavit must:

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

Gov't Code 553.002

Definition

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

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

Gov't Code 553.001

Violations

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

Trustee Financial Statement

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

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

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

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

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

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

ETHICS
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governs the contents, timeliness of filing, and public inspection of a statement filed under these provisions.

Violations A trustee serving in a district that has adopted a resolution or that is subject to an order issued by the commissioner commits an offense if the trustee fails to file the statement required by the resolution or order.

Education Code 11.064

**Prohibited Activities
by Public Servants—
State Law**

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

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

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

Bribery

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

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

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

Penal Code 36.01(3), .02

Illegal Gifts

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

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

Exceptions

Illegal Gifts does not apply to:

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

Penal Code 36.10

Honoraria and
Expenses

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

**Abuse of Official
Capacity**

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

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

"Misuse" means to deal with property contrary to:

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

Penal Code 39.01(2)

Official Oppression

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

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

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

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

**Misuse of Official
Information**

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

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

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

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

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

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

Nepotism

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

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

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

"Public official" means:

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

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

Gov't Code 573.001(3)

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

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

*Counties with
Population
35,000 or More*

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

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

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

Education Code 11.1513(f), (h)

*Counties with
Population Less
Than 35,000*

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

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

Education Code 11.1513(g)

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

	<p>With respect to renewed contracts, however, board members may be the relevant public officials for nepotism purposes. <i>Atty. Gen. Op. GA-177 (2004)</i></p>
Former Board Member Employment	<p>A trustee of a district may not accept employment with the district until the first anniversary of the date the trustee's membership on the board ends. <i>Education Code 11.063</i></p>
Incompatibility of Office	<p>The common law rule of incompatibility prohibits one person from holding two offices if the duties are in conflict or if one is subordinate to the other. Offices are legally incompatible when the faithful and independent exercise of one would necessarily interfere with the faithful and independent exercise of the other. <i>Thomas v. Abernathy County Line Indep. Sch. Dist.</i>, 290 S.W. 152 (Tex. Comm. App. 1927); <i>Turner v. Trinity Indep. Sch. Dist.</i>, 700 S.W.2d 1 (Tex. Ct. App. 1983); <i>Atty. Gen. Op. JM-634 (1987), MW-450 (1982)</i></p>
Instructional Materials Violations	<p>A trustee commits an offense if the trustee receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the trustee is associated.</p>
Rebates	
Gifts	<p>A trustee commits an offense if the trustee accepts a gift, favor, or service that:</p> <ol style="list-style-type: none">1. Is given to the person or the person's school;2. Might reasonably tend to influence a trustee in the selection of instructional material or technological equipment; and3. Could not be lawfully purchased with state instructional materials funds. <p>"Gift, favor, or service" does not include staff development, in-service, or teacher training; or ancillary materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.</p> <p><i>Education Code 31.152</i></p>
Free Materials	<p>A person commits an offense if the person knowingly violates any law providing for the purchase or distribution of free instructional materials for the public schools. <i>Education Code 31.153</i></p>
Prohibited Activities by Public Servants—Federal Law	<p>"Public official" includes a person acting for or on behalf of the United States, or any department, agency, or branch thereof, in any official function, under or by authority of any such department, agency, or branch of government. The term includes any person who has been nominated or appointed to be a public official, or has been officially informed that such person will be so nominated or appointed. <i>18 U.S.C. 201(a); Dixon v. U.S.</i>, 465 U.S. 482, 499 (1984) ("To be a public official under section 201(a), an individual</p>
Bribery—General	

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

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

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

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

Bribery—Federal Programs

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

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

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

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

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PROHIBITED PRACTICES

BBFB
(LEGAL)

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

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

18 U.S.C. 666

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Effective Board Practices: An Inventory for School Boards



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

1.1 The vision statement meets the criteria for a well-developed vision statement listed in the supporting materials.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
<i>You can check "Yes" for the above item if you check "Yes" to all the criteria below:</i>			
a. Your vision statement is written.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
b. It lists or describes desired qualities for at least each of the following: students of the district, the community, and the schools in the district.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
c. Staff and community input was solicited in some fashion and was considered.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>
d. All current members of the board and the superintendent have agreed, in a formal adoption or readoption by the board, to be guided by the vision.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Unsure <input type="checkbox"/>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Oversight of Management

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

- 5.1 The board receives information annually from the superintendent on the goals, standards, or benchmarks the administration uses to assess effectiveness for the major areas of district operations. Yes No Unsure

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

- a. Board agenda materials or minutes from the past 12 months indicate the board and superintendent formally discussed goals, standards, or benchmarks the superintendent uses in assessing operational effectiveness in major areas. Yes No Unsure
- b. The board can point to a document or documents outlining the measures used by the administration to assess success in at least three major areas of district operations. Yes No Unsure

- 5.2 The board receives regular, scheduled updates on operations effectiveness as measured against standards or benchmarks. Yes No Unsure

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

- a. Board agenda materials or minutes indicate that the board received a report on operations success relative to established standards or benchmarks within the last 12 months. Yes No Unsure

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

- 6.1 The board and superintendent have a schedule for periodic updates on major management systems in the district, including presentations on how benchmark data is used to plan improvements. Yes No Unsure

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

- a. Board agenda materials or minutes indicate the board received a briefing on at least one major management system within the past 12 months. Yes No Unsure
- b. The board can point to a document with a schedule for briefings on major management systems. Yes No Unsure

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

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

a. The board can point to a code of conduct or ethics statement that has been formally adopted by the board. Yes No Unsure

b. Board agenda materials or minutes indicate the statement has been affirmed by all current members of the board, or the board's calendar of activities includes reaffirmation of the ethics statement or code of conduct as an agenda item within the next six months. Yes No Unsure

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

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

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

a. All members of the board have copies of a written, 12-month calendar on which major board responsibilities have been scheduled. Yes No Unsure

b. At least 75 percent of the board tasks on the calendar for the past 12 months were performed in the months scheduled or were rescheduled on the calendar for another specific time. Yes No Unsure

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

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

a. The board can point to written board operating procedures. Yes No Unsure

b. The operating procedures are stated in terms of observable actions: what the board, trustee, or superintendent is actually expected to do or not do. Yes No Unsure

c. Any members who have joined the board-superintendent team within the last 12 months have copies of all written board operating procedures. Yes No Unsure

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

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

a. Board agenda materials, minutes, or other documents indicate the board and superintendent have formally discussed operating procedures within the past 12 months. **Yes** **No** **Unsure**

b. The review of operating procedures usually occurs in the same month each year. **Yes** **No** **Unsure**

Advocacy

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

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

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

a. The plan is written and reviewed each year. **Yes** **No** **Unsure**

b. The plan lists activities the board members themselves or the board as a whole will do to generate support and partnerships within the community. **Yes** **No** **Unsure**

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

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

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

b. Agenda materials, workshop materials, or minutes from the last 12 months indicate that board discussed the success of its plan and its efforts. **Yes** **No** **Unsure**

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

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

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

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

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

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

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

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

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

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

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

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

Board-Superintendent Team Operations

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

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

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

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

Appendix 8: Local Government Officer Conflicts Disclosure Statement

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT <small>(Instructions for completing and filing this form are provided on the next page.)</small>		FORM CIS
<p>This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.</p> <p>This is the notice to the appropriate local governmental entity that the following local government officer has become aware of facts that require the officer to file this statement in accordance with Chapter 176, Local Government Code.</p>	OFFICE USE ONLY	
1 Name of Local Government Officer	Date Received _____ _____ _____	
2 Office Held		
3 Name of vendor described by Sections 176.001(7) and 176.003(a), Local Government Code		
4 Description of the nature and extent of each employment or other business relationship and each family relationship with vendor named in item 3.		
5 List gifts accepted by the local government officer and any family member, if aggregate value of the gifts accepted from vendor named in item 3 exceeds \$100 during the 12-month period described by Section 176.003(a)(2)(B).		
Date Gift Accepted _____ Description of Gift _____ Date Gift Accepted _____ Description of Gift _____ Date Gift Accepted _____ Description of Gift _____ (attach additional forms as necessary)		
6 SIGNATURE I swear under penalty of perjury that the above statement is true and correct. I acknowledge that the disclosure applies to each family member (as defined by Section 176.001(2), Local Government Code) of this local government officer. I also acknowledge that this statement covers the 12-month period described by Section 176.003(a)(2)(B), Local Government Code. <div style="text-align: right; margin-top: 10px;"> _____ Signature of Local Government Officer </div>		
Please complete either option below:		
(1) Affidavit		
NOTARY STAMP/SEAL		
Sworn to and subscribed before me by _____ this the _____ day of _____, 20_____, to certify which, witness my hand and seal of office.		
Signature of officer administering oath	Printed name of officer administering oath	Title of officer administering oath
OR		
(2) Unsworn Declaration		
My name is _____, and my date of birth is _____.		
My address is _____, _____, _____, _____, _____. <small>(street) (city) (state) (zip code) (country)</small>		
Executed in _____ County, State of _____, on the _____ day of _____, 20_____. <small>(month) (year)</small>		
_____ Signature of Local Government Officer (Declarant)		

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

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

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

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

INSTRUCTIONS FOR COMPLETING THIS FORM

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

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

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

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

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

- (2) the vendor:

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

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



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

MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Executive Director of Technology
Subject: September 2025 Technology Fixed Asset Discard
Date: October 15, 2025

HISTORY:

Campus and Departments periodically replace obsolete or non-repairable technology items. To aid the campuses and departments in removing these items to maximize space, the Technology Department will submit monthly disposal lists for approval.

RATIONALE:

The District Technology Department has reviewed the items on the attached lists and concurs with campus/department(s) administration to dispose of or sell the listed items.

BUDGET:

There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:

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

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

A Proud Community of Champions – Soaring to Excellence!

Borrego Elementary School



Fixed Asset Discard List

Other: _____

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Seria	Qty	Comments/Rea	TAKEN
1	200	HP Chromebook	2600004368	1	obsolete	
2	200	Aver Visual Presentor	3600004090	1	obsolete	
3	200	IPevo Visual Presentor	2600007674	1	obsolete	
4	200	Lenovo Chromebook	3600004417	1	obsolete	
5	200	Lenovo Chromebook	3600004372	1	obsolete	
6	200	Lenovo Chromebook	3600003934	1	obsolete	
7	200	Dell chromebook	3600007632	1	obsolete	
8	200	Lenovo Chromebook	2600004978	1	obsolete	
9	200	Lenovo Chromebook	2600002596	1	obsolete	
10	200	Lenovo Chromebook	2600002654	1	obsolete	
11	200	Dell chromebook	3600005488	1	obsolete	
12	200	Dell chromebook	3600005449	1	obsolete	
13	200	HP Fax Machine	805073443	1	obsolete	
14	200	HP Chromebook	2600004377	1	obsolete	
15	200	Dell chromebook	3600005465	1	obsolete	
16	200	HP Chromebook	2600004396	1	obsolete	
17	200	Dell chromebook	3600007242	1	obsolete	
18	200	Dell chromebook	3600007629	1	obsolete	
19	200	Dell chromebook	3600007562	1	obsolete	
20	200	Lenovo Chromebook	3600001410	1	obsolete	
21	200	HP Chromebook	2600004346	1	obsolete	
22	200	Surface Laptop	2600006151	1	obsolete	
23	200	Dell Laptop	3600001746	1	obsolete	
24	200	Dell chromebook	3600005451	1	obsolete	
25	200	Dell chromebook	3600005478	1	obsolete	
26	200	Lenovo Chromebook	3600003925	1	obsolete	
27	200	Dell chromebook	3600005429	1	obsolete	
28	200	Lenovo Chromebook	2600005037	1	obsolete	
29	200	Lenovo Chromebook	2600005062	1	obsolete	
30	200	Dell Desk Top	3600000584	1	obsolete	

Date: 9/23/25

Authorized Campus

Signature

Fixed Asset Discard List



Other: _____

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School _____

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Re	TAKEN
1	200	Dell Desk Top	360000581	1	obsolete	
2	200	Dell Desk Top	360000580	1	obsolete	
3	200	Dell Desk Top	360000585	1	obsolete	
4	200	Dell Desk Top	360000582	1	obsolete	
5	200	Dell Desk Top	1403274828	1	obsolete	
6	200	Lenovo Chromebook	3600002511	1	obsolete	
7	200	Lenovo Chromebook	3600002766	1	obsolete	
8	200	Lenovo Chromebook	2600005081	1	obsolete	
9	200	Dell Chromebook	3600007576	1	obsolete	
10	200	Lenovo Chromebook	2600005116	1	obsolete	
11	200	Lenovo Chromebook	3600002577	1	obsolete	
12	200	Dell Chromebook	3600005512	1	obsolete	
13	200	Dell Chromebook	3600007686	1	obsolete	
14	200	HP Chromebook	2600004359	1	obsolete	
15	200	HP Chromebook	2600004366	1	obsolete	
16	200	Lenovo Chromebook	3600004445	1	obsolete	
17	200	Dell Chromebook	3600007628	1	obsolete	
18	200	Lenovo Chromebook	2600005034	1	obsolete	
19	200	Lenovo Chromebook	2600002564	1	obsolete	
20	200	Lenovo Chromebook	2600004965	1	obsolete	
21	200	Lenovo Chromebook	3600002623	1	obsolete	
22	200	Dell Laptop	3600004683	1	obsolete	
23	200	Dell Chromebook	3600007610	1	obsolete	
24	200	Dell Laptop	2600002085	1	obsolete	
25	200	Dell Chromebook	3600007622	1	obsolete	
26	200	Lenovo Chromebook	3600003930	1	obsolete	
27	200	Dell Chromebook	3600005448	1	obsolete	
28	200	Dell Chromebook	3600007588	1	obsolete	
29	200	Lenovo Chromebook	3600002540	1	obsolete	
30	200	Lenovo Chromebook	3600002761	1	obsolete	

Date: 9/23/25

Authorized Campus

Signature [Handwritten Signature]

Fixed Asset Discard List



Other: _____

Excell

Loya

Borrego

Sambrano

Campus

(Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	TAKEN
1	200	Dell Chromebook	3600005494	1	obsolete	
2	200	HP Chromebook	2600004386	1	obsolete	
3	200	Dell Chromebook	3600005475	1	obsolete	
4	200	Lenovo Chromebook	2600005091	1	obsolete	
5	200	Elmo Document Camera	803315738	1	obsolete	
6	200	Dell Chromebook	3600007660	1	obsolete	
7	200	Dell Chromebook	3600007642	1	obsolete	
8	200	Lenovo Chromebook	3600003985	1	obsolete	
9	200	Dell Chromebook	3600007636	1	obsolete	
10	200	Dell Chromebook	3600005504	1	obsolete	
11	200	Dell Chromebook	3600005435	1	obsolete	
12	200	Dell Chromebook	3600007643	1	obsolete	
13	200	Dell Laptop	3600004681	1	obsolete	
14	200	Dell Chromebook	3600007666	1	obsolete	
15	200	HP Chromebook	2600004364	1	obsolete	
16	200	Lenovo Chromebook	3600004011	1	obsolete	
17	200	Dell Chromebook	3600007669	1	obsolete	
18	200	Lenovo Chromebook	2600002623	1	obsolete	
19	200	Lenovo Chromebook	3600003971	1	obsolete	
20	200	Dell Chromebook	3600005427	1	obsolete	
21	200	Dell Chromebook	3600005505	1	obsolete	
22	200	Apple iPad	2600002014	1	obsolete	
23	200	Apple iPad	2600002013	1	obsolete	
24	200	Apple iPad	2600001244	1	obsolete	
25	200	Apple iPad	1410072733	1	obsolete	
26	200	Apple iPad	1602083235	1	obsolete	
27						
28						
29						
30						

Date: 9/23/25

Authorized Campus

Signature [Handwritten Signature]

Page 3 of 3

Special Meeting

Tuesday, September 16, 2025 5:30 PM

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

1. GENERAL FUNCTIONS

1.A. Call Meeting to Order

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

1.B. Roll Call

Eduardo Chavez:	Present
Monica Chavez:	Present
Myrna Hernandez:	Present
Sandra Licon:	Present
Axel Lopez:	Present
Lorenzo Luevano:	Present
Alexis Tellez:	Present

Dr. Jeannie Meza-Chavez 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.

1.G. OPEN FORUM (three-minute limit per speaker, unless otherwise noted)

2. DISTRICT RECOGNITIONS

2.A. Heroic Action by San Elizario High School Student - Dylan Vasquez

Ms. Messina Holguin, District Lead Nurse, recognized student Dylan Vasquez for his heroic Action during the student bus transportation to San Elizario High School.

2.B. Heroic Action at Lorenzo G. Alarcon Elementary School - Mr. Christopher Padilla

Ms. Monika Seelig Ruiz recognized Mr. Christopher Padilla for his Heroic action of performing CPR on a student enrolled at Lorenzo G. Alarcon Elementary School

2.C. Bee Real 2025 San Elizario ISD
Participants

Mr. Lorenzo Luevano recognized all educators and students who participated in the Bee Real 2025 Community Event.

2.C.1. Ms. Jasmine Lozano and San Elizario Students

2.C.2. Ms. Idania Rodarte and San Elizario Students

2.C.3. Ms. Lydia Melendez and Ann M. Garcia-Enriquez Middle School Cheerleaders

2.C.4. Ms. Karla Ruiz and San Elizario High School Art Students

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

2.D.1. Teacher of the Month - Ms. Jazmine Estrada

Mr. Troy Enriquez recognized Ms. Jazmine Estrada as the San Elizario High School Teacher of the Month

2.D.2. Employee of the Month - Ms. Zoe Frayre

Mr. Troy Enriquez recognized Ms. Zoe Frayre as the San Elizario High School Employee of the Month

2.E. Summer 2025 Educator Assessment Item Review Committee

Dr. Jeannie Meza-Chavez recognized San Elizario ISD Educators who were part of the Summer 2025 Educator Assessment Item Review Committee

2.E.1. Mr. Ricardo Garcia, Teacher, Lorenzo G. Alarcon Elementary School

2.E.2. Mr. Josue Palomino, Instructional Officer

2.E.3. Ms. Claudia Murphy, Instructional Specialist, Lorenzo G. Alarcon Elementary School

2.F. Purple Star Campus Designation Award SY 2025 - 2026

Dr. Jeannie Meza-Chavez recognized all educators who helped district campuses attain the Purple Star Campus Designation Award for School Year 2025-2026

2.F.1. Lorenzo G. Alarcon Elementary School - Ms. Marisol Galarza, Military-Connected Liaison

2.F.2. Ann M. Garcia-Enriquez Middle School - Ms. Nora Almanzar, Military-Connected Liaison

2.F.3. Purple Star Campus Designation
Support Personnel

2.F.3.a. Mr. Horacio Hernandez,
Executive Director Technology
Ms. Perla Magallon, IT Specialist
Ms. Flor Sanchez, District Parent
Liaison

2.G. Introduction of new Child Nutrition
Services Support Specialist - Ms. Yolie
Betancourt

Ms. Aggie Reyes introduced Ms. Yolie
Betancourt as the new Child Nutrition
Services Support Specialist

2.H. Introduction of new Special Education
Department Diagnostician - Ms. Dulce Rivera

Mr. Richard Salcido introduced Ms. Dulce
Rivera as the new Special Education
Department Diagnostician

3. NEW BUSINESS / BOARD ACTION ITEMS

3.A. Board of Trustees Book Study - Start with
Why by Simon Sinek

The Board of Trustees and Superintendent
discussed the "Start with Why" book study
by Simon Sinek.

3.B. Discussion and possible Board action on
EPCAD Board of Directors Vacancy
Nominations Resolution

No Action.

3.C. Student Outcome Goals

3.C.1. San Elizario High School -
Monitoring Student Progress

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

Mr. Lorenzo Luevano asked for
clarification on Board amendment
requiring CCMR point for students
walking at graduation.

Dr. Jeannie Meza-Chavez and Mr. Troy
Enriquez explained this is a
recommendation for students to attain a
CCMR point before graduation. This will
help the school district be in
compliance with state requirements.

Ms. Alexis Tellez thanked the
Curriculum & Instruction team for this

continued campus support.

3.D. Public Hearing on Proposed Tax Rate for the 2025-2026 fiscal year

Ms. Elizabeth Perez presented the Proposed Tax Rate for the 2025-2026 fiscal year.

Ms. Elizabeth Perez opened the floor for any public comments on the Proposed Tax Rate for the 2025-2026 fiscal year.

No Public Comment

3.E. Discussion and possible Board action to approve the no-new-revenue tax rate and voter-approval tax rate

Ms. Elizabeth Perez provided information on the no-new-revenue tax rate and voter-approval tax rate

3.F. Discussion and possible Board action on Adoption of Resolution Setting Tax Rate for the 2025-2026 School Year

Motion to approve the property tax rate to be increased by the adoption of a tax rate of \$0.8853, which is effectively a 13.62% percent increase in the tax rate. This motion, made by Myrna Hernandez and seconded by Axel Lopez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 7, Nay: 0

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

Motion to table items 4.G. and 4.I. This motion, made by Lorenzo Luevano and seconded by Monica Chavez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea

Yea: 7, Nay: 0

Motion to approve the consent agenda as presented except for items 4.G. and 4.I. This motion, made by Sandra Licon and seconded by Myrna Hernandez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 7, Nay: 0

4.A. Financial Reports

4.A.1. Tax Report

4.A.2. Financial Statements

4.A.3. Investment Report

4.A.4. Budget Amendment

4.B. Consider and possible Board action on acceptance of certified values as Certified by the Chief Appraiser on July 24, 2025

4.C. Consider and possible Board action to approve Senate Bill 12 Resolution

4.D. Consider and possible Board action to approve TASB renewal for Risk Management insurance provider

4.E. Consider and possible Board action to approve the Engineer Drone - Aircraft Owners and Pilots Association (AOPA) High School STEM Curriculum - Teacher Addendum

4.F. Consider and possible Board action to approve the El Paso Community College Interlocal agreement regarding Early College

4.G. Consider and possible Board action to approve the TNTP MOU

4.H. Consider and possible Board action to approve the Fort Bliss Partnership Program MOU

4.I. Consider and possible Board action to approve the Emergence Health Network MOU regarding School-Based Crisis Intervention Team

4.J. Consider and possible Board action to approve revisions to the Student Outcome Goals and Goal Progress Measures

4.K. Consider and possible Board action to approve revisions to the 2025-2026 Board Monitoring Calendar

4.L. 2025-2026 District and Campus Improvement Plans

4.L.1. San Elizario Independent School District

4.L.2. San Elizario High School

4.L.3. Ann M. Garcia-Enriquez Middle School

4.L.4. Lorenzo G. Alarcon Elementary School

4.L.5. Alfonso Borrego, Sr. Elementary School

4.L.6. Josefa L. Sambrano Elementary School

4.L.7. Lorenzo G. Loya Primary School

4.M. Consider and possible Board action on 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.

4.M.1. Technology Department

4.M.2. Support Services Department

4.N. Consider and possible Board action on approval of minutes for the following:

4.N.1. August 13, 2025 - Regular Board Meeting

4.N.2. August 19, 2025 - Local District Orientation

5. **PRESENTATION / REPORTS / INFORMATION**

5.A. Presentations

5.A.1. Ann M. Garcia-Enriquez Middle School Garden

Ms. Lizette Vacio along with her students, presented the Ann M. Garcia-Enriquez Middle School Garden Presentation.

5.B. Reports

5.B.1. Progress Monitoring - Student Outcome Goal 3 - Overall CCMR Percentage for San Elizario High School

5.B.2. Annual Report on Cooperative Purchasing Fees for FY 2025-2026

5.C. Information

5.C.1. Board Training

5.C.1.a. 2025 MASBA Conference -
October 2 to 3, 2025 | San Antonio,
TX

5.C.1.b. NSBA 2026 - April 10 to 12,
2026 | San Antonio, TX

5.C.2. Update on Policies

5.C.2.a. FB(EXHIBIT) - Equal
Educational Opportunity

5.C.2.b. DIA(EXHIBIT) - Employee
Welfare: Freedom from
Discrimination, Harassment, and
Retaliation

5.C.2.c. FFH(EXHIBIT) - Student
Welfare: Freedom from
Discrimination, Harassment, and
Retaliation

5.C.3. Meal Service Update

5.C.4. Enrollment Update

6. **EXECUTIVE SESSION**

The Board entered closed meeting at 7:02 p.m.
to discuss personnel matters, to consult with
attorney, to discuss real estate matters, to
consider recommendations for hiring of
personnel or termination of personnel and
other personnel matters under Sec. 551.071,
551.074, and 551.076, Texas Gov. Code:

6.A. Discussion regarding Legal Counsel
Services

6.B. Discussion regarding the City of San
Elizario Marshal's Office Services

6.C. Discussion regarding Superintendent's
Contract

7. **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 9:19
p.m. to take possible action on the matters
discussed in Executive Session.

7.A. Discussion and possible Board action
regarding Legal Services

Item was tabled.

8. **NEXT MEETING DATE:**

Regular Board Meeting: Wednesday, October 15,
2025, at 5:30 p.m.

9. **ADJOURNMENT**

Motion to adjourn meeting at 9:20 p.m. This

motion, made by Myrna Hernandez and seconded
by Axel Lopez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Yea
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea
Yea: 7, Nay: 0	

Board President

Board Secretary



Shaping a Culture of Excellence at SEISD

Insights from the 2025 Organizational Culture Survey: Celebrating strengths, addressing gaps, and building a shared path forward

At SEISD, your pursuit of a culture of excellence is more than a goal, it's a commitment.



Every effort made, **from the classroom to the community**, reflects your belief that when you elevate culture, you empower teachers, inspire students, and strengthen the foundation for lasting success.



San Elizario ISD's Organizational Culture Study provides a clear window into **how your teachers and staff experience leadership, collaboration, and support in their daily work.**

The results highlight strong foundations of pride, academic emphasis, and efficacy, while also pointing to **opportunities to strengthen** recognition practices, transparency, and resilience against external pressures.

This is an important step toward continue building a culture that **empowers** educators and staff, while **accelerating student success.**

Definition – What does it mean?

- A foundational set of beliefs shaped by members through **external adaptation** and **internal integration** (Schein, 1992).
- It is a set of shared **values, behaviors, norms, assumptions, agreements, and shared beliefs** among organizational members.
- In every organization, culture influences how people **collaborate, adapt to challenges, and pursue goals**.

Impact - Why it matters?

- Organizational culture drives **how people think, act, and work together**; shaping performance, engagement, and outcomes.
- Culture is **invisible and assumed**, meaning misalignments, inconsistent behaviors, or cultural gaps can silently erode trust, reduce productivity, and stall change.

Benefits of Assessing Culture

- Culture can **enable or hinder strategy, performance, and employee success**.

By assessing OC, leaders gain:

- **Visibility** into strengths, risks, and alignment gaps.
- Ability to **reinforce** what works and address weaknesses.
- A pathway to **intentionally shape culture** that supports strategy, change, and long-term success.

OC has significant implications for:

- Organizational success and performance
- Employee job satisfaction
- Change readiness and adaptability
- Productivity and turnover
- Student learning and success

Survey results give an opportunity to advance SEISD's vision and mission by:

Turning staff input into comparable indicators.

Building accountability, creating a common language for leaders, staff, and the board to track progress over time.

Revealing root causes, linking strengths and gaps (e.g., recognition, openness, alignment) to **clear risks and outcomes**.

Connecting culture to results, aligning people practices and leadership behaviors with instructional effectiveness and student achievement.

Focus decisions, using pulse ratings and gap criticality to **prioritize** high-impact actions.

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.

Vision Statement

A Proud Community of Champions – **Soaring to Excellence**

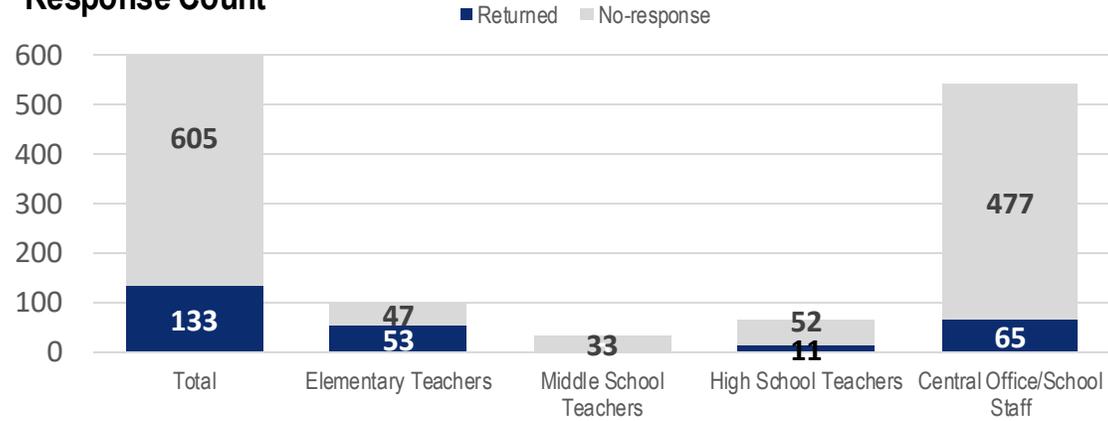
SEISD is A Proud Community of Champions – Soaring to Excellence

The purpose of this summary is **to share key insights from the 2025 Organizational Culture Study**, highlight areas of strength, and identify priority opportunities for growth. By **translating data into actionable focus areas**, you can align leaders, teachers, and the broader community around practical steps that reinforce what's working and address the gaps that have the potential to yield positive outcomes for SEISD.

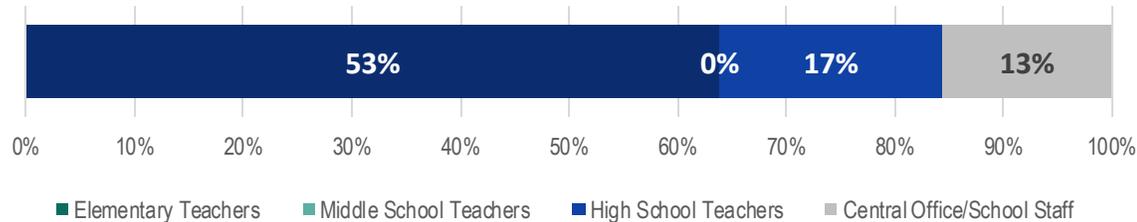
Table 1. Response Rates by Level

Level	Sent	Returned	Response Rate
Elementary Teachers	100	53	53%
Middle School Teachers	33	0	0%
High School Teachers	63	11	17%
Central Office/School Staff	542	65	13%
Total	738	133	18%

Response Count

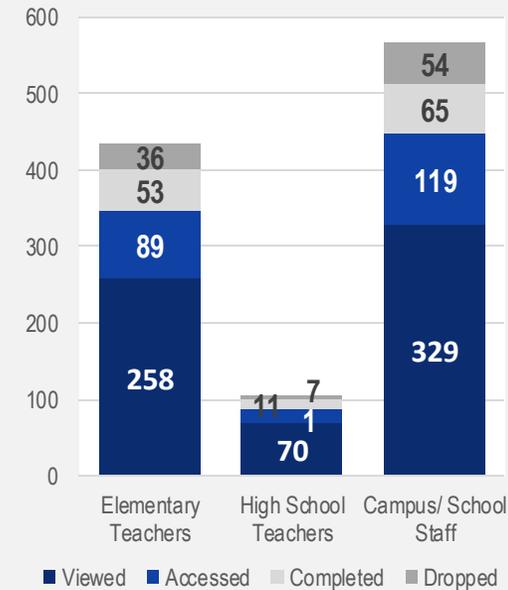


Response Rate

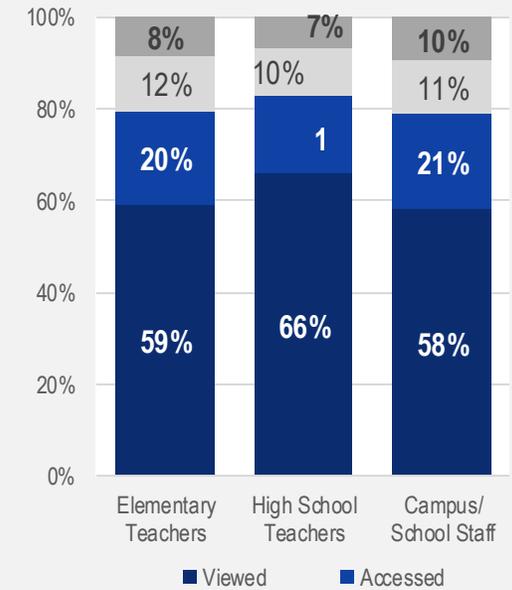


Survey Activity	Elementary Teachers	High School Teachers	Campus/School Staff
Viewed	258	70	329
Accessed	89	18	119
Completed	53	11	65
Dropped	36	7	54
Total	436	106	567

Response Count¹

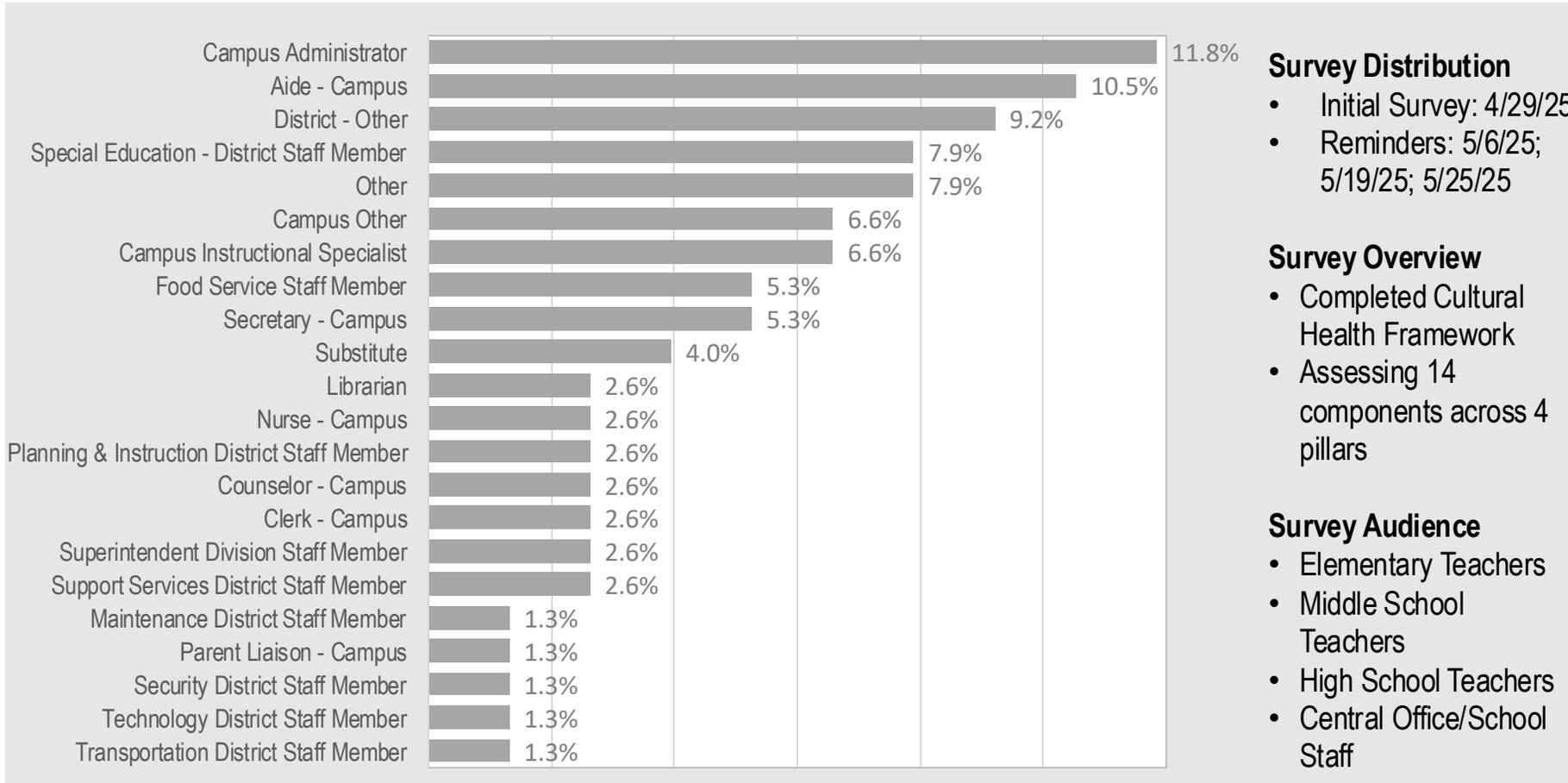


Response Rate¹



Notes: (1) Only 4 middle school teachers viewed the survey.

Figure 1. Role of survey participants from Central and School Staff



Recent survey results provide a clear picture of how San Elizario Independent School District is performing across four critical pillars of culture: **Leadership, People & Practices, Community & Governance, and Teaching & Learning.**

The results highlight areas of real **strength to celebrate**, along with **opportunities for growth** that, if addressed, will strengthen trust, alignment, and overall effectiveness.

These insights are not just observations, they are **actionable signals** to help the organization build on what's working, close priority gaps, and create the conditions for long-term success.

This section provides a summary that captures the **key findings and recommendations** that will guide SEISD forward on its journey toward excellence.

Assessment Theme Findings

Four major themes emerged from the assessment, highlighting both the organization's strengths and the critical areas that require focused attention. Each theme aligns directly with one of the four pillars of organizational culture:

PILLAR 1 - LEADERSHIP & DIRECTION

Theme: Values Strong, Alignment & Efficiency Uneven

PILLAR 3 - COMMUNITY & GOVERNANCE

Theme: Community First, Integrity Under Pressure

PILLAR 2 - PEOPLE & PRACTICES

Theme: Respect Strong, Recognition Uneven

PILLAR 4 - TEACHING & LEARNING

Theme: Confident Teaching, Uneven Learning Conditions

The following slides in this section highlight supporting details for each theme along with high-level recommendations.

Separately, each pillar section provides additional detail and the full survey results.

PILLAR 1 - LEADERSHIP & DIRECTION

Theme: Values Strong, Alignment & Efficiency Uneven

Strong cultural foundation in leadership, focus, and values, yet inconsistent follow-through creates misalignment, slows innovation, and risks trust unless leaders double down on clarity, alignment, and modeling values in action

PILLAR 2 - PEOPLE & PRACTICES

Theme: Respect Strong, Recognition Uneven

Culture shows pride and positive intent, but inconsistency in values, communication, and support is eroding trust, morale, and engagement

PILLAR 3 - COMMUNITY & GOVERNANCE

Theme: Community First, Integrity Under Pressure

High expectations, resources, and teacher capability exist, but inconsistency in follow-through limits equity, engagement, and student achievement

PILLAR 4 - TEACHING & LEARNING

Theme: Confident Teaching, Uneven Learning Conditions

Stronger alignment in expectations, support, and governance will drive higher performance, teacher confidence, and community trust

Pulse Check Rating Definitions

This table defines the three **pulse check ratings** used in the analysis. Each rating reflects the overall strength or challenge of a component; ranging from **Acknowledged** (well-established strengths) to **Needs Work** (urgent challenges).

It provides a quick reference to interpret survey results and understand where reinforcement or intervention is needed.

Rating	Definition
 Acknowledged	Consistently positive results; only minor reinforcement needed.
 Opportunity	Some strengths but also gaps; targeted improvements required.
 Needs Work	Significant challenges; immediate action needed to prevent negative impact.

Overall Ratings

Acknowledged

Responses from study participants rated **10 or more** organizational culture components as acknowledged

Opportunity

Responses from study participants rated **between 7 to 9** organizational culture components as opportunity

Needs Work

Responses from study participants **rated 6 or less** organizational culture components as needs work

Cultural Health Framework Overview: Four Pillars, Fourteen Components

Understanding
Organizational
Culture

Survey
Approach and
Response
Profile

Ratings

Key Insights

Overview

Theme
Details

Rating
Definitions

Pillar 1:
Leadership

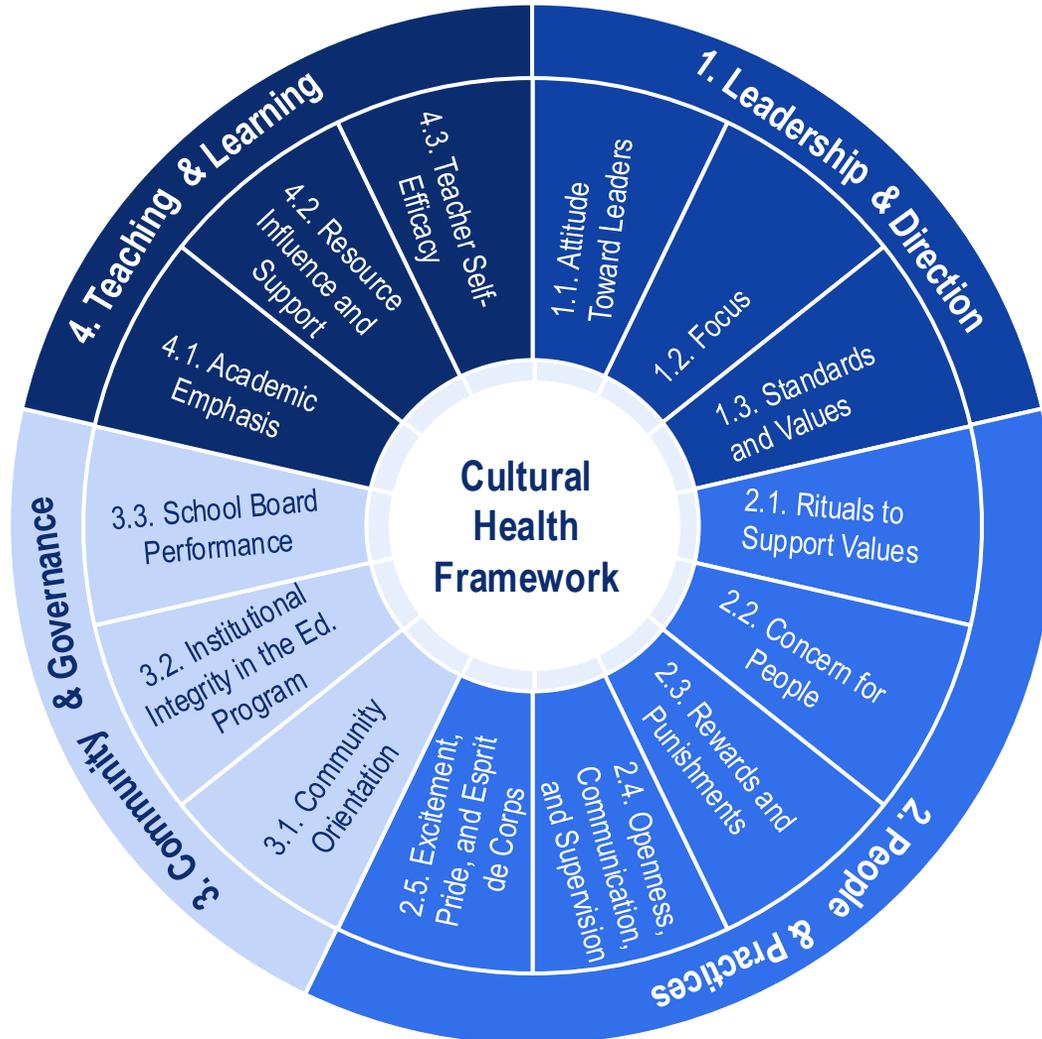
Pillar 2:
People &
Practices

Pillar 3:
Community &
Governance

Pillar 4:
Teaching &
Learning

Recommended
Next
Steps

Cultural Health Framework



The 4 Pillars of the Framework

1. Leadership & Direction

Reflects how well leaders inspire trust, set clear goals, and model shared values that guide daily work across the organization

2. People & Practices

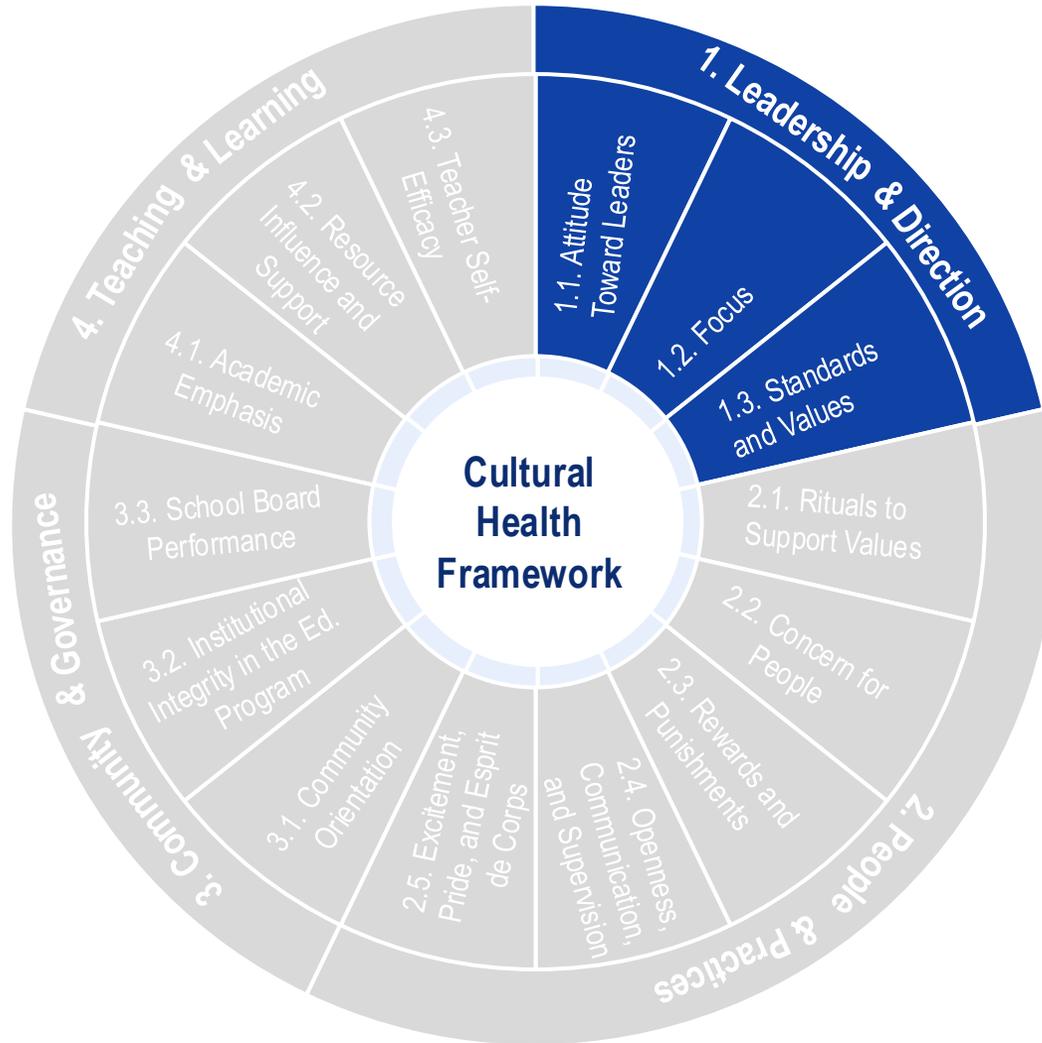
Captures how the district fosters trust, recognition, and pride through supportive relationships, open communication, and meaningful rituals that reinforce belonging

3. Community & Governance

Reflects how the district balances responsiveness to community needs with strong institutional integrity and effective school board leadership

4. Teaching & Learning

Highlights the district's commitment to high academic expectations, equipping staff with resources, and empowering teachers' confidence to drive student success



1. Leadership & Direction

Reflects how well leaders inspire trust, set clear goals, and model shared values that guide daily work across the organization

1.1. Attitude Toward Leaders

Leaders are embraced across the organization; leadership actions are at all levels.

1.2. Focus

Clear strategic direction; all levels align with goals. Daily work reflects vision and mission.

1.3. Standards and Values

Shared values guide behavior and decisions; ethical conduct is consistently practiced.

Pillar 1: Leadership & Direction Findings

Elementary Teachers

Understanding Organizational Culture

Survey Approach and Response Profile

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Theme Details

Rating Definitions

Pillar 1: Leadership

Pillar 2: People & Practices

Pillar 3: Community & Governance

Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
1.1. Attitude Toward Leaders	Table 5.1		Leaders respected , but inconsistent openness risks stalled innovation and engagement.	Build leadership accountability to model openness and responsiveness , supported by a district-wide innovation framework , leadership training in change management , and showcasing successful innovations .	About 9 out of 10 offered favorable opinion about principals
1.2. Focus	Table 3.1		District and department goals are mostly clear , but alignment across levels (district, department, campus) is weaker, creating risk of siloefforts .	Establish a structured goal-setting process that cascades from district to departments and campuses, ensuring alignment and shared accountability .	About 8 out of 10 offered favorable opinion about goals alignment
1.3. Standards and Values	Table 3.2		Employees see strong emphasis on ethics, efficiency , and correct work practices , with growing support for career development and professional growth .	Continue reinforcing the culture of ethics and accountability , while expanding growth opportunities to sustain engagement and long-term talent development .	About 7 out of 10 offered favorable opinion about shared values, standards, and ethical values

Pillar 1: Leadership & Direction Findings

High school Teachers

Understanding Organizational Culture

Survey Approach and Response Profile

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Rating Definitions

Pillar 1: Leadership

Pillar 2: People & Practices

Pillar 3: Community & Governance

Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
1.1. Attitude Toward Leaders	Tables: 4.2, 4.3, 4.7		While principals are approachable, supportive, and uphold standards, faculty voice is not consistently acted upon , and some consideration and welfare practices show weaker follow-through, limiting trust and shared ownership.	Strengthen faculty-principal collaboration by implementing teacher suggestions, ensuring welfare support, embedding staff voice in decisions, and adding leadership training in change management .	About 3 out of 10; 8 out of 10; 7 out of 10 offered favorable opinion about principals
1.2. Focus	Table 2.1		Goals are generally well defined across district, departments, and campuses, but alignment across levels is weaker , creating risk of fragmented execution.	Establish a clear line of sight by tightening alignment between district, department, and campus goals through joint planning and consistent progress reviews.	About 8 out of 10 offered favorable opinion about goals
1.3. Standards and Values	Table 2.2		While career growth and correct work practices are encouraged, gaps in ethical adherence (both in business and personnel transactions) risk undermining trust and accountability. ¹⁸³	Strengthen ethical standards and transparency by reinforcing clear guidelines, training, and oversight in business and personnel practices.	About 7 out of 10 offered favorable opinion about shared values, standards, and ethical values

Pillar 1: Leadership & Direction Findings

Staff

Understanding Organizational Culture

Survey Approach and Response Profile

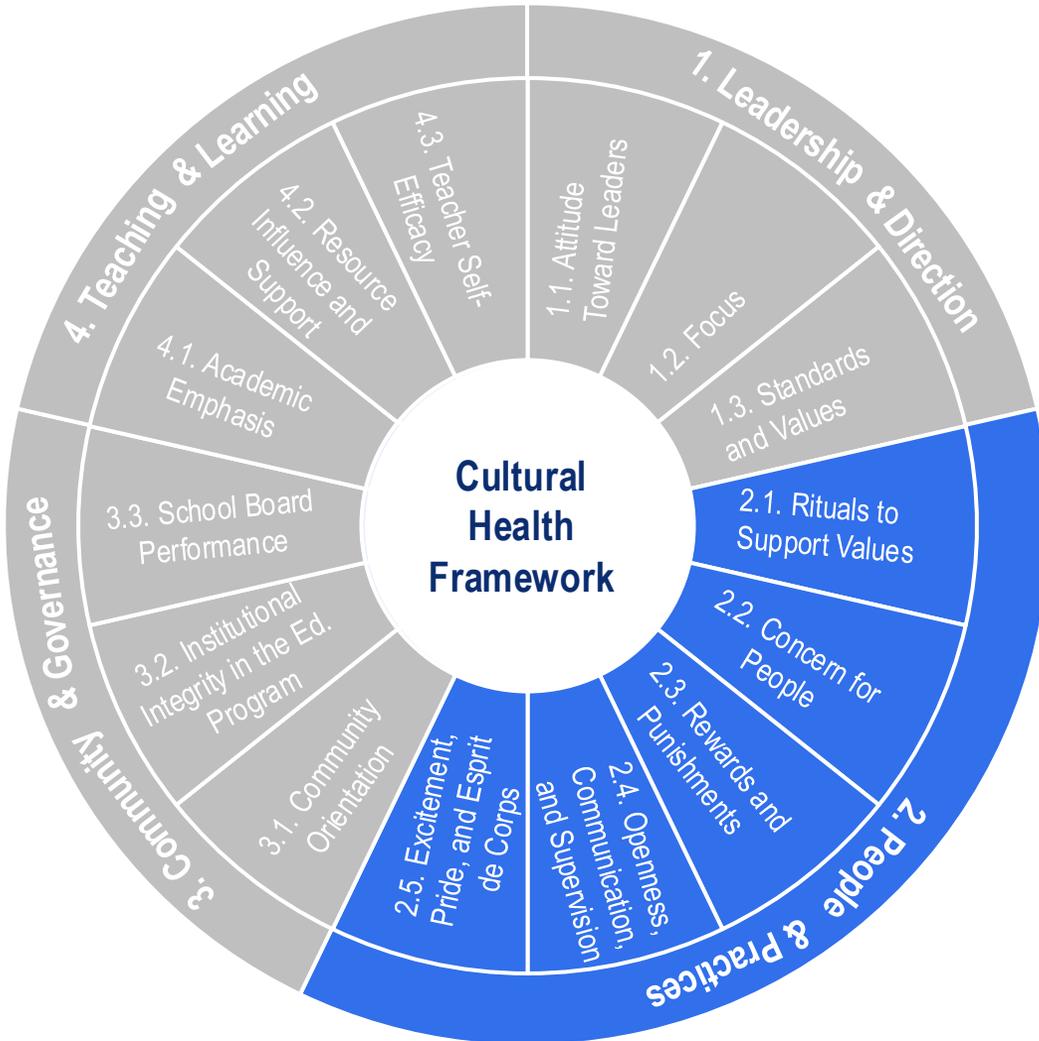
Ratings

Key Insights

Overview	Theme Details	Rating Definitions	Pillar 1: Leadership	Pillar 2: People & Practices	Pillar 3: Community & Governance	Pillar 4: Teaching & Learning
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Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
1.2. Focus	Table 1.1		District, department, and campus goals are clearly defined and mostly aligned , with no major gaps identified.	Maintain clarity while strengthening alignment practices through regular cross-level reviews to ensure continued coherence.	About 8 out of 10 offered favorable opinion about goals alignment
1.3. Standards and Values	Table 1.2		Employees are encouraged to grow and uphold ethics , with strong alignment overall; the main gap is a weaker emphasis on efficiency in work practices .	Sustain strengths in growth and ethics while reinforcing efficiency expectations through clearer processes, tools, and accountability.	About 8 out of 10 offered favorable opinion about shared values, standards, and ethical values



2. People & Practices

Captures how the district fosters trust, recognition, and pride through supportive relationships, open communication, and meaningful rituals that reinforce belonging.

2.1. Rituals to Support Values

Regular and meaningful rituals (e.g., recognition, celebrations, traditions) reinforce core values.

2.2. Concern for People

Employees feel supported and valued; well-being, development, and morale are priorities.

2.3. Rewards and Punishments

Recognition is fair, transparent, and consistent; poor behavior is addressed constructively.

2.4. Openness, Communication, and Supervision

Communication is open, transparent, and two-way; supervisors are supportive and approachable.

2.5. Excitement, Pride, and Esprit de Corps

High energy and enthusiasm across teams; strong pride in the organization; positive group identity.

Pillar 2: People & Practices

Elementary Teachers

Understanding Organizational Culture

Survey Approach and Response Profile

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Pillar 1: Leadership

Pillar 2: People & Practices

Pillar 3: Community & Governance

Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
2.1. Rituals to Support Values	Table 3.3		Employees feel important, respected , and treated with fairness , reinforcing a positive organizational culture.	Continue to embed rituals and practices that reinforce respect and fairness as core cultural values.	About 7 out of 10 offered favorable opinion about meaningful recognition, celebrations, traditions
2.2. Concern for People	Table 3.3		Perceptions of equitable treatment are strong, supporting trust and inclusion across the organization.	Maintain focus on equity practices and ensure consistency through leader modeling and communication.	About 7 out of 10 offered favorable opinion about feeling supported and district's priorities about employees' well-being development and morale
2.3. Rewards and Punishments	Table 3.3		Gaps exist in recognition and rewarding excellence , which could reduce motivation and retention despite overall positive culture.	Strengthen recognition systems (peer-to-peer, leader-led) and implement more visible rewards for excellence to reinforce desired behaviors.	About 8 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior
2.4. Openness, Communication, and Supervision	Table 3.4		Employees value accessible leaders , can generally voice opinions , and enjoy their work, but some feel communication is censored and lack consistent support .	Reinforce open communication and strengthen leader support through authentic listening channels, standardized supervision, and supervisor training in coaching and feedback.	About 8 out of 10 offered favorable opinion about communication open and transparent and supportive and approachable supervision
2.5. Excitement, Pride, and Esprit de Corps	Table 5.5		Teachers demonstrate strong friendliness, pride, and commitment , with a positive school climate and enthusiasm for their work	Continue nurturing this positive culture by celebrating pride and collaboration , leveraging teacher commitment , and strengthening it through district-wide	About 7 out of 10 offered favorable opinion about the energy and enthusiasm reflected in schools and pride in the organization

Pillar 2: People & Practices

High school Teachers

Understanding Organizational Culture

Survey Approach and Response Profile

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Rating Definitions

Pillar 1: Leadership

Pillar 2: People & Practices

Pillar 3: Community & Governance

Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
2.1. Rituals to Support Values	Table 2.3		Employees generally feel valued, respected, and treated fairly , showing strong alignment with core values.	Continue reinforcing these values through visible rituals and practices that celebrate respect, fairness, and inclusion.	About 7 out of 10 offered favorable opinion about meaningful recognition, celebrations, traditions
2.2. Concern for People	Table 4.7		Principals are viewed as approachable, fair, and open to change .	Continue building trust by closing the feedback loop on teacher suggestions and strengthening visible support for faculty well-being.	About 7 out of 10 offered favorable opinion about feeling supported and district's priorities about employees' well-being development and morale
2.3. Rewards and Punishments	Table 2.3		Recognition and celebration of effort and excellence occur but are less consistent , which may dampen motivation.	Strengthen a culture of recognition by making rewards and celebrations more systematic and equitable across the organization.	About 7 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior
2.4. Openness, Communication, and Supervision	Table 2.4		While teachers generally feel they can voice opinions and access leaders, concerns about censored communication risk undermining trust and open dialogue.	Build a culture of transparent communication by addressing censorship concerns, ensuring teacher feedback is valued and acted upon, and strengthening it through authentic listening channels, standardized supervision, and supervisor coaching & feedback training .	About 6 out of 10 offered favorable opinion about communication open and transparent and supportive and approachable supervision
2.5. Excitement, Pride, and Esprit de Corps	Table 4.5		While most teachers show friendliness and collaboration, some signs of indifference toward peers risk weakening staff cohesion and morale.	Foster stronger peer connection and collaboration through team-building, shared initiatives, recognition of collective efforts, peer-to-peer appreciation programs , Use Climate surveys to track morale.	About 6 out 10 offered favorable opinion about the energy and enthusiasm reflected in schools and pride in the organization

Pillar 2: People & Practices

Staff

Understanding Organizational Culture

Survey Approach and Response Profile

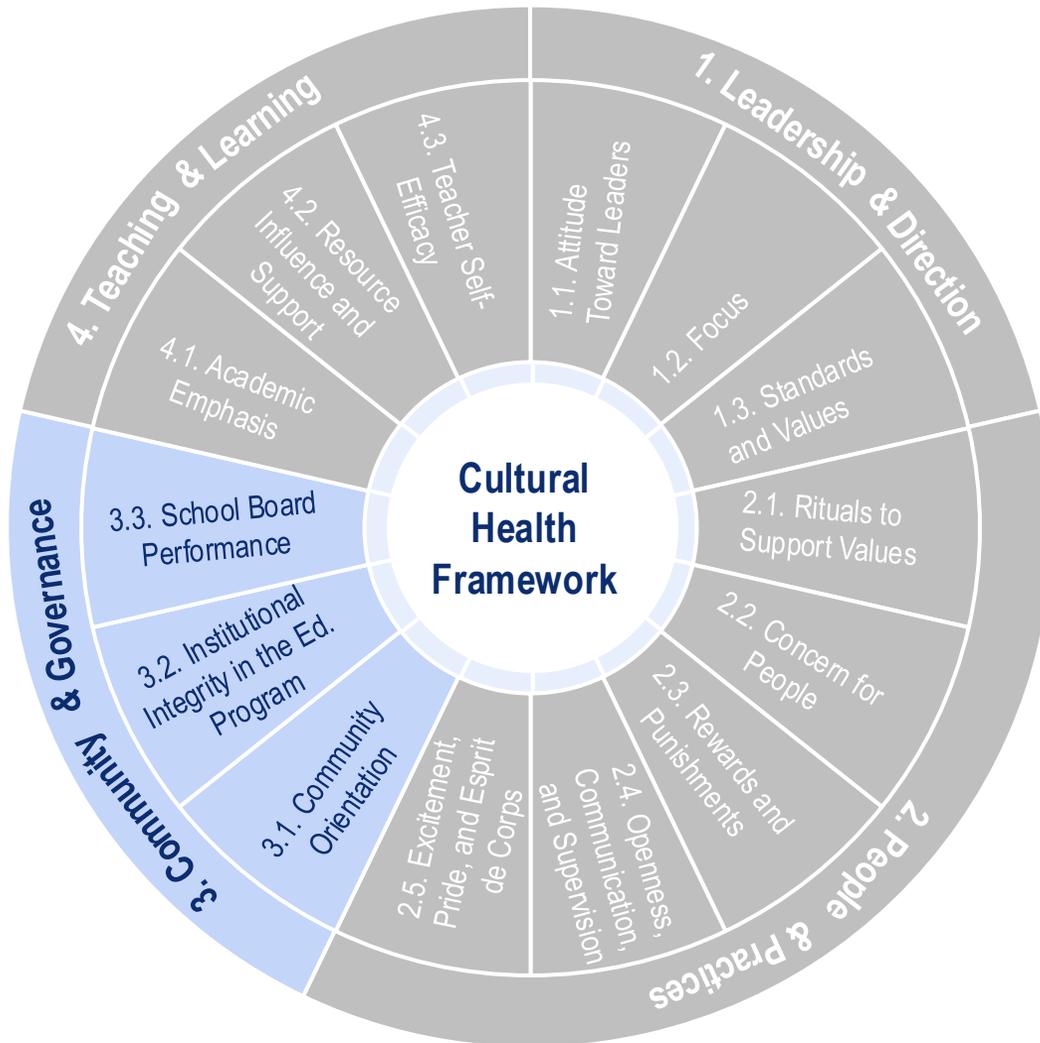
Ratings

Key Insights

- Overview
- Theme Details
- Rating Definitions
- Pillar 1: Leadership
- Pillar 2: People & Practices**
- Pillar 3: Community & Governance
- Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
2.1. Rituals to Support Values	Table 1.3		Employees generally feel valued, respected, and treated fairly , showing strong alignment with organizational values.	Continue reinforcing values through visible practices and rituals that celebrate inclusion and fairness.	About 8 out of 10 offered favorable opinion about meaningful recognition, celebrations, traditions
2.2. Concern for People	Table 1.3		Staff feel respected and supported	Continue building trust by acting on feedback	About 8 out of 10 offered favorable opinion about feeling supported and district's priorities about employees' well-being development and morale
2.3. Rewards and Punishments	Table 1.3		While employees are respected, recognition, rewards, and celebration of success lag behind, risking reduced motivation.	Establish a stronger culture of recognition by making rewards and celebrations more consistent and equitable.	About 8 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior
2.4. Openness, Communication, and Supervision	Table 1.4		Employees feel able to share opinions and access leaders, but concerns about censored communication create a trust gap.	Build a culture of open, transparent communication by addressing ensorship concerns , valuing feedback, and using climate surveys . Strengthen through authentic listening channels, standardized supervision practices, and supervisor training in coaching and feedback .	About 7 out of 10 offered favorable opinion about communication open and transparent and supportive and approachable supervision



3. Community & Governance

Reflects how the district balances responsiveness to community needs with strong institutional integrity and effective school board leadership.

3.1. Community Orientation

The district and employees understand and prioritize community needs; proactive response to community tendencies.

3.2. Institutional Integrity in the Educational Program

The school is not vulnerable to narrow, vested interests of community groups; teachers are protected from unreasonable community and parental demands; the school is able to cope successfully with outside forces.

3.3. School Board Performance

Teachers' and district staff's perceptions about the school board responsibilities and effectiveness in serving the educational needs of the community.

Pillar 3: Community & Governance

Elementary Teachers

Understanding Organizational Culture

Survey Approach and Response Profile

Ratings

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Rating Definitions

Pillar 1: Leadership

Pillar 2: People & Practices

Pillar 3: Community & Governance

Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
3.1. Community Orientation	Table 3.5		Staff confirm that community needs are a priority and there is encouragement of innovation , with no significant signs of complacency or status quo thinking.	Continue to champion innovation and strengthen community partnerships to build on this positive foundation and sustain responsiveness .	About 8 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior
3.2. Institutional Integrity in the Educational Program	Table 5.2		The school is seen as vulnerable to outside pressures , with community influence and vocal parents shaping policy, which risks weakening educational integrity .	Strengthen governance boundaries , reinforce the educational mission , and equip leaders through clear policies on community involvement, training on managing pressures , and consistent community messaging .	About 3 out of 10 offered favorable opinion about schools, educators and programs not being vulnerable to outside interests of community groups
3.3. School Board Performance	Tables: 7.1–7.5		The board is seen as competent but not fully trusted , while half rate performance as good/excellent , lingering concerns about transparency and community engagement suggest stakeholders may feel decisions are made for them, not with them , which risks eroding long-term credibility and alignment.	Develop a structured communication strategy that makes board decisions more visible and understandable , create regular two-way forums with the community to strengthen trust, and embed transparency practices (clear criteria, published updates) into decision-making processes to sustain credibility.	About 7 out of 10 offered favorable opinion about school board performance

Pillar 3: Community & Governance

High school Teachers

Understanding Organizational Culture

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Rating Definitions

Pillar 1: Leadership

Pillar 2: People & Practices

Pillar 3: Community & Governance

Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
3.1. Community Orientation	Table 2.5		Community needs are being consistently prioritized and addressed , with practices largely steady and no major gaps identified.	Continue current efforts while introducing small, innovative practices to enhance long-term community impact.	About 8 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior
3.2. Institutional Integrity in the Educational Program	Table 4.1		The school is vulnerable to outside pressures , with select citizen groups influencing the board , which risks undermining educational priorities.	Strengthen governance safeguards with clear policies on community involvement, leader training to manage pressures, and consistent messaging to reinforce alignment with the educational mission.	About 5 out of 10 offered favorable opinion about schools, educators and programs not being vulnerable to outside interests of community groups

Pillar 3: Community & Governance

Staff

Understanding Organizational Culture

Survey Approach and Response Profile

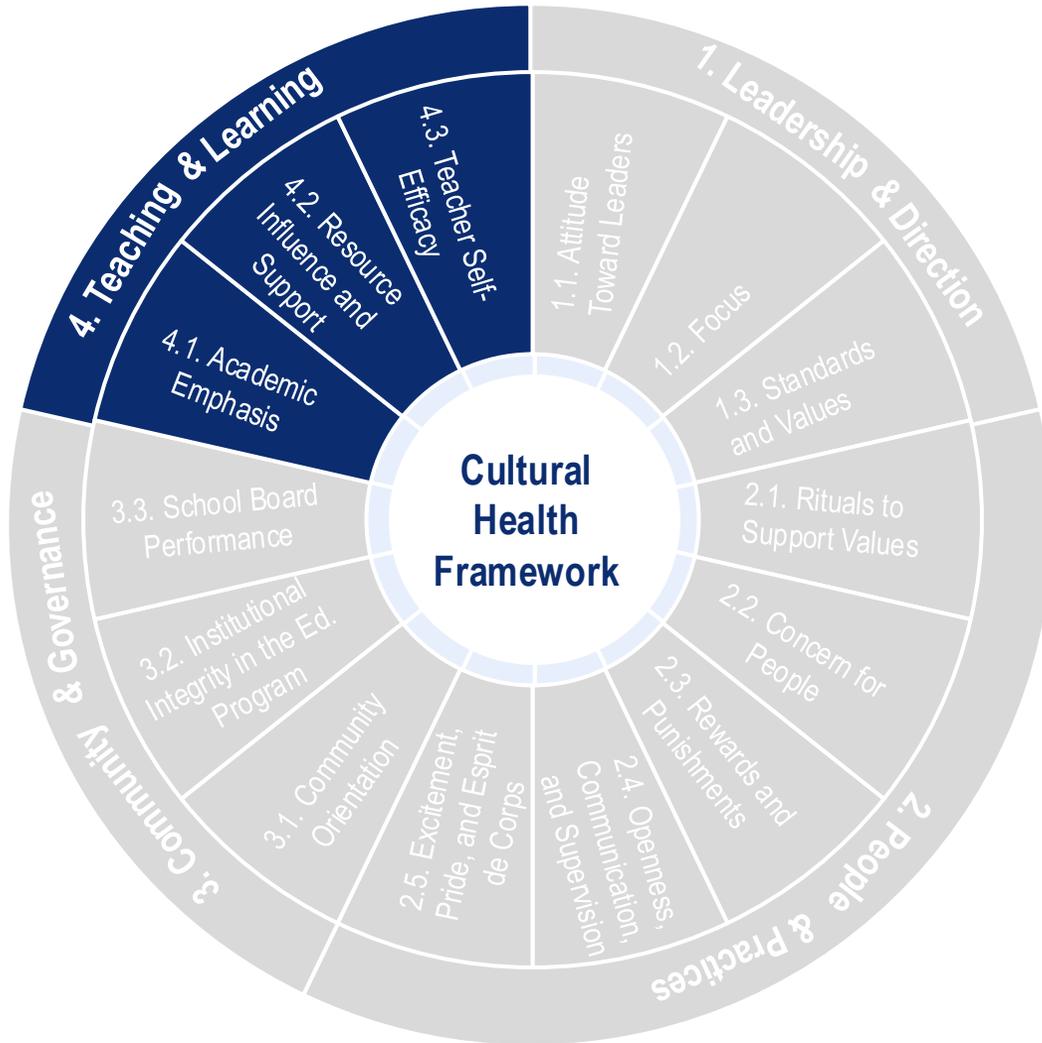
Ratings

Key Insights

Overview	Theme Details	Rating Definitions	Pillar 1: Leadership	Pillar 2: People & Practices	Pillar 3: Community & Governance	Pillar 4: Teaching & Learning
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Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
3.1. Community Orientation	Table 1.5		Community needs are being prioritized and addressed consistently , with no major gaps identified.	Sustain current efforts while encouraging more innovation to strengthen long-term community impact.	About 8 out of 10 offered favorable opinion about fair recognition, transparency and constructive approach addressing poor behavior



4. Teaching & Learning

Highlights the district's commitment to high academic expectations, equipping staff with resources, and empowering teachers' confidence to drive student success.

4.1. Academic Emphasis

Teachers believe students are capable of high achievement levels and set high expectations for students.

4.2. Resource Influence and Support

Employees are provided the necessary resources to do their jobs; request for additional resources are considered and fulfilled.

4.3. Teacher Self-Efficacy

Teachers' beliefs about self-efficacy in student engagement, instructional strategies, and classroom management.

Pillar 4: Teaching & Learning

Elementary Teachers

Understanding Organizational Culture

Survey Approach and Response Profile

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Pillar 1: Leadership

Pillar 2: People & Practices

Pillar 3: Community & Governance

Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
4.1. Academic Emphasis	Table 5.4		Teachers confirm that community needs are a priority and there is encouragement of innovation , with no significant signs of complacency or status quo thinking.	Continue to champion innovation and strengthen community partnerships , while adding training on high-expectation strategies and using data to address uneven outcomes to sustain responsiveness.	About 9 out of 10 offered favorable opinion about students' capacity for high achievement and setting high expectations for students
4.2. Resource Influence and Support	Table 5.3		The school is seen as vulnerable to outside pressures , with community influence and vocal parents shaping policy, which risks weakening educational integrity .	Strengthen governance boundaries , reinforce the educational mission , and equip leaders to manage pressures while increasing transparency in funding , pursuing grants/partnerships , dedicating discretionary funds , involving staff in priorities , and streamlining the feedback process .	About 9 out of 10 offered favorable opinion about employees receiving necessary resources to do their jobs
4.3. Teacher Self-Efficacy	Tables: 6.1, 6.2, 6.3		The board is seen as competent but not fully trusted , while half rate performance as good/excellent , lingering concerns about transparency and community engagement suggest stakeholders may feel decisions are made for them, not with them , which risks eroding long-term credibility and alignment. ¹⁹⁴	Develop a structured communication strategy that makes board decisions more visible and understandable , create regular two-way forums with the community to strengthen trust, and embed transparency practices (clear criteria, published updates) into decision-making processes to sustain credibility.	About 8 out of 10 offered favorable opinion about efficacy in student engagement, instructional strategies, and classroom management

Pillar 4: Teaching & Learning

High school Teachers

Understanding Organizational Culture

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Pillar 1: Leadership

Pillar 2: People & Practices

Pillar 3: Community & Governance

Pillar 4: Teaching & Learning

Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
4.1. Academic Emphasis	Table 4.6		<p>The school promotes high academic standards and students generally believe they can succeed, but motivation and recognition of effort are less consistent, which may limit sustained achievement.</p>	<p>Reinforce a culture of academic excellence by celebrating effort, expanding enrichment, and strengthening through training on high-expectation strategies, added resources and supports, peer collaboration, and recognition of classrooms with consistent high expectations</p>	<p>About 4 out of 10 offered favorable opinion about students' capacity for high achievement and setting high expectations for students</p>
4.2. Resource Influence and Support	Table 4.4		<p>Teachers generally receive the basic classroom supplies they need, but extra and supplementary materials are less consistently available, which may limit instructional flexibility.</p>	<p>Strengthen resource support systems by ensuring timely access to materials, while sharing funding decisions, pursuing grants/partnerships, dedicating discretionary funds, involving staff in priorities, and streamlining the requests/feedback process.</p>	<p>About 4 out of 10 offered favorable opinion about employees receiving necessary resources to do their jobs</p>

Pillar 4: Teaching & Learning

Staff

Understanding Organizational Culture

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Key Insights

Overview	Theme Details	Rating Definitions	Pillar 1: Leadership	Pillar 2: People & Practices	Pillar 3: Community & Governance	Pillar 4: Teaching & Learning
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Recommended Next Steps

Organizational Culture Component	Reference	Pulse Check	So What (Implication)	Now What (Action)	Description
4.2. Resource Influence and Support	Table 1.4		Staff generally receive the resources needed for their work, with no major gaps noted.	Maintain strong resource support while monitoring consistency to ensure equitable access across teams by providing resources & supports and using data to address uneven outcomes.	About 7 out of 10 offered favorable opinion about employees receiving necessary resources to do their jobs

Recommended Priority Actions

The **priority actions** outlined reflect the most important opportunities identified through the survey.

Insights are translated into a **clear, actionable roadmap** that balances quick wins with long-term transformation, ensuring improvements are both impactful and achievable.

Each action was then mapped against **Impact and Effort**, providing clarity on **where to focus first and how to sequence change** for sustained progress.

Some of the recommended priority actions are **currently being implemented** by SEISD. These actions are noted in **orange font**.

Recommendations

Understanding Organizational Culture

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Pillar 4: Teaching & Learning

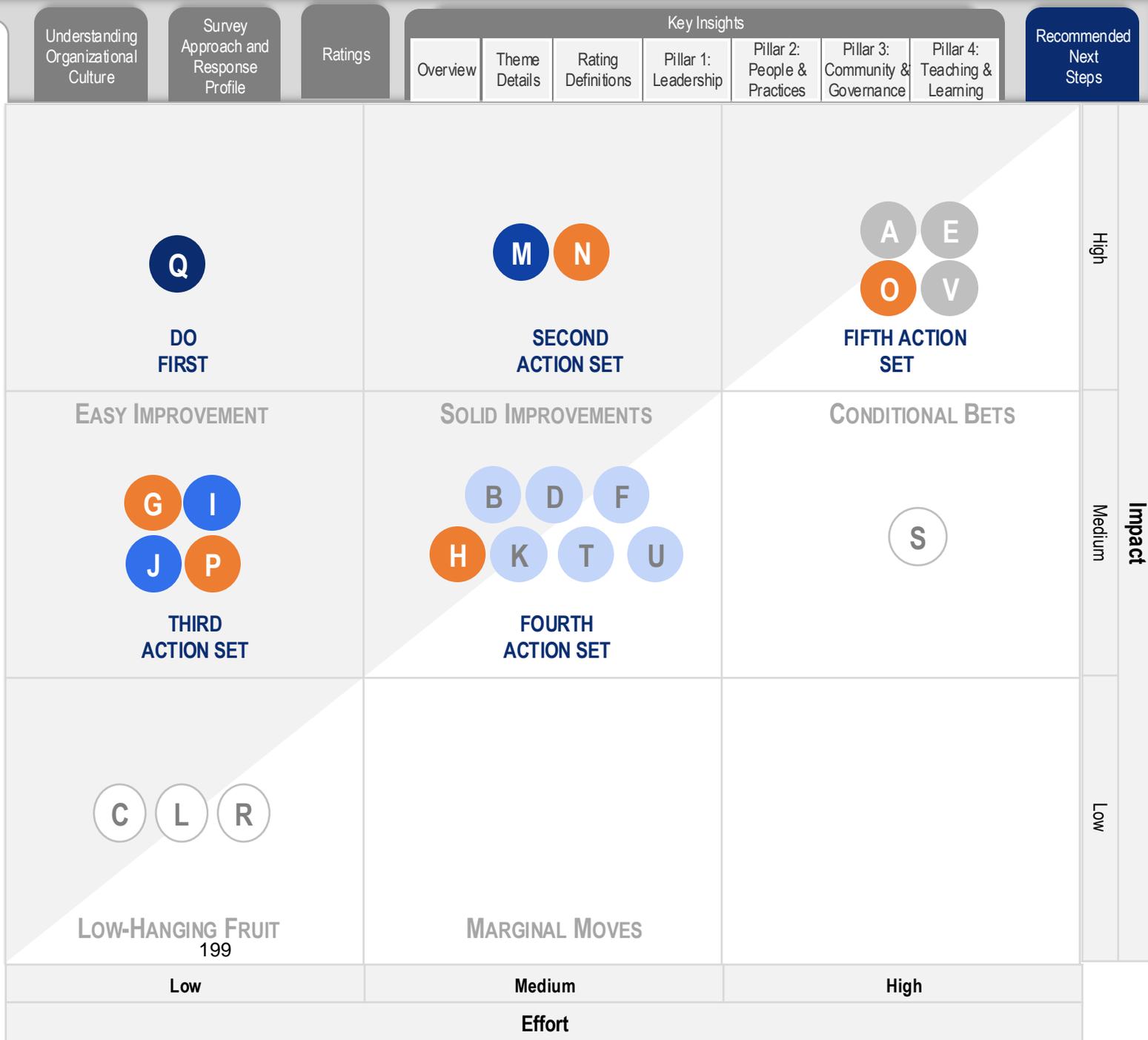
Recommended Next Steps

Component	Insight	Opportunity	Recommendations
1.1. Attitude Toward Leaders	Leaders are open to innovation , but practices are uneven .	Build a culture where innovation is embraced consistently , not just in pockets.	A. District-wide innovation framework B. Leadership training in change management C. Showcase successful innovations
2.4. Openness, Communication, and Supervision	Communication is largely top-down ; supervision is inconsistent .	Foster two-way dialogue and ensure supervision is a consistent source of growth .	D. Authentic listening channels (sessions, surveys, advisory groups) E. Standardize supervision practices F. Train supervisors in coaching & feedback
2.5. Excitement, Pride, and Esprit de Corps	Pride is strong but uneven ; some groups feel overlooked .	Reinforce recognition to elevate morale across all roles and departments.	G. District-wide recognition initiatives H. Climate surveys to track morale I. Peer-to-peer appreciation programs
3.2. Institutional Integrity in the Educational Program	Teachers sometimes feel unprotected from external pressures .	Strengthen systems that protect teachers and keep focus on student learning .	J. Clear policies on community involvement K. Leader training on managing pressures L. Consistent messaging to community on decision-making
4.1. Academic Emphasis	Teachers believe in student potential , but expectations vary.	Ensure high expectations for all students to close gaps and raise achievement.	M. Training on high-expectation strategies N. Use data to address uneven outcomes O. Provide resources & supports P. Encourage peer collaboration Q. Recognize classrooms with consistent high expectations
4.2. Resource Influence and Support	Essentials are provided, but requests for enhancements often unmet .	Increase transparency and shared ownership of resource decisions, while expanding access .	R. Share funding allocation decisions S. Pursue grants, partnerships, donations T. Dedicate discretionary funds for staff requests U. Involve staff in resource priorities V. Streamline requests and feedback process

Impact vs Effort Matrix: Aligning Effort with Maximum Impact

Sequencing	ID	Priority Action	
1. Quick Wins	Q	Recognize classrooms with consistent high expectations	
	M	Training on high-expectation strategies	
2. High-Value Enablers	N	Use data to address uneven outcomes	
	G	District-wide recognition initiatives	
3. Easy Improvements	I	Peer-to-peer appreciation programs	
	J	Clear policies on community involvement	
	P	Encourage peer collaboration	
	B	Leadership training in change management	
4. Solid Improvements	D	Authentic listening channels	
	F	Train supervisors in coaching & feedback	
	H	Climate surveys to track morale	
	K	Leader training on managing pressures	
	T	Dedicate discretionary funds for staff requests	
	U	Involve staff in resource priorities	
	5. Strategic Bets	A	District-wide innovation framework
		E	Standardize supervision practices
O		Provide resources & supports	
V		Streamline requests and feedback process	
C		Showcase successful innovations	
L		Consistent messaging to community	
R		Share funding allocation decisions	
S		Pursue grants, partnerships, donations	

Legend: ■ Actions shown in orange font indicate initiatives currently in progress.



Impact vs Effort Table with Supporting Details

Understanding Organizational Culture

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Pillar 1: Leadership

Pillar 2: People & Practices

Pillar 3: Community & Governance

Pillar 4: Teaching & Learning

Recommended Next Steps

Sequencing	ID	Priority Action	Impact	Effort	Impact Rationale	Effort Rationale
1. Quick Wins	Q	Recognize classrooms with consistent high expectations	High	Low	Reinforces culture of excellence across schools	Simple recognition program
2. High-Value Enablers	M	Training on high-expectation strategies	High	Medium	Direct impact on teaching practices and equity	Training requires structured program rollout
	N	Use data to address uneven outcomes			Helps close achievement gaps	Needs data analysis and staff support
3. Easy Improvements	G	District-wide recognition initiatives	Medium	Low	Boosts morale across roles	Simple programs, can be launched with existing tools
	I	Peer-to-peer appreciation programs			Strengthens daily morale, moderate scope	Easy to implement within schools
	J	Clear policies on community involvement			Protects teachers and builds trust	Policy drafting and communication only
	P	Encourage peer collaboration			Builds shared practice, moderate effect	Can be done with existing structures
4. Solid Improvements	B	Leadership training in change management	Medium	Medium	Builds leader skills, enabling change	Training program requires design & delivery across leaders
	D	Authentic listening channels			Builds two-way communication across staff	Requires setup, facilitation, and follow-through
	F	Train supervisors in coaching & feedback			Improves leadership quality; moderate scope	Requires program design and rollout
	H	Climate surveys to track morale			Provides broad visibility into culture	Needs survey design, analysis, and communication
	K	Leader training on managing pressures			Strengthens leadership confidence; moderate scope	Requires training design & delivery
	T	Dedicate discretionary funds for staff requests			Boosts morale, provides flexibility	Requires budget adjustments and oversight
	U	Involve staff in resource priorities			Builds ownership in resource decisions	Needs facilitation and process design
5. Strategic Bets	A	District-wide innovation framework	High	High	Sets district-wide culture of innovation (broad scope, transformational)	Requires system-wide design, rollout, and adoption
	E	Standardize supervision practices			Drives consistent staff development district-wide	Major process change across campuses
	O	Provide resources & supports			Enables teachers to meet expectations across classrooms	Requires funding, procurement, distribution
	V	Streamline requests and feedback process			System redesign increases efficiency district-wide	Requires new processes, tech, and training
	C	Showcase successful innovations	Low	Low	Recognition is visible but narrow in scope	Simple to implement with existing structures
	L	Consistent messaging to community			Supports transparency but limited cultural shift	Basic communication process
	R	Share funding allocation decisions			Builds transparency but limited systemic impact	Leverage existing budget communication
	S	Pursue grants, partnerships, donations			Expands resources beyond basics	Requires ongoing fundraising and partnerships

Legend: ■ Actions shown in orange font indicate initiatives currently in progress.



Culture is the **heartbeat** of SEISD, it shapes how teachers show up for students, how leaders support staff, and how the community partners with schools.

The survey results affirm that you are on the right path, with **strong leadership access, clear academic expectations, and high teacher self-efficacy.**

At the same time, you have a clear mandate: to **elevate recognition, strengthen trust, and safeguard integrity.** By acting together, you can ensure SEISD continues to be a place where **teachers thrive** and **students achieve** at the highest levels.

A Proud Community of Champions – Soaring to Excellence



Your dedication, compassion, and care light the path for your students and strengthen the SEISD community.

**Together, you are shaping futures and creating
excellence, one day at a time.**

San Elizario Independent School District (SEISD)

Organizational Culture Study Results

Executive Report

September 2025

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San Elizario Independent School District (SEISD) Organizational Culture Study Results

Executive Report

An online survey intended to gather feedback on the district-wide organizational culture of San Elizario Independent School District (SEISD) was administered to all campus teachers, campus administrators, school and central office professional and staff personnel. The survey link was emailed directly to each participant beginning in March 2025 and closed on May 2025. The sections below provide a broad overview of the survey results, beginning with a quick snapshot of key aggregate findings.

Highlights

ORGANIZATIONAL CULTURE

- Elementary and high school teachers, and central office and school staff coincided in their responses reflecting a belief that the goals defined by the district, individual district-level departments, and individual school campuses are reasonably defined and aligned.
- Participants reported that the goals at the campus level are clearly defined.
- Teachers and central office and school staff expressed SEISD, and its schools have established performance standards and values that contribute towards success.
- Most teachers and central office and school staff indicated that SEISD, and its schools have reward schemes and opportunities to recognize good performance of its employees.
- Teachers, central and school staff members agreed that campus and district leaders are accessible.
- Most of elementary and high school teachers and staff feel they are supported or enjoy their work.
- Teachers, for the most part, reported that they are provided with the necessary resources to do their jobs.
- The percentages of teachers indicating that they can voice their opinion without fear varied from 58% at the elementary schools to 80% in high school. However, 30% of the elementary school teachers and 55% of the high school teachers indicated that sometimes communication is censored. About 40% of central office and school staff asserted similar responses.
- SEISD employees, generally, recognized the high degree of commitment of the schools and school district to address the needs of the community.

ORGANIZATIONAL HEALTH INVENTORY FOR SCHOOL TEACHERS¹

- Teachers reported medium to low levels of Institutional Integrity. Teachers feel vulnerable to outside pressures and feel pressure from the community. They reported community demands are accepted even when they are not consistent with the district's educational programs, that the school is open to the whims of the public, and that few vocal parents can change school policy.
- Teachers reported high levels of Collegial Leadership. They indicated that the school principal is friendly, supportive, open, and guided by norms of equality. Teachers reported the principal sets the tone for high performance by letting people know what is expected of them and conducts meaningful evaluations.
- High school teachers indicated that the principal influence and ability to affect the actions of superiors is limited by superiors.
- Teachers' responses reflected a school district that is task and achievement oriented. Most teachers pointed that at the school level, principal asks faculty members to follow standard rules and regulations, makes his/her attitudes clear to faculty, lets faculty know what is expected of them, and maintains clear performance standards.
- Academic emphasis varied depending on the school level. It is favorable at the elementary schools but tended to be less optimistic at the high school level. Teachers' responses indicated that the learning environment is orderly and serious, and that high but achievable goals are set for students.
- Resource Support is adequate, but high school teachers acknowledge that sometimes extra materials, supplies and supplementary materials are available.
- Elementary teachers reported a high level of teacher morale; high school teachers reported a low level of teacher morale.
- In general, teachers at both levels feel a sense of friendliness and strong affiliation with the school. Teachers reported liking their colleagues, having a pride in their school, and having a sense of accomplishment from their jobs.

TEACHER SENSE OF SELF-EFFICACY²

- Teachers at all levels express high levels of efficacy in student engagement, instructional strategies, and classroom management.

¹ The information summarized in this section comes from Table 4.1 through Table 5.5.

² The information summarized in this section comes from Table 6.1 through Table 7.3.

SCHOOL BOARD RESPONSIBILITIES AND EFFECTIVENESS³

- There was a general agreement among teachers and staff that the primary function of the school board ensuring the educational needs of the community are met, followed by setting policy for the district and managing the district's budget.
- The overall rating of the performance of the school board in fulfilling its responsibilities was, in general, good. 56% of elementary teachers and 54% of staff rated the performance of the school board as good or excellent; 45% of high school teachers rated it as fair.
- The most salient areas mentioned in which the school board could improve were communication with the community, transparency in decision-making, and strategic planning and establishing long-term goals.

³ The information summarized in this section comes from the tables under the section titled Responses to Questions Focused on the SEISD School Board.

Results

Organizational culture “can be defined as the accumulated shared learning of that group as it solves its problems of external adaptation and internal integration; which has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, feel, and behave in relation to those problems. This accumulated learning is a pattern or system of beliefs, values, and behavioral norms that come to be taken for granted as basic assumptions and eventually drop out of awareness” (Schein & Schein, 2016, p. 6). The impact of organizational culture is the profound implications for organizational success and performance, on employee job satisfaction, organizational change, productivity, employee turnover, and student learning and success

To conduct a study of the district-wide organizational culture of San Elizario Independent School District (SEISD), surveys were administered to all campus teachers, campus administrators, school and central office professional and staff personnel. The surveys focused on the elements of organizational culture, including asking about employees’ understanding of the school board responsibilities and effectiveness. What follows in the sections below are the survey results.

Teachers at all levels received a survey focused on the following three areas:

- Organizational Culture (This survey is integrated by five subscales: 1) reward orientation; 2) goal setting and accomplishment; 3) cohesive environment; 4) performance emphasis; and, 5) community orientation.)
- Organizational Health Inventory for Elementary, Middle and High Schools (Each of these inventories included different scales for each school level.)
- Teachers’ Sense of Efficacy Scale (This scale is integrated by three factors: 1) efficacy in student engagement; 2) efficacy in instructional strategies; and, 3) efficacy in classroom management.)

School and central office professional and staff personnel received the following survey:

- Organizational Culture (This survey is integrated by five subscales: 1) reward orientation; 2) goal setting and accomplishment; 3) cohesive environment; 4) performance emphasis; and, 5) community orientation.)

Questions regarding the school board responsibilities and effectiveness were also included in the surveys received by teachers at all levels, and school and central office professional and staff personnel.

The table below shows the number of surveys sent, returned, and the return rate for each group.

Table: Survey Response Results

Survey Response Rates			
Level	Sent	Returned	Response Rate (%)
Elementary Teachers	100	53	53
Middle School Teachers	33	0	0
High School Teachers	63	11	17
Central Office/School Staff	542	65	13
Total	738	133	18

In general, response rates for different school levels were low; there were no responses collected from middle school teachers. In addition, several surveys were completed partially, and survey participants had the opportunity to skip questions, causing the variability of responses to differ significantly. All percentages were rounded off which may cause the percentages, in some cases, to be over or under 100%.

ORGANIZATIONAL CULTURE

The organizational culture factors derived from Bettinger's (1989) framework includes five factors: (1) the level of awareness in establishing and accomplishing district and school goals and objectives; (2) the establishment of performance standards and values that contribute towards success; (3) the presence of a rewarding scheme to recognize good performance; (4) the degree of openness in communication, supervision and information sharing among team members; and, (5) The degree of commitment of the school and school district to address the needs of the community.

Goal Setting and Accomplishment⁴

Refers to the level of awareness in establishing and accomplishing district and school goals and objectives.

Elementary, high school teachers, and central office and school staff coincided in the following:

- The goals at the district and individual department levels are reasonably defined.
- The goals at the campus level are clearly defined.
- The goals defined for the district, individual district-level departments, and individual school campuses are reasonably aligned.

Performance Emphasis⁵

Refers to the establishment of performance standards and values that contribute towards success.

⁴ The information summarized in this section comes from Table 1.1, Table 2.1, and Table 3.1.

⁵ The information summarized in this section comes from Table 1.2, Table 2.2, and Table 3.2.

Teachers

- Elementary teachers reported that they are often encouraged to further their career or engage in professional development to improve their skills and knowledge. Almost half of the high school teachers felt rarely encouraged to do this.
- High school teachers reported carrying out work functions correctly and efficiency is emphasized. Elementary teachers reported this is somewhat emphasized.
- Elementary and high school teachers perceived that it is standard practice adhering to ethical codes in business and personnel transactions.
- Elementary and high school teachers indicated that carrying out our work functions correctly and efficiently is emphasized.

Central Office and School Staff

- Employees are encouraged to further their career or engage in professional development to improve their skills and knowledge.
- Carrying out work functions correctly and efficiently is emphasized.
- Over 75% of the central and school staff members indicated that adhering to ethical codes in business and in personnel transactions is a standard practice.

Reward orientation⁶

Refers to the presence of a reward scheme to recognize good performance.

Teachers

- Elementary and high school teachers reported that they are made to feel important, treated with respect and with fairness.
- Approximately 70% of the high school teachers indicated that their performance is recognized, celebrated or rewarded. Approximately 51% to 58% of elementary teachers expressed the same.

Central Office and School Staff

- Over 80% of central and staff members indicated that they are made to feel important and are treated with respect.

⁶ The information summarized in this section comes from Table 1.3, Table 2.3, and Table 3.2.

- About 70% of the central and staff members felt they are treated fairly or equitably. About a quarter of them indicated otherwise.
- Central and staff members indicated that their performance is recognized (79%) or rewarded (67%). Between 20% and 26% indicated otherwise.

Cohesive Environment⁷

Refers to the degree of openness in communication, supervision and information sharing among team members.

Teachers

- For the most part, elementary school teachers said that campus and district leaders are accessible. Only 36% of the high school teachers agreed that school district leadership is accessible.
- The percentages of teachers indicating that they can voice their opinion without fear varied from 58% at the elementary schools to 80% at the high school.
- 30% of the elementary school teachers and 55% of the high school teachers indicated that communication is censored.
- Elementary (83%) and high school (72%) teachers indicated that employees follow the chain-of-command in the reporting of any complaint.
- A large percentage of elementary teachers feel they are supported (64%) or enjoy their work (90%). These percents are slightly lower for high school teachers.
- 82% of the elementary teachers reported that they are provided with the necessary resources to do their jobs. 50% of the high school teachers expressed similar feelings.

Central Office and School Staff

- 63% of the employees indicated feeling that they can voice their opinion without fear. 31% reported otherwise.
- 48% of the employees indicated that communication is rarely or never censored. 40% indicated otherwise.
- Over 75% of the central and staff members said that campus and district leaders are accessible.

⁷ The information summarized in this section comes from Table 1.4, Table 2.4, and Table 3.4.

- 78% of the employees indicated that employees follow the chain-of-command in the reporting of any complaint. 16% indicated the chain-of-command is not followed in the reporting of any complaint.
- A large percentage of employees feel they are supported (73%) or enjoy their work (86%). 20% of them, however, indicated that they do not feel supported.
- 73% of the employees reported that they are provided with the necessary resources to do their jobs.

Community Orientation⁸

The degree of commitment of the school and school district to address the needs of the community.

Teachers

- Most elementary and high school teachers indicated that the top priority is ensuring the needs of the community they serve are being met.
- Most elementary and high school teachers indicated that they are encouraged to adopt innovative practices to meet the needs of the community they serve.
- Majority of the elementary and high school teachers indicated that the efforts to meet the needs of the community they serve reflect the status quo.

Central Office and School Staff

- Over 80% of the central and staff members indicated that the top priority is ensuring the needs of the community they serve are being met.
- 78% of the employees indicated that they are encouraged to adopt innovative practices to meet the needs of the community they serve.
- 79% of the employees indicated that the efforts to meet the needs of the community they serve reflect the status quo.

ORGANIZATIONAL HEALTH INVENTORY FOR SCHOOL TEACHERS

This survey was administered to all teachers. Includes different scales depending on the school level. Only elementary and high school teachers responded to this survey.

Institutional Integrity (Elementary and High School Teachers)⁹

Describes a school that has integrity in its educational program.

⁸ The information summarized in this section comes from Table 1.5, Table 2.5, and Table 3.5.

⁹ The information summarized in this section comes from Table 4.1 and Table 5.2.

- About 64% of the elementary teachers and 40% of the high school teachers reported feeling vulnerable to outside pressures and pressure from the community.
- About a third of the teachers (30% of high school teachers; 35% of elementary teachers) feel that the community demands are accepted even when they are not consistent with the educational programs.
- 86% of high school teachers and 85% of elementary teachers feel that the school is open to the whims of the public. 88% of high school teachers and 56% of elementary teachers reported that a few vocal parents can change school policy.
- 63% of high school teachers and 24% of the elementary teachers noted the influence of a select group of citizens on the school board.

Collegial Leadership (Elementary School)¹⁰/ Consideration (High School)¹¹

Refers to behavior by the principal. In high school, consideration refers to the principal behavior that is friendly, supportive, and collegial. The principal looks out for the welfare of faculty members and is open to their suggestions.

- Elementary teachers feel that the school principal is friendly, supportive, open, and guided by norms of equality.
- Elementary teachers feel that the principal sets the tone for high performance by letting people know what is expected of them and conducts meaningful evaluations.
- High school teachers revealed high consideration from the principal in the sense that the principal is friendly and approachable, treats all faculty equally, is open to suggestions, and looks out for the welfare of all faculty.

Principal Influence (High School)¹²

Refers to the principal's ability to affect the actions of superiors and demonstrates independence in thought and action.

- Most teachers feel that sometimes the school principal can influence the superiors and acquire what is asked for, and recommendations are given serious consideration by the superiors.
- 62% of the teachers, however, felt that the principal is impeded by the superiors.

Initiating Structure (High School)¹³

Represents task- and achievement-oriented behavior of principal.

¹⁰ The information pertaining to Collegial Leadership (Elementary School) summarized in this section comes from Table 5.1.

¹¹ The information pertaining to Consideration (High School) summarized in this section comes from Table 4.7.

¹² The information summarized in this section comes from Table 4.2.

¹³ The information summarized in this section comes from Table 4.3.

- Most of the teachers feel that the principal asks that faculty members follow standard rules and regulations, makes his/her attitudes clear to faculty, lets faculty know what is expected of them, and maintains clear performance standards.

Academic Emphasis (Elementary and High School)¹⁴

Refers to the school's press for achievement.

These responses varied depending on the school level and responses tended to be less optimistic the higher the school level.

- Elementary school teachers' responses indicated that students work hard, are cooperative, and respect other students who get good grades.
- Elementary school teachers' responses, however, indicated that sometimes students neglect to complete homework and rarely seek extra schoolwork to improve their grades.
- High school teachers' responses indicated that the learning environment is orderly and serious, and that high but achievable goals are set for students.
- High school teachers believe that students have the ability to achieve academically, and that academic achievement is recognized and acknowledged by the school.

Resource Influence (Elementary School)¹⁵/Resource Support (High School)¹⁶

Describes the principal's ability to affect the action of superiors to the benefit of teachers.

- Elementary teachers feel the school principal sometimes has the ability to affect the actions of superiors to the benefit of teachers.
- Elementary teachers are given adequate classroom supplies, and extra instructional materials and supplies are easily obtained.
- High school teachers reported that they are provided with adequate classroom materials, but extra materials, supplies and supplementary materials are only sometimes available.

Teacher Affiliation (Elementary School)¹⁷/Morale (High School)¹⁸

Refers to a sense of friendliness, strong affiliation with the school, sense of trust, confidence, enthusiasm, and friendliness among teachers.

¹⁴ The information summarized in this section comes from Table 4.6 and Table 5.4.

¹⁵ The information pertaining to Resource Influence (Elementary School) summarized in this section comes from Table 5.3.

¹⁶ The information pertaining to Resource Support (High School) summarized in this section comes from Table 4.4.

¹⁷ The information pertaining to Teacher Affiliation (Elementary School) summarized in this section comes from Table 5.5.

¹⁸ The information pertaining to Morale (High School) summarized in this section comes from Table 4.5.

- In general, teachers at both levels feel a sense of friendliness and strong affiliation with the school. Teachers feel good about each other and, at the same time, have a sense of accomplishment from their jobs.
- Teachers (both levels) find ways to accommodate to the routine, accomplishing their jobs with enthusiasm.
- Some teachers (both levels) express that teachers are indifferent to each other and that teachers are cool and aloof towards each other.
- Elementary teachers are committed to their students.
- High school teachers feel good about each other, do favors for each other, and exhibit friendliness towards each other.
- High school teacher morale is only sometimes high.
- At the high school level, the trust and confidence among staff is often present, but sometimes there is limited enthusiasm to accomplish their jobs and identity with the school.

Teacher Sense of Self-Efficacy (Elementary and High School)¹⁹

The Teachers' Sense of Efficacy Scale is a measure of people's evaluations of their own likely success in teaching (Tschannen-Moran & Woolfolk Hoy, 2001). Teacher efficacy included related factors associated with the following three areas of teaching: Efficacy for Classroom Management (CM), Efficacy to promote Student Engagement (SE), and Efficacy in using Instructional Strategies (IS).

- Teachers at all levels express that they have a high level of efficacy in classroom management.
- Most teachers at both levels express that they have a high level of efficacy on student engagement. However, about a third of elementary teachers and about half of the high school teachers indicated that they only have some influence to control disruptive behaviors in the classrooms.
- Teachers at all levels express that they have a high level of efficacy in instructional strategies.

¹⁹ The information summarized in this section comes from Table 6.1 through Table 7.3.

Organizational Culture Survey Results: Tables and Subscales

The tables below include the organizational culture survey results. The dark blue shading indicates the responses selected by the most respondents.

ORGANIZATIONAL CULTURE: CAMPUS AND CENTRAL OFFICE STAFF

Table 1.1. Goal Setting and Accomplishment						
Statement	Always	Often	Rarely	Never	N/A	Overall
District goals are clearly defined.	17 (31.48%)	32 (59.26%)	3 (5.56%)	1 (1.85%)	1 (1.85%)	54 (100%)
Individual district-level department goals are clearly defined.	15 (28.3%)	28 (52.83%)	6 (11.32%)	1 (1.89%)	3 (5.66%)	53 (100%)
Individual school campus goals are clearly defined.	15 (28.3%)	30 (56.6%)	5 (9.43%)	1 (1.89%)	2 (3.77%)	53 (100%)
There is alignment among the goals defined for the district, individual district-level departments, and individual school campuses.	13 (24.53%)	30 (56.6%)	9 (16.98%)	1 (1.89%)	0 (0%)	53 (100%)

Table 1.2 Performance Emphasis						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees are encouraged to further their career development.	23 (28.4%)	39 (48.15%)	16 (19.75%)	0 (0%)	3 (3.7%)	81 (100%)
Employees are encouraged to engage in professional growth by improving skills and knowledge.	22 (27.1%)	37 (45.6%)	21 (25.9%)	0 (0%)	1 (1.2%)	81 (100%)
Carrying out our work functions correctly is emphasized.	15 (30%)	28 (56%)	6 (12%)	1 (2%)	0 (0%)	50 (100%)
Carrying out our work functions efficiently is emphasized.	13 (26%)	30 (60%)	51 (0%)	2 (4%)	0 (0%)	50 (100%)

Adhering to ethical codes in business transactions (i.e., purchasing, vendor selection, contracts with third-party for services, school fund management, fraud prevention, supply management, information technology/records management, accounting and finance) is standard practice.	20 (45.45%)	17 (38.64%)	2 (4.55%)	0 (0%)	5 (11.36%)	44 (100%)
Adhering to ethical codes in personnel transactions (i.e., promotions, pay raises, job assignments, hiring practices) is standard practice.	18 (41.86%)	15 (34.88%)	7 (16.28%)	2 (4.65%)	1 (2.33%)	43 (100%)

Table 1.3 Reward Orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees are made to feel important.	24 (25.5%)	54 (57.4%)	15 (15.96%)	1 (1.06%)	0 (0%)	94 (100%)
Employees are treated with respect.	42 (44.68%)	47 (50%)	4 (4.26%)	1 (1.06%)	0 (0%)	94 (100%)
Employees are treated with fairness.	27 (28.72%)	50 (53.19%)	14 (14.89%)	2 (2.13%)	1 (1.06%)	94 (100%)
Equitable treatment of all employees is emphasized.	32 (34.04%)	46 (48.94%)	14 (14.89%)	2 (2.13%)	0 (0%)	94 (100%)
Employees are recognized for their efforts.	22 (26.19%)	45 (53.57%)	17 (20.24%)	0 (0%)	0 (0%)	84 (100%)
Employees are rewarded for excellence at work.	14 (17.95%)	40 (51.28%)	18 (23.08%)	6 (7.69%)	0 (0%)	78 (100%)
Employees' successes are celebrated.	17 (22.37%)	33 (43.42%)	20 (26.32%)	5 (6.58%)	1 (1.32%)	76 (100%)

Table 1.4 Cohesive Environment (Member participation)						
Statement	Always	Often	Rarely	Never	NA	Overall
Employees can voice their opinion without fear.	21 (22.58%)	38 (40.86%)	29 (31.18%)	5 (5.38%)	0 (0%)	93 (100%)
Employees communication is censored.	6 (7.79%)	25 (32.47%)	21 (27.27%)	16 (20.78%)	9 (11.69%)	77 (100%)
Employees feel campus leaders are accessible.	29 (37.66%)	34 (44.16%)	11 (14.29%)	0 (0%)	3 (3.9%)	77 (100%)
Employees feel district leaders are accessible.	20 (27.78%)	36 (50%)	15 (20.83%)	0 (0%)	1 (1.39%)	72 (100%)
Employees follow the chain-of-command in the reporting of any complaint.	9 (14.52%)	39 (62.9%)	10 (16.13%)	1 (1.61%)	3 (4.84%)	62 (100%)
Employees are provided with the necessary resources to do their jobs.	9 (18.37%)	27 (55.1%)	11 (22.45%)	1 (2.04%)	1 (2.04%)	49 (100%)
Employees feel supported.	9 (18.37%)	27 (55.1%)	10 (20.41%)	3 (6.12%)	0 (0%)	49 (100%)
Employees enjoy their work.	10 (20.83%)	31 (64.58%)	6 (12.5%)	0 (0%)	1 (2.08%)	48 (100%)

Table 1.5 Community Orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
A top priority is ensuring the needs of the community we serve are being met.	21 (43.75%)	21 (43.75%)	6 (12.5%)	0 (0%)	0 (0%)	48 (100%)
Innovative practices are encouraged to meet the needs of the community we serve.	18 (37.5%)	19 (39.58%)	9 (18.75%)	0 (0%)	2 (4.17%)	48 (100%)

Efforts to meet the needs of the community we serve reflect the status quo.	14 (29.17%)	24 (50%)	8 (16.67%)	0 (0%)	2 (4.17%)	48 (100%)
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ORGANIZATIONAL CULTURE: HIGH SCHOOL TEACHERS

Table 2.1 Goal setting and accomplishment						
Statement	Always	Often	Rarely	Never	N/A	Overall
District goals are clearly defined.	2 (28.57%)	3 (42.86%)	1 (14.29%)	1 (14.29%)	0 (0%)	7 (100%)
Individual district-level department goals are clearly defined.	2 (28.57%)	4 (57.14%)	0 (0%)	1 (14.29%)	0 (0%)	7 (100%)
Individual school campus goals are clearly defined.	2 (28.57%)	5 (71.43%)	0 (0%)	0 (0%)	0 (0%)	7 (100%)
There is alignment among the goals defined for the district, individual district-level departments, and individual school campuses.	1 (16.67%)	3 (50%)	0 (0%)	1 (16.67%)	1 (16.67%)	6 (100%)

Table 2.2 Performance emphasis						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees are encouraged to further their career development.	1 (11.11%)	3 (33.33%)	4 (44.44%)	1 (11.11%)	0 (0%)	9 (100%)
Employees are encouraged to engage in professional growth by improving skills and knowledge.	1 (11.11%)	4 (44.44%)	3 (33.33%)	1 (11.11%)	0 (0%)	9 (100%)

Table 2.2 Performance emphasis						
Statement	Always	Often	Rarely	Never	N/A	Overall
Carrying out our work functions correctly is emphasized.	3 (50%)	2 (33.33%)	1 (16.67%)	0 (0%)	0 (0%)	6 (100%)
Carrying out our work functions efficiently is emphasized.	2 (33.33%)	2 (33.33%)	2 (33.33%)	0 (0%)	0 (0%)	6 (100%)
Adhering to ethical codes in business transactions (i.e., purchasing, vendor selection, contracts with third-party for services, school fund management, fraud prevention, supply management, information technology/records management, accounting and finance) is standard practice.	2 (33.33%)	2 (33.33%)	0 (0%)	0 (0%)	2 (33.33%)	6 (100%)
Adhering to ethical codes in personnel transactions (i.e., promotions, pay raises, job assignments, hiring practices) is standard practice.	1 (16.67%)	2 (33.33%)	0 (0%)	1 (16.67%)	2 (33.33%)	6 (100%)

Table 2. 3 Reward Orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees are made to feel important.	1 (9.09%)	8 (72.73%)	2 (18.18%)	0 (0%)	0 (0%)	11 (100%)
Employees are treated with respect.	2 (18.18%)	8 (72.73%)	1 (9.09%)	0 (0%)	0 (0%)	11 (100%)
Employees are treated with fairness.	2 (18.18%)	7 (63.64%)	1 (9.09%)	0 (0%)	1 (9.09%)	11 (100%)

Table 2.3 Reward Orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
Equitable treatment of all employees is emphasized.	2 (20%)	4 (40%)	3 (30%)	0 (0%)	1 (10%)	10 (100%)
Employees are recognized for their efforts.	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)	0 (0%)	9 (100%)
Employees are rewarded for excellence at work.	2 (22.22%)	2 (22.22%)	5 (55.56%)	0 (0%)	0 (0%)	9 (100%)
Employees' successes are celebrated.	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)	0 (0%)	9 (100%)

Table 2.4 Cohesive Environment (Member Participation)						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees can voice their opinion without fear.	2 (20%)	6 (60%)	2 (20%)	0 (0%)	0 (0%)	10 (100%)
Employees' communication is censored.	0 (0%)	5 (55.56%)	2 (22.22%)	1 (11.11%)	1 (11.11%)	9 (100%)
Employees feel campus leaders are accessible.	2 (25%)	4 (50%)	1 (12.5%)	1 (12.5%)	0 (0%)	8 (100%)
Employees feel district leaders are accessible.	1 (12.5%)	2 (25%)	3 (37.5%)	1 (12.5%)	1 (12.5%)	8 (100%)
Employees follow the chain-of-command in the reporting of any complaint.	2 (28.57%)	3 (42.86%)	1 (14.29%)	0 (0%)	1 (14.29%)	7 (100%)
Employees are provided with the necessary resources to do their jobs.	0 (0%)	3 (50%)	3 (50%)	0 (0%)	0 (0%)	6 (100%)

Table 2.4 Cohesive Environment (Member Participation)						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees feel supported.	0 (0%)	3 (50%)	3 (50%)	0 (0%)	0 (0%)	6 (100%)
Employees enjoy their work.	0 (0%)	4 (66.67%)	1 (16.67%)	0 (0%)	1 (16.67%)	6 (100%)

Table 2.5 Community Orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
A top priority is ensuring the needs of the community we serve are being met.	0 (0%)	4 (66.67%)	1 (16.67%)	0 (0%)	1 (16.67%)	6 (100%)
Innovative practices are encouraged to meet the needs of the community we serve.	0 (0%)	4 (66.67%)	2 (33.33%)	0 (0%)	0 (0%)	6 (100%)
Efforts to meet the needs of the community we serve reflect the status quo.	2 (33.33%)	4 (66.67%)	0 (0%)	0 (0%)	0 (0%)	6 (100%)

ORGANIZATIONAL CULTURE: ELEMENTARY SCHOOL TEACHERS

Table 3.1 Goal Setting and Accomplishment						
Statement	Always	Often	Rarely	Never	N/A	Overall
District goals are clearly defined.	13 (41.94%)	14 (45.16%)	2 (6.45%)	0 (0%)	2 (6.45%)	31 (100%)
Individual district-level department goals are clearly defined.	8 (25.81%)	15 (48.39%)	4 (12.9%)	1 (3.23%)	3 (9.68%)	31 (100%)

Table 3.1 Goal Setting and Accomplishment						
Statement	Always	Often	Rarely	Never	N/A	Overall
Individual school campus goals are clearly defined.	8 (25.81%)	17 (54.84%)	4 (12.9%)	0 (0%)	2 (6.45%)	31 (100%)
There is alignment among the goals defined for the district, individual district-level departments, and individual school campuses.	8 (26.67%)	11 (36.67%)	7 (23.33%)	1 (3.33%)	3 (10%)	30 (100%)

Table 3.2 Performance Emphasis						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees are encouraged to further their career development.	8 (22.86%)	15 (42.86%)	8 (22.86%)	2 (5.71%)	2 (5.71%)	35 (100%)
Employees are encouraged to engage in professional growth by improving skills and knowledge.	12 (34.29%)	16 (45.71%)	4 (11.43%)	2 (5.71%)	1 (2.86%)	35 (100%)
Carrying out our work functions correctly is emphasized.	10 (34.48%)	13 (44.83%)	4 (13.79%)	1 (3.45%)	1 (3.45%)	29 (100%)
Carrying out our work functions efficiently is emphasized.	10 (34.48%)	17 (58.62%)	0 (0%)	1 (3.45%)	1 (3.45%)	29 (100%)
Adhering to ethical codes in business transactions (i.e., purchasing, vendor selection, contracts with third-party for services, school fund management, fraud prevention, supply management, information technology/records management, accounting, and finance) is standard practice.	14 (51.85%)	6 (22.2%)	1 (3.7%)	0 (0%)	6 (22.2%)	27 (100%)

Table 3.2 Performance Emphasis						
Statement	Always	Often	Rarely	Never	N/A	Overall
Adhering to ethical codes in personnel transactions (i.e., promotions, pay raises, job assignments, hiring practices) is standard practice.	9 (33.33%)	12 (44.44%)	1 (3.7%)	0 (0%)	5 (18.52%)	27 (100%)

Table 3.3 Reward Orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees are made to feel important.	14 (26.42%)	27 (50.94%)	11 (20.75%)	0 (0%)	1 (1.89%)	53 (100%)
Employees are treated with respect.	20 (37.74%)	25 (47.17%)	7 (13.21%)	0 (0%)	1 (1.89%)	53 (100%)
Employees are treated with fairness.	19 (35.85%)	22 (41.51%)	12 (22.64%)	0 (0%)	0 (0%)	53 (100%)
Equitable treatment of all employees is emphasized.	18 (33.96%)	21 (39.62%)	11 (20.75%)	0 (0%)	3 (5.66%)	53 (100%)
Employees are recognized for their efforts.	8 (21.62%)	14 (37.84%)	10 (27.03%)	1 (2.7%)	4 (10.81%)	37 (100%)
Employees are rewarded for excellence at work.	4 (11.43%)	13 (37.14%)	12 (34.29%)	3 (8.57%)	3 (8.57%)	35 (100%)
Employees' successes are celebrated.	6 (17.14%)	12 (34.29%)	12 (34.29%)	1 (2.86%)	4 (11.43%)	35 (100%)

Table 3.4 Cohesive environment (Member participation)						
Statement	Always	Often	Rarely	Never	N/A	Overall
Employees can voice their opinion without fear.	13 (24.53%)	18 (33.96%)	12 (22.64%)	7 (13.21%)	3 (5.66%)	53 (100%)
Employees' communication is censored.	1 (3.03%)	9 (27.27%)	10 (30.3%)	3 (9.09%)	10 (30.3%)	33 (100%)
Employees feel campus leaders are accessible.	16 (48.48%)	11 (33.33%)	5 (15.15%)	0 (0%)	1 (3.03%)	33 (100%)
Employees feel district leaders are accessible.	7 (21.21%)	19 (57.58%)	3 (9.09%)	1 (3.03%)	3 (9.09%)	33 (100%)
Employees follow the chain-of-command in the reporting of any complaint.	13 (40.62%)	13 (40.62%)	2 (6.25%)	0 (0%)	4 (12.5%)	32 (100%)
Employees are provided with the necessary resources to do their jobs.	6 (21.43%)	17 (60.71%)	4 (14.29%)	0 (0%)	1 (3.57%)	28 (100%)
Employees feel supported.	7 (25%)	11 (39.29%)	8 (28.57%)	1 (3.57%)	1 (3.57%)	28 (100%)
Employees enjoy their work.	8 (28.57%)	17 (60.71%)	2 (7.14%)	0 (0%)	1 (3.57%)	28 (100%)

Table 3.5 Community orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
A top priority is ensuring the needs of the community we serve are being met.	10 (35.71%)	10 (35.71%)	5 (17.86%)	0 (0%)	3 (10.71%)	28 (100%)
Innovative practices are encouraged to meet the needs of the community we serve.	7 (25.93%)	12 (44.44%)	4 (14.81%)	0 (0%)	4 (14.81%)	27 (100%)

Table 3.5 Community orientation						
Statement	Always	Often	Rarely	Never	N/A	Overall
Efforts to meet the needs of the community we serve reflect the status quo.	6 (22.22%)	13 (48.15%)	4 (14.81%)	0 (0%)	4 (14.81%)	27 (100%)

ORGANIZATIONAL HEALTH INVENTORY FOR SECONDARY SCHOOLS: HIGH SCHOOL TEACHERS

Table 4.1 Institutional Integrity					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Teachers are protected from unreasonable community and parental demands.	1 (8.33%)	7 (58.33%)	4 (33.33%)	0 (0%)	12 (100%)
The school is vulnerable to outside pressures.	1 (9.09%)	3 (27.27%)	5 (45.45%)	2 (18.18%)	11 (100%)
Community demands are accepted even when they are not consistent with the educational program.	0 (0%)	7 (70%)	2 (20%)	1 (10%)	10 (100%)
Teachers feel pressure from the community.	1 (10%)	5 (50%)	4 (40%)	0 (0%)	10 (100%)
Select citizen groups are influential with the board.	0 (0%)	3 (37.5%)	4 (50%)	1 (12.5%)	8 (100%)
The school is open to the whims of the public.	1 (14.29%)	4 (57.14%)	2 (28.57%)	0 (0%)	7 (100%)
A few vocal parents can change school policy.	1 (12.5%)	3 (37.5%)	3 (37.5%)	1 (12.5%)	8 (100%)

Table 4.2 Principal Influence					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The principal gets what he or she asks for from superiors.	2 (16.67%)	6 (50%)	4 (33.33%)	0 (0%)	12 (100%)
The principal is able to influence the actions of his or her superiors.	3 (33.33%)	5 (55.56%)	1 (11.11%)	0 (0%)	9 (100%)
The principal is able to work well with the superintendent.	1 (10%)	6 (60%)	3 (30%)	0 (0%)	10 (100%)
The principal's recommendations are given serious consideration by his or her superiors.	1 (10%)	7 (70%)	2 (20%)	0 (0%)	10 (100%)
The principal is impeded by the superiors.	2 (25%)	1 (12.5%)	4 (50%)	1 (12.5%)	8 (100%)

Table 4.3 Initiating Structure					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The principal asks that faculty members follow standard rules and regulations.	0 (0%)	1 (8.33%)	3 (25%)	8 (66.67%)	12 (100%)
The principal makes his or her attitudes clear to the school.	0 (0%)	2 (20%)	3 (30%)	5 (50%)	10 (100%)
The principal lets faculty know what is expected of them.	0 (0%)	1 (10%)	3 (30%)	6 (60%)	10 (100%)

Table 4.3 Initiating Structure					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The principal maintains definite standards of performance.	0 (0%)	1 (12.5%)	5 (62.5%)	2 (25%)	8 (100%)
The principal schedules the work to be done.	0 (0%)	3 (37.5%)	2 (25%)	3 (37.5%)	8 (100%)

Table 4.4 Resource Support					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Extra materials are available if requested.	0 (0%)	6 (54.55%)	4 (36.36%)	1 (9.09%)	11 (100%)
Teachers are provided with adequate materials for their classrooms.	1 (10%)	3 (30%)	5 (50%)	1 (10%)	10 (100%)
Teachers receive necessary classroom supplies.	1 (10%)	5 (50%)	2 (20%)	2 (20%)	10 (100%)
Supplementary materials are available for classroom use.	2 (2.22%)	5 (55.56%)	1 (11.11%)	1 (11.11%)	9 (100%)
Teachers have access to needed instructional materials.	1 (2.5%)	4 (50%)	2 (25%)	1 (12.5%)	8 (100%)

Table 4.5 Morale					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Teachers do favors for each other.	0 (0%)	5 (45.45%)	5 (45.45%)	1 (9.09%)	11 (100%)
Teachers in this school like each other.	0 (0%)	3 (30%)	7 (70%)	0 (0%)	10 (100%)
Teachers are indifferent to each other.	1 (10%)	4 (40%)	5 (50%)	0 (0%)	10 (100%)
Teachers exhibit friendliness to each other.	0 (0%)	1 (11.11%)	7 (77.78%)	1 (11.11%)	9 (100%)
Teachers in this school are cool and aloof to each other.	2 (25%)	3 (37.5%)	2 (25%)	1 (12.5%)	8 (100%)
The morale of the teachers is high.	0 (0%)	5 (62.5%)	3 (37.5%)	0 (0%)	8 (100%)
There is a feeling of trust and confidence among the staff.	1 (12.5%)	2 (25%)	5 (62.5%)	0 (0%)	8 (100%)
Teachers accomplish their jobs with enthusiasm.	0 (0%)	4 (50%)	4 (50%)	0 (0%)	8 (100%)
Teachers identify with the school.	0 (0%)	5 (71.43%)	2 (28.57%)	0 (0%)	7 (100%)

Table 4.6 Academic Emphasis					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The students in this school can achieve the goals that have been set for them.	0 (0%)	4 (36.36%)	7 (63.64%)	0 (0%)	11 (100%)
The school sets high standards for academic performance.	2 (20%)	4 (40%)	4 (40%)	0 (0%)	10 (100%)
Students respect others who get good grades.	2 (20%)	1 (10%)	4 (40%)	3 (30%)	10 (100%)
Students seek extra work so they can get good grades.	3 (37.5%)	3 (37.5%)	2 (25%)	0 (0%)	8 (100%)
Teachers in this school believe that their students have the ability to achieve academically.	0 (0%)	5 (62.5%)	3 (37.5%)	0 (0%)	8 (100%)
Academic achievement is recognized and acknowledged by the school.	0 (0%)	4 (50%)	3 (37.5%)	1 (12.5%)	8 (100%)
Students try hard to improve on previous work.	1 (12.5%)	6 (75%)	1 (12.5%)	0 (0%)	8 (100%)
The learning environment is orderly and serious.	0 (0%)	2 (28.57%)	5 (71.43%)	0 (0%)	7 (100%)

Table 4.7 Consideration					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The principal is friendly and approachable.	0 (0%)	1 (8.33%)	3 (25%)	8 (66.67%)	12 (100%)

Table 4.7 Consideration					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The principal treats all faculty members as his or her equal.	0 (0%)	2 (20%)	5 (50%)	3 (30%)	10 (100%)
The principal puts suggestions made by the faculty into operation.	2 (20%)	3 (30%)	4 (40%)	1 (10%)	10 (100%)
The principal is willing to make changes.	0 (0%)	3 (30%)	6 (60%)	1 (10%)	10 (100%)
The principal looks out for the personal welfare of faculty members.	0 (0%)	4 (50%)	4 (50%)	0 (0%)	8 (100%)

ORGANIZATIONAL HEALTH INVENTORY FOR ELEMENTARY SCHOOLS: ELEMENTARY SCHOOL TEACHERS

Table 5.1 Collegial Leadership					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The principal explores all sides of topics and admits that other opinions exist.	6 (10.53%)	22 (38.6%)	16 (28.07%)	13 (22.81%)	57 (100%)
The principal discusses classroom issues with teachers.	11 (20%)	13 (23.64%)	14 (25.45%)	17 (30.91%)	55 (100%)
The principal accepts questions without appearing to snub or quash the teacher.	6 (10.91%)	15 (27.27%)	17 (30.91%)	17 (30.91%)	55 (100%)

Table 5.1 Collegial Leadership					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The principal treats all faculty members as his or her equal.	5 (11.9%)	8 (19.05%)	15 (35.71%)	14 (33.33%)	42 (100%)
The principal goes out of his or her way to show appreciation to teachers.	1 (2.63%)	12 (31.58%)	13 (34.21%)	12 (31.58%)	38 (100%)
The principal lets faculty know what is expected of them.	1 (2.7%)	11 (29.73%)	10 (27.03%)	15 (40.54%)	37 (100%)
The principal conducts meaningful evaluations.	1 (2.78%)	5 (13.89%)	16 (44.44%)	14 (38.89%)	36 (100%)
The principal maintains definite standards of performance.	1 (2.78%)	10 (27.78%)	12 (33.33%)	13 (36.11%)	36 (100%)
The principal looks out for the personal welfare of faculty members.	4 (11.76%)	13 (38.24%)	8 (23.53%)	9 (26.47%)	34 (100%)
The principal is friendly and approachable.	1 (3.33%)	8 (26.67%)	9 (30%)	12 (40%)	30 (100%)

Table 5.2 Institutional Integrity					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The school is vulnerable to outside pressures.	10 (25%)	17 (42.5%)	9 (22.5%)	4 (10%)	40 (100%)

Table 5.2 Institutional Integrity					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Community demands are accepted even when they are not consistent with the educational program.	5 (13.51%)	19 (51.35%)	13 (35.14%)	0 (0%)	37 (100%)
Teachers feel pressure from the community.	10 (27.03%)	15 (40.54%)	4 (10.81%)	8 (21.62%)	37 (100%)
Select citizen groups are influential with the board.	9 (27.27%)	16 (48.48%)	7 (21.21%)	1 (3.03%)	33 (100%)
The school is open to the whims of the public.	5 (15.15%)	15 (45.45%)	9 (27.27%)	4 (12.12%)	33 (100%)
A few vocal parents can change school policy.	14 (43.75%)	12 (37.5%)	6 (18.75%)	0 (0%)	32 (100%)

Table 5.3 Resource Influence					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
The principal gets what he or she asks for from upper administration.	6 (11.32%)	30 (56.6%)	12 (22.64%)	5 (9.43%)	53 (100%)
Extra materials are available if requested.	71 (3.21%)	21 (39.62%)	17 (32.08%)	8 (15.09%)	53 (100%)
The principal is able to influence the actions of his or her superiors.	4 (10.26%)	24 (61.54%)	10 (25.64%)	1 (2.56%)	39 (100%)

Table 5.3 Resource Influence					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Teachers are provided with adequate materials for their classrooms.	5 (13.16%)	10 (26.32%)	15 (39.47%)	8 (21.05%)	38 (100%)
Teachers receive necessary classroom supplies.	3 (8.11%)	13 (35.14%)	15 (40.54%)	6 (16.22%)	37 (100%)
The principal's recommendations are given serious consideration by his or her superiors.	2 (5.56%)	15 (41.67%)	14 (38.89%)	5 (13.89%)	36 (100%)
Supplementary materials are available for classroom use.	6 (16.22%)	10 (27.03%)	13 (35.14%)	8 (21.62%)	37 (100%)

Table 5.4 Academic Emphasis					
Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Students neglect to complete homework.	7 (15.56%)	19 (42.22%)	14 (31.11%)	5 (11.11%)	45 (100%)
Students are cooperative during classroom instruction.	1 (2.38%)	5 (11.9%)	23 (54.76%)	13 (30.95%)	42 (100%)
Students respect others who get good grades.	0 (0%)	7 (20%)	17 (48.57%)	11 (31.43%)	35 (100%)
Students seek extra work so they can get good grades.	16 (47.06%)	13 (38.24%)	4 (11.76%)	1 (2.94%)	34 (100%)
Students try hard to improve on previous work.	5 (15.62%)	10 (31.25%)	14 (43.75%)	3 (9.38%)	32 (100%)

Table 5.5 Teacher Affiliation

Statement	Rarely Occurs	Sometimes Occurs	Often Occurs	Very Frequently Occurs	Overall
Teachers in this school like each other.	1 (2.7%)	6 (16.22%)	17 (45.95%)	13 (35.14%)	37 (100%)
Teachers exhibit friendliness to each other.	0 (0%)	3 (8.82%)	16 (47.06%)	15 (44.12%)	34 (100%)
Teachers express pride in their school.	2 (5.88%)	7 (20.59%)	10 (29.41%)	15 (44.12%)	34 (100%)
Teachers identify with the school.	3 (9.09%)	8 (24.24%)	8 (24.24%)	14 (42.42%)	33 (100%)
Teachers accomplish their jobs with enthusiasm.	1 (3.12%)	8 (25%)	16 (50%)	7 (21.88%)	32 (100%)
The learning environment is orderly and serious.	2 (6.45%)	6 (19.35%)	14 (45.16%)	9 (29.03%)	31 (100%)
There is a feeling of trust and confidence among the staff.	1 (3.23%)	9 (29.03%)	9 (29.03%)	12 (38.71%)	31 (100%)
Teachers show commitment to their students.	0 (0%)	0 (0%)	8 (25.81%)	2 (74.19%)	31 (100%)
Teachers are indifferent to each other.	15 (48.39%)	6 (19.35%)	8 (25.81%)	2 (6.45%)	31 (100%)

TEACHER SELF-EFFICACY: ELEMENTARY SCHOOL TEACHERS

Table 6.1 Efficacy in Student Engagement						
Statement	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal	Overall
How much can you do to motivate students who show low interest in schoolwork?	0 (0%)	3 (5.56%)	13 (24.07%)	20 (37.04%)	18 (33.33%)	54 (100%)
How much can you do to get students to believe they can do well in schoolwork?	0 (0%)	1 (1.85%)	9 (16.67%)	22 (40.74%)	22 (40.74%)	54 (100%)
How much can you do to help your students value learning?	0 (0%)	4 (7.69%)	9 (17.31%)	23 (44.23%)	16 (30.77%)	52 (100%)
How much can you assist families in helping their children do well in school?	0 (0%)	6 (13.64%)	13 (29.55%)	13 (29.55%)	12 (27.27%)	44 (100%)

Table 6.2 Efficacy in Instructional Strategies						
Statement	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal	Overall
To what extent can you craft good questions for your students?	0 (0%)	1 (1.96%)	6 (11.76%)	23 (45.1%)	21 (41.18%)	51 (100%)
How much can you use a variety of assessment strategies?	0 (0%)	2 (4.44%)	4 (8.89%)	26 (57.78%)	13 (28.89%)	45 (100%)
To what extent can you provide an alternative explanation or example when students are confused?	0 (0%)	2 (4.44%)	2 (4.44%)	22 (48.89%)	19 (42.22%)	45 (100%)

Table 6.2 Efficacy in Instructional Strategies						
Statement	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal	Overall
How well can you implement alternative strategies in your classroom?	0 (0%)	1 (2.44%)	7 (17.07%)	19 (46.34%)	14 (34.15%)	41 (100%)

Table 6.3 Efficacy in Classroom Management						
Statement	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal	Overall
How much can you do to control disruptive behavior in the classroom?	0 (0%)	7 (12.73%)	12 (21.82%)	15 (27.27%)	21 (38.18%)	55 (100%)
How much can you do to get children to follow classroom rules?	0 (0%)	2 (4.17%)	7 (14.58%)	22 (45.83%)	17 (35.42%)	48 (100%)
How much can you do to calm a student who is disruptive or noisy?	0 (0%)	41 (0%)	14 (35%)	12 (30%)	10 (25%)	40 (100%)
How well can you establish a classroom management system with each group of students?	0 (0%)	0 (0%)	5 (10.87%)	19 (41.3%)	22 (47.83%)	46 (100%)

TEACHER SELF-EFFICACY: HIGH SCHOOL TEACHERS

Table 7.1 Efficacy in Student Engagement						
Statement	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal	Overall
How much can you do to motivate students who show low interest in school work?	0 (0%)	1 (8.33%)	6 (50%)	3 (25%)	2 (16.67%)	12 (100%)

Table 7.1 Efficacy in Student Engagement						
Statement	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal	Overall
How much can you do to get students to believe they can do well in school work?	0 (0%)	0 (0%)	5 (41.67%)	5 (41.67%)	2 (16.67%)	12 (100%)
How much can you do to help your students value learning?	0 (0%)	2 (16.67%)	5 (41.67%)	2 (16.67%)	3 (25%)	12 (100%)
How much can you assist families in helping their children do well in school?	0 (0%)	1 (11.11%)	5 (55.56%)	1 (11.11%)	2 (22.22%)	9 (100%)

Table 7.2 Efficacy in Instructional Strategies						
Statement	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal	Overall
To what extent can you craft good questions for your students?	0 (0%)	0 (0%)	1 (8.33%)	7 (58.33%)	4 (33.33%)	12 (100%)
How much can you use a variety of assessment strategies?	0 (0%)	0 (0%)	3 (37.5%)	45 (0%)	1 (12.5%)	8 (100%)
To what extent can you provide an alternative explanation or example when students are confused?	0 (0%)	0 (0%)	2 (25%)	4 (50%)	2 (25%)	8 (100%)
How well can you implement alternative strategies in your classroom?	0 (0%)	0 (0%)	4 (44.44%)	3 (33.33%)	2 (22.22%)	9 (100%)

Table 7.3 Efficacy in Classroom Management

Statement	Nothing	Very Little	Some Influence	Quite A Bit	A Great Deal	Overall
How much can you do to control disruptive behavior in the classroom?	0 (0%)	2 (16.67%)	4 (33.33%)	4 (33.33%)	2 (16.67%)	12 (100%)
How much can you do to get your students to follow classroom rules?	0 (0%)	0 (0%)	4 (36.36%)	5 (45.45%)	2 (18.18%)	11 (100%)
How much can you do to calm a student who is disruptive or noisy?	0 (0%)	1 (9.09%)	5 (45.45%)	4 (36.36%)	1 (9.09%)	11 (100%)
How well can you establish a classroom management system with each group of students?	0 (0%)	0 (0%)	1 (10%)	7 (70%)	2 (20%)	10 (100%)

Data Collected from Open-Ended Survey Questions

SEISD Organizational Culture Survey for both teachers and staff included four open-ended questions. One of those questions provided teachers and staff the opportunity to make any additional comments related to the SEISD culture. This document includes the comments collected from the open-ended questions, grouped by elementary teachers, high school teachers, and staff. Majority of the comments are presented as they were written in the survey, with minimal edits for increased readability. Where relevant, individual names have been removed from the comments as well to preserve anonymity. While the comments are not formally categorized, they are presented in an informal grouping based on the content provided.

COMMENTS ABOUT THE ORGANIZATIONAL CULTURE

Elementary Teachers

- I am passionate about serving my wonderful community of San Elizario. Our principal is exceptional, inspiring us and believing in our potential to become better educators. Thank you [principal] for your hard work and dedication.
- I honestly think that the overall culture in San Elizario ISD is very positive. I feel that our district is always doing their best for all of our students, community, and employees.
- As the community is pretty small as compared to other districts, those that have worked together for a long time truly help and support each other.
- The overall culture in the district is positive and inclusive, however the culture at specific campuses has dissolved and has low morale.
- It can be difficult at times for my morale to emerge when teachers are being questioned about their integrity regarding testing our own students
- School enrollment is lower. This can cause teacher cuts. Speaking out is not the best option.
- Parents are not involved in their child's education often. Many parents complain directly to central office without following the chain of command. Parents and students are given too many opportunities without real consequences.
- I have been in the district for about 9 years now, and I have noticed the parent support has become weak. I feel that in the last couple of years parents have dropped the responsibility of parenting, where I have seen an increase of behavior issues in the classroom which has led to issues with the students' academics. For example, a parent said their child's trigger is the word NO. Needless to say, I had issues with this student's behavior and constant interference with instructional time. This is just one of the many issues I have seen. Parents are not holding their children accountable for their behaviors. Even with positive reinforcement, positive incentives, and redirection students are being disrespectful and disruptive in class.

- I believe that not everyone is recognized for what they do in a fair manner. Sometimes upper levels are recognized by central office administration, but not lower levels especially at the primary level. Teachers at that level work just as hard but they are not being seen by those in central office. Some teachers have received recognition by our senate and totally overlooked by our board and superintendent. That is a big honor in our community. We as teachers do not do our work for the continued recognition, but when you are recognizing others then it should be across the board.
- The established culture does not seem to be making it to new admins and they are trying to upend the norm or do things that were done in bigger districts that might not work for our smaller one.
- I feel that all principals need to sit down and use a common rubric for their teachers, so that no one campus is left out without any TIA recipients. All of us that get recommended by TEA deserve recognition. Principals cannot be biased.
- The culture of district is good and well promoted although this district has a tendency to drop work on the teachers. Those district employees, including administration, head office employees, district staff, and campus staff are constantly demanding teachers complete various forms. The problem is that they do not communicate with each other and in the end, it is the teachers that are left with an excessive workload. It is those employees that are not communicating with each other, and their sole goal is to have completed what they need when they need it! This leaves the teachers disillusioned and exhausted in trying to complete all these requests. In reality, teachers here do not have one supervisor (the principal), but rather many supervisors requesting their time. This is the number one reason teachers resign.
- It is voiced to have transparency and support, although it may not always be the case. Just today, one of my counterparts was yelled at and made to feel unimportant. She stated she does not feel welcomed in this work environment or that she is even liked. She said someone from the administration made her feel this way. There are four in our grade level, and two of us have been yelled at. Some teachers are afraid to speak up due to retaliation.
- I often think of the saying, “easier said than done.” Many people genuinely have good intentions, but those intentions aren't always reflected in consistent action. We see plans created and thoughtful emails sent—but the follow-through that's needed to truly improve our district's culture often falls short. For example, we might receive a message wishing us a “Mindful Monday,” yet the expectations, demands, and tasks continue without pause. It's hard to enjoy the sentiment when, in reality, there's no time built in our PLCs for planning, or simply catching up on what we need to do. It's a reminder that meaningful change requires more than just well-meaning words—it takes intentional action. And as we all know, putting ideas into practice is rarely as easy as saying them out loud. Most importantly lending a helping hand to others and taking the load off with all the unnecessary task. It is crucial to focus on quality over quantity. People walk around burnout, exhausted, and defeated.

- The culture can be viewed as toxic positivity with gas lighting. There is always a push to give more with little to no moral support or time accommodations. The leadership sells this "Mindful Monday" idea but it is highly hypocritical. Our contract openly states that we will sometimes work beyond our hours. Many of us have to lesson plan on Mondays and catch up on grading. PLCs all year were supposed to be for planning time but there was a total of 4 that were actual planning time. The rest of the time either administration or the Instructional Specialist or someone from district had some sort of change to present. But the worst during PLC was the "constructive" criticism from [name] and [name] where we are questioned as to why our students are not performing better than they expected or displaying everyone's scores on the Promethean. It is humiliating and degrading to be told I see 70% of your students passed but what are you really doing for these students. In class observations are the same. I was told by an instructional specialist and District that I am not STAAR aligned so what was I actually teaching? Highly toxic and demeaning environment from any superiors. Worst of all is the Superintendent. I was sick in the nurse's office and she didn't even acknowledge my presence. I have seen her do the same to many of us in different circumstances, but she takes out certain teachers to conferences, ensuring that they stay at the Marriott and taking them out to dinners. The same with anyone that works in district office now. They were all good friends with her before they were suddenly promoted. There have also been Instructional Specialists and parent liaisons have been reprimanded when they question the Superintendent or Assistant Superintendent about questionable policies or the amount of pressure teachers are under.
- The work culture is toxic here. We have received emails from the principal basically gaslighting us into extra work or putting in 'more' of an effort. She also puts in minimal effort making comments like I tried my best oh well but if we displayed the same attitude we would be reprimanded. She has made appointments for individual meeting or observations and will not show up or will completely ignore them. If it was us, we would be reprimanded. The district personnel are even worse. [Name] is especially demeaning and condescending towards the teachers. If you attempt to give input, she will pick at your opinion or input to try and make you look like you are an idiot. I honestly stay because the kids mean the world to me, and I believe I can make a difference for some of them, but the toxic culture has me on the verge of leaving.
- In my personal opinion, we need a lot of work in culture. I feel like we are not in the same page. I think that we need to do what we say in the meetings (PLC).

High School Teachers

- Very close community and people in this community value their culture which influences students' academic learning.
- It is important to communicate with parents and know what is going on at home sometimes that is the best thing to do to get "in" so that the community appreciates you as an outsider.

- Our main Leaders do not have a fundamental understanding of the entirety of what real leadership entails.
-
- We need school spirit/school pride, without school spirit/ school pride students will NOT feel proud of their environment. If not proud of environment, then students will not perform in the classroom.
- I believe there is a culture of low expectations that starts at the community and board level and permeates the district. Students and often teachers and community members have the attitude of "ah, it's San Eli" to excuse actions and behaviors that prevent students from being able to compete outside of the district--citywide, statewide, and nationally. From lowering expectations (example...if a student fails a course because they have just not done any work, they are allowed to make it up on Edgenuity where they often copy and paste from the internet--allowing them to pass and get higher grades than they would from the course with an actual teacher in it, to extending deadlines for IGC projects and LOC.
- The culture for high academic achievement is not present here. Academic rigor is low in many areas. Students now how to game the system, do no work and get parents to complain. They pass class and graduate without work.

Central Office and Campus Staff

- We love Mondays off.
- [SEISD culture] [i]s very important for the community.
- Great working environment.
- Great working environment and culture.
- It is a great place to work. There are small issues at times however, the majority of time spent working in SEISD is and will always be a great place to work especially with our small town culture.
- San Elizario fosters a culture of mutual respect for students and employees.
- SEISD continues to build a positive school culture at all levels.
- The district's culture is positive. Individuals are willing to help one another, and the district celebrates employees through employee appreciation events throughout the year.
- Culture is positive, employees are encouraged to interact, collaborate, and work together. This creates employee engagement, job satisfaction, and overall district success.
- Employees are committed and collaborate with each other.

- We have strived to create a culture a positive school culture in which all members of the school community feel valued, respected, and supported, and where academic excellence and student achievement are emphasized.
- The landscape of the culture at SEISD has changed drastically over the past 5 years. We are grateful for this positive change from all stakeholders: parents, students, faculty, staff, administration, community members and board members.
- San Elizario ISD has come a long way, and it is now encouraged to voice and express your opinions following the chain of command.
- In evaluating the responses, the responses are given in terms of district leadership - not with board members. I think if there were a differentiation between the superintendents, principals, directors... and the board members, the responses would change. Those of us who are considered outsiders (not residing within San Elizario) are less likely to voice concerns about or to board members. However, we have direct access to the SEISD leaders and feel appreciated, valued and comfortable with them.
- Teachers have always been part of the decision making process, including calendar creation, curriculum, community involvement. Many of the students currently enrolled are children and grandchildren of people who lived in the community for various generations. Many traditions in the schools are supported by the staff and community, for example, homecoming parade, sporting events, transition ceremony and graduation.
- Love everything, but we need more ways to encourage parents' participation. Maybe changing the time of some activities.
- Everyone means well however there's something that just doesn't mesh well. I've only been in the district a short time and I can't pinpoint exactly what it is.
- Colleagues are wonderful. Colleagues support one another. There are things in the district that just don't mesh well, they don't jive, and I can't pinpoint exactly what it is. I've been in education for 26 years, but it is just my 3rd year here in this district. I want to say it is a combination of HOW admin supports their school, how the kids behave- lacking motivation, not getting the consequences they deserve, feeling that they can accomplish great things in life, etc. I think teachers, aides, other adults try to motivate but they also need their mind to be reprogrammed as to how they do this. There needs to be a restructure of how to get parents involved in anything school related.
- Teachers discipline students and the principal removes the consequence. Principal rewards all students in spite of severe chronic misbehavior. There is no communication or accountability.
- This information is based on my experiences and from others who tell me their experiences. The community seems to not value the importance of a good education. (I'm not speaking

for all community members). Attendance is VERY BAD. There are numerous absences. Dual Language is wonderful, but the students are FAR BEHIND in the English vocabulary. Whether English or Spanish, the reading levels are very low. Coming from 2 other school districts, I have never seen so many retentions to remain in the same grade level due to very poor academic progress. I know the San Elizario community can improve, but when provided the funds to enable SEISD, we can do a better job to help improve the education to our students.

- The culture within San Elizario ISD has significantly deteriorated due to a variety of factors that have led to low morale and frustration among teachers and staff. A consistent focus on the district's shortcomings rather than celebrating its successes has left educators feeling undervalued. Additionally, harassment from parents has become a recurring issue, and it feels as though their concerns are prioritized over those of the teachers, further diminishing the morale of the staff. The district's commitment to the dual language model is another area of concern, as it is not aligned with the community's needs and does not adequately support the students it is intended to serve. Instead of focusing on what works, there is a constant cycle of changing initiatives and curriculum to address problems that stem from poor leadership, not a lack of resources or ideas. The micromanagement coming from Central Office has stifled the ability of campus leaders to take charge and effectively manage their schools. This has created an environment of frustration, where teachers feel unsupported and unable to implement their own expectations. Furthermore, the community is becoming increasingly disillusioned with the district's leadership, as there seems to be a lack of alignment between the district's vision and the needs of its students, staff, and families. There needs to be greater reflection from the district leadership on how they approach decision-making and management, with an emphasis on empowering campus leaders and creating a collaborative atmosphere. By shifting the focus away from blame and toward genuine support for both teachers and students, San Elizario ISD can begin to restore trust and foster a healthier, more positive culture.
- Those that work hard and do their jobs are rewarded with more work from those who do a subpar job or are given messes from other people to clean up.
- Pay scale is not correct. People are paid by who they know, if they like you, etc. People are hired based on friendships (also going back to pay) Human resource is in the day to days of interviews, questioning employees on their work... which by definition is a conflict of interest.
- Although I am an instructional service provider, I am not on a teacher's salary scale therefore, I have not been considered for or provided a raise in many years, not even for cost-of-living increase. This is very discouraging, considering I work directly with students daily and maintain a classroom setting for my students. I feel an attachment to this district, yet I find myself searching job openings in other districts every year and know I could be making more money elsewhere. Additionally, I find it concerning that when positions open up, lately our district seems to place individuals internally, rather than hiring individuals with actual experience in the position from outside the district. This makes it very difficult for a department to run functionally, makes the expectations unrealistic, and frankly is quiet

upsetting when your immediate boss does not know what your job or job duties are. Personally, I feel [central office leader] is very genuine and approachable. I feel very comfortable speaking candidly with her and appreciate her very much.

- Administration and central office personnel do give verbal praise; however, it is the actions that count the most. Many times, those actions contradict their verbal praise. For example, in one SEISD school, during teacher appreciation week, aides were not included in many of the activities. Yes, you can tell the aides that they do a great job, but when you don't include them in these special activities, how do you think they felt? And it's actions that count the most.
- Being in the district for 8 months at the high school level, I feel there needs to be more communication at the campus level like face-to-face monthly meetings.
- [SEISD culture is] inclusive and hectic.
- In my opinion, some of the employees who were born and raised in San Eli feel entitled. As if the district belongs to them instead of ours. It can feel frustrating and intimidating. It can almost feel like you are being bullied indirectly. Luckily I don't get easily intimidated and can stand my ground in a professional and respectful manner. I do my best to stay away from certain employees.

Survey Responses Regarding SEISD Employees Perceptions of School Board Members

The survey included several questions aimed at gathering feedback from teachers and staff on the roles and responsibilities of school board members. The following includes a summary highlighting the key findings, followed by a series of tables presenting the survey questions and responses, and the comments provided to the open-ended questions.

SURVEY HIGHLIGHTS

Knowledge of School Board Responsibilities

- For the most part, even though they do not attend board meetings regularly, teachers at all levels (elementary and high school) and staff from campuses and central office understand the role of a school board member.
- There was a general agreement among teachers and staff that the primary function of the school board ensuring the educational needs of the community are met, followed by setting policy for the district and managing the district's budget.

School Board Effectiveness

- 63% of elementary teachers, 27% of the high school teachers and about 52% of the staff reported that school board has a clear vision for the future of San Elizario ISD.
- Elementary school teachers (72%) and staff (67%) were satisfied or very satisfied with the school board's decisions in relation to benefit the schools in the district. Almost 64% of the high school teachers had a dissenting opinion.
- The level of performance of the school board in several activities varied depending on the group of respondents. About 23% of elementary teachers indicated that the school board manages the district's budget well, while about a third of the high school teachers mentioned community engagement and about a third of the staff mentioned supporting student achievement.
- The overall rating of the performance of the school board in fulfilling its responsibilities was, in general, good. 56% of elementary teachers and 54% of staff rated the performance of the school board as good or excellent; 45% of high school teachers rated it as fair.
- The most salient areas mentioned in which the school board could improve were communication with the community, transparency in decision-making, and strategic planning and establishing long-term goals.

RESPONSES TO QUESTIONS FOCUSED ON THE SEISD SCHOOL BOARD

Elementary Teachers

How well do you understand the role of a school board member?	#	%
Very well	4	8.0%
Well	20	40.0%
Somewhat well	13	26.0%
Not very well	13	26.0%
Total	50	

How often do you attend school board meetings?	#	%
Regularly (every month or more)	0	0.00%
Occasionally (a few times a year)	8	16.33%
Rarely (less than one time per year)	29	59.18%
Never	12	24.49%
Total	49	

What do you believe is the primary function of the school board? Ranking from most important (1) to least important (4):								
School Board Function	Rank	%	Rank	%	Rank	%	Rank	%
	1	%	2	%	3	%	4	%
Setting policy for the district	7	14.58%	18	38.30%	14	30.43%	9	20%
Managing the district's budget	8	16.67%	17	36.17%	16	34.78%	6	13.33%
Hiring and evaluating the superintendent	12	25.00%	10	21.28%	10	21.74%	14	31.11%
Ensuring the educational needs of the community are met	21	43.75%	2	4.26%	6	13.04%	16	35.56%

How clear is the school boards' vision for the future of San Elizario ISD?	#	%
Very clear	9	18.37%
Clear	22	44.90%
Somewhat clear	10	20.41%
Not clear at all	4	8.16%
I do not know	4	8.16%
Total	49	

How satisfied are you with the school board's decisions in relation to benefit the schools in the district?	#	%
Very satisfied	4	8.51%
Satisfied	30	63.83%
Unsatisfied	4	8.51%
Very unsatisfied	1	2.13%
I am not aware of the school board's decisions	8	17.02%
Total	47	

How would you rate the overall performance of the school board in fulfilling its responsibilities?	#	%
Excellent	10	20.83%
Good	17	35.42%
Fair	14	29.17%
Poor	2	4.17%
Unsure	5	10.42%
Total	48	

What do you believe the school board could improve upon? (Please select all that apply).	#	%
Communication with the community	17	23.61%
Transparency in decision-making	16	22.22%
Understanding of community needs	13	18.06%
Strategic planning and establishing long-term goals	10	13.89%
Supporting the superintendent	1	1.39%
I do not have knowledge about this topic.	15	20.83%
Total	72	

High School Teachers

How well do you understand the role of a school board member?	#	%
Very well	3	27.27%
Well	4	36.36%
Somewhat well	4	36.36%
Not very well	0	0.00%
Total	11	

How often do you attend school board meetings?	#	%
Regularly (every month or more)	16	17.98%
Occasionally (a few times a year)	26	29.21%
Rarely (less than one time per year)	30	33.71%
Never	17	19.10%
Total	89	

What do you believe is the primary function of the school board?								
Ranking from most important (1) to least important (4):								
School Board Function	Rank	%	Rank	%	Rank	%	Rank	%
	1	%	2	%	3	%	4	%
Setting policy for the district	1	9.09%	6	54.55%	3	27.27%	1	9.09%
Managing the district's budget	3	27.27%	3	27.27%	1	9.09%	4	36.36%
Hiring and evaluating the superintendent	1	9.09%	1	9.09%	6	54.55%	3	27.27%
Ensuring the educational needs of the community are met	6	54.55%	1	9.09%	1	9.09%	3	27.27%

How clear is the school boards' vision for the future of San Elizario ISD?	#	%
Very clear	0	0.00%
Clear	3	27.27%
Somewhat clear	3	27.27%
Not clear at all	2	18.18%
I do not know	3	27.27%
Total	11	

How satisfied are you with the school board's decisions in relation to benefit the schools in the district?	#	%
Very satisfied	0	0.00%
Satisfied	4	36.36%
Unsatisfied	6	54.55%
Very unsatisfied	1	9.09%
I am not aware of the school board's decisions	0	0.00%
Total	11	

How would you rate the overall performance of the school board in fulfilling its responsibilities?	#	%
Excellent	0	0.00%
Good	2	18.18%
Fair	5	45.45%
Poor	2	18.18%
Unsure	2	18.18%
Total	11	

What do you believe the school board does well? (Please select all that apply)	#	%
Budget management	19	22.89%
Policy development	12	14.46%
Community engagement	11	13.25%
Supporting student achievement	17	20.48%
Transparency and accountability	10	12.05%
I do not have knowledge about this topic.	14	16.87%
Total	83	

What do you believe the school board does well? (Please select all that apply)	#	%
Budget management	2	16.67%
Policy development	1	8.33%
Community engagement	4	33.33%
Transparency and accountability	1	8.33%
I do not have knowledge about this topic.	4	33.33%
Total	12	

What do you believe the school board could improve upon? (Please select all that apply).	#	%
Communication with the community	3	16.67%
Transparency in decision-making	5	27.78%
Understanding of community needs	4	22.22%
Strategic planning and establishing long-term goals	5	27.78%
Supporting the superintendent	0	0.00%
I do not have knowledge about this topic.	1	5.56%
Total	18	

Central Office and School Staff

How well do you understand the role of a school board member?	#	%
Very well	16	17.20%
Well	29	31.18%
Somewhat well	28	30.11%
Not very well	20	21.51%
Total	93	

How often do you attend school board meetings?	#	%
Regularly (every month or more)	16	17.98%
Occasionally (a few times a year)	26	29.21%
Rarely (less than one time per year)	30	33.71%
Never	17	19.10%
Total	89	

What do you believe is the primary function of the school board?								
Ranking from most important (1) to least important (4):								
School Board Function	Rank	%	Rank	%	Rank	%	Rank	%
	1	%	2	%	3	%	4	%
Setting policy for the district	16	17.98%	23	25.84%	26	29.21%	24	26.97%
Managing the district's budget	16	17.98%	25	28.09%	24	26.97%	24	26.97%
Hiring and evaluating the superintendent	20	22.47%	24	26.97%	25	28.09%	20	22.47%
Ensuring the educational needs of the community are met	37	41.57%	17	19.10%	14	15.73%	21	23.60%

How clear is the school boards' vision for the future of San Elizario ISD?	#	%
Very clear	12	13.79%
Clear	33	37.93%
Somewhat clear	28	32.18%
Not clear at all	6	6.90%
I do not know	8	9.20%
Total	87	

How satisfied are you with the school board's decisions in relation to benefit the schools in the district?	#	%
Very satisfied	10	11.76%
Satisfied	47	55.29%
Unsatisfied	15	17.65%
Very unsatisfied	3	3.53%
I am not aware of the school board's decisions	10	11.76%
Total	85	

How would you rate the overall performance of the school board in fulfilling its responsibilities?	#	%
Excellent	12	14.12%
Good	34	40.00%
Fair	23	27.06%
Poor	11	12.94%
Unsure	5	5.88%
Total	85	

What do you believe the school board does well? (Please select all that apply)	#	%
Budget management	26	15.76%
Policy development	23	13.94%
Community engagement	32	19.39%
Supporting student achievement	54	32.73%
Transparency and accountability	14	8.48%
I do not have knowledge about this topic.	16	9.70%
Total	165	

What do you believe the school board could improve upon? (Please select all that apply).	#	%
Communication with the community	25	17.36%
Transparency in decision-making	43	29.86%
Understanding of community needs	23	15.97%
Strategic planning and establishing long-term goals	33	22.92%
Supporting the superintendent	8	5.56%
I do not have knowledge about this topic.	12	8.33%
Total	144	

OPEN-ENDED COMMENTS ABOUT DIFFERENT ASPECTS OF THE SCHOOL BOARD

The responses to the three open-ended questions included in the survey focused on the most important qualities school board members should possess, suggestions to increase the effectiveness of the school board, and the perceptions of the school board's influence on the campus and district organizational culture. These comments are grouped by elementary teachers, high school teachers, and staff. Majority of the comments are presented as they were written in the survey, with minimal edits for increased readability. There are some instances where comments were similar to others, but these have been left in this document to emphasize where there is congruent thinking among teachers and staff.

Most Important Qualities School Board Members Should Possess

Elementary Teachers

- Honesty
- Honesty and transparency.
- Transparency
- Transparency with the employees and community
- Be transparent with district employees
- Transparency, talking to the teachers and asking for their opinions.
- I believe a school board should be transparent and unequivocally looking towards the needs of the community and their students.
- The best qualities school board members should possess could be: High sense of justice, empathy, knowing the community well and strong leadership.
- The most important qualities school board members should possess are honesty, trustworthy, and being a great communicator.
- To be trustworthy and to challenge thinking. Transparency is the current buzzword, and I look forward to seeing if this is implemented. Also, most of the time, the board members seem to agree with everything and anything. I wonder if they ever disagree with something, and how that conversation or discussion goes. If all agree with each other all the time, maybe we have the wrong board members.
- A school board member should know the community's needs and advocate for teachers.
- Communication with all employees.

- A board member plays a vital role in shaping decisions that influence students' educational experiences. They act as the community's representative voice.
- I think school board members should be good listeners, open-minded, and genuinely care about what's happening in the schools day-to-day. It's important they understand the realities teachers, students, and staff face—not just from a policy level but from a human one. Being present at schools during regular school hours, following through with actions (not just words), and making decisions that reflect the needs of the whole school community really matters. It's not easy work, but it's so important.
- School board members should be collaborative, ethical, informed about education policy, committed to student success, and responsive to the community. They should prioritize equity, transparency, and sound decision-making over personal or political agendas.
- Knowledge of the school system in our state including legislation.
- It would be best if board members worked in the education setting.
- Knowledge of educational practices
- A school board member should know the needs of a classroom. They should understand that parent see their children through rose-colored glasses and teacher input should always outweigh parents' demands.
- Knowledge of day-to-day life in a classroom, not a perfect world type of life, but a realistic one where disruptions and real life lessons happen. I believe to have a realistic view of what the classroom culture looks like at each campus will help with decision making in terms of staff and community needs.
- In my personal opinion they should support the teachers more.
- I believe school board members should possess is the children[‘s] education for a better future.

High School Teachers

- Vision for higher quality education.
- Transparent, consistent and engaging.
- Non-biased polices and treating everyone fairly and having transparency.
- Understanding the community they work for.

- Fairness, educated, and knowledge of what each role in a school system entails.
- Be communicative, be educated about education (teaching and learning).
- I believe school board members should demonstrate ethical integrity, transparency, and a commitment to serving the entire community without personal bias. It is concerning when the majority of the board consists of individuals who are related or personally connected, as it creates the appearance—or reality—of conflicts of interest and can undermine public trust in the board’s decisions.
- Knowledge of educational law. Knowledge of what it means to be in a classroom every day as a teacher AND a student empathy.
- I believe all school board members should have some background in education.
- A strong understanding of the expectations and standards that students will be held to in college and career and the role that school plays in readying students for that. They have to be willing to make tough decisions to prepare students---especially students in a primarily low-income, Latino and rural community--so that they are able to compete globally---especially given the current political climate.
- They should be able to put student success first. We need to hire more teachers, as we had before.

Central Office and Campus Staff

- To be honest.
- Integrity and transparency
- Integrity, honesty, transparency
- Intelligence, compassion, and fairness.
- Honesty, integrity, education
- Integrity, professionalism, accountability
- Integrity and accessibility.
- Communication, Kindness, student growth mindset
- Commitment to education and integrity.
- Explain where the money goes and [for] what.

- Visionaries and strong collaborators to district strategic planning, supportive of school and community events, and transparency in policy and budget decisions.
- A passion for education, strong communication and interpersonal skills, integrity, a commitment to the community, and the ability to make sound decisions.
- Commitment to students' education, ethical judgement, willing to learn and transparency.
- Knowledge on how to run a business and knowing how to stay neutral in strategic moves when family members are involved.
- The most important qualities school board members should possess are a blend of visionary leadership, collaborative teamwork, and a deep understanding of education, with a strong focus on student achievement and community involvement.
- Accountability, professionalism, being able to maintain their accountability even if they are not in a board member capability around the community.
- District board members should be open to different view when making decisions that impact the district.
- Independent thought and commitment.
- Leadership, funds knowledge, trust in educators, problem solvers, out of the box thinkers.
- I believe school board members should possess a commitment to public education, for example, prioritizing student outcomes over personal or political agendas. Secondly, having a willingness to learn. Members should have an open mind and listen to all perspectives allowed to make a final decision. Lastly, promoting a quality education for all.
- Integrity, professionalism, staying informed, and listening to understand are important qualities for school board members.
- Always readily available to help.
- Be available to all employees and to the community.
- Ability to communicate with others, respectful, collaboration with other board members, good listeners.
- Listen to community, staff.
- They should allow parents voices to be heard.

- Listen to community needs. Understand campus needs. Vote to approve action items that support district goals, mission and vision. Ask questions for clarification before voting.
- A school board member should have a dedicated interest in moving the district forward by providing high-quality employees who will be allowed to perform their duties in their respective work areas.
- A school member should be a standout community leader with good moral and ethical values. They should be able to remain unbiased throughout their term and not only accept community or district employee feedback but strive to correct any issue.
- Integrity, open mind, open heart and understanding of every single department and the needs of every department.
- I believe a school board member must have some background in management and policy. Another quality a school board member must have is people skills. They should be able to speak clearly and to the best of their ability regarding different things going on at the school zone they represent.
- I feel they should be knowledgeable about the specific criteria required by the state and all its mandates when it deals with student academics. I feel that several board members are not educated enough to handle this to a degree that is needed for our students' needs.
- They should be able to relate with the community have a vision on what the community needs.
- Awareness and approachability. Aware of the community's, student's, and staff's needs and make themselves known and available at the campus level with staff members.
- Have an idea of what goes on at the schools and the needs of the families.
- Students and community needs
- Have some knowledge of school environments and know the community.
- Knowledge about instruction.
- A good understanding of what goes on at the campuses-teachers' grows and glows, administration grows and glows
- School board members should understand the importance of budgeting for better resources. The special education department is in dire need of additional staff support and resources. Special education is often over-looked.

- School board members should possess strong leadership, integrity, and the ability to listen and collaborate. They should have a clear understanding of the community's needs and be able to make decisions that prioritize the well-being and success of students, teachers, and staff. Effective communication, transparency, and a commitment to equity and inclusivity are also key qualities, ensuring that all voices are heard and that decisions are made with the best interests of the entire school community in mind. Additionally, a willingness to reflect and adapt when necessary is important to ensure long-term success and positive change.
- A school board member should be present at all campuses frequently. School board members should be knowledgeable in the areas of curriculum and instruction, behavior management, parental expectations, and teacher and school employee expectations. School board members should have[,] make and maintain relationships within the district and community. They should be involved in making a difference within the district and holding families/parents accountable for the education of the children. School board members should not be afraid to advocate for the parents, teachers, or students. They should be fair and equal across the board and not just see our students as dollar signs and allow parent behaviors such as belittling teachers, slandering teachers on Facebook, bullying or threatening teachers via phone calls, in-person, etc. School board members should hold superintendents accountable for their actions or lack of actions.
- Ask the persons like the lady's cafeteria what kids really eat at breakfast and lunchtime. I think they never have that opportunity to say something.
- Engage/visit every school district campus occasionally.
- I feel that the school board is maybe not told everything that is going on with the culture, pay, jobs being crossed, etc.
- I think our board members do their best with all the categories listed. I think it's a matter of teaching the community and district employees about what the role of board members entails.
- I'd like them to hold the meetings in the afternoon, since many of us work in the morning. Perhaps they could also record and post the videos of the meetings on the district website (just a suggestion).

Perceptions on the SEISD School Board's Influence on the Campus and District

Organizational Culture

Elementary Teachers

- They have an important role.

- Their influence on the culture has a significant impact. People do what their leaders do.
- My perception is that the board have great influence on the campus and the district's culture.
- Every decision they make effects each campus.
- They're there to help us make decisions for what it's best for our students.
- I believe that the SEISD school board has set my campus and the entire district in a positive direction. They have set policies that prioritize employees and student's well being.
- I believe they make great decisions that impact this community, educators, and students.
- I believe that the school board has a significant influence on the campus and district organizational culture.
- From what I see, the SEISD school board does have an influence, but it sometimes feels like there's a disconnect between what's decided at the board level and how that plays out on the campuses. There's a lot of focus on making big-picture decisions, which is important, but sometimes those decisions don't trickle down to the staff in ways that feel meaningful. It can be easy for staff to feel like changes are being made without fully understanding or addressing what's actually needed on the ground. In terms of organizational culture, there's potential for the board to help foster more collaboration and communication between everyone, so that the culture we're aiming for isn't just talked about—it's practiced.
- I'm still learning about the SEISD school board's full impact, but I believe a school board can strongly influence a district's culture through its policies, leadership decisions, and how it supports staff and students. Their actions can set the tone for transparency, equity, and accountability across campuses.
- SEISD board members demonstrate they are looking out for the well-being of students, providing many opportunities for the students to succeed on a limited budget.
- My perception is that the more they support teachers and listen to them, the more of a good influence they will have in each campus.
- Our board members are exceptional and quite accessible. However, we have received instructions to refrain from contacting them directly. If you have any concerns, please direct them to the school administrators.
- My perceptions on the SEISD school board's influence on the campus and district organizational culture, is they need to be more involved in the campus culture.

- It is limited.
- Not a whole lot of influence. Most of it comes from the superintendent.
- I see very little influence as they seem detached from the everyday functions of the schools in the district and are never present. Which I believe is a shame considering it is such a rural and tight knit community.
- I don't know enough about them or see them often enough to give an answer.

High School Teachers

- Superintendent has a positive influence on the campus and students seem to enjoy talking to her. She seems to have an open policy with staff and students.
- Somewhat they influence the decisions especially if they have a family member involved.
- It would appear that the school board has some sway when it comes to influencing the campus and district culture.
- Not a lot on campus but overall.
- Negative
- The SEISD school board's influence on the campus and district organizational culture appears to prioritize personal interests over ethical leadership, which impacts trust and morale across the district.
- The school board leans into the complaints of the community to lower expectations and reward behaviors that undermine a culture of excellence. They then make decisions or put personal pressure to give the community what it wants.
- Whether it is true or not, the perception is often that the board capitulates to "they better graduate"--instead of actually holding students to a high standard. I'm not saying flunk all the kids, I'm saying that if you don't have standards, students know it and will gravitate to the lowest common denominator. This is doing no one any good. Especially our students. So, making sure that the school board understands that in order for the district to improve, it will have to see more "failure" at first...to recalibrate expectations and requirements.

Central Office and Campus Staff

- I think the district has a positive influence on the organizational culture, especially when making decisions that move our district toward student success.

- Influence enough to make positive decisions.
- They highly influence culture.
- Very 'students first' mentality
- Very High
- Positive
- I think it is okay.
- Very supportive
- School board works towards student outcome goals.
- The board does have to lead and set the example of the organization's mission and vision.
- They are very influential and need to be open to all campus needs and incorporate the culture here.
- Our current school board has shown that they are concerned and working with getting all students a better education, not focusing only on their own children and a small population of students.
- I believe that the school board has a positive influence on the campus and district organizational culture.
- Board members have built positive relations with campus personnel to foster an overall positive organization culture.
- They are great, just wish they could work with the staff to provide help with those who work within the district and have kids in the district
- I feel I have not been at the district long enough to provide any perceptions on the SEISD school board's influence on the campus and district organizational culture. But I do feel that the school board should invest in teacher professional development to retain teachers and increase morale.
- I am not aware of how the board members influence campus culture. Teacher/staff incentives are a good way to help them feel appreciated and valued.
- I think the school board members do their very best to support teachers, staff, and students. I think that something is not jiving or meshing well, and I can't pinpoint exactly what it is.

- I feel they listen and take into consideration the community's requests when they speak up.
- Our school board builds on positive relationships throughout the district. They know that these relationships will help them get a closer look the district's day-to-day and create action that will make change where it is needed.
- They have to build a good rapport with district leaders. this will allow leaders to openly communicate with board members. I belief the culture remains the same at each campus even when a board member visits.
- I may be oblivious, but the only time I see a school board member at my campus is when they are dropping off their child or when they are there for a parent activity. It is very possible that there are many other things I am unaware of.
- I have not heard of anything school board-related, in terms of influence in the time I've been here. I have been here several years.
- The SEISD school board has the potential to significantly influence the district and campus culture, but currently, it seems disconnected from the realities on the ground. Many board members appear to rely solely on the perspectives of a few individuals rather than engaging directly with teachers and campus leaders. To truly understand and address the district's challenges, board members should actively seek input from those working in the schools daily. Additionally, the board should have greater decision-making authority based on the actual needs of the community, ensuring their influence leads to meaningful, informed change.
- I feel there would be more if they had more.
- They have no influence. It is controlled by the superintendent.
- The superintendent has more authority in the school board than the board has within itself for the community
- They are self-serving.
- I feel some of our board members are there for personal reasons and not the overall success of the district.
- People who know trustees personally appear to have an advantage. If they do not like something, the school's culture is easily interpreted as bad or not good.
- Favoritism influences those who get to move up and those who don't.
- I perceive the current board members have a negative impact on the culture due to some perceived favoritism; decisions that are made where the perception is that the decisions

were pre-determined prior to a board meeting (before discussion); and the fear of job security due to allegations that are brought forth and the lack of transparency with the investigative procedures.

- It can quickly become toxic, when some employees of the district are seen being friends with board members and if issues arise then it can deter the other person on making a formal complaint since it can be seen as if the board members have favoritism, for certain employees.
- I believe that when one board member targets a certain organization, that board member can easily influence other board members simply because of the familial relationships that exist. I believe we have two board members that are married to each other and one board member who is this married couple's sister-in-law. The board's influence can be easily swayed.
- I believe the mindset is the same that San Elizario always gets the minimum because that's what the leaders often give us. The community can have and deserves more if the board members would think outside the box instead of just saying 'it's always been done this way.'
- I believe community should be more aware of what the school board is in charge of, and how they support the district.
- It will be great if everyone has an opinion of what they are involved.

Suggestions for Improving the Effectiveness of the SEISD School Board

Elementary Teachers

- More transparency.
- The school board should practice more transparency and have more active roles in the community outreach.
- Not to take decisions in what they think is correct without taking in consideration all employees, all of us make form the district.
- I think one way to improve the effectiveness of the SEISD school board is by making sure there's more open communication between the board and the staff. It's easy for decisions to feel disconnected from what's actually happening in the classrooms, so finding ways to listen to teachers and staff more regularly—whether through surveys, forums, or informal check-ins—could help. Another big thing is making sure that action follows the good intentions. Plans and ideas are great, but we need clear steps and follow-through to make a real impact.

- Help teachers and staff get better insurance. It's too expensive. A raise would be very nice. Thank you, board members, for the four-day week.
- To make teacher resources/ materials readily available.
- The school board does not issue updates to employees themselves, in fact, if you do not attend a school board meeting, it is rare you will know what was discussed.
- Visit the campuses to get to know the role of the teacher and the students. Also, the school's needs.
- Visit campus and take the time to meet and speak to teachers.
- Board members should make themselves more accessible to the public. They should also make themselves more visible in the district, so students, staff, and parents know who they are.
- The school board (members) should be 'seen' more within the district other than in meetings and/or recognition situations.

High School Teachers

- To improve the effectiveness of the SEISD school board, I suggest increasing transparency in decision-making and promoting a more diverse representation of the community. Implementing clear policies to avoid conflicts of interest—such as limiting the number of related individuals on the board—could help restore public trust and ensure decisions are made in the best interest of all students and staff.
- Do a climate and culture survey of each school. Sit down with the principals for real conversations about the difficulties they face in improving the culture of the school. Implement policies, even though policies, to improve the academic and personal culture of the school. The board needs to not lean into the parts of the community that want less rigor and lowered expectations.
- Educate yourself on policy, job descriptions, staff, faculty and student needs.
- Send them to school
- We need to hire more core teachers, as we used to have. Budget cutting, I believe can be done elsewhere.
- I think they should back up their employees better and not always have the backs of parents. Sometimes it's ok to be wrong as a parent.
- Board members becoming more involved in community affairs.

Central Office and School Staff

- Keep following a governance framework
- Training
- Out with the old politics and in with fresh, innovative minds.
- Making them accountable for their decisions. Being able to have a non-biased committee to examine any issues arising.
- Remain impartial in hearing concerns; trust campus administrators and department directors, be consistent and fair in addressing issues that arise; align with the superintendent vision so as to reflect a common vision for the district.
- Be data driven. Use the data to monitor district progress, identify the need for improvement, and justify decisions.
- Focus on team learning, data-driven decision-making, community engagement and get to know district employees by visiting campuses and departments.
- The school board just needs to understand the importance of budgeting fairly and effectively. Although, I understand that our current president and Texas government does not prioritize public education. San Eli will definitely be affected by this.
- I feel school board members should be able to and receive training in areas of curriculum and instruction, behavior management techniques, strategies for better communication with parents, teachers, and students. School board members should be more present in the schools and district, especially one as small as ours.
- To improve the effectiveness of the SEISD school board, members should prioritize actively listening to teachers and staff to better understand the challenges they face and work collaboratively on solutions. They should also focus on holding parents accountable in the community, ensuring a supportive environment for both students and educators. Increased interaction with schools and regular visits to campuses will help board members stay informed about the day-to-day operations and needs of the district. Advocating for the entire community, including students, staff, and families, is essential, and board members should ensure they are well-versed in key areas such as instruction, behavior management, and parent engagement to make informed, impactful decisions.
- They must know the Language and be educated in the communities needs and not in their own needs.
- Knowledge about dual instruction and effective strategies and implementation.

- A better understanding of the resources our teachers need to help our students be more academic successful.
- To be more aware of the reality of the educators' day to day. The routines and the standards that are not being met or abused. Realization of how neglected our SPED students are at all levels.
- Better understanding technology and how to use industry standard software. Moving everything digitally for better efficiency
- Implementing online forums or surveys to encourage community members to voice their opinions and feel more connected to the decision-making process.
- Have an open forum for teachers, not for all public but for us to share information they might not be getting.
- Communication with the community.
- A suggestion I have is that the board needs to have more communication with us because they don't have that.
- More campus level interaction and communication without fear of repercussion to the employee(s) or the board member(s).
- More involvement in school functions
- Change the ways of involvement of parents.
- I would like for the board members to visit classrooms throughout the district and see the different programs being offered and the phenomenal teachers we have at our campuses.
- Board members should not fraternize with district employees. This act emboldens the employees to behave without consequences. These employees are protected by the relationship they have with board members. Implementing anti-fraternization rules would address this problem and make the board members become impartial and unbiased.
- Not focusing on the superintendent as much and focusing on the community and students instead
- Feel comfortable to ask questions before voting for clarification of action items.
- Freedom to ask and engage in questions by all board members during board meeting presentations.
- Teach the community how taxes work and how that can improve their child's education.

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- Bettinger, C. (1989). Use corporate culture to trigger high performance. *Journal of Business Strategy*, 10(2), 38-42. <https://doi.org/10.1108/eb039294>
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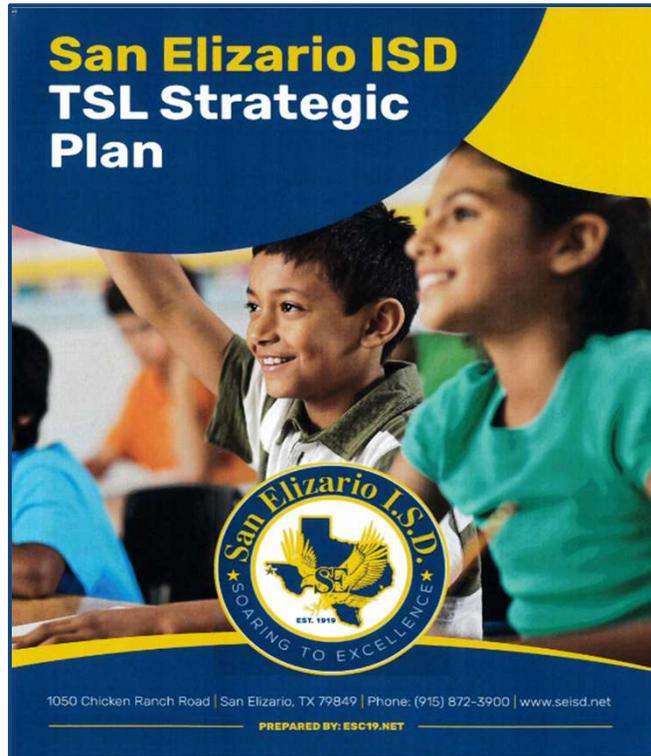
First Nine Weeks Academic Update

October 15, 2025



Soaring to Excellence

Partnership with ESC Region 19



Soaring to Excellence

Texas Strategic Leadership Strategic Priorities

Strategic Priority 1 Lever 4 Academic Experience

Effective District Framework Key Practices

Key Practice 4.2.5

Implementation Monitoring for Alignment to District Curriculum and Instruction

Approach District establishes routine monitoring systems to ensure campuses implement district adopted materials, aligned internalization and instructional planning, and required scope and sequence and aligned assessments; district uses this information to drive Professional Learning and Job-embedded Coaching and Collaboration strategies (Essential Action 5.2)

San Elizario ISD Aligned Initiatives

Initiatives

- Instructional Framework RBIS
- Adopted Curriculum Implementation and Use
- PLC Lesson Internalization/Lesson Planning

Strategic Priority 2 Lever 5 Instructional Capacity Building

Effective District Framework Key Practices

Key Practice 5.2.4

Instructional Planning & Support

District delivers ongoing job embedded supports and calibration for instructional leaders and coaches to effectively support teachers to effectively use individual planning time and/or facilitate Professional Learning Communities to support internalizing curriculum for students (inclusive of differentiation).

San Elizario ISD Aligned Initiatives

Initiatives

Coaching Observation & Feedback

Managing Initiatives



District Initiatives

- High Quality Instructional Materials
- Lesson Internalization – TXLS (Math)
- Research Based Strategies
- Small Group Instruction
- Summit K-12 – New for some campuses
- Coaching Model
- PLC – Continuation and Refinement

District Initiatives

- High Quality Instructional Materials
 - Bluebonnet Math
 - HMH – Foundational Skills/Destrezas
 - SAVVAS
 - Carnegie Learning – 6th Grade Advanced Mathematics, Middle School, High School
- Summit K-12 – Implementation Phase (All Schools Aligned)



District Initiatives – Pending

- Lesson Internalization Framework for Lorenzo Loya Primary
 - Exploratory Phase

Pre-K Lesson Internalization Framework

Step 1: Understand the lesson purpose and developmental focus

Use the Curriculum, Texas Prekindergarten Guidelines, and Theme Overview

- Read the lesson purpose and connect to the **guideline domain(s)** (e.g., Language & Communication, Social & Emotional, Math, Literacy).
- Identify how the lesson builds toward **theme-based vocabulary and concepts**.
- Consider the developmental skills children practice in the lesson (fine motor, oral language, problem-solving, self-regulation).
- Experience the activity from a child's perspective: What will it feel like? What might children say or do?

Step 2: Understand the sequence and pacing of activities

Use the Daily Lesson Plan

- Review the **flow of the day** (whole group, small group, centers, transitions) and the connection back to the **theme and focus skill**.
- Plan pacing: How long will children realistically stay engaged in each part of the lesson?
- Identify natural transitions or routines that support attention, movement, and self-regulation.

Step 3: Prepare to teach each activity with a deep dive

Use the Curriculum and Teacher Guide

- Examine how each part of the lesson (read-aloud, songs, movement, centers, guided practice) builds toward the **theme vocabulary and skill focus**.
- Identify the **most critical learning takeaways** for young children (ex: "Children will use descriptive words about weather" or "Children will sort objects by shape").
- Plan sample teacher talk and questions to model rich language and vocabulary.
- Consider supports for diverse learners:
 - **Emergent bilinguals:** visuals, gestures, TPR, sentence stems.
 - **Students with disabilities:** adapted materials, peer partners, sensory supports.
 - **Advanced learners:** extension questions, higher-level vocabulary.]

Step 4: Organize resources and materials

Use the Suggested Materials List and Classroom Resources

- Gather books, manipulatives, visuals, and props that support the lesson theme and skill.
- Prepare center materials to reinforce lesson skills in playful ways.
- Use the "Multiple Means of Engagement" notes to add supports: sensory bins, choice boards, visual schedules.
- Double-check that resources are **developmentally appropriate, safe, and engaging**.



School Improvement

District Coordinator of School Improvement

- Observation and Feedback
- Monitoring
 - Student attendance
 - Teacher attendance
 - Classroom observations
- Maximizing Instructional Time by Minimizing Interruptions to Instruction
- Initial meeting with TEA and ESC Region 19 for the creation of local plans



Excellence and Discipline

- Assessment Data Windows
- Data Sheet (from previous year)
- Grading Deadlines (from previous year)
- Walkthrough Dashboard (from previous year)
- Lesson Plans (from previous year, with some adjustments to the HQIM lessons)
- Bell to Bell Instruction (from previous year)
- Professional development transferability into the classroom (from previous year)



Excellence and Discipline

- Vertical alignment meeting opportunities (from previous year)
- Campus Improvement Plan and District Improvement Plan Redesign (2025-2026)
- Data Conversations – Accountability System Education (2025-2026)
- Circle Test and MClass Testing – Loya and Sambrano



Partners in Excellence

- ESC - MKV and Migrant ESC Support (Continued from 2024-2025)
- ESC - Gear up (Finished in 2024-2025)
- TNTP Math Support – MS Focus
- ESC – TSL (Continued from 2024-2025)
- ESC –TXLS, RBs (New 205-2026)
- Boys and Girls Club – Impact Tutoring (Continued from 2024-2025)
- Communities in Schools – Borrego ES and SEHS (New 2025-2026)



9 Week Rewind

Where we started/Where we are

Loya Primary – Circle Testing

Pre-K 3 Circle Assessment – New!

(Assessment can be used to track student growth which qualifies teachers for TIA)

Where we started – What domains should we test?

Where we ended:

- Rapid Letter Naming
- Rapid Vocabulary
- Math: Rote Counting
- Math: Shape Naming
- Math: Counting Sets

Where we started/Where we are

Loya Primary – Circle Testing

Where we started – The team of 8 (monitors) were supposed to perform all the testing for Pre-K 3 and Pre-K 4 students.

Where we ended – The Pre-K 3 and 4 teachers administered the tests to the students, while our Team of 8 monitored and learned about the test administration process.

Where we started/Where we are

Loya Primary – Circle Testing

Pre-K 3 Circle Assessment

Where we started – Students might not be able to complete all five components in one sitting....

Where we ended: Most students were able to complete all five components in one sitting.

Where we started/Where we are

Loya Primary – Circle Testing

Pre-K 4 Circle Assessment – (Not new)

Where we started – Students might not be able to complete all seven components in one sitting....

Where we ended: In addition to Rapid Letter Naming and Rapid Vocabulary, which were administered on a separate day, students were able to complete all seven components of Math testing in one sitting:

- Rote Counting
- Shape Naming
- Number Discrimination
- Number Naming
- Shape Discrimination
- Counting Sets
- Operations

*Please note: Some students were able to complete ALL PK4 sections in one sitting.

Lessons Learned

Loya Primary – Circle Testing

- Script Fidelity
- Scoring practices/wait time
- Rapid Letter Naming (Only letter names should be scored as correct).
- Consideration: It may be worth considering whether PK4 students should only be assessed on the components reported to the State, rather than completing all sections of the CIRCLE assessment.

Lessons Learned

Loya Primary – Circle Testing

Technology Use

It is recommended administering assessments on a desktop or laptop. iPads are not recommended.

Special Education

Accommodation Sheets provided to teachers

Lorenzo G. Loya Primary BOY Circle Assessment September 2025 Monitoring Schedule					
Date	Teacher	Testing Domain	Testing Times	Room	Observer
September 4, 5, and 10 if necessary	Mendoza	Rapid Letter Naming and Rapid Letter Vocabulary	9:30-11:30, 2:00-2:40	Old custodial closet 300 hall	M. Vallejo
September 16, and 18	Ortega -Dual	Letras Rápidas y Vocabulario Rápido	9:30-11:30, 2:00-2:40	Old custodial closet 300 hall	M. Vallejo
September 11 and 12 if necessary	Berumen-Dual	Letras Rápidas y Vocabulario Rápido	9:00-11:15, 2:00-2:40	End of hall	M. Vallejo
September 11	Montoya-Dual	Letras Rápidas y Vocabulario Rápido	8:30-10:15, 2:00-2:40	Empty Room 110	G. Diaz (11th)
September 11 and 12 if necessary	Benavidez	Rapid Letter Naming and Rapid Letter Vocabulary	9:00-11:15, 2:00-2:40	Empty classroom 118	C. Mendez
September 12 and 17 AM if needed	Barba-Dual	Letras Rápidas	9:20-11:00, 2:30-3:30	Old PLC 113	L. De Santos (12th), C. Duran (17th AM)
September 12 and 17 AM if needed	Rodriguez -Dual	Letras Rápidas	9:45-11:00, 2:30-3:30	Lara's Room 115	J. Palomino
September 12 and 17 AM if needed	Ballesteros	Rapid Letter Naming	8:15-9:15, 10:15-11:00, 2:30-3:30	Marshall's Office	A. Padilla
TBD	Samayoa	Rapid Letter Naming	8:35-9:15, 2:00-3:00	TBD	C. Lara
TBD	Gentry	Rapid Letter Naming	10:15-11:00, 2:15-3:00	TBD	C. Lara

BOY Circle Assessment September 2025 Monitoring Schedule					
Date	Teacher	Testing Domain	Testing Times	Empty Rooms	Monitor
September 4, 5, and 10 if necessary	Mendoza	Math	9:30-11:30, 2:00-2:45	Old custodial closet 300 hall	M. Vallejo
September 16, 17, 18, and 19	Ortega -Dual	Math	9:30-11:30, 2:00-2:45	Old custodial closet 300 hall	M. Vallejo
September 19 and 23 if necessary	Berumen-Dual	Math	9:00-11:15, 3:00-3:35	Old custodial closet 300 hall	M. Vallejo
September 19 and 23 if necessary	Montoya-Dual	Math	8:30-10:15, 3:00-3:35	Empty Room 110	G. Diaz
September 19 and 23 if necessary	Benavidez	Math	9:00-11:15, 3:00-3:35	Empty classroom 118	C. Mendez
September, 17, 19 and (23 and 25th if necessary)	Barba-Dual	Math	9:20-11:00, 2:30-3:30	Old PLC 113	C. Duran
September, 17, 19 and (23 and 25th if necessary)	Rodriguez -Dual	Math	9:45-11:00, 2:30-3:30	Lara's Room 115	J. Palomino
September, 17, 19 and (23 and 25th if necessary)	Ballesteros	Math	8:15-9:15, 10:15-11:00, 2:30-3:30	Marshall's Office	A. Padilla
TBD	Samayoa	Math	8:35-9:15, 2:00-3:00	TBD	C. Lara
TBD	Gentry	Math	10:15-11:00, 2:15-3:00	TBD	C. Lara

Where we started/Where we are

Sambrano Elementary– MClass Test (Not new)

Where we started – The team of 8 (monitors) was supposed to perform all the testing.

Where we ended – Teachers administered the tests to the students, while our Team of 8 monitored and learned about the test administration process.

Lessons Learned

Sambrano Elementary– MClass Test (Not new)

Recommendation – To audio record student responses to calibrate with the monitor.

Monitoring Schedule

Monitoring Schedule 2025 -2026 BOY mClass Testing

BOY mClass Testing Schedule Dual Sections Test in L1	
Tuesday, September 2	
Monitor/Proctor	
V. Martínez – 2nd	C. Lara
P. Figueroa – 2nd	A. Padilla
I. Maldonado – 2nd	J. Palomino
A. Ramirez – 2nd	C. Mendez
Abigail Garcia – 1st	C. Garcia
K. Reyes – 1st	C. Duran
Michele Delgado – 1st	G. Diaz
Denise Mendoza - 1st	M. Vallejo

BOY mClass Testing Schedule Dual Sections Test in L1	
Tuesday, September 9	
Monitor/Proctor	
P. Santiesteban – 2nd	C. Garcia
Samantha Delgado – 2nd	G. Diaz
Daisy Mendoza – 2nd	M. Vallejo
N. Villaseñor – 2nd	C. Duran
Y. Silva – 1st	C. Lara
Maria Garcia – 1st	A. Padilla
R. Gutierrez – 1st	J. Palomino
J. Lopez – 1st	C. Mendez

BOY mClass Testing Schedule Dual Sections Test in L1	
Wednesday, September 10	
Monitor/Proctor	
T. Rinka – Kinder	C. Duran
Diana Loya – Kinder	J. Palomino
M. Rodriguez - Kinder	A. Padilla



Where we started/Where we are

Sambrano Elementary– HQIM

Where we started – Foundational Skills and Destrezas will be taught every day for Dual Language Classrooms.

Where we ended – Foundational Skills are taught in English only during the English week. Destrezas continues every day.

Where we started/Where we are

Sambrano Elementary– Lesson Internalization

Where we started – The Teacher will internalize the Math and Reading Lessons.

Where we ended – Teachers internalize only the Math Lessons.

Where we started/Where we are

Sambrano Elementary– Assessments

Where we started – We will follow the curriculum module tests to the “T”!

Where we ended – Changes were made to the module assessments to make it more manageable for teachers.

Students will be assessed at the end of each module.

- For Kinder that would be at the 4- and 8- week marks.
- For 1st & 2nd that would be at the 3- 6- and 9-week marks.

[Elementary K-2 Pacing Calendar 2025-2026](#)

Where we started/Where we are

Borrego ES /Alarcon ES/GEMS– HQIM 6-12th Grade Mathematics

Where we started – We will follow the curriculum module tests to the “T”!

Where we ended – Changes were made to the module assessments to make it more manageable for teachers. The order of the modules was also adjusted with teacher input.

Where we started/Where we are

All Principals – Leadership Development Online

Where we started – Online Modules (Principal's request)

Where we ended – This is no longer in place

As per principals' feedback, we have transitioned to a collaborative space during the principal's meetings to share best practices with an intentional focus on instruction.

Coaching Model



See It	Coach guides teacher to see: <ul style="list-style-type: none">• A model of excellent teaching• The gap between current practices and the model
Name It	Coach guides teacher to name the action step to close the gap
Do It	Coach guides teacher to practice a teacher skill that can be used to close the gap

Coaches provide individualized coaching to teachers in alignment with **grade level/department priorities, district initiatives, and other teacher development supports.*

San Elizario ISD Curriculum & Instruction

Where we started/Where we are

Coaching Model – All campuses except the High School

Where we started – Principals and Assistant Principals will coach two teachers per month under the new coaching model.

Where we ARE – Principals will coach 1 teacher per month under the new coaching model for the first semester. We will move to 2 teachers after the first semester. Recordings will not apply until the second semester (under review).

Who Are You Supporting?

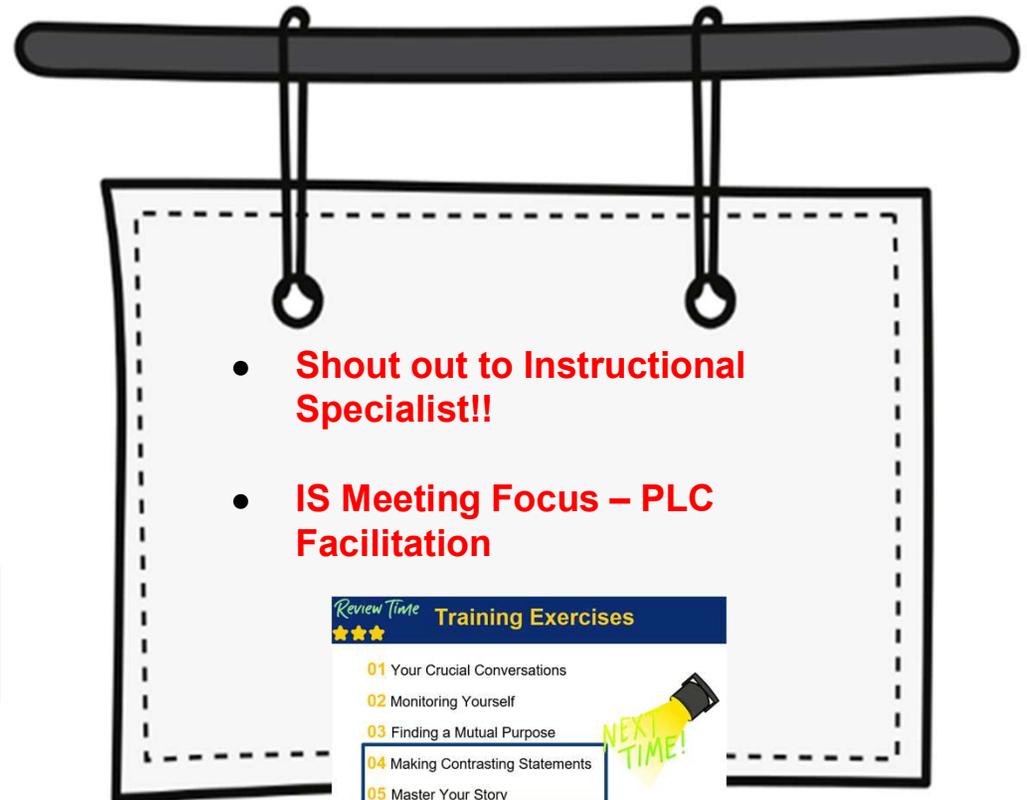
Teacher	Grade Level	Content Area	Area they Need the Most Support In
1.			
2.			
3.			

PLC Administrator Presence

At least one administrator should be present – **Non-Negotiable**

ISs to help with the time stamping of agendas

Instructional Officers Focus –
Delivery of Instruction



Data PLCs



When should data PLCs be conducted?

Are you using the template?

Are you following the schedule?

- Data PLCs → after 4 & 8 week assessments
- Elementary Math PLCs → refer to pacing calendar
- District template must be used
- Timebox Assessments in your 

9 Week Rewind - TXLS

Upcoming TXLS Session **Day 1**

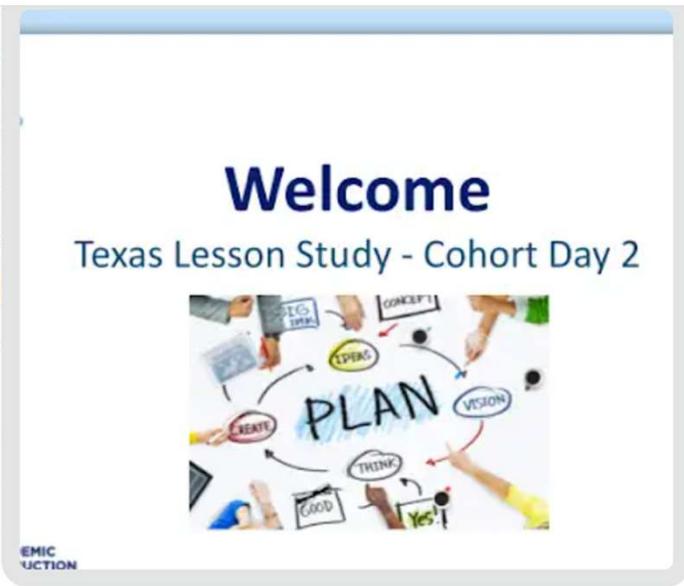
Summary by Co...

MC Maria Casas <mccasas@E...>
To: @ Blanca Ivonne Cr...
Cc: Linda B. Caudillo <ll...>

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Good morning SEISD Leaders,
I hope your week has started well.
As a reminder, the TXLS grant is for the purpose of providing professional development for the Regional Learning Arts (RLA) counterparts in your district.
If you have any questions or need assistance, please contact me.
Thank you for your attention,

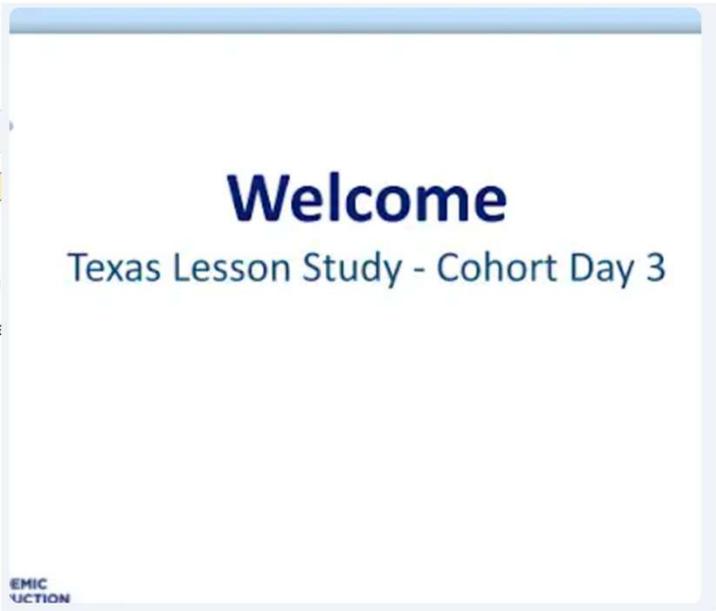


Maria Casas, M.Ed.
Professional Development Consultant - Early Childhood Education
Academic Instruction & School Support

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at the first Texas Lesson Study session. The purpose of this session is to provide a platform for the Regional Learning Arts (RLA) counterparts in your district to share their experiences and learn from each other. We will be discussing the importance of professional development and how it can be used to improve student learning. We will be discussing the importance of professional development and how it can be used to improve student learning. We will be discussing the importance of professional development and how it can be used to improve student learning.



9 Week Rewind - ESC

Sambrano Planning Date: 9/10/25 Half day
Sambrano PLC: 9/11/25
Sambrano Focus: Module Internalization

Borrego Planning Date: 9/11/25 Half Day
Borrego PLC: 9/12/25
Borrego Focus: Lesson Internalization

Math Co-Observations:
Borrego - **September 17, 2025**
8 Classrooms
Alarcon Elementary – **September 9, 2025**
8 Classrooms
Sambrano Elementary – **September 19, 2025**

[SEISD 25-26 Math Performance Management - Google Sheet](#)

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Alarcon & Borrego Elementary
SGI Planning Session
September 5, 2025

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Phone: (915) 780-1919 | www.esc19.net

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RBIS In Action
SGI Planning Session
September 5, 2025

2:30 - 3:30 - Resources for Tier 1 Instruction
- HMH (look fors)
- Local assessment/ Identified su-pops
- ready reports
3:30 - 4:00 Questions/Discussion

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SERVING THE EDUCATIONAL COMMUNITIES OF EL PASO & HUDSPETH COUNTIES

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9 Week Rewind – Professional Development

June	6/24/2025	IO IS Academy Planning	IO Planning	TBD
July	7/1/2025	Science 5 PD- Launching 2025-2026 (Data Dig, 3D Framework, SEPS, and RTCs)	Teacher PD	9:00-12:00
July	7/8/2025	BB Leadership Rollout (Elementary Admin, ISS)	Leadership PD	8:30-4:00
July	7/2/2025	Advanced Math Training (Ms. Cortez)	Teacher PD	9:00-12:00
July	7/9/2025	Coaching Model Leadership Session 1	Leadership PD	
July	7/10/2025	Coaching Model Leadership Session 2	Leadership PD	
July	7/11/2025	Coaching Model Leadership Session 3	Leadership PD	
July	7/15/2025	K-5th grade Bluebonnet Math	Teacher PD	8:30-11:30
July	7/15/2025	R19 Small Group Instruction RLA 3-6 (except 3rd Alarcon)	Teacher PD	8:30 - 4:00
July	7/15/2025	6th Advanced Math Planning	Teacher PD	
July	7/15/2025	Secondary Science-The 5Es of Science (SAVVAS)	Teacher PD	
July	7/15/2025	Secondary Math-Bluebonnet Dive-In/RBIS	Teacher PD	
July	7/16/2025	K-5th grade Bluebonnet Math	Teacher PD	8:30-11:30
July	7/16/2025	Science Planning for grades 3-5	Teacher PD	8:30-11:30
July	7/16/2025	Secondary Math-Bluebonnet Dive In 2/RBIS	Teacher PD	8:30-11:30
July	7/16/2025	Secondary Science-Science lab materials planning	Teacher PD	8:30-11:30
July	7/16/2025	Trauma Informed Practices (Loya Teacher/T2's)-Full day training	Teacher PD	
July	7/17/2025	Loya- Region 19 Presentation (Unified Support: Managing Big Feelings and Building Strong Teams in Pre-K)	Teacher PD	
July	7/17/2025	K-2 HMH Reading -Full Day	Teacher PD	7:30-3:00
July	7/17/2025	3rd -5th HMH Reading -Full Day	Teacher PD	8:30 - 4:00
July	7/17/2025	RBIS 1-4 Math Training for 3rd grade (Borrego), 4th, and 5th	Teacher PD	8:30-4:00
July	7/17/2025	Secondary Math Carnegie-6th grade Advanced Math , 7th-Algebra II	Teacher PD	8:30-4:00
July	7/17/2025	Secondary Math Agile Minds-Pre-Cal/Calculus	Teacher PD	8:30-12:00

9 Week Rewind – Professional Development

July	7/17/2025	Secondary RLA SAVVAS-6th - 12th-Half Day AM;	Teacher PD	8:30 - 12:30
July	7/17/2025	Secondary RLA Planning-6th - 12th-Half Day PM	Teacher Planning	1:30 - 5:00
July	7/18/2025	CTE Monthly Meeting/SPED Modification Training/Website Updates	CTE Updates/PD	2:00 pm - 4:00 pm
July	7/25/2025	IS Academy-Welcome & Data Dig	IS PD	8:30-11:30
July	7/31/2025	Texas Lesson Study	Leadership PD	
August	8/1/2025	Beginning of the Year LPAC Training	AP, Registrars/LPAC	2:30-4:00
August	8/7/2025	Bridging - El Puente	Dual Language Teacher PD	4:15-5:00
August	8/8/2025	C&I Department Meeting	C&I Meeting	3:00-4:30
August	8/12/2025	Science 5 PD-Deep Dive into Streamlining TEKS and CER	Teacher PD	8:00-3:30
August	8/14/2025	Bridging - El Puente	Dual Language Teacher PD	4:15-5:00
August	8/15/2025	SPED Transition Team Meeting	TEA Updates/Audits/PD	9:00am - 11:00am
August	8/15/2025	GEMS RLA ECR Calibration with Review of Student Samples	MS	9:05-10:13
August	8/19/2025	R19 Bluebonnet Math Teacher Observation and Feedback	HS/MS	8:30-11:30
August	8/19/2025	First Year Teacher/Mentor Meeting	FYT/Mentors	8:00-12:00
August	8/20/2025	Leadership Meeting/Principal Meeting	Leadership/Principal	2:00-5:00
August	8/20/2025	Q1 4 Weeks Common Assessment Data Analysis	Local Assessment	
August	8/21/2025	IS Meeting/Region 19 Eduphoria Training	IS PD	TBD
August	8/22/2025	GT Coordinator Training	Campus GT Coordinators	8:00-4:00
August	8/22/2025	CTE Monthly Meeting	Regional Updates/PD	1:00 pm - 2:00 pm
August	8/22/2025	Math RBIS 1-2- (15 teachers/K-1) Half Day	Teacher PD	8:30-11:30
August	8/22/2025	Math RBIS 1-2- (15 teachers-(half of 1st and all of 2nd) Half Day	Teacher PD	1:00-4:00
August	8/27/2025	Texas Lesson Study	Leadership PD	8:30-3:30
August	8/27/2025	Ethics Training for Counselors	Counselor PD	AM/PM Sessions
August	8/29/2025	District Counselor Meeting	Regional Updates/PD	8:30am - 11:00am
September	9/2/2025	BB Math Observation and Feedback- Will be Covered in TXLS	Elementary Leaders	

9 Week Rewind – Professional Development

September	9/3/2025	PLC Application: Lesson Internalization @ Alarcon	Teachers	PLC Schedule
September	9/4/2025	Understanding HB 6	Leadership PD	3:30-4:30
September	9/4/2025	Preview-View-Review	Dual Language Teacher PD	4:15 - 5:00
September	9/9/2025	Q1 8 Weeks Common Assessment (Local STAAR Released Questions)	Local Assessment	
September	9/9/2025	IO IS Planning Day	IO Planning	8:00am - 2:00pm
September	9/9/2025	BB Elementary Alarcon Co-Observation #1-Full Day	Leaders/Coaches	8:00-3:00
September	9/11/2025	PLC Application: Lesson Internalization @ Sambrano	Teachers	PLC Schedule
September	9/11/2025	SEHS AVID Campus visit to GEMS with Debrief	AVID Strategies	1:30 pm - 3:50 pm
September	9/12/2025	PLC Application: Lesson Internalization @ Borrego	Teachers	PLC Schedule
September	9/12/2025	SPED Transition Team Meeting	TEA Updates/Audits/PD	9:00am - 11:00am
September	9/17/2025	BB Elementary Borrego Co-Observation #1-Full Day	Leaders/Coaches	8:00-3:00
September	9/16/2025	R19 Bluebonnet Math Teacher Observation and Feedback	HS/MS	8:30-11:30
September	9/17/2025	Q1 8 Weeks Common Assessment Data Analysis	Local Assessment	
September	9/18/2025	Preview-View-Review	Dual Language Teacher PD	4:15 - 5:00
September	9/19/2025	BB Elementary Sambrano Co-Observation #1-Full Day	Leaders/Coaches	8:00-3:00
September	9/19/2025	CTE Monthly Meeting	Regional Updates/PD	1:00 pm - 2:00 pm
September	9/23/2025	IS Meeting-	IS PD	12:30pm - 4:30pm
September	9/24/2025	Texas Lesson Study	Leadership PD	
September	9/24/2025	Summit K12's Connect to Literacy (C2L)	Teachers / IS / IO / Admin PD	8: 10 - 11:30
September	9/25/2025	Leadership Meeting/Principal Meeting	Leadership/Principal	2:00-5:00
September	9/26/2025	K-5 Math RBIS 3 & 4 for K-3-Half Day PM	Teacher PD	12:30-4:30
September	9/26/2025	Secondary Math PD-Lesson Internalization (BB learning Implemen.2)	Teacher PD	8:30-04:30
September	9/26/2025	Secondary Science-Lesson Internalization	Guided Planning	12:30-4:50
September	9/26/2025	Secondary RLA SAVVAS-6th - 12th_Part II	Guided Planning	1:00-5:00 PM
September	9/26/2025	Middle School UIL Competition @ GEMS	UIL Coaches	9:00am-4:00pm
September	9/26/2025	District Counselor Meeting	Counselor Region Updates/PD	8:30am - 11:00am
September	9/26/2025	Coordinator Roll Out of District Literary Anthology	Literary Anthology Roll Out	3:30-4:30 pm
September	9/30-10/3	Intersession Tutoring	Tutoring	7:30-12:00
Sept/Oct.	9/30-10/3	Intersession Tutoring	Tutoring	7:30-11:00
Sept/Oct.	9/30-10/3	Emergent Bilingual Summer Program	Language Development	7:30-3:00
September	9/30/2025	Teacher's Goal Setting TXLS (Sambrano, Alarcon, Borrego)	PLC	

Texas Lesson Study

Texas Lesson Study Implementation Blueprint



PLC Information

LEA: San Elizario ISD (Sambrano Elementary)
 PLC: Grade K-2 Math
 TXLS Implementation Status: Initial
 Supporting Administrator: Principal Susana Frescas
 LEA Facilitator: Instructional Coach: Alyssa Padilla
 Teachers: K-2

PLC Pacing Guide

San Elizario ISD Sambrano TXLS Tracker

2025-26 TXLS Implementation Goals

Short-term Goals

Goal: Teachers/Facilitators follow PLC Agenda
 Measure(s): PLC observation notes documenting agenda adherence and facilitator PLC notes.
 Frequency: Bi-weekly observations.
 Data Champion(s): Instructional Specialists and Administrators (Mrs. Frescas & Mrs. Sandate)
 Progress Monitoring: Quarterly review of observation and PLC data with leadership team to identify trends and adjust support.

Long-term Goals

Teacher Practice Goal: 100% of grade-level teachers attend PLCs prepared with evidence of completed pre-work and internalization of modules/lessons.
 Measure(s): PLC agenda tracker and facilitator notes documenting teacher evidence of pre-work and lesson internalization.
 Frequency: Monthly checks during PLCs.
 Data Champion(s): Instructional Specialists and Administrators (Mrs. Frescas)
 Progress Monitoring: Quarterly review of PLC tracker data with leadership team to evaluate progress, identify patterns, and plan targeted support.

Texas Lesson Study Implementation Blueprint



PLC Information

LEA: San Elizario ISD (Alarcon Elementary)
 PLC: Grade 3-5 Math
 TXLS Implementation Status: Initial
 Supporting Administrator: Principal Monika Ruiz
 LEA Facilitator: Instructional Coach: Claudia Murphy
 Teachers:

PLC Pacing Guide

San Elizario ISD Alarcon TXLS Tracker

2025-26 TXLS Implementation Goals

Short-term Goals

Goal: Teachers and facilitators consistently follow the established PLC agenda.
 Measure(s): PLC observations and PLC notes.
 Frequency: Bi-weekly
 Data Champion(s): Campus Administrators
 Progress Monitoring: Data reviewed every 4 weeks to identify progress and needed support.

Long-term Goals

Teacher Practice Goal: By the end of the school year, 100% of teachers will come to PLCs prepared with evidence of lesson internalization to support lesson rehearsal with time stamps.
 Measure(s): PLC agenda tracker and facilitator notes documenting evidence of teacher preparation and internalization.
 Frequency: Monthly
 Data Champion(s): Campus Administrators
 Progress Monitoring: Data collected during monthly PLCs and reviewed by administrators to monitor trends and determine next steps.)

Texas Lesson Study Implementation Blueprint



PLC Information

LEA: San Elizario ISD (Borrego Elementary)
 PLC: Grade 3-5 Math
 TXLS Implementation Status: Initial
 Supporting Administrator: Principal Martha Elva Santana-Garcia
 LEA Facilitator: Instructional Coach: Claudia Nakay
 Teachers: 3-5

PLC Pacing Guide

San Elizario ISD Borrego TXLS Tracker

2025-26 TXLS Implementation Goals

Short-term Goals

Goal: All administrators, instructional specialists, and teachers adhere to the established PLC calendar and assigned topics.
 Measure(s): Evidence from PLC observations and classroom observations.
 Frequency: Weekly
 Data Champion(s): Administrators
 Progress Monitoring: Data reviewed weekly by administrators and discussed quarterly to identify trends and next steps.

Long-term Goals

Teacher Practice Goal: By the end of the school year, 100% of teachers will come to PLCs prepared with evidence of lesson internalization in order to facilitate lesson rehearsal, SWAP and data talks.
 Measure(s): PLC agenda tracker and facilitator notes documenting teacher preparation and evidence of internalization.
 Frequency: Bi-weekly
 Data Champion(s): Campus Administrators
 Progress Monitoring: Monthly data collection during PLCs, followed by administrator review and discussion to determine support needed.



Accountability Conversations

Meeting with Principals to discuss Accountability Domains and the actions related to each domain.

Local Improvement Plan Requirements for Overall D Campuses		<i>If a campus received a first or second overall D rating following an acceptable rating, the campus is required to develop and implement a Local Improvement Plan. This plan is not submitted to the agency and is retained locally.</i>	
SEHS			
Domain I - Student Achievement (Meeting and passing STAAR, Graduation Rate, CCMR)			
	Meeting and passing STAAR	Graduation Rate	CCMR
the Plan 8.27	Tracking students, aligning expectations across contents. Percentage	Counselors tracker, Attendance - ADA Plan, Watching , LOC - Specific days	Tracker Avila has, Seniors enrolled in, 9th grade group, SPED tracker and coding student accordingly (Sanchez and SPED dep)
responsible	Principal, Aps, Teachers, ISS	Senior counselors, Silva (AP)	Avila, Counselors, Cruz, Principal
Domain II A - Academic Growth (Look at RLA and MATH student growth (SPED,EB), Look at Accelerated Learning)			
	Look at RLA and MATH student growth (SPED,EB)	Look at Accelerated Learning	
the Plan	Trackers Data 4 and 8 weeks compared to previous staar	Math - Pull outs, RLA Intersections Saturdays, Heavy on all 1416 Intercession plan	
responsible	District office support, Summit k-12 intentionality,	Pulido, Morales, Silva, Purposeful teacher selection	
7th	Look at local assessment data and track students moving forward		
Domain IIB - Relative Performance - STAAR Performance, CCMR			
	STAAR Performance	CCMR	
the Plan	ECON. Dis. - TALK to FLOR PONCE		
responsible			

Accountability Conversations

	Local Improvement Plan Requirements for Overall D Campuses		<i>If a campus received a first or second overall D rating following an acceptable rating, the campus is required to develop and implement a Local Improvement Plan. This plan is not submitted to the agency and is retained locally.</i>
	GEMS		
	Domain I - Student Achievement (Meeting and passing STAAR, Graduation Rate, CCMR)		
	Meeting and passing STAAR	Graduation Rate	CCMR
What is the Plan	Focus on Meets goal, Intentional focus on Social Studies, Science being at Grade Level, intervention time	Conversations start about long term goals, planting the seed	AVID focus campus, Advisory pd lessons
Who is responsible	Teachers, Instructional Coaches, AP		Campus
	Domain II A - Academic Growth (Look at RLA and MATH student growth(SPED,EB), Look at Accelerated Learning)		
	Look at RLA and MATH student growth(SPED,EB)	Look at Accelerated Learning	
What is the Plan	Trackers by student, coding awareness, Data conversations PLC, Uniformed Parent conference form, Instructional progress monitoring teacher feedback form on interventions.	Intentional interventions focusing on 1416 students, tracking, discipline culture trickles down into academics and time in the classroom	
Who is responsible	Teachers	Teachers,	
	Domain IIB - Relative Performance - STAAR Performance, CCMR		
	STAAR Performance	CCMR	
What is the Plan	Contacting parents on Econ. Dis application before Snapshot		
Who is responsible	Teachers, Office staff.		

9 Week Rewind

Circle - Wave 1
PreK 3

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Vocabulary	Rapid Vocabulary 1	41%	0%	59%	0%
	Overall Measure	41%	0%	59%	0%
Early Writing Skills		50%	0%	27%	23%
Math	Rote Counting	0%	0%	55%	45%
	Shape Naming	13%	0%	45%	42%
	Number Discrimination	0%	0%	0%	0%
	Number Naming	0%	0%	0%	0%
	Shape Discrimination	0%	0%	0%	0%
	Counting Sets	5%	0%	52%	44%
	Operations	0%	0%	0%	0%
	Overall Measure	0%	0%	0%	0%
* Measure has no benchmarks.					

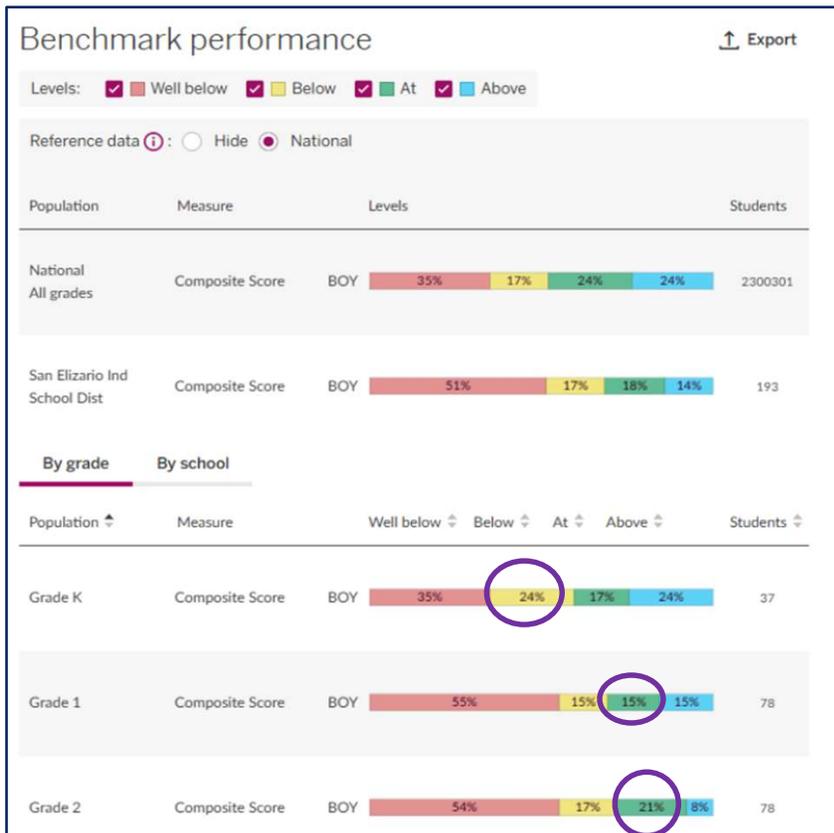
9 Week Rewind

Circle - Wave 1
PreK 4

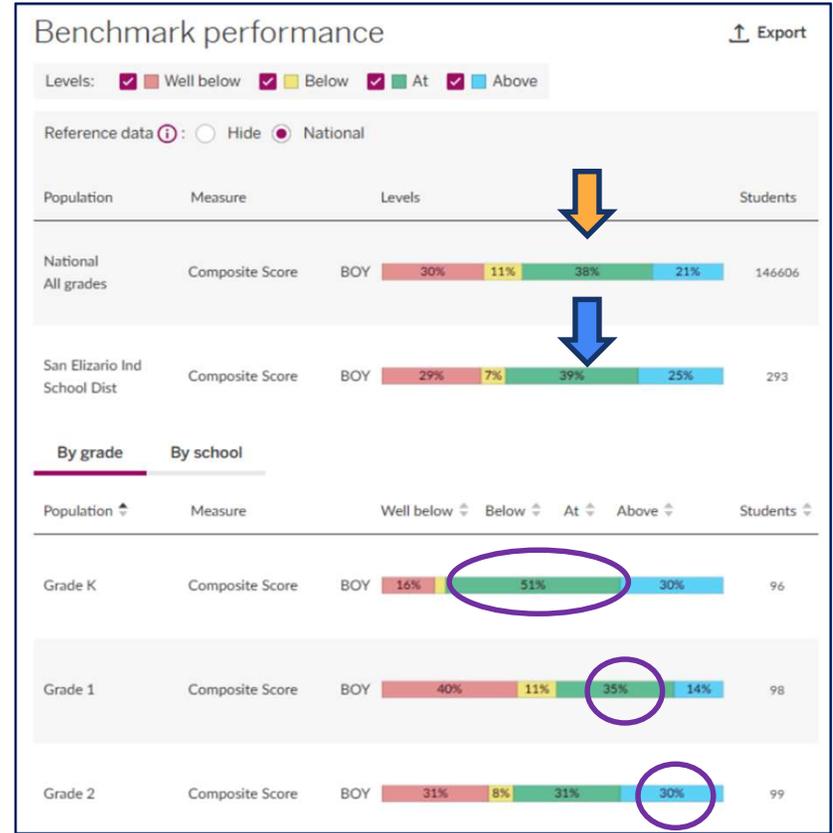
Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Vocabulary	Rapid Vocabulary 1	31%	55%	14%	0%
	Overall Measure	31%	55%	14%	0%
Early Writing Skills		82%	10%	3%	5%
Math	Rote Counting	5%	88%	4%	4%
	Shape Naming	46%	46%	4%	4%
	Number Discrimination	52%	43%	3%	2%
	Number Naming	23%	72%	3%	2%
	Shape Discrimination	57%	38%	3%	2%
	Counting Sets	25%	68%	4%	4%
	Operations	3%	93%	3%	1%
	Overall Measure	68%	28%	4%	0%
* Measure has no benchmarks.					

9 Week Rewind

2024 Cohort BOY



2025 Cohort BOY



9 Week Rewind

Sambrano - I-Ready Math BOY (First Year of Implementation. Measures student growth which may qualify teachers for TIA)

Yellow – Grade Level Ready

Red – Not on Grade Level

Switch Table View

Placement Summary

Choose to Show Results By

Grade

+ Add secondary demographic to show results by

Showing 3 of 3

Grade	Overall Grade-Level Placement	Green	Yellow	Red	Students Assessed/Total
Grade K		2%	96%	0%	124/133
Grade 1		1%	82%	16%	141/174
Grade 2		1%	52%	43%	147/177

9 Week Rewind

Borrego Current 4th (local assessment vs 3rd Grade STAAR) **RLA**

42 Students – 0 Points
12 Students - .05 Points
37 Students – 1 Point

Borrego Current 5th (local assessment vs 4th Grade STAAR)

50 Students – 0 Points
6 Students - .05 Points
39 Students – 1 Point

Borrego Current 6th (local assessment vs 5th Grade STAAR)

27 Students – 0 Points
5 Students - .05 Points
54 Students – 1 Point

Academic Growth (by Campus) <small>2025-26 Local Assessment Compared to 2025 STAAR</small>		2025 STAAR Assessment		RLA Grade 5		Borrego Elementary				
		2025-26 Local Assessment								
2025 STAAR	2025-26 Local Assessment							Annual Growth Summary		
	Annual Growth	Low Does Not Meet GL 12	High Does Not Meet GL 5	Low Approaches GL 3	High Approaches GL 13	Meets GL 33	Masters GL 14	# Tests	Points	
	Low Does Not Meet GL 11	7 <small>[Group 36]</small>	1 <small>[Group 35]</small>	0 <small>[Group 34]</small>	2 <small>[Group 33]</small>	1 <small>[Group 32]</small>	0 <small>[Group 31]</small>	Tests Earning 0.0 points	27	0.0
	High Does Not Meet GL 18	4 <small>[Group 30]</small>	4 <small>[Group 29]</small>	2 <small>[Group 28]</small>	3 <small>[Group 27]</small>	5 <small>[Group 26]</small>	0 <small>[Group 25]</small>	Tests Earning 0.5 points	5	2.5
	Low Approaches GL 7	1 <small>[Group 24]</small>	0 <small>[Group 23]</small>	0 <small>[Group 22]</small>	1 <small>[Group 21]</small>	5 <small>[Group 20]</small>	0 <small>[Group 19]</small>	Tests Earning 1.0 point	54	54.0
	High Approaches GL 4	0 <small>[Group 18]</small>	0 <small>[Group 17]</small>	1 <small>[Group 16]</small>	1 <small>[Group 15]</small>	2 <small>[Group 14]</small>	0 <small>[Group 13]</small>	Total Annual Growth Points Earned (A)		56.5
	Meets GL 30	0 <small>[Group 12]</small>	0 <small>[Group 11]</small>	0 <small>[Group 10]</small>	6 <small>[Group 9]</small>	18 <small>[Group 8]</small>	6 <small>[Group 7]</small>	#Tests Included in Calculation (C)		86
Masters GL 16	0 <small>[Group 6]</small>	0 <small>[Group 5]</small>	0 <small>[Group 4]</small>	0 <small>[Group 3]</small>	8 <small>[Group 2]</small>	8 <small>[Group 1]</small>	Annual Growth Score		66	
2025 STAAR							1416 Performance Summary			
1416 Performance	Low Does Not Meet GL 11	High Does Not Meet GL 5	Low Approaches GL 2	High Approaches GL 5	Meets GL 6	Masters GL 0	# Tests	Points		
Low Does Not Meet GL 11	7 <small>[Group 36]</small>	1 <small>[Group 35]</small>	0 <small>[Group 34]</small>	2 <small>[Group 33]</small>	1 <small>[Group 32]</small>	0 <small>[Group 31]</small>	Tests Earning 0.0 points	16	0	
High Does Not Meet GL 18	4 <small>[Group 30]</small>	4 <small>[Group 29]</small>	2 <small>[Group 28]</small>	3 <small>[Group 27]</small>	5 <small>[Group 26]</small>	0 <small>[Group 25]</small>	Tests Earning 1.0 point	13	13	
Total 1416 Points Earned (B)									13	
#Tests Included in Calculation									29	
1416 Performance Score									45	
2025 STAAR							Academic Growth Summary			
Total Annual Growth Points Earned (A)									56.5	
Total 1416 Points Earned (B) x 0.25									3.3	
Academic Growth Points Earned									59.8	
#Tests Included in Calculation (C)									86	
Academic Growth Score									70	

9 Week Rewind

Borrego Current 4th (local assessment vs 3rd Grade STAAR) **Math**

10 Students – 0 Points
 4 Students - .05 Points
 73 Students – 1 Point

Borrego Current 5th (local assessment vs 4th Grade STAAR)

72 Students – 0 Points
 4 Students - .05 Points
 27 Students – 1 Point

Borrego Current 6th (local assessment vs 5th Grade STAAR)

2 Students – 0 Points
 0 Students - .05 Points
 91 Students – 1 Point

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	10	0.0
Tests Earning 0.5 points	4	2.0
Tests Earning 1.0 point	73	73.0
Total Annual Growth Points Earned (A)		75.0
# Tests Included in Calculation (C)		87
Annual Growth Score		86
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	7	0
Tests Earning 1.0 point	28	28
Total 1416 Points Earned (B)		28
# Tests Included in Calculation		35
1416 Performance Score		80
Academic Growth Summary		
Total Annual Growth Points Earned (A)		75.0
Total 1416 Points Earned (B) x 0.25		7.0
Academic Growth Points Earned		82.0
# Tests Included in Calculation (C)		87
Academic Growth Score		94

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	73	0.0
Tests Earning 0.5 points	4	2.0
Tests Earning 1.0 point	27	27.0
Total Annual Growth Points Earned (A)		29.0
# Tests Included in Calculation (C)		104
Annual Growth Score		28
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	31	0
Tests Earning 1.0 point	11	11
Total 1416 Points Earned (B)		11
# Tests Included in Calculation		42
1416 Performance Score		26
Academic Growth Summary		
Total Annual Growth Points Earned (A)		29.0
Total 1416 Points Earned (B) x 0.25		2.8
Academic Growth Points Earned		31.8
# Tests Included in Calculation (C)		104
Academic Growth Score		31

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	2	0.0
Tests Earning 0.5 points	0	0.0
Tests Earning 1.0 point	91	91.0
Total Annual Growth Points Earned (A)		91.0
# Tests Included in Calculation (C)		93
Annual Growth Score		98
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	1	0
Tests Earning 1.0 point	34	34
Total 1416 Points Earned (B)		34
# Tests Included in Calculation		35
1416 Performance Score		97
Academic Growth Summary		
Total Annual Growth Points Earned (A)		91.0
Total 1416 Points Earned (B) x 0.25		8.5
Academic Growth Points Earned		99.5
# Tests Included in Calculation (C)		93
Academic Growth Score		107

9 Week Rewind

Alarcon Current 4th (local assessment vs 3rd Grade STAAR) **RLA**

32 Students – 0 Points
 4 Students - .05 Points
 13 Students – 1 Point

Alarcon Current 5th (local assessment vs 4th Grade STAAR)

19 Students – 0 Points
 2 Students - .05 Points
 22 Students – 1 Point

Alarcon Current 6th (local assessment vs 5th Grade STAAR)

25 Students – 0 Points
 3 Students - .05 Points
 33 Students – 1 Point

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	32	0.0
Tests Earning 0.5 points	4	2.0
Tests Earning 1.0 point	13	13.0
Total Annual Growth Points Earned (A)		15.0
#Tests Included in Calculation (C)		49
Annual Growth Score		31
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	9	0
Tests Earning 1.0 point	2	2
Total 1416 Points Earned (B)		2
#Tests Included in Calculation		11
1416 Performance Score		18
Academic Growth Summary		
Total Annual Growth Points Earned (A)		15.0
Total 1416 Points Earned (B) x 0.25		0.5
Academic Growth Points Earned		15.5
#Tests Included in Calculation (C)		49
Academic Growth Score		32

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	19	0.0
Tests Earning 0.5 points	2	1.0
Tests Earning 1.0 point	22	22.0
Total Annual Growth Points Earned (A)		23.0
#Tests Included in Calculation (C)		43
Annual Growth Score		53
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	2	0
Tests Earning 1.0 point	0	0
Total 1416 Points Earned (B)		0
#Tests Included in Calculation		2
1416 Performance Score		0
Academic Growth Summary		
Total Annual Growth Points Earned (A)		23.0
Total 1416 Points Earned (B) x 0.25		0.0
Academic Growth Points Earned		23.0
#Tests Included in Calculation (C)		43
Academic Growth Score		53

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	25	0.0
Tests Earning 0.5 points	3	1.5
Tests Earning 1.0 point	33	33.0
Total Annual Growth Points Earned (A)		34.5
#Tests Included in Calculation (C)		61
Annual Growth Score		57
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	15	0
Tests Earning 1.0 point	12	12
Total 1416 Points Earned (B)		12
#Tests Included in Calculation		27
1416 Performance Score		44
Academic Growth Summary		
Total Annual Growth Points Earned (A)		34.5
Total 1416 Points Earned (B) x 0.25		3.0
Academic Growth Points Earned		37.5
#Tests Included in Calculation (C)		61
Academic Growth Score		61

9 Week Rewind

Alarcon Current 4th (local assessment vs 3rd Grade STAAR) **Math**

19 Students – 0 Points
 2 Students - .05 Points
 37 Students – 1 Point

Alarcon Current 5th (local assessment vs 4th Grade STAAR)

26 Students – 0 Points
 4 Students - .05 Points
 22 Students – 1 Point

Alarcon Current 6th (local assessment vs 5th Grade STAAR)

15 Students – 0 Points
 9 Students - .05 Points
 48 Students – 1 Point

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	19	0.0
Tests Earning 0.5 points	2	1.0
Tests Earning 1.0 point	37	37.0
Total Annual Growth Points Earned (A)		38.0
# Tests Included in Calculation (C)		58
Annual Growth Score		66
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	12	0
Tests Earning 1.0 point	9	9
Total 1416 Points Earned (B)		9
# Tests Included in Calculation		21
1416 Performance Score		43
Academic Growth Summary		
Total Annual Growth Points Earned (A)		38.0
Total 1416 Points Earned (B) x 0.25		2.3
Academic Growth Points Earned		40.3
# Tests Included in Calculation (C)		58
Academic Growth Score		69

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	26	0.0
Tests Earning 0.5 points	4	2.0
Tests Earning 1.0 point	22	22.0
Total Annual Growth Points Earned (A)		24.0
# Tests Included in Calculation (C)		52
Annual Growth Score		46
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	10	0
Tests Earning 1.0 point	11	11
Total 1416 Points Earned (B)		11
# Tests Included in Calculation		21
1416 Performance Score		52
Academic Growth Summary		
Total Annual Growth Points Earned (A)		24.0
Total 1416 Points Earned (B) x 0.25		2.8
Academic Growth Points Earned		26.8
# Tests Included in Calculation (C)		52
Academic Growth Score		52

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	15	0.0
Tests Earning 0.5 points	9	4.5
Tests Earning 1.0 point	48	48.0
Total Annual Growth Points Earned (A)		52.5
# Tests Included in Calculation (C)		72
Annual Growth Score		73
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	9	0
Tests Earning 1.0 point	12	12
Total 1416 Points Earned (B)		12
# Tests Included in Calculation		21
1416 Performance Score		57
Academic Growth Summary		
Total Annual Growth Points Earned (A)		52.5
Total 1416 Points Earned (B) x 0.25		3.0
Academic Growth Points Earned		55.5
# Tests Included in Calculation (C)		72
Academic Growth Score		77

9 Week Rewind

GEMS Current 7th (local assessment vs 6th Grade STAAR) **RLA**

64 Students – 0 Points
 16 Students - .05 Points
 94 Students – 1 Point

GEMS Current 8th (local assessment vs 7th Grade STAAR) **RLA**

96 Students – 0 Points
 16 Students - .05 Points
 75 Students – 1 Point

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	64	0.0
Tests Earning 0.5 points	16	8.0
Tests Earning 1.0 point	94	94.0
Total Annual Growth Points Earned (A)		102.0
#Tests Included in Calculation (C)		174
Annual Growth Score		59
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	41	0
Tests Earning 1.0 point	14	14
Total 1416 Points Earned (B)		14
#Tests Included in Calculation		55
1416 Performance Score		25
Academic Growth Summary		
Total Annual Growth Points Earned (A)		102.0
Total 1416 Points Earned (B) x 0.25		3.5
Academic Growth Points Earned		105.5
#Tests Included in Calculation (C)		174
Academic Growth Score		61

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	96	0.0
Tests Earning 0.5 points	16	8.0
Tests Earning 1.0 point	75	75.0
Total Annual Growth Points Earned (A)		83.0
#Tests Included in Calculation (C)		187
Annual Growth Score		44
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	37	0
Tests Earning 1.0 point	19	19
Total 1416 Points Earned (B)		19
#Tests Included in Calculation		56
1416 Performance Score		34
Academic Growth Summary		
Total Annual Growth Points Earned (A)		83.0
Total 1416 Points Earned (B) x 0.25		4.8
Academic Growth Points Earned		87.8
#Tests Included in Calculation (C)		187
Academic Growth Score		47

9 Week Rewind

GEMS Current 7th (local assessment vs 6th Grade STAAR) **Math**

73 Students – 0 Points
 7 Students - .05 Points
 35 Students – 1 Point

GEMS Current 8th (local assessment vs 7th Grade STAAR) **Math**

48 Students – 0 Points
 4 Students - .05 Points
 63 Students – 1 Point

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	73	0.0
Tests Earning 0.5 points	7	3.5
Tests Earning 1.0 point	35	35.0
Total Annual Growth Points Earned (A)		38.5
# Tests Included in Calculation (C)		115
Annual Growth Score		33
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	22	0
Tests Earning 1.0 point	10	10
Total 1416 Points Earned (B)		10
# Tests Included in Calculation		32
1416 Performance Score		31
Academic Growth Summary		
Total Annual Growth Points Earned (A)		38.5
Total 1416 Points Earned (B) x 0.25		2.5
Academic Growth Points Earned		41.0
# Tests Included in Calculation (C)		115
Academic Growth Score		36

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	48	0.0
Tests Earning 0.5 points	4	2.0
Tests Earning 1.0 point	63	63.0
Total Annual Growth Points Earned (A)		65.0
# Tests Included in Calculation (C)		115
Annual Growth Score		57
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	21	0
Tests Earning 1.0 point	47	47
Total 1416 Points Earned (B)		47
# Tests Included in Calculation		68
1416 Performance Score		69
Academic Growth Summary		
Total Annual Growth Points Earned (A)		65.0
Total 1416 Points Earned (B) x 0.25		11.8
Academic Growth Points Earned		76.8
# Tests Included in Calculation (C)		115
Academic Growth Score		67

9 Week Rewind

SEHS Current 9th (local assessment vs 8th Grade STAAR) **RLA**

113 Students – 0 Points
 12 Students - .05 Points
 45 Students – 1 Point

HS Current 10th (local assessment vs 9th Grade STAAR)
 122 Students – 0 Points
 8 Students - .05 Points
 44 Students – 1 Point

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	113	0.0
Tests Earning 0.5 points	12	6.0
Tests Earning 1.0 point	45	45.0
Total Annual Growth Points Earned (A)		51.0
#Tests Included in Calculation (C)		170
Annual Growth Score		30
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	32	0
Tests Earning 1.0 point	6	6
Total 1416 Points Earned (B)		6
#Tests Included in Calculation		38
1416 Performance Score		16
Academic Growth Summary		
Total Annual Growth Points Earned (A)		51.0
Total 1416 Points Earned (B) x 0.25		1.5
Academic Growth Points Earned		52.5
#Tests Included in Calculation (C)		170
Academic Growth Score		31

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	122	0.0
Tests Earning 0.5 points	8	4.0
Tests Earning 1.0 point	44	44.0
Total Annual Growth Points Earned (A)		48.0
#Tests Included in Calculation (C)		174
Annual Growth Score		28
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	46	0
Tests Earning 1.0 point	17	17
Total 1416 Points Earned (B)		17
#Tests Included in Calculation		63
1416 Performance Score		27
Academic Growth Summary		
Total Annual Growth Points Earned (A)		48.0
Total 1416 Points Earned (B) x 0.25		4.3
Academic Growth Points Earned		52.3
#Tests Included in Calculation (C)		174
Academic Growth Score		30

9 Week Rewind

SEHS Current 9th (local assessment vs 8th Grade STAAR) **Math**

7 Students – 0 Points
 2 Students - .05 Points
 56 Students – 1 Point

HS Current 10th (local assessment vs 9th Grade STAAR)
 122 Students – 0 Points
 8 Students - .05 Points
 44 Students – 1 Point

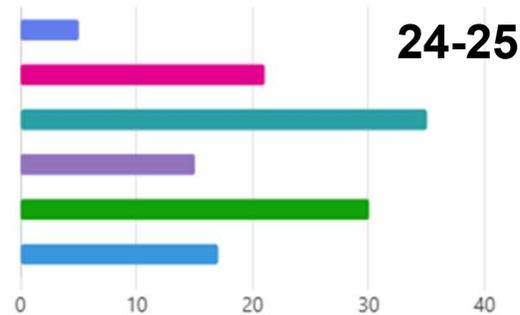
Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	7	0.0
Tests Earning 0.5 points	2	1.0
Tests Earning 1.0 point	56	56.0
Total Annual Growth Points Earned (A)		57.0
#Tests Included in Calculation (C)		65
Annual Growth Score		88
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	3	0
Tests Earning 1.0 point	19	19
Total 1416 Points Earned (B)		19
#Tests Included in Calculation		22
1416 Performance Score		86
Academic Growth Summary		
Total Annual Growth Points Earned (A)		57.0
Total 1416 Points Earned (B) x 0.25		4.8
Academic Growth Points Earned		61.8
#Tests Included in Calculation (C)		65
Academic Growth Score		95

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	122	0.0
Tests Earning 0.5 points	8	4.0
Tests Earning 1.0 point	44	44.0
Total Annual Growth Points Earned (A)		48.0
#Tests Included in Calculation (C)		174
Annual Growth Score		28
1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	46	0
Tests Earning 1.0 point	17	17
Total 1416 Points Earned (B)		17
#Tests Included in Calculation		63
1416 Performance Score		27
Academic Growth Summary		
Total Annual Growth Points Earned (A)		48.0
Total 1416 Points Earned (B) x 0.25		4.3
Academic Growth Points Earned		52.3
#Tests Included in Calculation (C)		174
Academic Growth Score		30

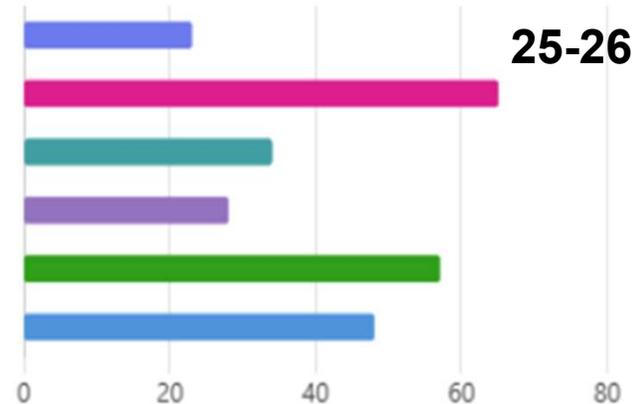
Learning Walk Rewind

Which *campus* has the most observations?

● Lorenzo G. Loya Primary School	5
● Josefa L. Sambrano Elementary School	21
● Alfonso Borrego Sr. Elementary School	35
● Lorenzo G. Alarcon Elementary School	15
● Ann M. Garcia-Enriquez Middle School	30
● San Elizario High School	17



● Lorenzo G. Loya Primary School	23
● Josefa L. Sambrano Elementary School	65
● Alfonso Borrego Sr. Elementary School	34
● Lorenzo G. Alarcon Elementary School	28
● Ann M. Garcia-Enriquez Middle School	57
● San Elizario High School	48

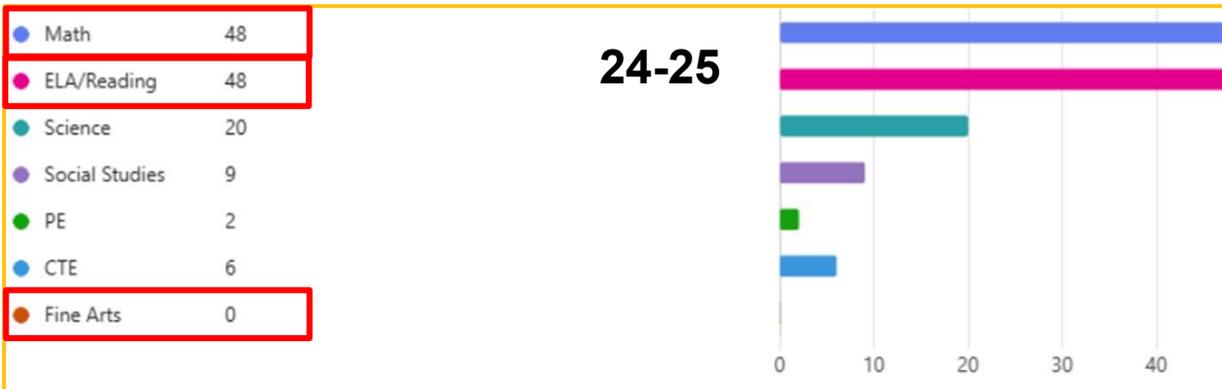


Learning Walk Rewind



Which *grade level* has the most observations?

Learning Walk Rewind



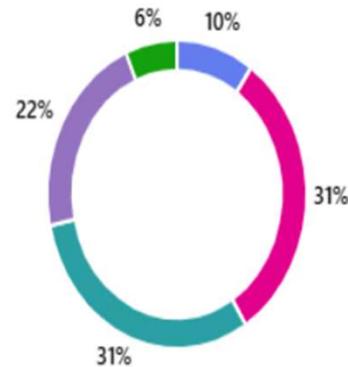
Which *content* has been observed the most?



Learning Walk Rewind

24-25

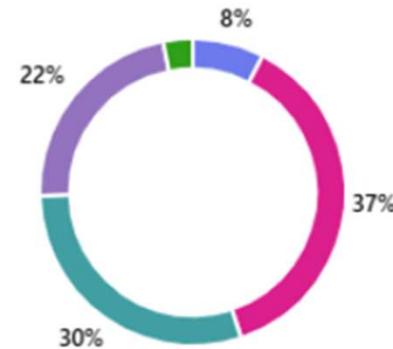
Bellringer/Collaborative warm up (1.4, 2.3, 2.4)	12
Direct Instruction (2.2, 2.3, 1.5)	39
Supported Practice (2.4, 2.5, 2.3, 2.1)	38
Enhance Practice (build, Task Write) (2.4, 2.5, 2.1, 2.2)	27
Lesson Closure (2.5, 2.3, 2.1)	8



Which component of the *lesson* has been observed the most?

25-26

Bellringer/Collaborative warm up (1.4, 2.3, 2.4)	17
Direct Instruction (2.2, 2.3, 1.5)	84
Supported Practice (2.4, 2.5, 2.3, 2.1)	67
Enhance Practice (build, Task Write) (2.4, 2.5, 2.1, 2.2)	50
Lesson Closure (2.5, 2.3, 2.1)	7



Administrator Learning Walks

Start Date: 7/22/2025			Start Date: 7/23/2024		
End Date: 9/25/2025			End Date: 9/27/2024		
Report Date: 9/25/2025			Report Date: 9/25/2025		
Administrator	25-26 WT	25-26 Obs.	Administrator	24-25 WT	24-25 Obs.
Carranco, Fabiola	64	1	Carranco, Fabiola	Started 25-26	
Chavez, Valerie	74	0	Chavez, Valerie (End of September)	5	0
Corona, Alexander	133	0	Corona, Alexander	179	0
Enriquez, Troy	47	0	Enriquez, Troy	21	0
Esquivel, Julissa	69	4	Esquivel, Julissa	69	4
Frescas, Susana	88	8	Frescas, Susana	87	0
Nunn, Melissa	65	0	Nunn, Melissa	103	0
Robles, Lorena	47	1	Robles, Lorena	72	0
Ruiz, Monika	39	1	Ruiz, Monika	Started (10-4-24)	
Sandate, Lydia	55	6	Sandate, Lydia	70	0
Santana-Garcia, Martha	67	2	Santana-Garcia, Martha	56	0
Silva, Laura	51	1	Silva, Laura	Started (10-1-24)	
Talamantes, Concepcion	55	0	Talamantes, Concepcion	Started (11-15-24)	
Total (As of 9.25.25)	854	24	Total (As of 9.27.24)	662	4
5 Each week Making it 50 at the end of the 10th Week	878		10 Each week Making it 100 at the end of the 10th Week	666	

Teacher Absences

Total Teacher Days Missed (District) – 188 days

Loya – 12 Days

Sambrano – 15 Days

Alarcon – 17 Days

Borrego – 22 Days

GEMS – 30 Days

SEHS – 92 Days

(Only Local and Personal)



PLANNING THE PLC PATHWAY

Learning Together



Together We Can



Growing Together

Voices from the Field

Elementary Math PLCs





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; Curriculum & Instruction
Subject: A-F Accountability Ratings 2024 and 2025
Date: October 15, 2025

HISTORY:

The A–F system was established by House Bill (HB) 22 in 2017 for the purpose of continuously improving student performance toward the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and ensuring the state is a national leader in preparing students for postsecondary success.

RATIONALE:

TEA has consulted with stakeholders on enhancements to the accountability system. The descriptions below explain the key areas to the A-F system. The scaling of the graduation rate is slightly more rigorous.

1. The scaling for the CCMR component in Domain I is being increased to reflect a higher expectation for career and college readiness for graduating seniors.
2. Academic Growth is now simpler to measure and includes a bonus for students who grew academically following accelerated instruction using the “Transition Table Model.”
4. Closing the Gaps (Domain III) will use an improved calculation methodology that awards points on a different scale. These scale gives districts credit for making partial gains towards targets.

The 2024 and 2025 A-F Accountability ratings were published on August 15, 2025. This information can be found at TXschools.gov. Loya Primary and Sambrano Elementary receive the same rating as the district.

BUDGET IMPACT:

There is no associated budget.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review this information 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.

Texas Education Agency
2024 Accountability Rating Overall Summary
LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

This campus is paired with SAN ELIZARIO ISD (071904)

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		66	D	
Student Achievement			Not Rated	0%
STAAR Performance				
College, Career and Military Readiness				
Graduation Rate				
School Progress			Not Rated	0%
Academic Growth			Not Rated	
Relative Performance (Eco Dis: 84.8%)			Not Rated	
Closing the Gaps			Not Rated	0%

Distinction Designations

This campus is not eligible for Distinction Designations.

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |
Performance Reporting

Texas Education Agency
2024 Accountability Rating Overall Summary
JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

This campus is paired with SAN ELIZARIO ISD (071904)

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		66	D	
Student Achievement			Not Rated	0%
STAAR Performance				
College, Career and Military Readiness				
Graduation Rate				
School Progress			Not Rated	0%
Academic Growth			Not Rated	
Relative Performance (Eco Dis: 95.0%)			Not Rated	
Closing the Gaps			Not Rated	0%

Distinction Designations

This campus is not eligible for Distinction Designations.

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |
Performance Reporting

Texas Education Agency
2024 Accountability Rating Overall Summary
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		70	C	
Student Achievement		62	D	0%
STAAR Performance	36	62		
College, Career and Military Readiness				
Graduation Rate				
School Progress		70	C	70%
Academic Growth	63	70	C	✓
Relative Performance (Eco Dis: 93.1%)		69	D	
Closing the Gaps	33	70	C	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



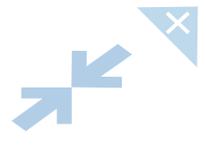
Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Texas Education Agency
2024 Accountability Rating Overall Summary
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		71	C	
Student Achievement		64	D	0%
STAAR Performance	37	64		
College, Career and Military Readiness				
Graduation Rate				
School Progress		71	C	70%
Academic Growth	64	71	C	✓
Relative Performance (Eco Dis: 92.3%)		70	C	
Closing the Gaps	36	71	C	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



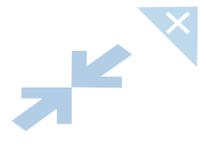
Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Texas Education Agency
2024 Accountability Rating Overall Summary
ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY
* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		66	D	
Student Achievement		59	F	0%
STAAR Performance	31	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		69	D	70%
Academic Growth	58	65	D	
Relative Performance (Eco Dis: 93.8%)		69	D	✓
Closing the Gaps	15	59	F	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



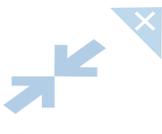
Academic Achievement in Social Studies



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Texas Education Agency
2024 Accountability Rating Overall Summary
SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		64	D	
Student Achievement		62	D	0%
STAAR Performance	36	62		
College, Career and Military Readiness	54	62		
Graduation Rate	90.0	60		
School Progress		69	D	70%
Academic Growth	51	54	F	
Relative Performance (Eco Dis: 92.3%)		69	D	✓
Closing the Gaps	28	53	F	30%

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Academic Achievement in Social Studies



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |
Performance Reporting

Texas Education Agency
2024 Accountability Rating Overall Summary
SAN ELIZARIO ISD (071904) - EL PASO COUNTY

*** Confidential ***

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	66	D	
Student Achievement	62	D	0%
School Progress	69	D	70%
Academic Growth	62	D	
Relative Performance (Eco Dis: 92.7%)	69	D	
Closing the Gaps	60	D	30%

Distinction Designations



Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |
 Performance Reporting

Texas Education Agency
2025 Accountability Rating Overall Summary
LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

This campus is paired with SAN ELIZARIO ISD (071904)

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement			Not Rated	0%
STAAR Performance				
College, Career and Military Readiness				
Graduation Rate				
School Progress			Not Rated	0%
Academic Growth			Not Rated	
Relative Performance (Eco Dis: 86.4%)			Not Rated	
Closing the Gaps			Not Rated	0%

Distinction Designations

This campus is not eligible for Distinction Designations.

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |
Performance Reporting

Texas Education Agency
2025 Accountability Rating Overall Summary
JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

*** Confidential ***

This campus is paired with SAN ELIZARIO ISD (071904)

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement			Not Rated	0%
STAAR Performance				
College, Career and Military Readiness				
Graduation Rate				
School Progress			Not Rated	0%
Academic Growth			Not Rated	
Relative Performance (Eco Dis: 87.2%)			Not Rated	
Closing the Gaps			Not Rated	0%

Distinction Designations

This campus is not eligible for Distinction Designations.

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |
Performance Reporting

Texas Education Agency
2025 Accountability Rating Overall Summary
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		67	D	
Student Achievement		60	D	0%
STAAR Performance	35	60		
College, Career and Military Readiness				
Graduation Rate				
School Progress		69	D	70%
Academic Growth	62	69	D	✓
Relative Performance (Eco Dis: 87.2%)		66	D	
Closing the Gaps	19	63	D	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Texas Education Agency
2025 Accountability Rating Overall Summary
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

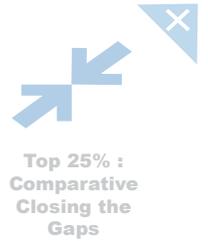
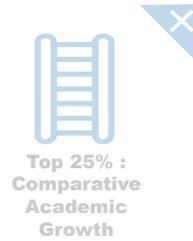
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		74	C	
Student Achievement		60	D	0%
STAAR Performance	35	60		
College, Career and Military Readiness				
Graduation Rate				
School Progress		75	C	70%
Academic Growth	67	75	C	✓
Relative Performance (Eco Dis: 88.4%)		66	D	
Closing the Gaps	39	72	C	30%

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations



Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |
Performance Reporting

Texas Education Agency
2025 Accountability Rating Overall Summary
ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY
* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		85	B	
Student Achievement		71	C	0%
STAAR Performance	39	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		82	B	70%
Academic Growth	67	79	C	
Relative Performance (Eco Dis: 92.9%)		82	B	✓
Closing the Gaps	73	91	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Academic Achievement in Social Studies



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting | Performance Reporting

Texas Education Agency
2025 Accountability Rating Overall Summary
SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		68	D	0%
STAAR Performance	36	62		
College, Career and Military Readiness	77	79		
Graduation Rate	90.8	60		
School Progress		76	C	70%
Academic Growth	61	59	F	
Relative Performance (Eco Dis: 95.1%)		76	C	✓
Closing the Gaps	36	59	F	30%

This campus earned a Student Achievement scale score that is less than 70. It also earned scale scores less than 70 in at least two of the following three domains: Academic Growth, Relative Performance, and Closing the Gaps. Therefore, the highest Overall scale score that can be awarded is 69.

Identification of Schools for Improvement

This campus is a comprehensive support and improvement progress school.

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



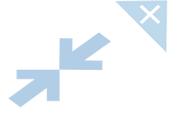
Academic Achievement in Social Studies



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |
Performance Reporting

Texas Education Agency
2025 Accountability Rating Overall Summary
SAN ELIZARIO ISD (071904) - EL PASO COUNTY

*** Confidential ***

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	69	D	
Student Achievement	66	D	0%
School Progress	73	C	70%
Academic Growth	68	D	
Relative Performance (Eco Dis: 90.8%)	73	C	
Closing the Gaps	69	D	30%

This district earned a Student Achievement scale score that is less than 70. It also earned scale scores less than 70 in at least two of the following three domains: Academic Growth, Relative Performance, and Closing the Gaps. Therefore, the highest Overall scale score that can be awarded is 69.

Distinction Designations



Released August 13, 2025

TEA | Analytics, Assessment, and Reporting |
 Performance Reporting

Accountability Breakdown

October 15, 2025



Soaring to Excellence



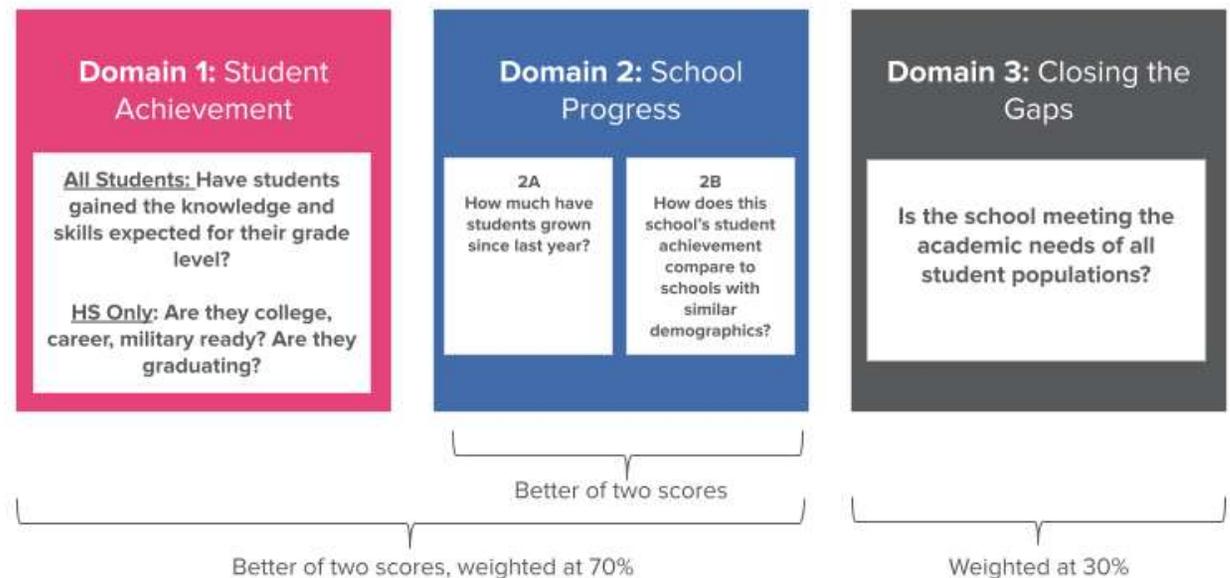
Accountability Manual for 2025 Ratings

for Texas Public School Districts and Campuses

Accountability Briefing

Calculating TEA Accountability Ratings - Campus

The TEA Accountability Rating System gives each campus an A-F Rating. This takes into account three domains, and by design, allows ratings to be computed using the highest subscores.



Accountability Notes

Best of



Student Achievement

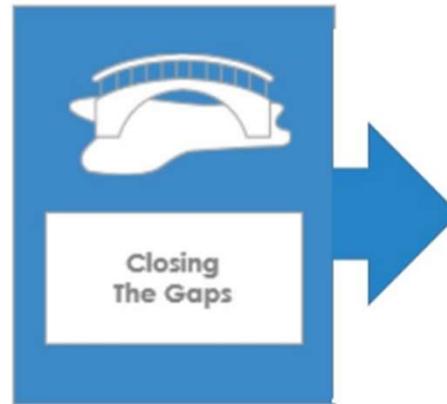


School Progress



Closing the Gaps

70%



All Students



Continuously Enrolled and Mobile



Race/Ethnicity



English Learners (ELs)



Special Education



Economically Disadvantaged

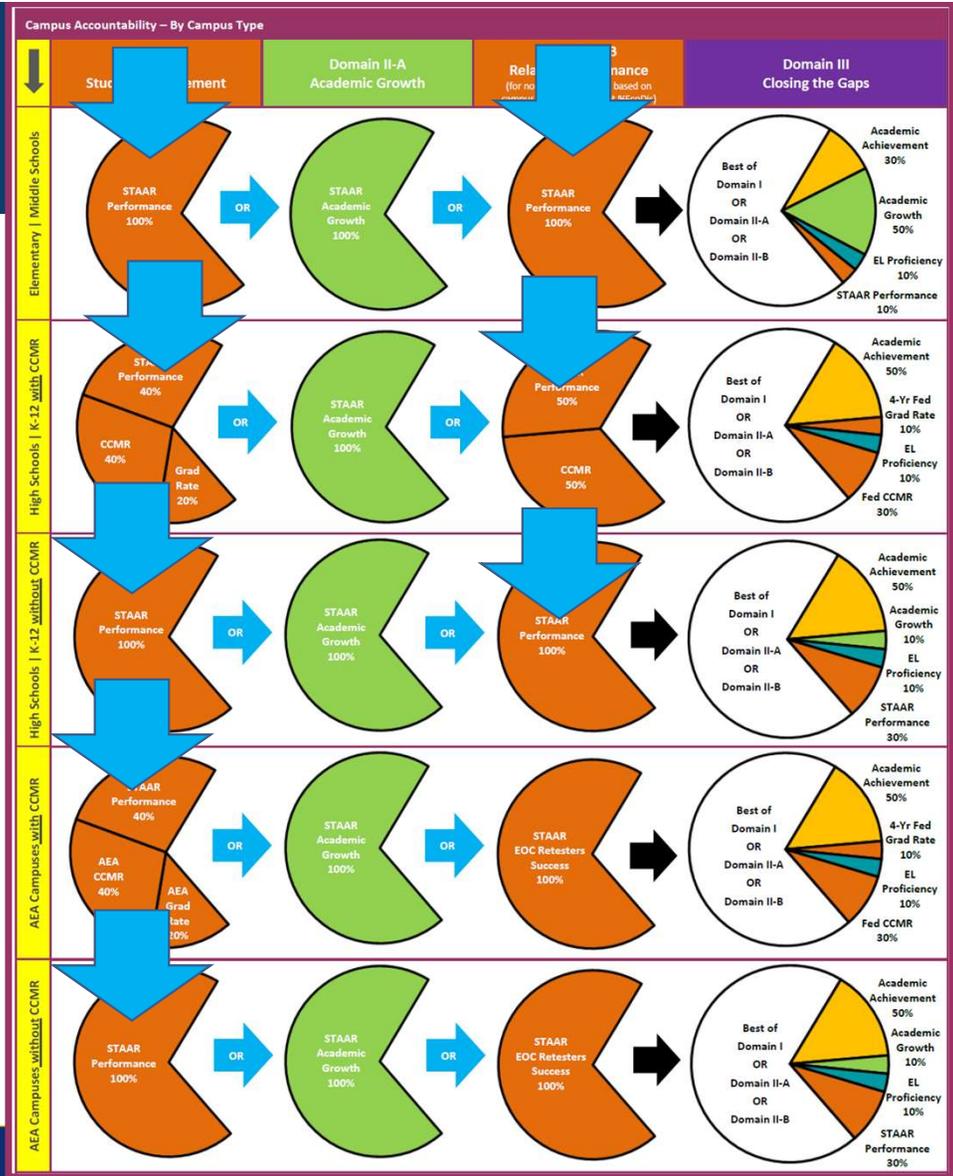


Accountability Notes

STAAR Performance Domain 1

Domain I STAAR Performance

Let's make sure we understand STAAR Performance



in the world of A-F accountability ...



**STAAR
Performance**

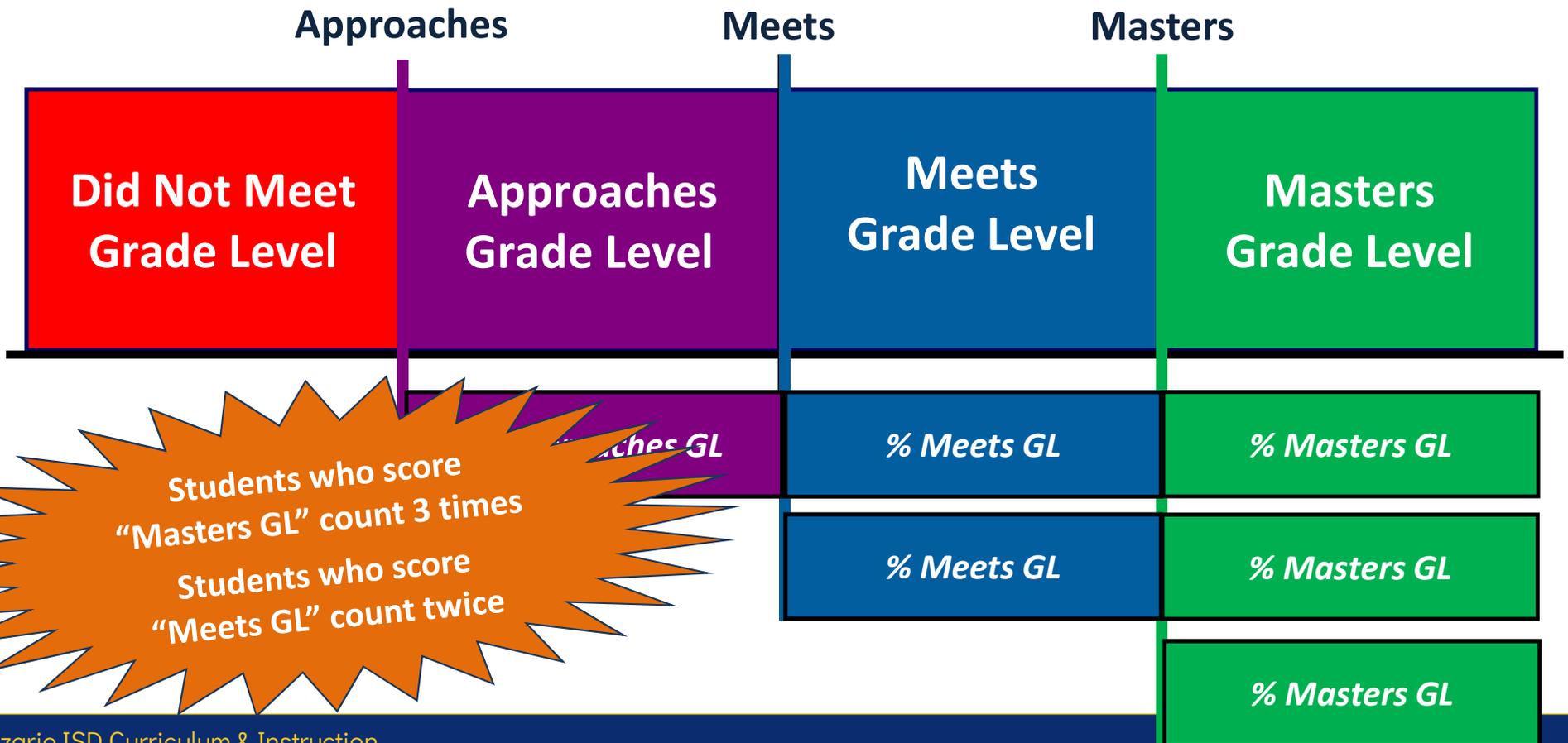
=

**% Approaches Grade Level or Above +
% Meets Grade Level or Above +
% Masters Grade Level**

3

understanding **staar performance**

remember ... staar has 3 pass rates



STAAR Performance

*What is the STAAR
Performance
score?*

Calculation Report

	Mathematics	Science	Social Studies	Totals	%age (Rounded to Whole Number)
Total Tests	842	840	439	438	2,559
<i>Approaches GL or Above</i>	692	653	346	309	2,000
<i>Meets GL or Above</i>	503	453	246	179	1,381
<i>Masters GL</i>	266	184	99	104	653
Total Percentage Points					
Component Score					

STAAR Performance

Calculation Report

653
2,559

	RLA	Mathematics	Science	Social Studies	Totals	
Total Tests	842	840	439	438	2,559	
<i>Approaches GL or Above</i>	692	653	346	309	2,000	78%
<i>Meets GL or Above</i>	503	453	246	179	1,381	54%
<i>Masters GL</i>	266	184	99	104	653	26%
					Total Percentage Points	158
					Component Score	53

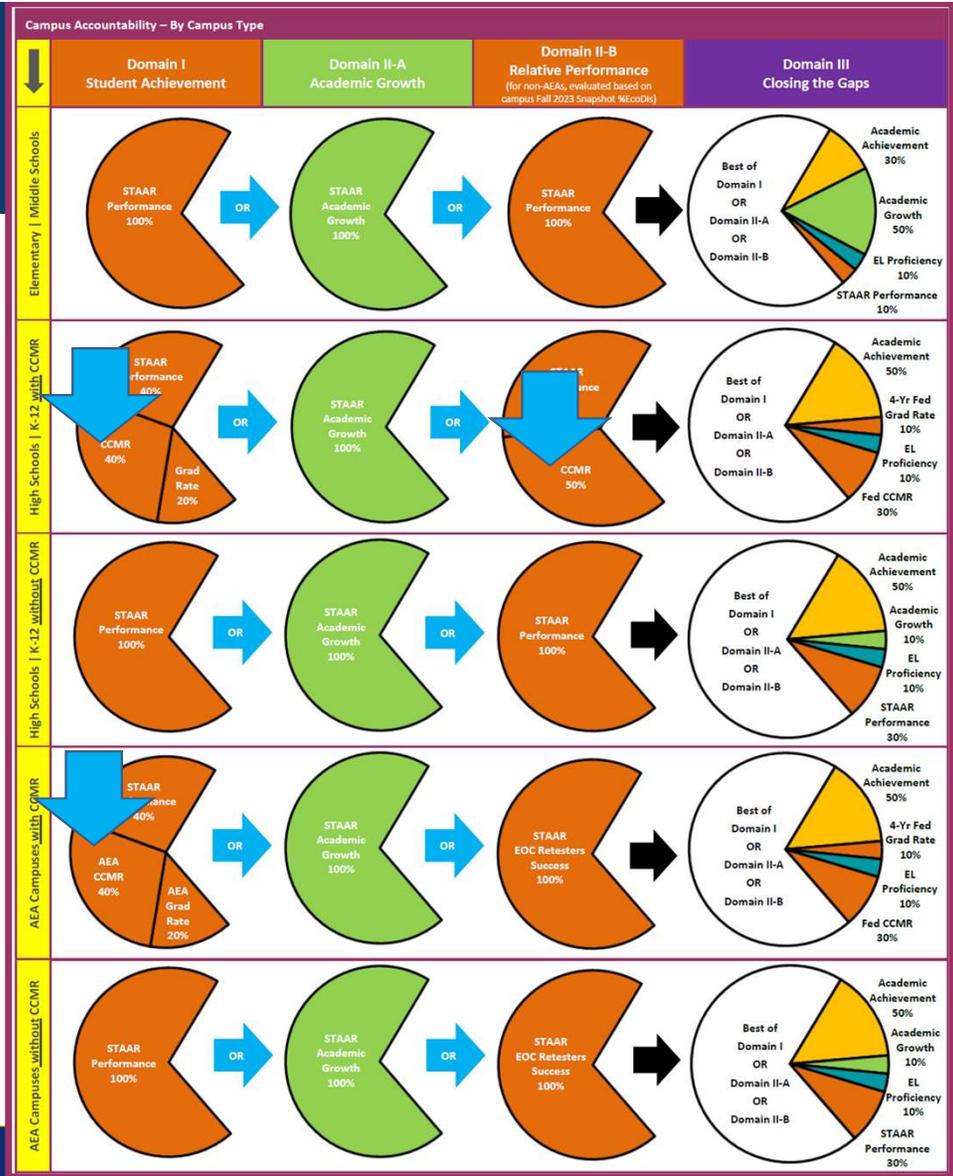
STAAR Performance

	Elem	Middle	HS/K-12	AEA
A	60	60	60	40
B	53	49	53	A STAAR Performance score of 53 = a low A (92)
C	A STAAR Performance score of 53 = lowest possible B (80)			
D	A STAAR Performance score of 53 = a mid B (84)			
				15

CCMR

Domain 1

Domain I CCMR



Calculating CCMR

Denominator is the number of annual graduates (10)

		CCMR Student List											
State CCMR Rate: Names of GRADUATES													
(Federal CCMR Rate also includes non-graduate students reported in attendance as 12th graders in the last 6 weeks of the school year ... other than IEP continuers)													
		Met TSI Criteria in Reading and Math (Based on TSIa, SAT, ACT or College Prep)	Met AP/IB Criteria	Earned a Level I or Level II Certificate	Completed an OnRamps course and earned ≥ 3 hours of college credit	Met Dual Course Credit Requirements (3 or more hours in RLA or Math; 9 or more hours in other subjects)	Earned an Industry Based Certification (IBC)	Completed IEP (Graduates ONLY)	DLA	Earned Through TEAL			CCMR Status
1	Student Name 001	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
2	Student Name 002	N	Y	N	N	Y	N	N	N	N	N	N	Y
3	Student Name 003	N	N	N	N	N	N	N	N	N	N	N	N
4	Student Name 004	N	N	N	N	N	N	N	N	N	Y	N	Y
5	Student Name 005	N	N	N	N	N	N	N	N	N	N	N	Y
6	Student Name 006	N	N	N	N	N	N	N	N	N	N	N	N
7	Student Name 007	N	N	N	N	N	N	N	N	N	N	N	Y
8	Student Name 008	N	N	N	N	N	N	N	N	N	Y	N	Y
9	Student Name 009	N	N	N	N	N	Y	N	N	N	N	N	Y
10	Student Name 010	N	N	N	N	N	N	N	N	N	N	N	N

Numerator is the number of students meeting 1 or more CCMR criteria

7 ÷ 10 = 70%
(CCMR Score = 70)

How do I know how "good" my CCMR score is?

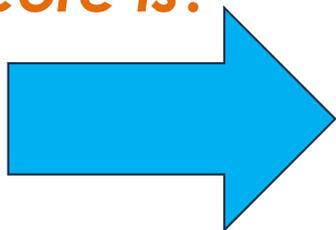


Table 6: Student Achievement: CCMR Component

CCMR Component Score	College, Career, and Military Readiness	
	HS/K-12	
100	100	
99	99	
98	98	
97	98	
96	97	
95	96	
94	95	
93	94	
92	93	
91	93	
90	92	
89	91	
88	90	
87	89	
86	88	
85	87	
84	86	
83	85	
82	84	
81	83	
80	82	
79	81	
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76	78	
75	78	
74	77	
73	76	
72	76	
71	75	
70	74	
69	73	

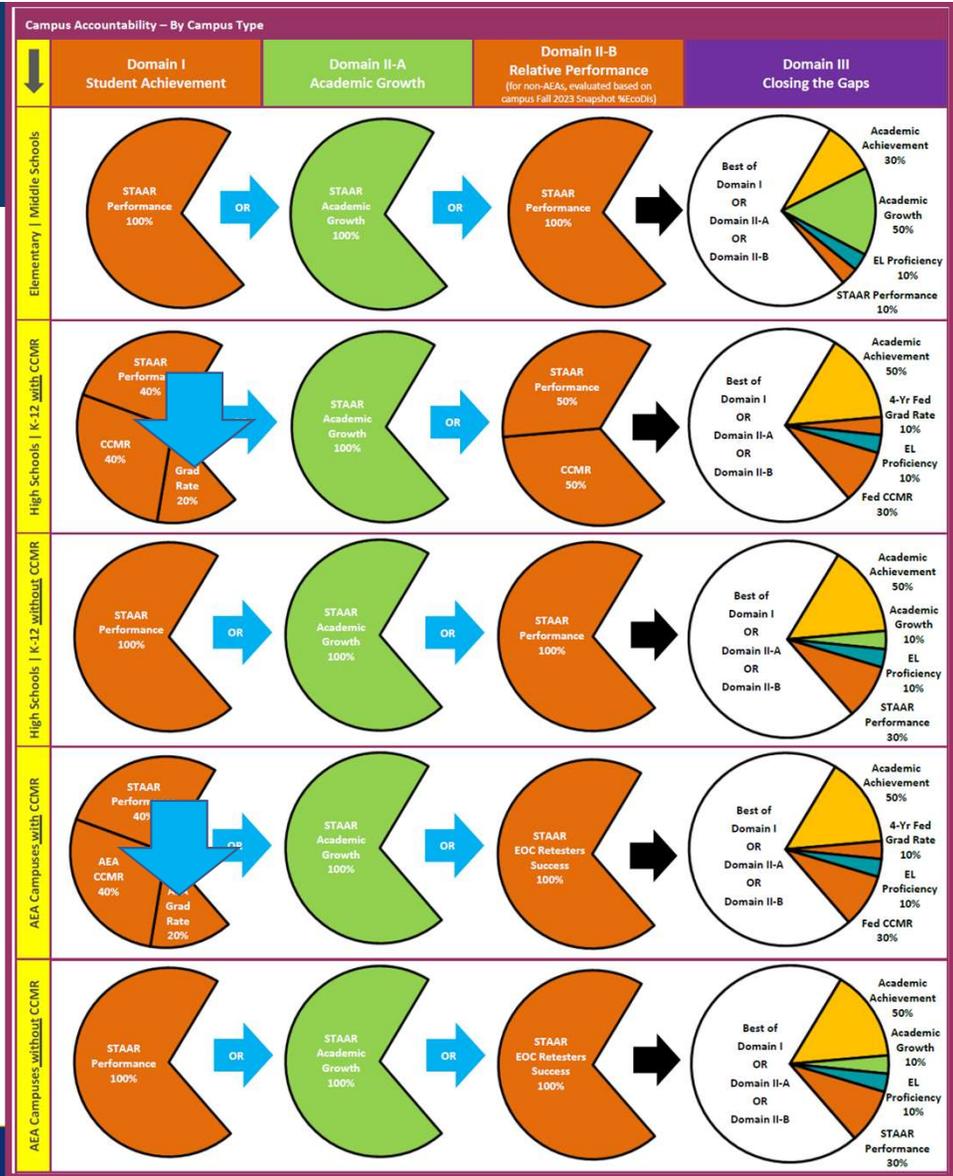


2025 Preliminary Accountability Report Card High School (with CCMR)						
Campus Name				Campus Number		
%EcoDis (Fall 2024 Snapshot)				Enter 9-digit county-district-campus # ↑ (no hyphens or spaces)		
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement				Best Scale Score: Domain I or Domain II	70%	
STAAR Performance (40%)						
CCMR (40%)						
Graduation Rate (20%)						
Domain II - School Progress (Better of Part A or Part B)				Domain III Scale Score	30%	
Part A - Academic Growth						
Part B - Relative Performance						
STAAR Performance (50%)						
CCMR (50%)						
Domain III - Closing the Gaps						
				Overall Score		
				Overall Letter Grade		

Graduation Rate

Domain 1

Domain I Graduation Rate



How do I know how “good” my Grad Rate score is?

Student Achievement Domain: Graduation Rate Component Conversion Table

Scaled Score	Longitudinal Graduation Rate			
	Non-AEA		AEA	
	Low	High	Low	High
100	100	-	100	-
95	99	99.9	99	99.9
90	98	98.9	98	98.9
85	97	97.9	97	97.9
80	96	96.9	96	96.9
75	95	95.9	92	95.9
70	94	94.9	88	91.9
65	91	93.9	79	87.9
60	88	90.9	70	78.9
55	72	87.9	60	69.9
50	50	71.9	45	59.9
40	30	49.9	30	44.9
30	0	29.9	0	29.9

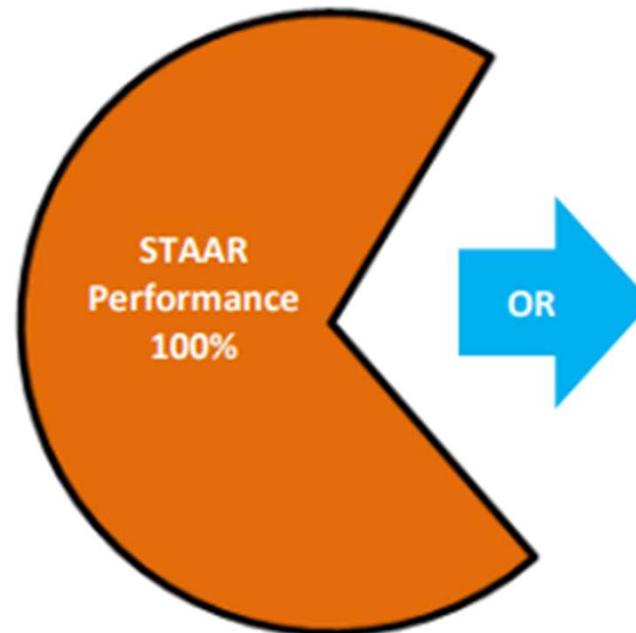
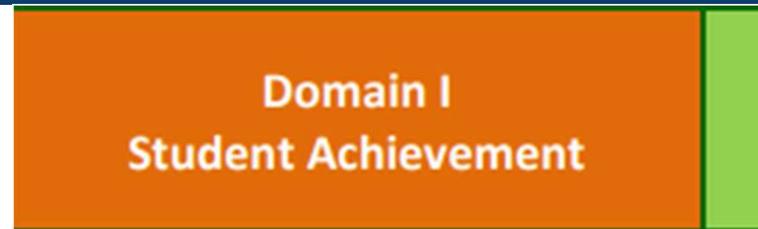
2025 Preliminary Accountability Report Card High School (with CCMR)						
Campus Name				Campus Number		
%EcoDis (Fall 2024 Snapshot)				Enter 9-digit county-district-campus # ↑ (no hyphens or spaces)		
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total
Domain I - Student Achievement				Best Scale Score: Domain I or Domain II	70%	
STAAR Performance (40%)						
CCMR (40%)						
Graduation Rate (20%)						
Domain II - School Progress (Better of Part A or Part B)						
Part A - Academic Growth						
Part B - Relative Performance						
STAAR Performance (50%)						
CCMR (50%)						
Domain III - Closing the Gaps				Domain III Scale Score	30%	
				Overall Score		
				Overall Letter Grade		



Accountability Notes

Elementary/Middle Example

Elementary/Middle Example



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Elementary/Middle GEMS Example

Table 5: Academic Achievement: STAAR Component Score



STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	384	384	188	183	1,139	
Approaches GL or Above	288	260	126	95	769	68%
Meets GL or Above	159	161	64	28	412	36%
Masters GL	51	70	20	10	151	13%
Total Percentage Points						117%
Component Score						39
Student Achievement			71	C	0%	
STAAR Performance	39	71				
College, Career and Military Readiness						
Graduation Rate						

Elementary/Middle GEMS Example

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		85	B	
Student Achievement		71	C	0%
STAAR Performance	39	71		
College, Career and Military Readiness				
Graduation Rate				

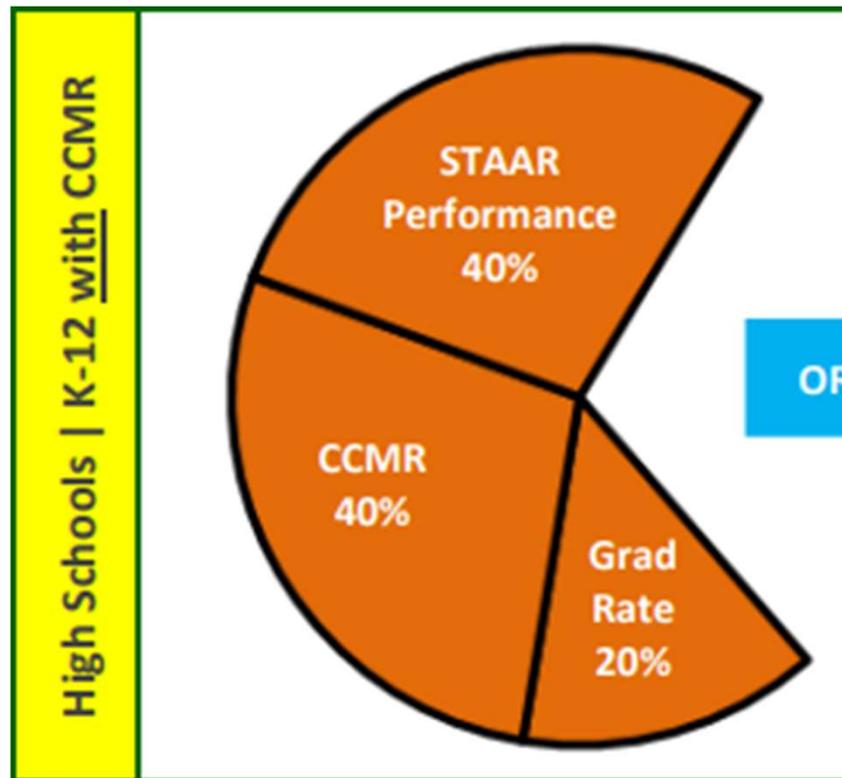
What If??

	Component Score	Scaled Score
STAAR Performance	49	80

B

High School Example

High School Example



SEHS Example

	Component Score	Scaled Score	Rating	Proportion Overall Ra
Overall		69	D	
Student Achievement		68	D	0%
STAAR Performance	36	62	$x.40 = 24.6$	
College, Career and Military Readiness	77	79	$x.40 = 31.6$	
Graduation Rate	90.8	60	$x.20 = 12$	68.2

	2024 Annual Graduates	
	Count Credit	Component Score
Total		
Total graduates	219	
Total credit for CCMR criteria	169	77%

Report

36	62	
77	79	
60	88	90.9

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	726	252	258	250	1,486	
Approaches GL or Above	398	169	227	233	1,027	69%
Meets GL or Above	219	37	114	125	495	33%
Masters GL	19	11	18	39	87	6%
Total Percentage Points						108%
Component Score						36

SEHS Example

C

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		68	D	0%
STAAR Performance	36	62		
College, Career and Military Readiness	77	79		
Graduation Rate	90.8	60		

	Component Score	Scaled Score	
STAAR Performance	39	67	26.8
CCMR	75	78	31.2
Graduation Rate	94	70	14
STUDENT ACHIEVEMENT			72

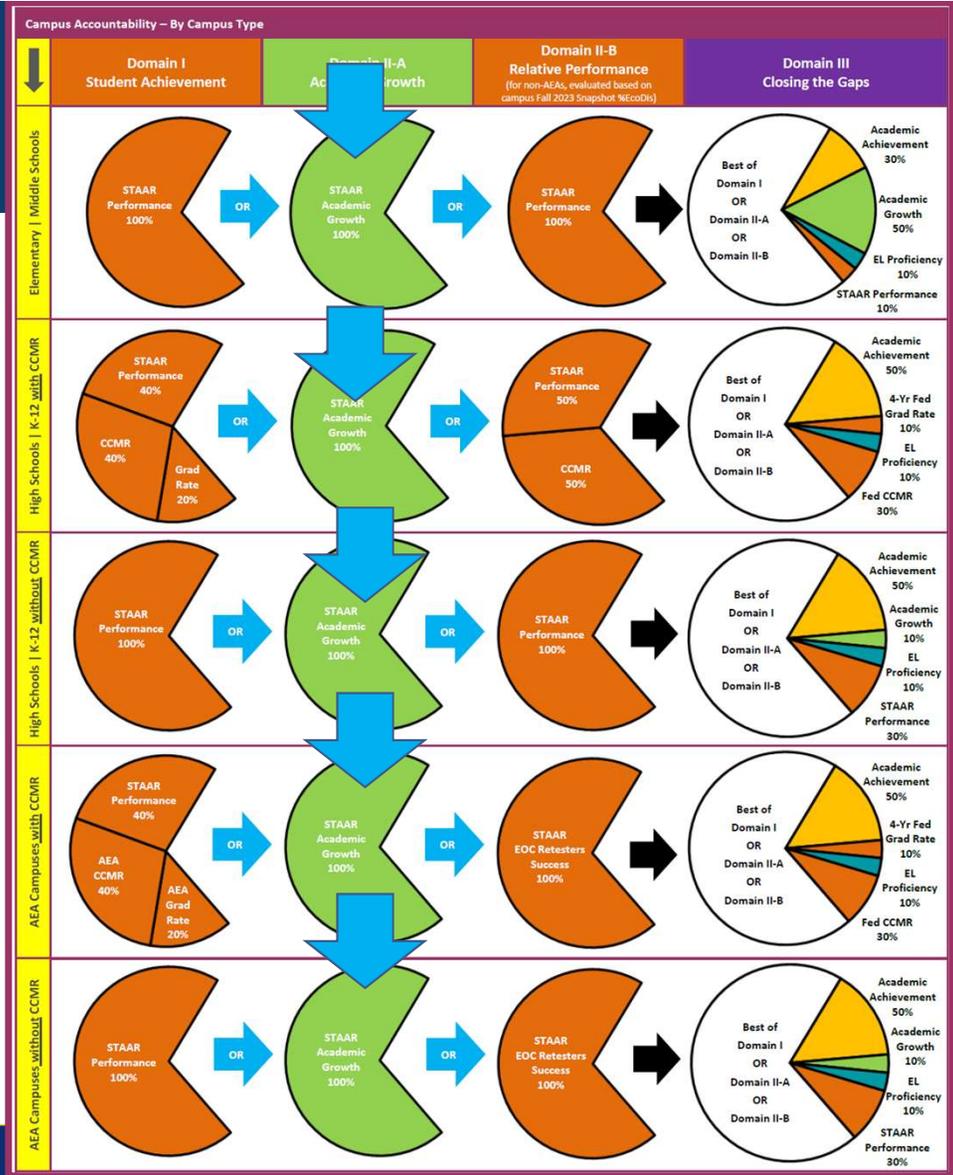
Academic Growth

Domain 2-A



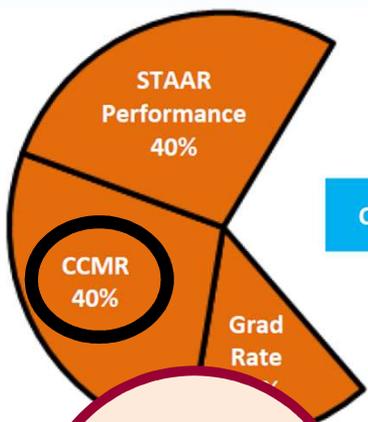
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Domain II-A Academic Growth



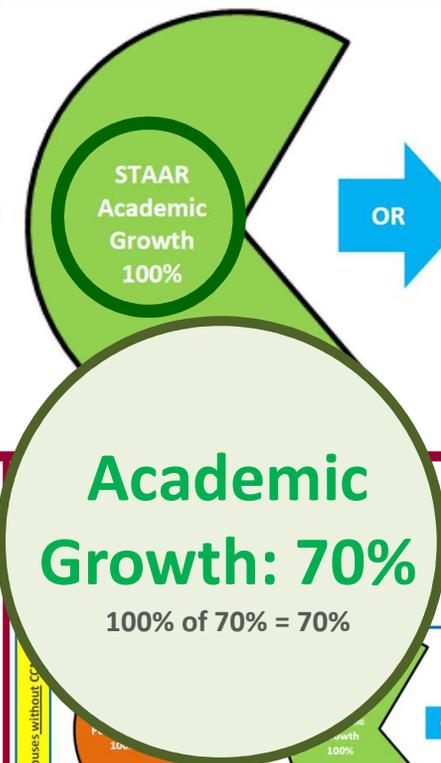
What single indicator/measure can have the biggest possible impact on a high school's accountability?

High Schools | K-12 with CCMR



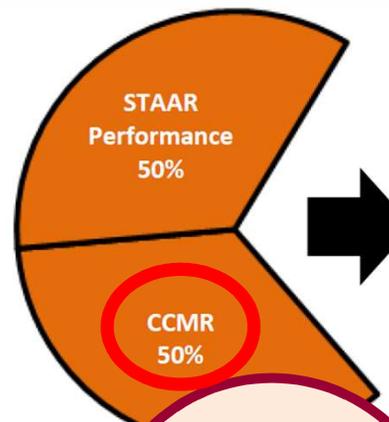
CCMR: 37%
 40% of 70% = 28%
 30% of 30% = 9%
 Total = 37%

OR



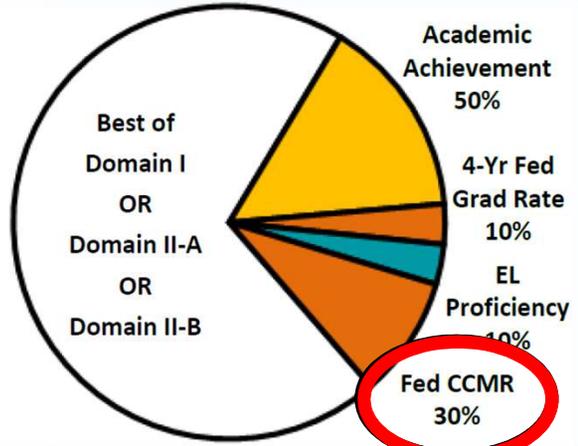
Academic Growth: 70%
 100% of 70% = 70%

OR



CCMR: 44%
 50% of 70% = 35%
 30% of 30% = 9%
 Total = 44%

OR



AEA Campuses without CCMR



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Annual Growth = No Performance Droppers

***ANY STUDENT who maintains OR improves
contributes positively to GROWTH***
(the only exception is students who go from Low Did Not Meet to Low Did Not Meet)

	Level	Level	Grade Level	Grade Level	Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	½	1	1	1	1
Low Approaches Grade Level	0	0	½	1	1	1
High Approaches Grade Level	0	0	0	½	1	1
Meets Grade Level	Meets to Meets or Masters = Good Meets to anything else (Performance Dropper) = Bad				1	1
Masters Grade Level	Masters to Masters = Good Masters to anything else (Performance Dropper) = Bad				0	1

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Annual Growth = No Performance Droppers

***ANY STUDENT who maintains OR improves
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(the only exception is students who go from Low Did Not Meet to Low Did Not Meet)

	Level	Level	Grade Level	Grade Level	Level	Masters Grade Level
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Low Approaches Grade Level	0	0	½	1	1	1
High Approaches Grade Level	0	0	0	½	1	1
Meets Grade Level	Meets to Meets or Masters = Good Meets to anything else (Performance Dropper) = Bad				1	1
Masters Grade Level	Masters to Masters = Good Masters to anything else (Performance Dropper) = Bad				0	1

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Annual Growth

and

4545 | 1416 Performance

then combine to determine

ACADEMIC GROWTH



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Academic Growth - 2025 A

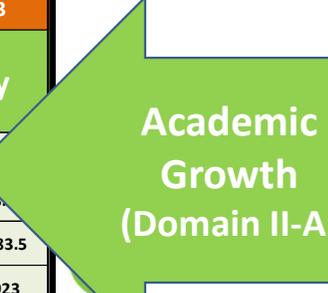
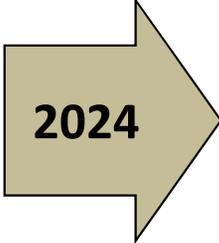
2025 STAAR/STAAR Alt2 Assessments Comp
2024 STAAR/STAAR Alt 2 Assessments

2025

District Name

LEARNALOT ISD

Annual Growth		Current Year						Annual Growth Summary			
		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL	# Tests	Points		
		1858	2737	2740	3238	10145	8205				
Prior Year	Low Does Not Meet GL	807	594	232	77	27	2	Tests Earning 0.0 points	8066	0.0	
		1739	[Group 36]	[Group 35]	[Group 34]	[Group 33]	[Group 32]	[Group 31]	Tests Earning 0.5 points	2444	1,222.0
	High Does Not Meet GL	618	795	581	286	179	10	Tests Earning 1.0 point	18413	18,413.0	
		2469	[Group 30]	[Group 29]	[Group 28]	[Group 27]	[Group 26]	[Group 25]	Total Annual Growth Points Earned (A)		19,635.0
	Low Approaches GL	273	655	671	567	478	29	# Tests Included in Calculation (C)		28,923	
		2673	[Group 24]	[Group 23]	[Group 22]	[Group 21]	[Group 20]	[Group 19]	Annual Growth Score		68
	High Approaches GL	119	482	695	978	1402	161	4545 Performance Summary			
	3837	[Group 18]	[Group 17]	[Group 16]	[Group 15]	[Group 14]	[Group 13]	# Tests	Points		
Meets GL	38	203	535	1216	5785	2092	Tests Earning 0.0 points	2814	0.0	4545 1416 Performance	
	9869	[Group 12]	[Group 11]	[Group 10]	[Group 9]	[Group 8]	[Group 7]	Tests Earning 1.0 point	1394		1,394.0
Masters GL	3	8	26	114	2274	5911	Total 4545 Points Earned (B)		1,394.0		
	8336	[Group 6]	[Group 5]	[Group 4]	[Group 3]	[Group 2]	[Group 1]	# Tests Included in Calculation		4,208	
4545 Performance		Current Year						Academic Growth Summary			
		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL				
		1425	1389	813	363	206	12				
Prior Year	Low Does Not Meet GL	807	594	232	77	27	2	Total Annual Growth Points Earned (A)		19,635.0	
		1739	[Group 36]	[Group 35]	[Group 34]	[Group 33]	[Group 32]	[Group 31]	Total 4545 Points Earned (B) x 0.25		348.0
	High Does Not Meet GL	618	795	581	286	179	10	Academic Growth Points Earned		19,983.5	
		2469	[Group 30]	[Group 29]	[Group 28]	[Group 27]	[Group 26]	[Group 25]	# Tests Included in Calculation (C)		28,923
								Academic Growth Score		69	



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Academic Growth - 2025 Accountability 2025 STAAR/STAAR Alt2 Assessments Compared to 2024 STAAR/STAAR Alt 2 Assessments							District Name	LEARNALOT ISD																																			
Current Year	Low Does Not Meet GL	80	94	232	77	27	2																																				
	High Does Not Meet GL	618	795	581	286	179	10																																				
Prior Year	Low Does Not Meet GL	1739	94	232	77	27	2																																				
	High Does Not Meet GL	2469	795	581	286	179	10																																				
<p>Annual Growth = 68</p> <p>Annual Growth is the %age of students who made 1 year of growth for 1 year of instruction</p>							<table border="1"> <thead> <tr> <th colspan="3">Annual Growth Summary</th> </tr> <tr> <th></th> <th># Tests</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Tests Earning 0.0 point</td> <td>8066</td> <td>0.0</td> </tr> <tr> <td>Tests Earning 0.5 point</td> <td>2444</td> <td>1,222.0</td> </tr> <tr> <td>Tests Earning 1.0 point</td> <td>18413</td> <td>18,413.0</td> </tr> <tr> <td>Total Annual Growth Points Earned (A)</td> <td></td> <td>19,635.0</td> </tr> <tr> <td>Total Annual Growth Points Earned (B)</td> <td></td> <td>28,923</td> </tr> <tr> <td>Annual Growth Score</td> <td></td> <td>68</td> </tr> </tbody> </table>		Annual Growth Summary				# Tests	Points	Tests Earning 0.0 point	8066	0.0	Tests Earning 0.5 point	2444	1,222.0	Tests Earning 1.0 point	18413	18,413.0	Total Annual Growth Points Earned (A)		19,635.0	Total Annual Growth Points Earned (B)		28,923	Annual Growth Score		68											
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Total Annual Growth Points Earned (B)		28,923																																									
Annual Growth Score		68																																									
<table border="1"> <thead> <tr> <th colspan="3">Academic Growth Summary</th> </tr> <tr> <th></th> <th># Tests</th> <th>Points</th> </tr> </thead> <tbody> <tr> <td>Tests Earning 0.0 points</td> <td>2814</td> <td>0.0</td> </tr> <tr> <td>Tests Earning 1.0 point</td> <td>1394</td> <td>1,394.0</td> </tr> <tr> <td>Total 4545 Points Earned (B)</td> <td></td> <td>1,394.0</td> </tr> <tr> <td># Tests Included in Calculation</td> <td>4,208</td> <td></td> </tr> <tr> <td>4545 Performance Score</td> <td></td> <td>33</td> </tr> </tbody> </table>							Academic Growth Summary				# Tests	Points	Tests Earning 0.0 points	2814	0.0	Tests Earning 1.0 point	1394	1,394.0	Total 4545 Points Earned (B)		1,394.0	# Tests Included in Calculation	4,208		4545 Performance Score		33	<table border="1"> <thead> <tr> <th colspan="2">Academic Growth Summary</th> </tr> <tr> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>Total Annual Growth Points Earned (A)</td> <td>19,635.0</td> </tr> <tr> <td>Total 4545 Points Earned (B) x 0.25</td> <td>348.5</td> </tr> <tr> <td>Academic Growth Points Earned</td> <td>19,983.5</td> </tr> <tr> <td># Tests Included in Calculation (C)</td> <td>28,923</td> </tr> <tr> <td>Academic Growth Score</td> <td>69</td> </tr> </tbody> </table>		Academic Growth Summary				Total Annual Growth Points Earned (A)	19,635.0	Total 4545 Points Earned (B) x 0.25	348.5	Academic Growth Points Earned	19,983.5	# Tests Included in Calculation (C)	28,923	Academic Growth Score	69
Academic Growth Summary																																											
	# Tests	Points																																									
Tests Earning 0.0 points	2814	0.0																																									
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Academic Growth - 2025 Accountability
 2025 STAAR/STAAR Alt2 Assessments Compared to
 2024 STAAR/STAAR Alt2 Assessments

District Name

LEARNALOT ISD

**4545 Performance is a
 KEY PIECE OF DATA**
 for campus principals

It reflects the effectiveness of
 the 4545 services provided on
 campus

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	8066	0.0
Tests Earning 0.5 points	2444	1,222.0
Tests Earning 1.0 point	18413	18,413.0
Total Annual Growth Points Earned (A)		19,635.0
# Tests Included in Calculation (C)	28,923	
Annual Growth Score		68
4545 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	2814	0.0
Tests Earning 1.0 point	1394	1,394.0
Total 4545 Points Earned (B)		1,394.0
# Tests Included in Calculation (C)	4,208	

4545 Score = 33

		Current Year					
4545 Performance		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
		1425	1389	813	363	206	12
Prior Year	4545 Performance	Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
	1739	807	594	232	77	27	2
	2469	618	795	581	286	179	10

Academic Growth Summary	
Total Annual Growth Points Earned (A)	19,635.0
Total 4545 Points Earned (B) x 0.25	348.5
Academic Growth Points Earned	19,983.5
# Tests Included in Calculation (C)	28,923
Academic Growth Score	69



Academic Growth - 2025 Accountability 2025 STAAR/STAAR Alt2 Assessments Compared to 2024 STAAR/STAAR Alt2 Assessments						District Name	LEARNALOT ISD
Current Year						Annual Growth Summary	
Low Approaches	High Approaches GL	Meets GL	Masters GL			# Tests	Points
322	77	10145	8205			Tests Earning 0.0 points	8066 0.0
286	27	179	10			Tests Earning 0.5 points	2444 1,222.0
114	286	478	29			Tests Earning 1.0 point	18413 18,413.0
807	594	232	77	27	2	Total Annual Growth Points Earned (A)	19,635.0
1739	618	795	581	286	179	# Tests Included in Calculation (C)	28,923
2469	807	594	232	77	27	Annual Growth Score	68
						4545 Performance Summary	
						# Tests	Points
						Tests Earning 0.0 points	2814 0.0
						Tests Earning 1.0 point	1394 1,394.0
						Total 4545 Points Earned (B)	1,394.0
						# Tests Included in Calculation	4,208
						4545 Performance Score	33
Academic Growth Summary						Academic Growth Summary	
						Total Annual Growth Points Earned (A)	19,635.0
						Total 4545 Points Earned (B) x C	348.5
						D2-A Academic Growth Score	19,983.5
							28,923
							69

How "good" a score is a 69?

What "grade" would a campus get for this Academic Growth score?

D2-A Academic Growth Score



2025 Preliminary Accountability Report Card Elementary School

Campus Name				Campus Number			
%EcoDis (Fall 2024 Snapshot)				Enter 9-digit county-district-campus # ↑ (no hyphens or spaces)			
	Component Score	Scale Score	Letter Grade	Overall Grade Components	Weight	Total	
Domain I - Student Achievement STAAR Performance				Best Scale Score: Domain I or Domain II	70%		
Domain II - School Progress <i>(Better of Part A or Part B)</i>							
Part A - Academic Growth	69	78	C				
Part B - Relative Performance							
Domain III - Closing the Gaps				Domain III Scale Score	30%		
				Overall Score			
				Overall Letter Grade			



Table 7: School Progress, Part A: Academic Growth Score

69	78
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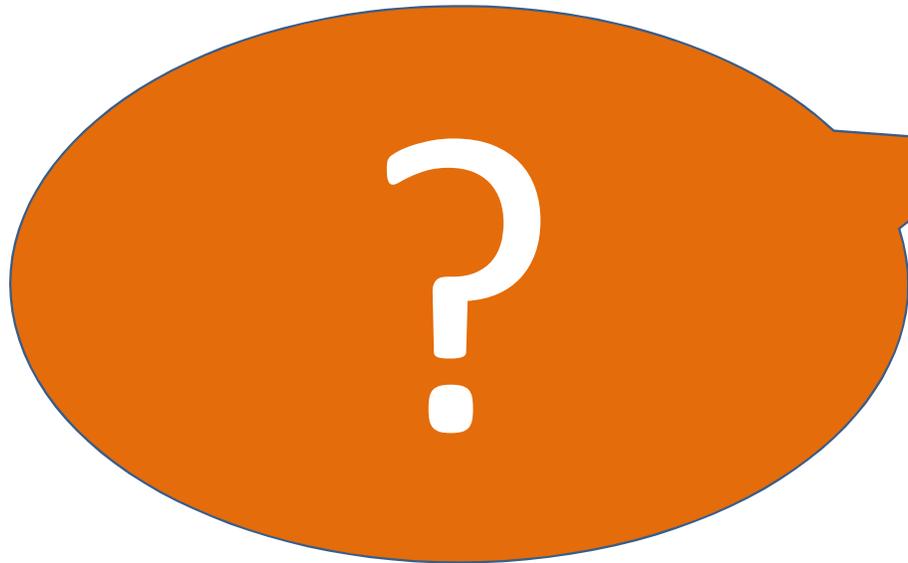
Relative Performance

Domain 2-B



accountabilityconnect

Domain II-B Relative Performance



Campus Accountability – By Campus Type				
	Domain I Student Achievement	Domain II-A Academic Growth	Domain II-B Relative Performance <small>(evaluated based on 3 Snapshot Metrics)</small>	Domain III Closing the Gaps
Elementary Middle Schools	STAAR Performance 100%	STAAR Academic Growth 100%	STAAR Performance 100%	Best of Domain I OR Domain II-A OR Domain II-B Academic Achievement 30% Academic Growth 50% EL Proficiency 10% STAAR Performance 10%
High Schools K-12 with CCMR	STAAR Performance 40% CCMR 40% Grad Rate 20%	STAAR Academic Growth 100%	Performance 50% CCMR 50%	Best of Domain I OR Domain II-A OR Domain II-B Academic Achievement 50% 4-Yr Fed Grad Rate 10% EL Proficiency 10% Fed CCMR 30%
High Schools K-12 without CCMR	STAAR Performance 100%	STAAR Academic Growth 100%	STAAR Performance 100%	Best of Domain I OR Domain II-A OR Domain II-B Academic Achievement 50% Academic Growth 10% EL Proficiency 10% STAAR Performance 30%
AEA Campuses with CCMR	STAAR Performance 40% AEA CCMR 40% AEA Grad Rate 20%	STAAR Academic Growth 100%	STAAR EOC Retesters Success 100%	Best of Domain I OR Domain II-A OR Domain II-B Academic Achievement 50% 4-Yr Fed Grad Rate 10% EL Proficiency 10% Fed CCMR 30%
AEA Campuses without CCMR	STAAR Performance 100%	STAAR Academic Growth 100%	STAAR EOC Retesters Success 100%	Best of Domain I OR Domain II-A OR Domain II-B Academic Achievement 50% Academic Growth 10% EL Proficiency 10% STAAR Performance 30%

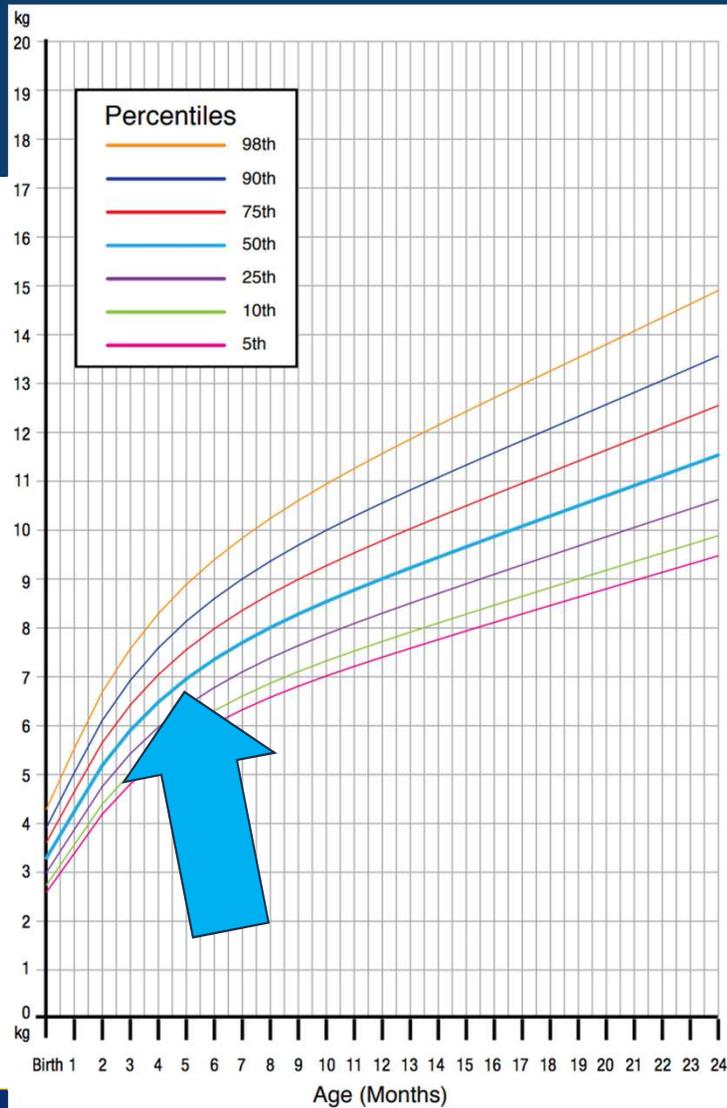
Domain II-B: Relative Performance

➤ Methodology –

JUST like pediatricians ...



Infant Growth Chart Example



2 variables

1. Age
2. Weight

The lines are based on **historical data**

Blue = 50th percentile

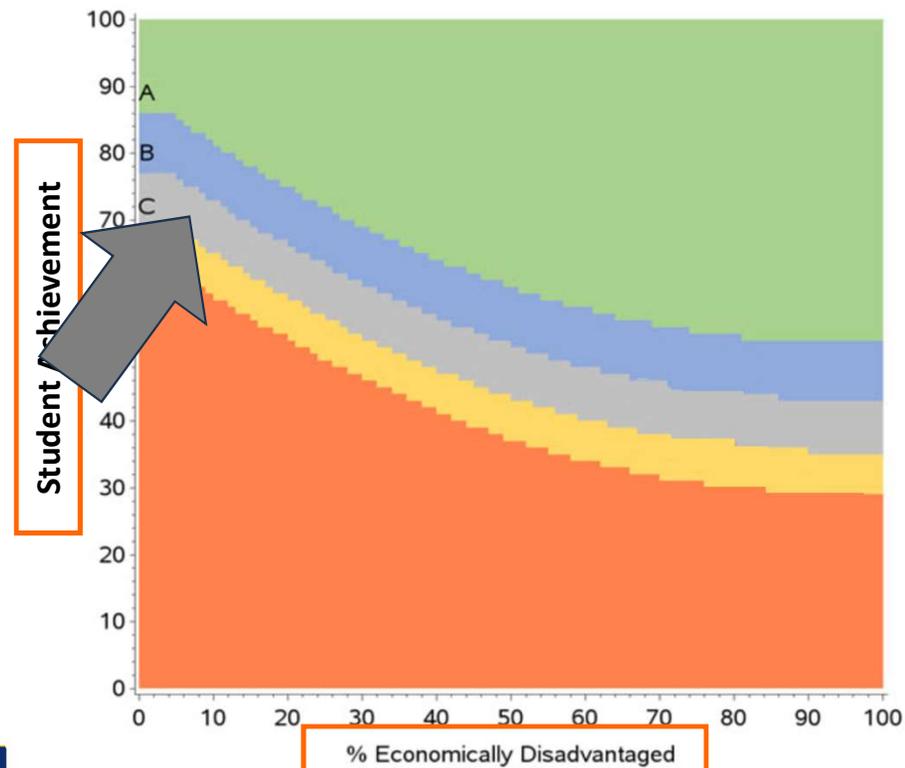


accountabilityconnect

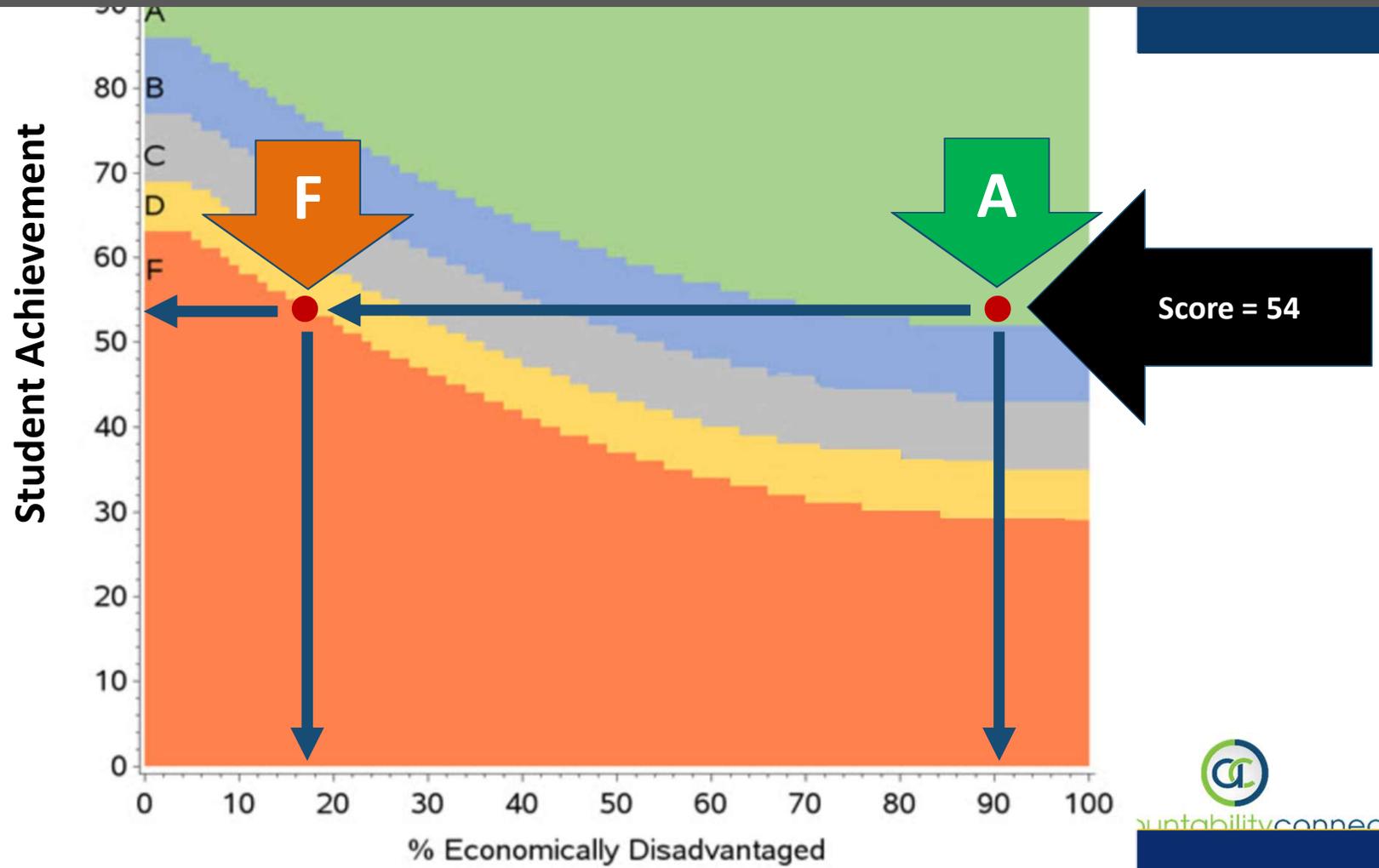
Domain II-B: Relative Performance

➤ Methodology – *JUST like pediatricians*

- ❑ 2 variables
 1. % EcoDis
 2. **Student Achievement**
- ❑ The lines are based on **historical data**
 - 2016-17 for STAAR
 - 2020-21 for CCMR
- ❑ **Gray = 50th percentile**



Let's look at 2 campuses with the SAME Student Achievement Score, but different %ages of EcoDis ...



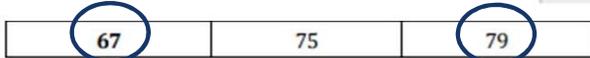
sustainabilityconnect

Accountability Notes

Elementary/Middle Example

Elementary/Middle GEMS

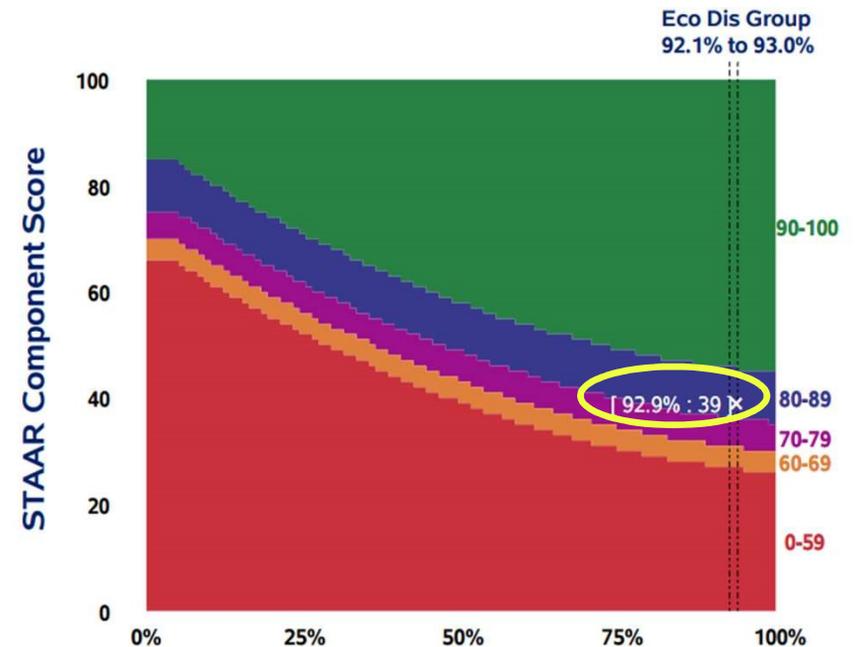
School Progress		82	B
Academic Growth	67	79	C
Relative Performance (Eco Dis: 92.9%)		82	B



Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	92.9%	39	82
College, Career, and Military Readiness			
Relative Performance			82

School Progress: Academic Growth RLA and Math		
	Count	Pct
Annual Growth Points Earned	478.5	
Accelerated Learning Points Earned	126	
Sum of Annual Growth plus Accelerated Learning Points		
Total Tests Evaluated		

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals
Total Tests	384	384	188	183	1,139
Approaches GL or Above	288	260	126	95	769
Meets GL or Above	159	161	64	28	412
Masters GL	51	70	20	10	151
Total Percentage Points					
Component Score					



Elementary/Middle GEMS

Domain 2-A = Academic Growth

OR

Domain 2-B = Relative Performance

School Progress		82	B
Academic Growth	67	79	C
Relative Performance (Eco Dis: 92.9%)		82	B

A

What If??	Component Score	Scaled Score
Academic Growth	80	90
Relative Performance		82

Closing the Gaps

Domain 3

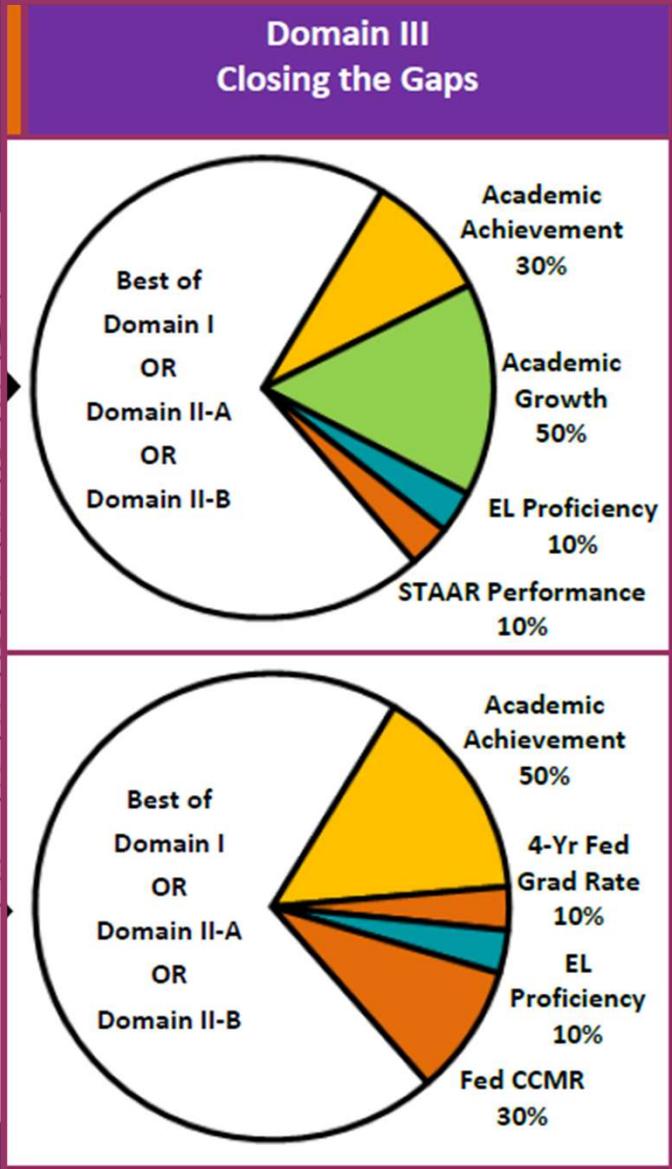


Domain 3 – Closing the Gaps

Closing the Gaps Component Weights

Campus Types	Closing the Gaps Domain Component	W
Elementary and Middle Schools	Academic Achievement	
	Academic Growth Status	
	Progress in Achieving English Language Proficiency	
	Student Achievement Domain Score: STAAR Component Only	
High Schools, K–12s, and AEAs	Academic Achievement	
	Federal Graduation Status or Academic Growth Status ¹	
	Progress in Achieving English Language Proficiency	
	College, Career, and Military Readiness or Student Achievement Domain Score: STAAR Component Only ²	

¹ If Federal Graduation Status is not available, Academic Growth Status is used.
² If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.



Domain 3: 2025 Accountability Example



Evaluated Components

This is a Middle School, so the evaluated components are:

1. Academic Achievement (% Meets GL or above)

- RLA
- Math

2. Academic Growth

- RLA
- Math

3. Progress in Achieving EL Proficiency

4. Student Success (STAAR Performance – Domain I)

Calculation Report									
Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points				
Academic Achievement				30.0%					
Growth Status				50.0%					
ELP Status				10.0%					
Student Success Status				10.0%					
Closing the Gaps Component Score									

LEARNALOT MIDDLE
(123456041)
LEARNALOT ISD
LEARNALOT COUNTY

Data Table: Accountability Groups											
Accountability Groups											
Groups to be evaluated based on 2024 accountability	All Students	Hispanic	White	Black	Asian	Two or More	High Focus	Total Earned Points	Total Possible Points		
Academic Achievement Status											
RLA Interim Target (2022-23 through 2026-27)	44%	35%	59%								33%
RLA Next Interim Target (2027-28 through 2031-32)	53%	46%	66%								44%
RLA Long Term Target (2037-38)	72%	68%	80%								67%
Points Earned	3	0	0								3
2025 % at Meets GL Standard or Above	50%	47%	36%								41%
2025 # at Meets GL Standard or Above	287	149	4								155
2025 Total Tests (Adjusted)	579	520	11								374
2024 % at Meets GL Standard or Above	48%	43%	43%								40%
Mathematics Interim Target (2022-23 through 2026-27)	47%	39%	61%								36%
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	49%	68%								47%
Mathematics Long Term Target (2037-38)	74%	70%	81%								68%
Points Earned	2	1	1								1
2025 % at Meets GL Standard or Above	39%	37%	45%								31%
2025 # at Meets GL Standard or Above	221	116	5								114
2025 Total Tests (Adjusted)	572	316	11								368
2024 % at Meets GL Standard or Above	32%	30%	41%								26%
								Total Points			
Academic Growth Status											
RLA Interim Target (2022-23 through 2026-27)	63%	59%	69%								58%
RLA Next Interim Target (2027-28 through 2031-32)	73%	69%	78%								68%
RLA Long Term Target (2037-38)	93%	89%	95%								88%
Points Earned	3	0	0								3
2025 Academic Growth Score	63%	61%	65%								60%
2025 Growth Points	349.50	187.50	6.50								215.50
2025 Total Tests	551	305	30								358
2024 Academic Growth Score	72%	70%	74%								70%
Mathematics Interim Target (2022-23 through 2026-27)	67%	64%	72%								63%
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	74%	80%								72%
Mathematics Long Term Target (2037-38)	95%	94%	95%								92%
Points Earned	0	3	3								3
2025 Academic Growth Score	64%	65%	64%								63%
2025 Growth Points	343.50	194.50	5.75								218.50
2025 Total Tests	534	298	9								348
2024 Academic Growth Score	66%	63%	72%								62%
								Total Points			
Progress in Achieving English Language Proficiency (EL/EL Current)											
Interim Target (2022-23 through 2026-27)											44%
Next Interim Target (2027-28 through 2031-32)											46%
Long Term Target (2037-38)											50%
Points Earned											4
2025 TELPAS Progress Rate											58%
2025 # TELPAS Progress											52
2025 TELPAS Total Tests											160
2024 TELPAS Progress Rate											52%
								Total Points			
Student Success (Student Achievement Domain Score (STAAR Component Only))											
Interim Target (2022-23 through 2026-27)	47	41	58								38
Next Interim Target (2027-28 through 2031-32)	57	51	68								48
Long Term Target (2037-38)	77	71	88								68
Points Earned	1	1	1								1
2025 STAAR Component Score	43	40	50								37
2025 % at Approaches GL Standard or Above	73%	71%	82%								67%
2025 % at Meets GL Standard or Above	42%	39%	53%								34%
2025 % at Masters GL Standard	15%	11%	22%								10%
2025 Total Tests	1,598	823	42								1,156
2024 STAAR Component Score	41	37	50								35
								Total Points			

Domain 3: 2025 Accountability Example

Academic Achievement

➤ Domain 3 Worksheet

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	15	32	46.9	30.0%	14.1
Growth Status				50.0%	
ELP Status				10.0%	
Student Success Status				10.0%	
Closing the Gaps Component Score					

2025 Domain 3 Data Table: Accountability Groups

Accountability Groups						Total Earned Points	Total Possible Points
	All Students	Hispanic	White	High Focus			
Groups to be evaluated based on 2024 accountability						✓	✓
Academic Achievement Status							
RLA Interim Target (2022-23 through 2026-27)	44%	35%	59%	33%			
RLA Next Interim Target (2027-28 through 2031-32)	53%	46%	66%	44%			
RLA Long Term Target (2037-38)	72%	68%	80%	62%			
Points Earned	3	3	0	3			
2025 % at Meets GL Standard or Above	30%	47%	30%	41%			
2025 # at Meets GL Standard or Above	287	149	4	155			
2025 Total Tests (Adjusted)	579	320	11	374			
2024 % at Meets GL Standard or Above	48%	43%	41%	40%			
Mathematics Interim Target (2022-23 through 2026-27)	47%	39%	61%	36%			
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	49%	68%	47%			
Mathematics Long Term Target (2037-38)	74%	70%	81%	68%			
Points Earned	2	2	1	1			
2025 % at Meets GL Standard or Above	39%	37%	42%	31%			
2025 # at Meets GL Standard or Above	221	116	5	114			
2025 Total Tests (Adjusted)	572	316	11	368			
2024 % at Meets GL Standard or Above	32%	30%	41%	26%			
Total Points						15	32
Academic Growth Status							
RLA Interim Target (2022-23 through 2026-27)	63%	59%	69%	58%			
RLA Next Interim Target (2027-28 through 2031-32)	73%	69%	78%	68%			
RLA Long Term Target (2037-38)	93%	89%	95%	88%			
Points Earned	3	3	0	3			
2025 Academic Growth Score	63%	61%	65%	60%			
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Mathematics Next Interim Target (2027-28 through 2031-32)	76%	74%	80%	72%			
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Points Earned	0	3		3			
2025 Academic Growth Score	64%	65%	64%	63%			
2025 Growth Points	343.50	194.50	5.75	218.50			
2025 Total Tests	534	298	9	348			
2024 Academic Growth Score	66%	63%	72%	62%			
Total Points							
Progress in Achieving English Language Proficiency (EB/EL Current)							
Interim Target (2022-23 through 2026-27)				44%			
Next Interim Target (2027-28 through 2031-32)				46%			
Long Term Target (2037-38)				50%			
Points Earned				4			
2025 TELPAS Progress Rate				58%			
2025 # TELPAS Progress				92			
2025 TELPAS Total Tests				160			
2024 TELPAS Progress Rate				52%			
Total Points							
Student Success (Student Achievement Domain Score (STAAR Component Only))							
Interim Target (2022-23 through 2026-27)	47	41	58	38			
Next Interim Target (2027-28 through 2031-32)	57	51	68	48			
Long Term Target (2037-38)	77	71	88	68			
Points Earned	1	1	1	1			
2025 STAAR Component Score	43	40	52	37			
2025 % at Approaches GL Standard or Above	73%	71%	82%	67%			
2025 % at Meets GL Standard or Above	42%	39%	53%	34%			
2025 % at Masters GL Standard	15%	11%	22%	10%			
2025 Total Tests	1,598	823	42	1,156			
2024 STAAR Component Score	41	37	50	35			
Total Points							

Domain 3: 2025 Accountability Example

➤ Domain 3 Worksheet

Calculation Requirements			Academic Growth		
Component	Total Earned Points	Total Possible Points			
Academic Achievement	15	32	46.9	30.0%	14.1
Growth Status	15	28	53.6	50.0%	26.8
ELP Status				10.0%	
Student Success Status				10.0%	
Closing the Gaps Component Score					

Accountability Groups						Total Earned Points	Total Possible Points		
	All Students	Hispanic	White	High Focus					
Groups to be evaluated based on 2024 accountability						✓	✓	✓	✓
Academic Achievement Status									
RLA Interim Target (2022-23 through 2026-27)	44%	35%	59%	33%					
RLA Next Interim Target (2027-28 through 2031-32)	53%	46%	66%	44%					
RLA Long Term Target (2037-38)	72%	68%	80%	67%					
Points Earned	3	3	0	3					
2025 % at Meets GL Standard or Above	50%	47%	36%	41%					
2025 # at Meets GL Standard or Above	287	149	4	155					
2025 Total Tests (Adjusted)	579	320	11	374					
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Mathematics Long Term Target (2037-38)	74%	70%	81%	68%					
Points Earned	2	2	1	1					
2025 % at Meets GL Standard or Above	39%	37%	45%	31%					
2025 # at Meets GL Standard or Above	221	116	5	114					
2025 Total Tests (Adjusted)	572	316	11	368					
2024 % at Meets GL Standard or Above	32%	30%	41%	26%					
Total Points						15	32		
Academic Growth Status									
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2025 Growth Points	343.50	194.50	5.75	218.50					
2025 Total Tests	534	298	9	348					
2024 Academic Growth Score	66%	63%	72%	62%					
Total Points						15	28		
Progress in Achieving English Language Proficiency (EB/EL Current)									
Interim Target (2022-23 through 2026-27)				44%					
Next Interim Target (2027-28 through 2031-32)				46%					
Long Term Target (2037-38)				50%					
Points Earned				4					
2025 TELPAS Progress Rate				58%					
2025 # TELPAS Progress				92					
2025 TELPAS Total Tests				160					
2024 TELPAS Progress Rate				52%					
Total Points									
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Domain 3: 2025 Accountability Example

➤ Domain 3 Worksheet

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	15	32	46.9	30.0%	14.1
Growth Status	15	28	53.6	50.0%	26.8
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status				10.0%	
Closing the Gaps Component Score					

2025 Domain 3 Data Table: Accountability Groups						
Accountability Groups					Total Earned Points	Total Possible Points
	All Students	Hispanic	White	High Focus		
Groups to be evaluated based on 2024 accountability						
Academic Achievement Status						
RLA Interim Target (2022-23 through 2026-27)	44%	35%	59%	33%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	46%	66%	44%		
RLA Long Term Target (2037-38)	72%	68%	80%	67%		
Points Earned	3	3	0	3		
2025 % at Meets GL Standard or Above	50%	47%	36%	41%		
2025 # at Meets GL Standard or Above	287	149	4	155		
2025 Total Tests (Adjusted)	579	320	11	374		
2024 % at Meets GL Standard or Above	48%	43%	41%	40%		
Mathematics Interim Target (2022-23 through 2026-27)	47%	39%	61%	36%		
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	49%	68%	47%		
Mathematics Long Term Target (2037-38)	74%	70%	81%	68%		
Points Earned	2	2	1	1		
2025 % at Meets GL Standard or Above	39%	37%	45%	31%		
2025 # at Meets GL Standard or Above	221	116	5	114		
2025 Total Tests (Adjusted)	572	316	11	368		
2024 % at Meets GL Standard or Above	32%	30%	41%	26%		
					Total Points	15 32
Growth Status						
RLA		59%	69%	58%		
RLA		69%	78%	68%		
RLA		89%	95%	88%		
Points Earned		3	0	3		
2025 % at Meets GL Standard or Above		61%	65%	60%		
2025 # at Meets GL Standard or Above	50	187.50	6.50	215.50		
2025 Total Tests (Adjusted)		305	10	358		
2024 % at Meets GL Standard or Above		70%	74%	70%		
2025 % at Meets GL Standard or Above		74%	80%	72%		
2025 # at Meets GL Standard or Above		94%	95%	92%		
Points Earned	0	3		3		
2025 Academic Growth Score	64%	65%	64%	63%		
2025 Growth Points	343.50	194.50	5.75	218.50		
2025 Total Tests	534	298	9	348		
2024 Academic Growth Score	66%	63%	72%	62%		
					Total Points	15 28
Progress in Achieving English Language Proficiency (EB/EL Current)						
Interim Target (2022-23 through 2026-27)				44%		
Next Interim Target (2027-28 through 2031-32)				46%		
Long Term Target (2037-38)				50%		
Points Earned				4		
2025 TELPAS Progress Rate				58%		
2025 # TELPAS Progress				92		
2025 TELPAS Total Tests				160		
2024 TELPAS Progress Rate				52%		
					Total Points	4 4
Student Success (Student Achievement Domain Score (STAAR Component Only))						
Interim Target (2022-23 through 2026-27)	47	41	58	38		
Next Interim Target (2027-28 through 2031-32)	57	51	68	48		
Long Term Target (2037-38)	77	71	88	68		
Points Earned	1	1	1	1		
2025 STAAR Component Score	43	40	52	37		
2025 % at Approaches GL Standard or Above	73%	71%	82%	67%		
2025 % at Meets GL Standard or Above	42%	39%	53%	34%		
2025 % at Masters GL Standard	15%	11%	22%	10%		
2025 Total Tests	1,598	823	42	1,156		
2024 STAAR Component Score	41	37	50	35		
					Total Points	

Progress in Achieving EL Proficiency

Closing the Gaps Component Score

Domain 3: 2025 Accountability Example

➤ Domain 3 Worksheet

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	15	32	46.9	30.0%	14.1
Growth Status	15	28	53.6	50.0%	26.8
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	4	16	25.0	10.0%	2.5

Closing the Gaps Component Score

**Student Success
(STAAR Performance)**

2025 Domain 3 Data Table: Accountability Groups						
Accountability Groups					Total Earned Points	Total Possible Points
	All Students	Hispanic	White	High Focus		
Groups to be evaluated based on 2024 accountability						
Academic Achievement Status						
RLA Interim Target (2022-23 through 2026-27)	44%	35%	59%	33%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	46%	66%	44%		
RLA Long Term Target (2037-38)	72%	68%	80%	67%		
Points Earned	3	3	0	3		
2025 % at Meets GL Standard or Above	50%	47%	36%	41%		
2025 # at Meets GL Standard or Above	287	149	4	155		
2025 Total Tests (Adjusted)	579	320	11	374		
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Mathematics Interim Target (2022-23 through 2026-27)	47%	39%	61%	36%		
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	49%	68%	47%		
Mathematics Long Term Target (2037-38)	74%	70%	81%	68%		
Points Earned	2	2	1	1		
2025 % at Meets GL Standard or Above	39%	37%	45%	31%		
2025 # at Meets GL Standard or Above	221	116	5	114		
2025 Total Tests (Adjusted)	572	316	11	368		
2024 % at Meets GL Standard or Above	32%	30%	41%	26%		
Total Points					15	32
Academic Growth Status						
RLA Interim Target (2022-23 through 2026-27)	63%	59%	69%	58%		
RLA Next Interim Target (2027-28 through 2031-32)	73%	69%	78%	68%		
RLA Long Term Target (2037-38)	93%	89%	95%	88%		
Points Earned	3	3	0	3		
2025 Academic Growth Score	63%	61%	65%	60%		
2025 Growth Points	349.50	187.50	6.50	215.50		
2025 Total Tests	551	305	10	358		
2024 Academic Growth Score	72%	70%	74%	70%		
Mathematics Interim Target (2022-23 through 2026-27)	67%	64%	72%	62%		
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	74%	80%	72%		
Mathematics Long Term Target (2037-38)	95%	94%	95%	92%		
Points Earned	0	3		3		
2025 Academic Growth Score	64%	65%	64%	63%		
2025 Growth Points	343.50	194.50	5.75	218.50		
2025 Total Tests	534	298	9	348		
2024 Academic Growth Score	66%	63%	72%	62%		
Total Points					15	28
Progress in Achieving English Language Proficiency (EB/EL Current)						
Interim Target (2022-23 through 2026-27)				44%		
Next Interim Target (2027-28 through 2031-32)				46%		
Long Term Target (2037-38)				50%		
Points Earned				4		
2025 TELPAS Progress Rate				58%		
2025 # TELPAS Progress				92		
2025 TELPAS Total Tests				160		
2024 TELPAS Progress Rate				52%		
Total Points					4	4
Student Success (Student Achievement Domain Score (STAAR Component Only))						
Interim Target (2022-23 through 2026-27)	47	41	58	38		
Next Interim Target (2027-28 through 2031-32)	57	51	68	48		
Long Term Target (2037-38)	77	71	88	68		
Points Earned	1	1	1	1		
2025 STAAR Component Score	43	40	52	37		
2025 % at Approaches GL Standard or Above	73%	71%	82%	67%		
2025 % at Meets GL Standard or Above	42%	39%	53%	34%		
2025 % at Meets Masters GL Standard	15%	11%	22%	10%		
2025 Total Tests	1,598	823	42	1,156		
2024 STAAR Component Score	41	37	50	35		
Total Points					4	12

? ?

connect

Domain 3: 2025 Accountability Example

How "good" a score is a 53?

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	15	32	46.9	30.0%	14.1
Growth Status	15	28	53.6	50.0%	26.8
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	4	16	25.0	10.0%	2.5
Closing the Gaps Component Score					

Accountability Groups						Total Earned Points	Total Possible Points		
	All Students	Hispanic	White	High Focus					
Groups to be evaluated based on 2024 accountability						✓	✓	✓	✓
Academic Achievement Status									
RLA Interim Target (2022-23 through 2026-27)	44%	35%	59%	33%					
RLA Next Interim Target (2027-28 through 2031-32)	53%	46%	66%	44%					
RLA Long Term Target (2037-38)	72%	68%	80%	67%					
Points Earned	3	3	0	3					
2025 % at Meets GL Standard or Above	50%	47%	36%	41%					
2025 # at Meets GL Standard or Above	287	149	4	155					
2025 Total Tests (Adjusted)	579	320	11	374					
2024 % at Meets GL Standard or Above	48%	43%	41%	40%					
Mathematics Interim Target (2022-23 through 2026-27)	47%	39%	61%	36%					
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	49%	68%	47%					
Mathematics Long Term Target (2037-38)	74%	70%	81%	68%					
Points Earned	2	2	1	1					
2025 % at Meets GL Standard or Above	39%	37%	45%	31%					
2025 # at Meets GL Standard or Above	221	116	5	114					
2025 Total Tests (Adjusted)	572	316	11	368					
2024 % at Meets GL Standard or Above	32%	30%	41%	26%					
Total Points						15	32		
Academic Growth Status									
RLA Interim Target (2022-23 through 2026-27)	63%	59%	69%	58%					
RLA Next Interim Target (2027-28 through 2031-32)	73%	69%	78%	68%					
RLA Long Term Target (2037-38)	93%	89%	95%	88%					
Points Earned	3	3	0	3					
2025 Academic Growth Score	63%	61%	65%	60%					
2025 Growth Points	349.50	187.50	6.50	215.50					
2025 Total Tests	551	305	10	358					
2024 Academic Growth Score	72%	70%	74%	70%					
Mathematics Interim Target (2022-23 through 2026-27)	67%	64%	72%	62%					
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	74%	80%	72%					
Mathematics Long Term Target (2037-38)	95%	94%	95%	92%					
Points Earned	0	3		3					
2025 Academic Growth Score	64%	65%	64%	63%					
2025 Growth Points	343.50	194.50	5.75	218.50					
2025 Total Tests	534	298	9	348					
2024 Academic Growth Score	66%	63%	72%	62%					
Total Points						15	28		
Progress in Achieving English Language Proficiency (EB/EL Current)									
Interim Target (2022-23 through 2026-27)				44%					
Next Interim Target (2027-28 through 2031-32)				46%					
Long Term Target (2037-38)				50%					
Points Earned				4					
2025 TELPAS Progress Rate				58%					
2025 # TELPAS Progress				92					
2025 TELPAS Total Tests				160					
2024 TELPAS Progress Rate				52%					
Total Points						4	4		
Student Success (Student Achievement Domain Score (STAAR Component Only))									
Interim Target (2022-23 through 2026-27)	47	41	58	38					
Next Interim Target (2027-28 through 2031-32)	57	51	68	48					
Long Term Target (2037-38)	77	71	88	68					
Points Earned	1	1	1	1					
2025 STAAR Component Score	43	40	52	37					
2025 % at Approaches GL Standard or Above	73%	71%	82%	67%					
2025 % at Meets GL Standard or Above	42%	39%	53%	34%					
2025 % at Masters GL Standard	15%	11%	22%	10%					
2025 Total Tests	1,598	823	42	1,156					
2024 STAAR Component Score	41	37	50	35					
Total Points						4	12		

Elementary/Middle

Table 8: Closing the Gaps Domain Score

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	16	24	66.7	30.0%	20.0
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	6	12	50.0	10.0%	5.0
Closing the Gaps Score					73

Closing the Gaps Domain Score	Closing the Gaps Domain Scaled Score			
	Elementary	Middle	HS/K-12	AEA
100	100	100	100	100
99	100	100	100	100
99		99	99	100
99		99	99	99
98		99	98	99
98		98	98	99
98		98	98	99
97		98	97	99
97		97	97	99
97		97	97	98
96		97	96	98
96		96	96	98
95		96	95	98
95		96	95	98
95		95	95	98
94		95	94	97
94		94	94	97
83		93	94	97
82		93	94	97
81		93	93	97
80		92	93	96
79		92	93	96
78		92	92	96
77		91	92	96
76		91	92	96
75		90	91	96
74		90	91	95
73		89	91	95
72		88	90	95
71		88	90	95
70		87	89	95

Closing the Gaps	73	91	A	30%
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SEHS Examp

Table 8: Closing the Gaps Domain Score (continued)

Closing the Gaps Domain Score	Closing the Gaps Domain Scaled Score		
	Elementary	Middle	HS/K-12
66	84	86	83
65	83	85	82
64	83	85	82
63	82	84	81
62	81	83	80
61	81	82	79
60	80	82	78
59	79	81	78
58	79	80	77
57	78	79	76
56	78	79	76
55	78	78	75
54	77	78	74
53	77	77	73
52	77	77	73
51	76	77	72
50	76	76	71
49	76	76	71
48	75	75	70
47	75	75	69
46	75	75	68
45	74	74	67
44	74	74	66
43	73	74	65
42	73	73	65
41	73	73	64
40	72	72	63
39	72	72	62
38	72	72	61
37	71	71	60
36	71	71	59
35	71	70	58
34	70	70	57

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	3	24	12.5	50.0%	6.3
Graduation Status	0	12	0.0	10.0%	0.0
ELP Status	3	4	75.0	10.0%	7.5
School Quality Status	9	12	75.0	30.0%	22.5
Closing the Gaps Score					36
Closing the Gaps			36	59	F
			30%		

	All Students
2025 Target	90.0%
Next Interim Target (2027-28 through 2031-32)	92.7%
Long Term Target (2037-38)	98.0%
2024 % Graduated	83.5%
2024 # Graduated	208
2024 Total in Class	249
2023 % Graduated	87.3%

District Ratings

(Proportional Weighting)



District Ratings

District/Campus Name	School Type	Grades Served	Paired	Students	Eco Dis	I - Student Achievement				2A - Academic Growth			
						Enrollment 3 -12	Prop. Weight	Score	Prop. Points	Enrollment 3 -12	Prop. Weight	Score	Prop. Points
ALFONSO BORREGO SR EL	Elementary	03 - 06	No	510	88.4%	510	23%	60	14	510	23%	75	17
JOSEFA L SAMBRANO EL	Elementary	KG - 02	Yes	554	87.2%								
L G ALARCON EL	Elementary	03 - 06	No	297	87.2%	297	14%	60	8	297	14%	69	9
LORENZO LOYA PRI	Elementary	EE - PK	Yes	169	86.4%								
ANN M GARCIA-ENRIQUEZ MIDDLE	Middle School	07 - 08	No	408	92.9%	408	19%	71	13	408	19%	79	15
SAN ELIZARIO H S	High School	09 - 12	No	984	95.1%	984	45%	68	30	984	45%	59	26
SAN ELIZARIO ISD				2,922	90.8%	2199	100%	66	65.6207	2199	100%	68	67.77217

70% of District Rating (Better of 1 or II)	73	x.70	51.1
30% of District Rating(Domain III)	69	x.30	20.7
			71.8
Due to the rule, the highest the District can get is a 69			

** 3 Ds Rule Applied:

If a scaled score less than 70 is received in three of the four areas of Student Achievement; School Progress, Part A: Academic Growth; School Progress, Part B: Relative Performance; or Closing the Gaps, the highest scaled score a district or campus can receive for the overall rating is a 69. In order for this provision to be applied, the district or campus must be evaluated in all four areas. This provision is not applied to a dropout recovery school. If the Student Achievement domain scaled score is 70 or higher, this provision will not be

San Elizario ISD Curriculum & Instruction

District/Campus Name	School Type	Grades Served	Paired	Students	Eco Dis	2B - Relative Performance				3 - Closing the Gaps				Overall	
						Enrollment 3 -12	Prop. Weight	Score	Prop. Points	Enrollment 3 -12	Prop. Weight	Score	Prop. Points	Rating	Score
ALFONSO BORREGO	Elementary	03 - 06	No	510	88.4%	510	23%	66	15	510	23%	72	17	C	74
JOSEFA L SAMBRANO EL	Elementary	KG - 02	Yes	554	87.2%									D	69
L G ALARCON EL	Elementary	03 - 06	No	297	87.2%	297	14%	66	9	297	14%	63	9	D	67
LORENZO LOYA PRI	Elementary	EE - PK	Yes	169	86.4%									D	69
ANN M GARCIA-ENRIQUEZ MIDDLE	Middle School	07 - 08	No	408	92.9%	408	19%	82	15	408	19%	91	17	B	85
SAN ELIZARIO H S	High School	09 - 12	No	984	95.1%	984	45%	76	34	984	45%	59	26	D	69
SAN ELIZARIO ISD				2,922	90.8%	2199	100%	73	73.443	2199	100%	69	68.49	D	69

Accountability Notes

Growth Focus

Performance

How a student did on this year's STAAR test

COMPARED TO LAST
YEAR'S STAAR TEST

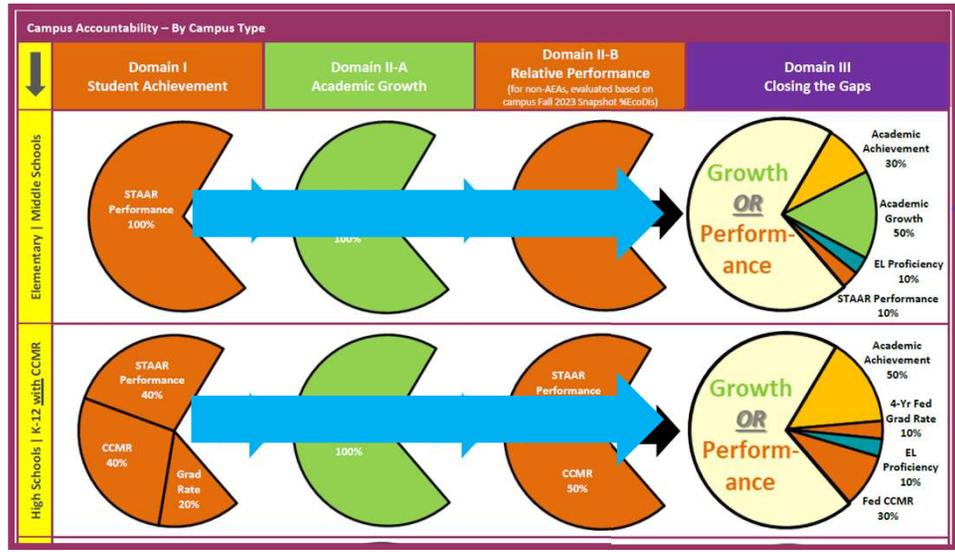
at a lower grade level in the same subject area

How a student did
ON THIS YEAR'S
TEST OR MEASURE

Growth

70% of the overall rating is based on whichever is best:

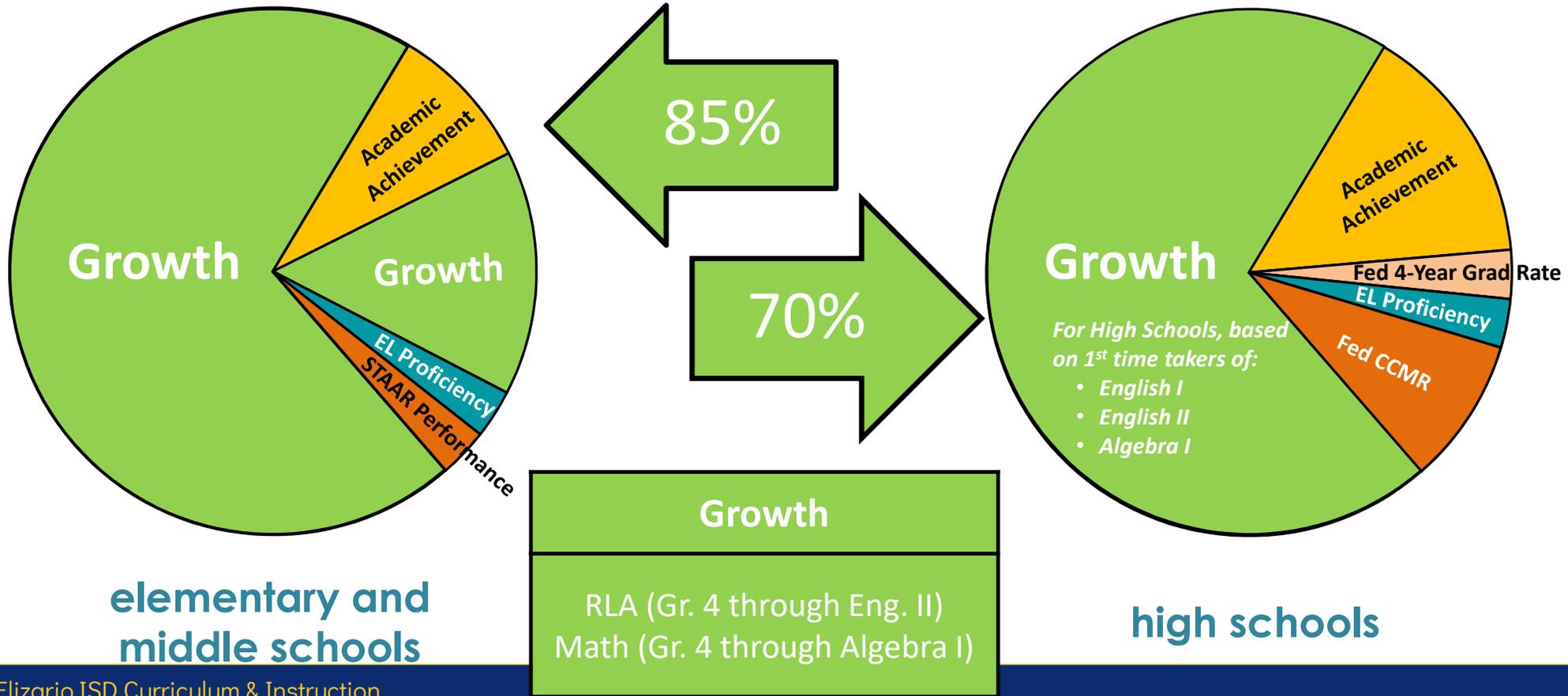
Growth
OR
Performance



30% of the overall rating is based on Domain III

A-F is a **STRENGTHS-BASED** system ...

Example: if GROWTH is what we do best ...



Briefing

Board Goals

Updated Board Goals

Student Outcome Goal 1 (HB 3)

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

Goal 1 Annual Targets

2024	2025	2026	2027
61% (Released data, TEA 8/2025)	71% (Released data, TEA 8/2025)	74%	77%

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

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

Goal 2 Annual Targets:

2024	2025	2026	2027
66% (Released data, TEA 8/2025)	66% (Released data, TEA 8/2025)	69%	72%

Last Years Growth

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	785	0
Tests earning 0.5 points	329	164.5
Tests Earning 1.0 point	1352	1352
Annual Growth Total Points Earned (A)		1516.5
# of Tests Included in Calculation (C)		2466
Annual Growth Score		61

SEISD

1681 tests out of 2466 = 68% of tests showed growth

Numbers include Math/RLA Test Grades 4th,5th, 6th, 7th, 8th, 9th

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	308	0
Tests earning 0.5 points	171	85.5
Tests Earning 1.0 point	593	593
Annual Growth Total Points Earned (A)		678.5
# of Tests Included in Calculation (C)		1072
Annual Growth Score		63

Math 764 tests out of 1072 = 71% of tests showed growth

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	477	0
Tests earning 0.5 points	158	79
Tests Earning 1.0 point	759	759
Annual Growth Total Points Earned (A)		838
# of Tests Included in Calculation (C)		1394
Annual Growth Score		60

RLA 917 tests out of 1394 = 66% of tests showed growth

Campus Plans/Meetings

Domain III - Closing the Gaps (Two lowest performing groups previous year, ALL, Racial, Econ Dis, EB, SPED, Foster, Homeless, Migrant, CCMR, TELPAS Growth, Graduation)				
	Academic Achievement	Graduation	TELPAS Growth	CCMR
What is the Plan	Tracking students, aligning expectations across contents, Percentage conversations	Counselors tracker, Attendance - ADA Plan, Watching, LOC- Specific days	District office support, Summit k-12 intentionality	Tracker Avila has, Seniors enrolled in, 9th grade group, SPED tracker and coding student accordingly (Sanchez and SPED dept)
Who is responsible	Principal, Aps, Teachers, ISS	Senior counselors, Silva (AP)	Palomino, Checking every quarter on progress	
Sept. 17th	Writing intensive through bellringer bi-weekly writing prompts on Tuesdays, starting first week back from Intersession, share the presentation with the staff, Write everyday as a bellringer starting quarter 2,	Keeping the tracker up to date. All in one place, Graduation, ccmr, FAFSA,	SUMMIT k-12 all have been sent to technology, Plan has been created, Social studies will use two days a week of instruction 9-12 starting in October, 9th graders use EL Lab utilizing it daily two days a week for the SS classes with small group. Sept 24th Summit K-12 is training teachers to include SPED teachers in resource classes, READ OUT LOUD,	

- Meeting with Principals to go over the accountability manual (Borrego, Alarcon, GEMS, SEHS
 - Ms. Cruz, Ms. De Santos, Campus Principal and Mr. Ponce
 - Started these meetings August 19th (Release from TEA was August 15th)
- Each campus created a plan of action steps under each Domain
- Plan is to have at least **three** of these meetings for the year, some campuses have requested additional follow up meetings to check
 - As of 10/1/2025
 - SEHS – 2
 - GEMS – 1
 - Alarcon – 1
 - Borrego - 2



Questions





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: Leticia de Santos, Administrator of Instructional Programs
Subject: Bilingual/ESL Program Evaluation
Date: September 19, 2025

HISTORY:

Texas public school districts are required to evaluate their Bilingual and ESL education programs yearly. The goal of the program evaluation is to determine whether a district's students who are served in the programs are progressing academically based on the program in place in the district and to modify areas where change is needed.

RATIONALE:

The evaluation reports to the Board of Trustees on the academic progress of SEISD emergent bilingual students as stated in the Texas Administrative Code Chapter 89 (Adaptations for Special Populations) Subchapter BB—Commissioner's Rules Concerning State Plan for Educating English Learners.

BUDGET IMPACT:

The budget is not affected by this report

ADMINISTRATIVE RECOMMENDATION:

The results are being presented to the Board of Trustees as a report-only item; no recommendation for approval is required.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

San Elizario Independent School District

Bilingual / ESL

Program Evaluation Report

2024-2025



Leticia de Santos, Instructional Programs Administrator

**San Elizario Independent School District
Board of Trustees**

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Myrna Hernandez, Board Vice President

Sandra Licon, Board Secretary

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Dr. Jeannie Meza-Chavez, Superintendent

Blanca Cruz, Associate Superintendent

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Summary

The State of Texas mandates all school districts conduct a yearly evaluation of their Bilingual Education and/or English as a Second Language Program. While the evaluation is geared to meet the State and Federal requirements, the district, as a whole, benefits from the data and the findings. Students, teachers, administrators and community members are all stakeholders in this process.

The purpose of the evaluation is to fulfill the requirement of Chapter 89, Adaptations for Special Populations, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners.

In compliance with the Texas Education Codes 29.051, 29.062, and 42.153 and Chapter 89.1265 of the Texas Administrative Code, San Elizario Independent School District (SEISD) provides Bilingual and ESL programs which incorporate a sheltered English approach, and a native language development component to meet the cognitive, linguistic, and affective needs of students identified as Emergent Bilingual (EB) students.

Demographic Information

San Elizario ISD is located in El Paso County, a few miles outside the city limits of the city of El Paso, which is the largest city on the Texas/Mexico border. Starting a new school year, the district's student enrollment is currently 2,762. In the 2024-2025 school year, San Elizario Independent School District had a student enrollment of 2915 at the end of the school year. At this time, our student enrollment shows a decrease of 153 students. A financially impoverished district, SEISD has 90.81% of its families classified as economically disadvantaged. The district's enrollment reflects its border location with a Hispanic student population of 99.15%.

In the 2024-2025 school year, 1,779 (60.78%) students were identified as Emergent Bilingual. Of those, 1,539 were served through the Bilingual / ESL programs. Among the students who received program services, were the following:

- 855 students received Bilingual services in grades PK through 6 (Elementary)
- 684 students received ESL services in grades 7-12 (Secondary)

Program Objectives

The San Elizario Bilingual/ESL Department is committed to providing instructional support to Bilingual/ESL certified teachers and students alike to ensure consistency and continuity within the program. The department will ensure that all English Learners receive academic opportunities to address their needs in order to meet the state's rigorous academic standards. In addition, teachers will have the support that is necessary to serve their students with research-based best practices for academic achievement.

Bilingual/ESL Program Mission

The San Elizario Independent School District Bilingual and ESL Department will promote high academic achievement in all content areas through rigorous instruction by meeting the affective, linguistic, and cognitive needs of all English Learners.

Dual Language Program Mission

The San Elizario Independent School District Dual Language Program will develop highly competent bilingual students while fostering academic success and cultural awareness by meeting the affective, linguistic, and cognitive needs in both languages.

Program Description

The SEISD programs ensure that the affective, linguistic, and cognitive domains are addressed for all emergent bilingual students. The goal of the bilingual program is to facilitate high academic, high self-esteem, and timely acquisition of the second language. Elementary school administrators and their facilities shall implement the district bilingual education philosophy and its corresponding curriculum. This plan renders a challenge to educators and facilitates a means for the transformation of dated beliefs/values as well as rendering an enrichment program for all EL students.

Elementary Bilingual Program Models:

Grades PK-5th

The San Elizario Independent School District implements a one-way transitional dual-language program model in grades PK-5th. The program will grow incrementally, adding an additional grade year after year. Research shows that the dual language program produces high levels of success for emergent bilingual students. Students are immersed in both languages in all content areas and use their first language to learn academics in a natural way.

Grades 6

The San Elizario Independent School District implements a Transitional bilingual/*early exit* model at the elementary level. This program model serves students identified as limited English proficient in both English and Spanish and transfers the student to English-only instruction. This model provides instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting a student to an all-English program of instruction will occur no earlier than third grade and no earlier than two years or later than five years after the student enrolls in school. A student who has met exit criteria may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

Secondary ESL Program Model:

Grades 7-12

The San Elizario Independent School District implements an English as a second language/*pull-out* program model. This is an English program that serves only students identified as English language learners by providing an ESL certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out inclusionary delivery model.

All programs address the affective, linguistic, and cognitive needs of the students. Student identification, placement, monitoring, and exiting of the program is overseen by the Language Proficiency Assessment Committee (LPAC), which ensures that the established requirements in Chapter 89 Subchapter BB are being followed.

Characteristics of the Bilingual / ESL Programs

- Respects and utilizes the students' natural language, culture, background, and interests in the learning process.
- Provides high exposure to oral and written forms of English and Spanish from the onset of the student's schooling, thus promoting bi-literacy.
- Accelerates academic progress through the use of a student-centered curriculum.
- Capitalizes on the natural integration of thought, speech, and written language.
- Targets English language arts instruction over a period of four years to allow for both social and academic fluency.
- Maximizes potential learning by integrating language arts, both English and Spanish and content area concepts and skills.

Expected Outcomes

The expected outcomes of the programs are to prepare and enable limited English proficient students to acquire sufficient comprehension, listening, speaking, reading, and writing skills in English in order to participate successfully in a general education English classroom by:

- Providing an educational program to address the needs of students who are identified as Emergent Bilingual (EB)
- Providing all English Learners, the opportunity to master Texas Essential Knowledge and Skills (TEKS) in the areas of reading, mathematics, science, and social studies.
- Conducting the Bilingual / ESL program in such a way as to gain the understanding and active support of all segments of the community
- Providing limited EL students the opportunity to develop confidence, self-assurance, and a positive identity with their cultural heritage.

Eligibility Criteria

Students eligible for the program are those whose primary language is a language other than English. Students are flagged initially during the registration process after answering a Home Language Survey to identify the primary language spoken at home and the language of preference of the child. If the answer to either of the questions on the Home Language Survey is any other than English, an identification and placement assessment is administered, and overseen by the LPAC committee. After the student's oral language proficiency is assessed in both languages (LAS), the LPAC committee convenes to make a recommendation for placement. The timeline for this process is 4 calendar weeks. Additionally, the LPAC has a 10-day timeline to notify parents of the committee recommendation, share information about the benefits of the program, and finally, obtain parent approval for participation in the approved academic setting. English proficient students may also enroll in a bilingual education program according to TEC 29.058.

Funding Source

State funding program intent code 25

Federal funding Title III Part A

2024-2025 - Summary of BIL Funds Spent by Organization	
Organization	Program Intent Code (25) Bilingual Education
San Elizario High School (001)	59,780.00
Garcia Enriquez Middle School (041)	96,353.00
Alarcon Elementary (101)	62,028.00
Loya Primary (102)	42,262.00
Sambrano Elementary (103)	158,122.00
Borrego Elementary (104)	78,223.00
Summer School (699)	783.00
Departments (8XX)	23,390.00
Grand Total by Funding Source	520,941.00
2024-2025 - Summary of BIL Funds Spent by Activity	
Activity	Program Intent Code (25) Bilingual Education
Campus Activity	42,999.55
Department Activity	23,389.98
Supplemental Bilingual Aides	122,053.06
Summer School	782.86
Stipends for Bilingual Teachers	331,716.20
Grand Total by Funding Source	520,941.65

Bilingual / ESL Staff (FTE's)

In accordance with the Texas Education Code, San Elizario ISD assigns appropriately certified teachers to the required bilingual and ESL programs. The following table shows the total of Bilingual / ESL educators per grade level for the 2024-2025 school year:

Grade Level	Number of FTE
PK3 – PK4	5 Bilingual Teachers
Kinder	4 Bilingual Teachers
1 st grade	5 Bilingual Teachers
2 nd grade	5 Bilingual Teachers
3 rd grade	6 Bilingual Teachers
4 th grade	6 Bilingual Teachers
5 th grade	4 Bilingual Teachers
6 th grade	5 Bilingual Teachers
Middle School	4 ESL teachers
High School	7 ESL teacher
Total BIL/ESL staff	51 teachers

Reclassified Students in 2024-2025

The bilingual model calls for a timeline to exit bilingual students in a period between 2-5 years of instruction. Although a timeline is not specifically defined in the ESL Pull-out program, the same amount of years is expected to be sufficient in order to acquire enough English language acquisition to be mainstreamed.

At San Elizario ISD this year, a total of 89 students met the Exit Criteria set by the Texas Education Agency, compared to a total of 115 from the previous year. Students who meet Exit Criteria are then reclassified in PEIMS as Non-LEP students. The state does not require the continuation of language support after exit criteria is met. These student’s academic performance is monitored, however, for two years after they are reclassified to ensure academic success.

2023-2024 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 rd	5	0
4 th	6	1
5 th	18	2
6 th	16	1
7 th	11	2
8 th	20	7
9 th	4	3
10 th	14	5
11 th	0	0
12 th	0	0
Total = 115	94	21

2024-2025 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 rd	2	0
4 th	7	1
5 th	13	1
6 th	4	6
7 th	3	1
8 th	13	6
9 th	7	5
10 th	15	3
11 th	2	0
12 th	0	0
Total = 89	66	23

Source: End of Year LPAC Minutes per campus

 Emergent Bilingual/English Learner Reclassification Criteria Chart					
<p>At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state’s Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.</p>					
Grade(s)	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading, and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each
Subjective Teacher Evaluation	Form: Emergent Bilingual/English Learner Reclassification Rubric				
<p>*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.</p> <p>Notes:</p> <ul style="list-style-type: none"> Students for whom the LPAC recommends the use of Oral Administration or Content and Language Supports as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year. EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability. For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification. For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student’s disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification. The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification. <p>Additional Information:</p> <ul style="list-style-type: none"> TEA Approved Norm-Reference Standardized Achievement Test (new site) State Assessments for English Learners Guidance Related to ARD Committee and LPAC Collaboration LPAC Guidance for Deaf or Hard of Hearing English Learners and associated training video 					

achievement. Providing quality professional development is critical. It is the catalyst for building leadership at the teacher level. The focus is to build teacher capacity and ultimately, improve student achievement.

The following are specific professional development sessions that were provided by the Bil/ESL Department for teachers and administrators and were geared toward Emergent Bilingual support (additional training and/or PLCs were provided at the campus level).

1. Latino Literacy Parent Sessions
This project is designed to establish family reading routines for Spanish and English-speaking parents and their children. It involves family reading, vocabulary development, and English-language development for Latino parents and their children.
2. Dual Language Classroom: Essentials
Teachers engaged in interactive activities that could quickly be implemented in their classrooms, while also learning/supporting the three goals of dual language education.
3. C6 Biliteracy Instructional Framework: Lesson Planning for the Dual Language Classroom
This 2-day session provided teachers the opportunity to create lessons that allow ELs to access grade-level standards regardless of language proficiency in either program language.
4. TELPAS Updates
These sessions explored support to teachers with various effective and research-based strategies and activities to meet the needs of emergent bilingual students. The training was designed to give teachers ideas on digital tools to use to positively impact academic language learners' achievement across all content areas that they will need to meet these requirements, including integrating the ELPS into instruction and ways to align linguistic accommodations to the TELPAS descriptors.
5. Mission: Progressing Together
Community members were provided a session on the benefits of participation in the bilingual and dual language programs presented by ESC Region personnel. The session discussed strategies, outcomes, and research findings.
6. Bridging/Metalinguistic
Teachers were engaged in discussions regarding EBs and their achievement and progress using bridging (using similarities/differences of two languages).

Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS is an assessment program for Emergent Bilingual students (EBs). TELPAS assesses the English language proficiency of K-12 ELLs in four language domains- listening, speaking, reading, and writing. English language proficiency assessments in grades K-12 are federally

required to evaluate the progress that EBs make in becoming proficient in the use of academic English. The assessment components for grades K-1 and 2-12 differ in the following ways:

- Grades K-1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- Grades 2-12: TELPAS includes online listening, speaking, reading, and writing tests.

The entire district EB population has struggled in this area, as students are still uncomfortable with this testing process. Therefore, TELPAS results have suffered, thus making the exit criteria difficult to attain.

The English Language Proficiency Standards (ELPS) are second language acquisition curriculum standards that support the ability of EBs to acquire the academic English they need for meaningful engagement in subject-area instruction and are an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum.

State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) assessment is the state's student testing program. The assessments are based on the Texas Essential Knowledge and Skills (TEKS), which are the state curriculum standards. Beginning in grade 3 through high school, students test in the core subject areas of reading, writing, mathematics, science, and social studies.

The STAAR measures the state-wide curriculum in Reading in grades 3 through 8; in Math in grades 3 through 8; in Science in grades 5 and 8; and in Social Studies in grade 8. A Spanish STAAR is available for students in grades 3, 4, and 5 only. The state assessments also include five end-of-course (EOC) tests administered at the high school level; English I, Algebra I, Biology in grade 9, English II in grade 10, and U.S. History in grade 11.

Recommended Action Plan

After analyzing the data provided in this document, the following are recommendations for the 2025-2026 academic school year:

- Implement purposeful PLCs for teaching the specificity of TEKS and creating exit tickets to check for understanding daily
- Conduct TELPAS PLCs where teachers have discussions focused on the monitoring of student growth in all domains
- Continue to provide professional development sessions that will support emergent bilingual students as well as program teachers
- Increase communication with parents at all levels to emphasize the vital role they play in their children’s education
- Support and provide timely feedback to all EB teachers through learning walks
- Support and monitor all secondary EB teachers for implementation of language acquisition strategies and best practices for all students through RLA classes
- Continue to monitor and support the Dual Language program roll-out plan
- Ensure implementation of ELPS by all teachers
- Continue discussions with all stakeholders on data analysis, needs assessment, improvement planning, program implementation, and monitoring
- Implement Summit K-12 district wide to help support student growth in TELPAS
- Provide training for all Dual Language teachers in Bridging, Preview-View-Review, Cross-Linguistic Connections and CBLI/ELPS strategies
- Provide training for secondary Social Studies teachers on Preview-View-Review
- Provide training on the implementation of the revised ELPS in preparation for the 2026-2027 school year

Appendix 1

The following is TELPAS and STAAR assessment data for the 2024-2025 academic school year.

- TELPAS Overall Scores
- District Emergent Bilingual Summary STAAR/EOC
- STAAR Comparison data

Appendix 1

TELPAS Overall

SEISD 2025 TELPAS Overall						
	K-2		3-12		ALL K-12	
	Number	Percent	Number	Percent	Number	Percent
Total Matched Students	230	100%	1236	100%	1466	100%
1 Level	90	39%	338	27%	428	29%
2 Levels	11	5%	4	0%	15	1%
3 Levels	2	1%	0	0%	2	0%
Total Documents Submitted	338	100%	1316	100%	1654	100%
Beginning	37	11%	8	1%	45	3%
Intermediate	47	14%	41	3%	88	5%
Advanced	11	3%	42	3%	53	3%
Advanced High	6	2%	9	1%	15	1%

District Emergent Bilingual Summary EOC—Grades 9-12; All students vs. EB's

EOC Exams Grades 9-12; 2025	Social Studies	Reading/ELA	Science	Mathematics
All Students				
Total Students	239	570	241	266
Approaches Grade Level (TX)	92%	48%	85%	67%
Meets Grade Level (TX)	49%	30%	47%	35%
Masters Grade Level (TX)	15%	2%	6%	21%
Currently Emergent Bilingual				
Total Students	134	341	140	165
Approaches Grade Level (TX)	89%	28%	77%	58%
Meets Grade Level (TX)	32%	12%	27%	21%
Masters Grade Level (TX)	6%	0%	1%	10%

Grades 7-8 STAAR; 2024; All students vs. EB's

Grades 7-8 STAAR; 2025	Reading/ELA	Mathematics	Social Studies	Science
All Students				
Total Students	402	337	191	196
Approaches Grade Level (TX)	71%	58%	47%	64%
Meets Grade Level (TX)	39%	28%	13%	31%
Masters Grade Level (TX)	12%	5%	4%	9%
Currently Emergent Bilingual				
Total Students	226	207	99	103
Approaches Grade Level (TX)	54%	46%	27%	43%
Meets Grade Level (TX)	15%	16%	5%	13%
Masters Grade Level (TX)	1%	1%	1%	3%

Grades 3-6 STAAR 2024; All students vs. EB's

Grades 3-6 STAAR; 2025	Reading/ELA	Mathematics	Science
All Students			
Total Students	808	802	199
Approaches Grade Level (TX)	66%	62%	46%
Meets Grade Level (TX)	37%	31%	11%
Masters Grade Level (TX)	11%	8%	3%
Currently Emergent Bilingual			
Total Students	486	482	118
Approaches Grade Level (TX)	57%	56%	42%
Meets Grade Level (TX)	28%	26%	7%
Masters Grade Level (TX)	6%	5%	1%

STAAR Comparison data

Grades 3-6 STAAR; 2024 vs. 2025; All students and EB's	2025 Reading/ELA	2024 Reading/ELA	2025 Mathematics	2024 Mathematics	2025 Science	2024 Science
All Students						
Total Students	808	786	802	785	199	188
Approaches Grade Level (TX)	66%	67%	62%	65%	46%	43%
Meets Grade Level (TX)	37%	38%	31%	31%	11%	14%
Masters Grade Level (TX)	11%	12%	8%	7%	3%	2%
Currently Emergent Bilingual						
Total Students	486	492	482	490	118	109
Approaches Grade Level (TX)	57%	57%	56%	58%	42%	35%
Meets Grade Level (TX)	28%	27%	26%	22%	7%	10%
Masters Grade Level (TX)	6%	8%	5%	4%	1%	1%

Grades 7-8 STAAR; 2024 vs. 2025; All students and EB's	2025 Reading/ELA	2024 Reading/ELA	2025 Mathematics	2024 Mathematics	2025 Social Studies	2024 Social Studies	2025 Science	2024 Science
All Students								
Total Students	402	414	337	354	191	214	196	211
Approaches Grade Level (TX)	71%	64%	58%	46%	47%	35%	64%	55%
Meets Grade Level (TX)	39%	34%	28%	16%	13%	8%	31%	23%
Masters Grade Level (TX)	12%	9%	5%	1%	4%	3%	9%	5%
Currently Emergent Bilingual								
Total Students	226	225	207	238	99	130	103	128
Approaches Grade Level (TX)	54%	49%	46%	41%	27%	19%	43%	41%
Meets Grade Level (TX)	15%	16%	16%	11%	5%	2%	13%	12%
Masters Grade Level (TX)	1%	2%	1%	0%	1%	1%	3%	2%

EOC's STAAR; 2024 vs. 2025; All students and EB's	2025 Reading/ELA	2024 Reading/ELA	2025 Mathematics	2024 Mathematics	2025 Social Studies	2024 Social Studies	2025 Science	2024 Science
All Students								
Total Students	570	602	266	343	239	253	241	313
Approaches Grade Level (TX)	48%	55%	67%	76%	92%	96%	85%	84%
Meets Grade Level (TX)	30%	37%	35%	21%	49%	53%	47%	34%
Masters Grade Level (TX)	2%	21%	5%	12%	15%	18%	6%	5%
Currently Emergent Bilingual								
Total Students	341	165	207	218	134	138	140	208
Approaches Grade Level (TX)	28%	58%	46%	69%	89%	93%	77%	80%
Meets Grade Level (TX)	12%	21%	16%	11%	32%	34%	27%	21%
Masters Grade Level (TX)	0%	1%	1%	4%	6%	6%	1%	1%

End of Report
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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Leticia de Santos, Administrator Instructional Programs
Subject: Gifted and Talented Program Evaluation for 2024-2025
Date: September 19, 2025

HISTORY:

San Elizario ISD has a Gifted and Talented program serving 195 students in grades 1-12. The Texas State Plan for the Education of Gifted/Talented Students is the guiding document from the Texas Education Agency for the development and management of district GT programs.

RATIONALE:

A program evaluation is conducted annually for the GT program to determine the alignment of the district GT program to the Texas State Plan for the Education of Gifted/Talented Students. There are 6 overall areas to be evaluated:

Fidelity of Services
Student Assessment
Service Design
Curriculum and Instruction
Professional Learning
Family/Community Involvement

For each of these 6 areas, there are descriptors in the “Accountability” column and possible descriptors in the “Exemplary” column. In a few instances, there is not a descriptor in the Accountability column, indicating that that area is not required for the district GT program. Our goal is to be ‘in compliance’ by meeting the criteria outlined in each row in which there is an Accountability descriptor.

This program evaluation is for the 2024-2025 school year and has revealed 2 areas of work to be addressed prior to the 2025-2026 GT Program Evaluation.

1. SEISD will train the Board of Trustees on the Texas State Plan for GT during the 2025-2026 school year.

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



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2. SEISD will involve parents in the creation of the annual program evaluation in the spring of 2026, as we conduct the GT annual program evaluation for 2025-2026.

BUDGET:

There is no budget for this item.

ADMINISTRATIVE RECOMMENDATION:

The results are being presented to the Board of Trustees as a report-only item; no recommendation for approval is required.

For Approval? Yes No

If no, please check one: Presentation Report Information

Please check if applicable: Attachment Included

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

A Proud Community of Champions – Soaring to Excellence!



**Gifted and Talented (GT) Program Evaluation
San Elizario ISD
2024-2025**

State Goal for Gifted Services

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

Fidelity of Services

School districts comply with gifted/talented accountability standards and monitor the effectiveness of assessment and services for gifted/talented students.

Accountability	Exemplary	District Evaluation
<p>1.1 Student assessment and services are in compliance with the Texas State Plan for the Education of Gifted/Talented Students (19 TAC §89.5).</p>		<p>San Elizario ISD follows student assessment processes and services as outlined in the student assessment section (2) of the Texas State Plan for the Education of Gifted/Talented Students.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>1.2. Gifted/talented education policies and procedures are reviewed and recommendations for improvements are made by an advisory group of community members, parents of gifted/talented students, school staff, and gifted/talented education staff, who meet regularly for that purpose.</p>		<p>There are GT Coordinators at every campus. GT Coordinators meet monthly to discuss GT policies and procedures. GT Coordinators are also trained annually during the required “GT Coordinator Annual Training,” which took place on August 22, 2025. Parents and community members are addressed during the GT awareness sessions which are available in English and Spanish. These are placed on our SEISD website and via the Smore newsletter. Parents and community members are invited to provide feedback during the awareness process.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>1.4 To the extent that state funding is provided for gifted/talented student education, local funding for gifted/talented education programs is used to supplement the state funding.</p>		<p>The finance department provides funding for the GT program as per a formula determined by Mr. Rivas, CFO. Each campus Principal is responsible for overseeing their GT budget and following any Finance Department policies related to spending deadlines.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Evaluation
1.5 Annual evaluation activities are conducted for the purpose of continued service development.	1.5.1 Ongoing formative and summative evaluation strategies, based on quantitative and qualitative data, are reviewed by the school board and used for substantive program improvement and development.	<p>The district performs evaluation activities annually for determination of depth and breadth of GT services. We have not presented annual evaluations to the Board.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
1.6 Long-range evaluation of services is based on evidence obtained through gifted/ talented-appropriate performance measures such as those provided through the Texas Performance Standards Project (TPSP).		<p>San Elizario ISD’s primary curriculum for GT students comes from the Texas Performance Standards Projects. This is provided during the weekly pullout in grades 1-6 and during the advisory period in grades 7-8. Evidence consists of products produced by the students related to these projects. Their products are used to improve the project design for the following year.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
1.7 The development and delivery of curriculum for gifted/talented students is monitored regularly by trained administrators.		<p>All campus Principals and Assistant Principals are trained in the required GT 30 hours of core instruction. These campus administrators oversee the campus GT program.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
1.8 District guidelines for evaluation of resources used to serve gifted/talented students are established and used in selecting materials that are appropriate for differentiated learning.		<p>During the initial selection of adopted resources in the core content areas (RLA, math, science, and social studies), committees must evaluate whether these resources provide differentiated instruction activities and guidance. There is a rubric that is followed to make this determination.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Evaluation
1.9 Curriculum for gifted/talented students is modified based on annual evaluations.	1.9.1 Gifted/talented curriculum is designed and evaluated through collaboration by specialists in content areas, special populations, instructional techniques, and gifted/talented education.	<p>Our GT curriculum is based on the Texas Performance Standards Projects. GT Coordinators are trained annually, and this curriculum is evaluated and reviewed. Changes are made based on feedback from the prior year, in which the GT Coordinators noted items that needed to be changed or modified. We do not collaborate with specialists.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
1.10 Develop a comprehensive manual or program guide describing all gifted/ talented programs, services, assessments, and communication, which is accessible to parents, community and students and includes district G/T contact information.	1.10.1 Develop a comprehensive manual or program guide describing all gifted/talented programs, services, assessments, and communication which is accessible to parents, community and students including district G/T contact information that is reported to the state.	<p>SEISD has a comprehensive program guide for GT in the form of a Smore newsletter. This newsletter is on our website year-round, and contains descriptions of assessment, curriculum, nomination processes, family/community events, and training. We do not report this to the state.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
1.11 For any standard of service for which the district is out of compliance, develop a written plan specifying actions and timelines for achieving compliance.		<p>We identify areas out of compliance as part of our annual program evaluation. These areas are addressed during the annual GT Coordinator training in the form of the “Timelines” document and embedded within the GT Coordinator’s training presentation and associated materials.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
1.12 Funds used for programs and services must be determined effective and consistent with the standards set forth in this document.		<p>The district guides the Principals in GT spending by asking them to set aside monies in training and testing, amounts determined by current fiscal year spending. This occurs annually during the budget development process and is shared with Principals via email. Principals are reminded to examine current fiscal year spending to guide their GT budgets for the upcoming year. Campus GT Coordinators are asked to meet with Principals regularly to discuss expenditure requests. All expenditures are approved by the Finance Department.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Evaluation
	1.13.1 Release time and/or extended contracts are provided to enable teachers at all levels to form horizontal and vertical teams that coordinate gifted/talented services in the district.	SEISD does not provide release time nor extended contracts for this purpose. <i>District Evaluation for 2024-2025: N/A since there is no "Accountability" descriptor.</i>

Student Assessment

Gifted/talented identification procedures and progress monitoring allow students to demonstrate and develop their diverse talents and abilities.

Accountability	Exemplary	District Evaluation
2.1 Written policies on student identification for gifted/talented services are approved by the district board of trustees and disseminated to all parents (19 TAC §89.1).	2.1.1 Board-approved policies are reviewed at least once every three years and modified as needed.	Written policies are found in EHBB—Special Programs: Gifted and Talented Students. These policies are reviewed and updated when G/T policy from TASB is reviewed and updated. They are not updated on a 3-year schedule. TASB updates these policies when TEA adopts revisions to the Texas State Plan for the Education of G/T Students. Parents may view these policies online at www.seisd.net or on the GT page under Planning and Instruction. <i>District Evaluation for 2024-2025: Accountability</i>
2.2 Referral procedures for assessment of gifted/talented students are communicated to families in a language and form that the families understand or a translator or interpreter is provided to the extent possible.		Referral procedures take place during the nomination and screening processes in August/September. All information sent home is shared in English and Spanish. Information is found on our website and in the Smore newsletter. <i>District Evaluation for 2024-2025: Accountability</i>

Accountability	Exemplary	District Evaluation
<p>2.3 Referral forms for assessment of gifted/ talented students are provided to families in a language and form that the families understand, or a translator or interpreter is provided to the extent possible.</p>	<p>2.3.1 Referral forms for assessment of gifted/talented students are provided to families in language and form that the families understand, or a translator or interpreter is provided.</p>	<p>Referral forms for assessment of gifted and talented students are made available on our district website and embedded within the Smore newsletter. All information sent home is shared in English and Spanish. We do not automatically provide a translator or interpreter.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>2.4 Families and staff are informed of individual student assessment results and placement decisions as well as given opportunities to schedule conferences to discuss assessment data.</p>		<p>Families and staff are informed of assessment results and placement decisions when determinations are made in the spring semester. Letters are sent home in English and Spanish. Teachers who nominated a student are informed of the results. These letters detail the appeals process and invite them to ask any clarifying questions.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>2.5 An awareness session providing an overview of the assessment procedures and services for gifted/talented students is offered for families by the district and/or campus prior to the referral period.</p>		<p>The GT awareness session in English and Spanish is produced annually as a YouTube video. This is made available on our website and in the Smore newsletter. Each campus also sends a QR code home to parents via a flyer or Class Dojo message, which directs them to our website and Smore newsletter.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Evaluation
2.6 All family meetings are offered in a language families can understand or a translator or interpreter is provided to the extent possible.		Any family meeting related to GT is provided in English with Spanish translation. <i>District Evaluation for 2024-2025: Accountability</i>
2.7 Provisions regarding transfer students, furloughs, reassessment, exiting of students from program services, and appeals of district decisions regarding program placement are included in board-approved policy (19 TAC §89.1(5)).		Policies for transfer students, furloughs, and exits as well as appeals are written in district policy EHBB. <i>District Evaluation for 2024-2025: Accountability</i>
2.8 Policy ensuring that transfer students are properly assessed and appropriately placed following notification of enrollment in the district is included in board-approved policy. Transfers from campus to campus within the district are also addressed in board-approved policy.	2.8.1 Equitable access to gifted/talented services for transfer students is provided through board-approved policy that is developed in consideration of current best-practice recommendations.	There is a policy EHBB Local which details provisions for transfer students, both interdistrict and intradistrict. <i>District Evaluation for 2024-2025: Accountability</i>
2.9 When a gifted/talented student transfers to another district either in or out of Texas, that district is provided with the student’s assessment data by the sending district.		These records are procured by T-REX. If a student is coded as GT but no records exist, the Registrar contacts the sending district for records. Students will not be coded GT without records that verify the student meets SEISD GT criteria. <i>District Evaluation for 2024-2025: Accountability</i>
2.10 Policy is adopted allowing student furlough (the opportunity for students to have a leave of absence from gifted/talented program services) for specified reasons and for a certain period of time without being exited.		Policies for furloughs are found in EHBB Local and follow 2.10 mandates. <i>District Evaluation for 2024-2025: Accountability</i>

Accountability	Exemplary	District Evaluation
2.11 Policy related to reassessment of gifted/ talented students is based on performance in response to gifted/talented services and if reassessment occurs at all, it is no more than once in elementary grades, once in middle school grades, and once in high school.		Policies for reassessment are found in EHBB Local and follow 2.11 mandates. <i>District Evaluation for 2024-2025: Accountability</i>
2.12 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student’s educational needs.	2.12.1 Policy related to exiting of students from gifted/talented services is based on multiple criteria including student performance in response to services. Interventions are provided prior to committee decision. Exiting of a student is finalized by committee decision after consultation with parents and student regarding the student’s educational needs.	Exit Provisions policies are found in EHBB Local and are followed. Local policy does not mandate interventions prior to exiting. Exit policy follows 2.12 mandates. <i>District Evaluation for 2024-2025: Accountability</i>
2.13 Policy related to appeals allows parents, students, and educators to appeal placement decisions in a timely manner and to present new data, if appropriate.		Appeal policies are outlined in EHBB Local and follow 2.13. <i>District Evaluation for 2024-2025: Accountability</i>
2.14 Provisions for ongoing identification of students who perform or show potential for performing at remarkably high levels of accomplishment in each area of giftedness served by the district are included in board approved policy (19 TAC §89.1(1)).	2.14.1 The identification process for gifted/ talented services is ongoing, and assessment of students occurs at any time the need arises.	EHBB Local outlines identification policies, which adhere to 2.14. SEISD provides nomination and testing processes annually. <i>District Evaluation for 2024-2025: Accountability</i>
2.15 Assessment opportunities for gifted/talented identification are made available to students at least once per school year.	2.15.1 Assessment opportunities for gifted/ talented identification are made available to students at least once a year at the elementary grades and once a semester at the secondary level.	Assessment opportunities for gifted/talented identification are made available to students at least once per school year. <i>District Evaluation for 2024-2025: Accountability</i>
2.16 Students in grades K–12 shall be assessed and, if identified, provided gifted/talented services (TEC §29.122 and 19 TAC §89.1(3)).	2.16.1 Students in grades K–12 are assessed and, if identified, served in all areas of giftedness included in TEC §29.121.	Identified GT students are served in the 4 core content areas which are the areas that are tested. <i>District Evaluation for 2024-2025: Accountability</i>

Accountability	Exemplary	District Evaluation
<p>2.17 Data collected from multiple sources for each area of giftedness served by the district are included in the assessment process for gifted/talented services (19 TAC §89.1(2)). The assessment process allows for student exceptionalities to the extent possible.</p>		<p>SEISD assesses potential GT students using multiple measures. We use a creativity instrument, a math/science achievement test, and a nonverbal assessment. We also use work samples. Parents and teachers contribute observational information as well. In total, we have 10-11 measures that are examined for nominees prior to selection.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>2.18 Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.</p>		<p>Based on a review of information gathered during the assessment process, students whose data reflect that gifted/talented services will be the most effective way to meet their identified educational needs are recommended by the selection committee for gifted/talented services.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>2.19 Students are assessed in languages they understand or with nonverbal assessments.</p>		<p>Students are assessed in English or Spanish as per identified need. We also use a nonverbal assessment (CogAT).</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>2.20 All kindergarten students are automatically considered for gifted/talented and other advanced level services.</p>		<p>All kindergarten students are screened for gifted and talented potential annually. Students who meet the criteria outlined on the screener are automatically tested with parent permission.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>2.21 At the kindergarten level, as many criteria as possible, and at least three (3), are used to assess students who perform at or show the potential of accomplishment relative to age peers.</p>		<p>At the kindergarten level, we use 10 criteria to determine gifted and talented identification.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Evaluation
2.22 In grades 1–12, qualitative and quantitative data are collected through three (3) or more measures and used to determine whether a student needs gifted/talented services.		<p>We use 11 criteria in grades 1-12 to determine gifted and talented identification. These criteria are both qualitative and quantitative.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
2.23 If services are available in leadership, artistic, and creativity areas, a minimum of three (3) criteria are used for assessment.		<p>We do not provide gifted services to serve artistic, creative, and leadership abilities.</p> <p><i>District Evaluation for 2024-2025: N/A due to unavailability of services</i></p>
2.24 Access to assessment and, if needed, gifted/talented services is available to all populations of the district (19 TAC §89.1(3)).		<p>All students are considered during the nomination process for testing and possible identification.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
2.25 The population of the gifted/talented services program is closely reflective of the population of the total district and/or campus.		<p>Our population in SEISD is over 99% Hispanic. Our Gifted and talented population is over 99% Hispanic.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
2.26 Final determination of students' need for gifted/talented services is made by a committee of at least three (3) local district or campus educators who have received training in the nature and needs of gifted/ talented students and who have met and reviewed the individual student data (19 TAC §89.1(4)).		<p>All GT Committees include 3 or more members who have been trained in the GT 30 core hours with annual 6-hour updates. They meet annually to review all nominee information.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Evaluation
<p>2.27 The selection committee is formed of members who have completed training as required by 19 TAC §89.2.</p>	<p>2.27.1 The selection committee is formed of a majority of members who have completed thirty (30) hours of training and are current with the six-hour training update as required by 19 TAC §89.2(2-3).</p>	<p>All GT Committees include 3 or more members who have been trained in the GT 30 core hours with annual 6-hour updates.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>2.28 A balanced examination of all assessment data collected through the district’s gifted/ talented assessment process is conducted and used by the selection committee in making identification decisions.</p>	<p>2.28.1 Additional data beyond that collected through the district’s standard gifted/talented assessment process are considered, as needed, by the selection committee in making identification decisions in order to make the most appropriate placement.</p>	<p>We use 10-11 determination criteria from a variety of areas, including both qualitative and quantitative measures.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>2.29 Student progress/performance in response to gifted/talented services is periodically assessed using standards in the areas served and identified in the written plan. Results are communicated to parents or guardians.</p>		<p>We do progress checks on our GT students’ progress every 9-weeks, looking for possible struggles in both academics and with mental health concerns. Academics concerns are determined by grading policies and assessment results. If there are any concerns noted, they are communicated to parents.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Service Design

A flexible system of viable service options provides a research-based learning continuum that is developed and consistently implemented throughout the district to meet the needs and reinforce the strengths and interests of gifted/talented students.

Accountability	Exemplary	District Notes
<p>3.1 Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).</p>	<p>3.1.1 Specialists and advocates for gifted/ talented students are consulted in the development of program policies and options.</p>	<p>SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year. We do not consult specialists. Parents are informed of these options as part of our program information which is in the Smore newsletter.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>3.2 Information concerning special opportunities (i.e. contests, academic recognition, summer camps, community programs, volunteer opportunities, etc.) is available and disseminated to parents and community members.</p>		<p>Campus GT Coordinators send information about special opportunities home. Anything that goes home is sent in English and Spanish.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>3.3 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas.</p>	<p>3.3.1 Services for gifted/talented students are comprehensive, structured, sequenced, and appropriately challenging, including options in the four (4) foundation curricular areas: arts, leadership, creativity, and career & technical education.</p>	<p>SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. TPSP projects are comprehensive, structured, sequenced, and appropriately challenging.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>3.4 Gifted/talented students are ensured opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options (19 TAC §89.3(1)).</p>		<p>Gifted/talented students are provided opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year as a direct result of gifted/talented service options. This is shared with GT Coordinators as part of their initial training.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>3.5 Flexible grouping patterns and independent investigations are provided throughout the program design/services.</p>		<p>Flexible grouping patterns and independent investigations are provided throughout the program design/services. This is shared with GT Coordinators as part of their initial training.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>3.6 Out-of-school options relevant to the students' areas of strength are provided by school districts whenever possible (19 TAC §89.3(3)).</p>	<p>3.6.1 Options that meet the needs of gifted/talented students are available on a continuous basis outside the regular school day.</p>	<p>We provide some options with GT Family Events occurring outside of the school day.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>3.7 Local board policies are developed that are consistent with State Board of Education rules on credit by examination (19 TAC §74.24) and early high school graduation opportunities (TEC §56.203).</p>		<p>EHDC Local Policy outlines credit by examination policies without prior instruction. Early graduation policy is outlined in EIF-Academic Achievement: Graduation Local Policy.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>3.8 Acceleration and flexible pacing are employed, allowing students to learn at the pace and level appropriate for their abilities and skills, and are actively facilitated by district administrators, counselors, and teachers.</p>		<p>Flexible pacing is encouraged as part of basic differentiated instruction pedagogy. All teachers have been trained on differentiated instruction as part of their initial 30 hours of GT training. Acceleration is also part of differentiated instruction. Each teacher makes these determinations based on GT student need.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Notes
3.9 Local board policies are developed that enable students to participate in dual/concurrent enrollment, distance learning opportunities, and accelerated summer programs if available.		<p>EHDE (Legal) outlines distance learning policy. EHDD (Legal) outlines Dual Credit policy.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
3.10 A person who has thirty (30) hours of professional learning in gifted/talented education and annual six (6) hour professional learning updates as required in 19 TAC §89.2(1) is assigned to coordinate district level services for gifted/talented students in grades K–12.	3.10.1. A person or persons with a gifted/ talented endorsement, supplementary certification, or advanced degree in gifted/talented education is assigned to coordinate the district’s K–12 gifted/ talented education services.	<p>In 2024-2025, Leticia de Santos led the district-level GT program. Ms. de Santos possesses 30 hours of GT training, is current with 6-hour updates.</p> <p><i>District Evaluation for 2024-2025: Exemplary</i></p>
3.11 Develop and implement services to address the social and emotional needs of gifted/ talented students and their impact on student learning.		<p>All district instructional staff, administrators, and counselors are trained in the initial GT 30 hours, which includes a Social/Emotional course that must be taken. Any student that is in need of social/emotional help is referred to the campus counselor and parents are notified.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
	3.12.1 Gifted/Talented Education Plans for identified students detail the individual gifted/talented needs and services.	<p>All teachers may access the cumulative folder which contain GT testing information. We do not have individual IEP’s for GT students as this is not required by Texas.</p> <p><i>District Evaluation for 2024-2025: N/A due to no criteria in the “Accountability” column.</i></p>

Curriculum and Instruction

Districts meet the needs of gifted/talented students by modifying the depth, complexity, and pacing of the curriculum and instruction ordinarily provided by the school.

Accountability	Exemplary	District Notes
<p>4.1 An array of appropriately challenging learning experiences in each of the four (4) foundation curricular areas is provided for gifted/talented students in grades K–12, and parents are informed of the opportunities (19 TAC §89.3).</p>	<p>4.1.1 Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students.</p>	<p>SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year. Parents are informed of these options as part of our program information which is in the Smore newsletter.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>4.2 Opportunities are provided for students to pursue areas of interest in selected disciplines through guided and independent research.</p>		<p>SEISD uses the “Genius Hour” learning approach, which helps students both determine and begin to pursue their individual area of interest. This is seen in the first TPSP project entitled “Pursuit of Passion.” The GT pullout and advisory periods both have GT students doing guided and independent research, culminating in projects that are presented to family and community.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>4.3 A continuum of learning experiences is provided that leads to the development of advanced-level products and/or performances such as those provided through the Texas Performance Standards Project (TPSP) (19 TAC §89.3(2)).</p>	<p>4.3.1 Students who have been served in a gifted program for one or more years are provided the opportunity, through gifted/talented curricula, to develop sophisticated products and/ or performances assessed by external evaluators who are knowledgeable in the field that is the focus of the product.</p>	<p>SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. The remaining classes offer differentiated instruction throughout the school day and during the entire school year.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>4.4 Participation in the Texas Performance Standards Project (TPSP), or other experiences that result in the development of sophisticated products and/or performances that are targeted to an audience outside the classroom, is available through gifted/talented curricula.</p>		<p>SEISD primarily uses the Texas Performance Standards Projects for pullout (K-6) and advisory (7-8) instruction. These projects are interdisciplinary and encompass math, science, RLA, and social studies. This comprises the mainstay of our GT curriculum. Projects are presented to the families and communities at the end of the school year.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>4.5 Opportunities are provided to accelerate in areas of student strengths (19 TAC §89.3(4)).</p>		<p>These opportunities are driven by each child's teacher. Should a GT student demonstrate the ability to accelerate in a particular subject area, teachers may do so as part of differentiated instruction. All teachers have been trained in differentiation.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>4.6 Flexible pacing is employed, allowing students to learn at the pace and level appropriate to their abilities and skills.</p>		<p>Flexible pacing is taught as a basic part of differentiated instruction. All teachers have been trained in flexible pacing and this technique is employed at teacher discretion.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>4.7 Scheduling modifications are implemented in order to meet the identified needs of individual students.</p>		<p>Scheduling modification is taught as a basic part of differentiated instruction. All teachers have been trained in modified scheduling and this technique is employed at teacher discretion.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>4.8 Provisions to improve services to gifted/ talented students are included in district and campus improvement plans (TEC §§11.251-11.253).</p>	<p>4.8.1 Resources and release time for staff are provided for curriculum development for gifted/talented services.</p>	<p>Each campus improvement plan, as well as the district improvement plan, specifically reference gifted and talented education. These plans focus on teacher training, student identification and testing, and service design.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>4.9 Educators adapt and/or modify the core or standard curriculum to meet the needs of gifted/talented students and those with special needs such as twice-exceptional, highly gifted, and English learners.</p>		<p>Adapting or modifying the core curriculum is the definition of differentiated instruction. All teachers have been fully trained. Teachers of students with special needs follow the student’s IEP. Teachers of English learners will employ strategies to make content comprehensible so students can develop academic language.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
	<p>4.10.1 Release time and/or extended contracts are provided to enable teachers at all levels to form vertical teams that coordinate gifted/talented services in the district.</p>	<p>SEISD does not provide release time for vertical teaming.</p> <p><i>District Evaluation for 2024-2025: N/A</i></p>

Professional Learning

All personnel involved in the planning, creation, delivery and administration of services to gifted/talented students possess the knowledge required to develop and provide differentiated programs and services.

Accountability	Exemplary	District Notes
<p>5.1 A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district’s defined gifted/talented services. Teachers are required to have completed the thirty (30) hours of professional learning prior to their assignment to the district’s gifted/talented services (19 TAC §89.2(1)).</p>		<p>A minimum of thirty (30) clock hours of professional learning that includes nature and needs of gifted/talented students, identification and assessment of gifted/ talented students, and curriculum and instruction for gifted/talented students is required for teachers who provide instruction and services that are a part of the district’s defined gifted/talented services. SEISD requires that ALL teachers, counselors, administrators, and certified librarians are fully GT trained. We do not have EXCLUSIVE GT classes or course sections, so we do not have to provide this training prior to teacher assignment.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>5.2 Teachers without required training who are assigned to provide instruction and services that are part of the district’s defined gifted/ talented services are required to complete the thirty (30) hour training within one semester (19 TAC §89.2(2)).</p>		<p>Teachers without required training who are assigned to provide instruction and services that are part of the district’s defined gifted/ talented services are required to complete the thirty (30) hour training within one semester. All SEISD teachers who are newly hired must complete their training, or produce proof of prior training, by the end of the fall semester.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>5.3 Teachers are encouraged to obtain additional professional learning in their teaching discipline and/or in gifted/talented education.</p>	<p>5.3.1 District support in the form of release time or tuition assistance is available for graduate studies in gifted/ talented education for teachers who provide services to gifted/talented students.</p> <p>5.3.2 Teachers are encouraged to pursue advanced degrees in their teaching discipline and/or in gifted/talented education.</p> <p>5.3.3 Release time is provided for teachers and administrators to visit campuses or districts that have model services for gifted/talented students.</p>	<p>Teachers are encouraged to obtain additional professional learning and do so on an ongoing basis via professional development opportunities. Due to the Teacher Incentive Allotment, teachers are also encouraged to research master teacher certification.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>5.4 A written plan for professional learning in the area of gifted/talented education that is based on identified needs is implemented and updated annually.</p>		<p>Each year, a decision is reached at the district level regarding the GT 6-hour update that will be provided the following year. This is chosen due to identified need. For instance, if social/emotional concerns are emergent during a school year, then the GT update the following year might be focused on this topic for the following year. This is written into the campus and district improvement plans and in the annual professional development schedule.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>5.5 Opportunities for professional learning in the area of gifted/talented education are provided on a regular basis, and information on them is disseminated to professionals in the district.</p>	<p>5.5.1 Mentors and others who offer specialized instruction for gifted/ talented students are provided training or resources to increase their understanding of the nature and needs of these students and the district goals for the students, including the state goal for gifted/ talented students.</p>	<p>Opportunities for professional learning in the area of gifted/talented education is provided during the annual GT 6-hour update, and in the GT 30-hour core coursework provided for new teachers. Information on both is disseminated via email to all professionals in the district.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>5.6 Teachers who provide instruction and services that are a part of the district’s defined gifted/ talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education that is related to state teacher gifted/talented education standards (19 TAC §89.2(3) and TAC §233.1).</p>	<p>5.6.1 Teachers who provide instruction and services that are a part of the district’s defined gifted/talented services receive a minimum of six (6) hours annually of professional development in gifted/talented education based on evaluation of G/T services.</p> <p>5.6.2 All staff receive an orientation to the district’s gifted/talented identification processes and gifted/talented services provided by the district or campus, along with training on the nature and needs of the gifted/ talented.</p>	<p>All SEISD teachers, regardless of assignment, receive a GT 6-hour annual update that is aligned to state teacher GT education standards. This is usually centered on differentiated instruction or nature and needs of gifted learners.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>5.7 Annually, each teacher new to the district receives an orientation to the district’s gifted/ talented identification processes and the district’s services for gifted/talented students.</p>		<p>Every teacher receives an orientation to SEISD’s GT identification processes via the GT Awareness video in the fall semester. This video also includes GT service design information.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>5.8 Teachers as well as administrators who have supervisory duties for service decisions are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/talented students and service options for gifted/ talented students (19 TAC §89.2(4)).</p>	<p>5.8.1 Administrators who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education.</p>	<p>All administrators and teachers receive an annual GT 6-hour update that is focused on nature and needs or service options that centers on differentiated instruction.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
<p>5.9 Counselors who work with gifted/talented students are required to complete a minimum of six (6) hours of professional development that includes nature and needs of gifted/ talented students, service options for gifted/ talented students, and social emotional learning (19 TAC §89.2(4)).</p>	<p>5.9.1 Counselors who work with gifted/ talented students receive a minimum of six (6) hours annually of professional development in gifted/ talented education.</p>	<p>All Counselors receive an annual GT 6-hour update that is focused on nature and needs or service options that centers on differentiated instruction. Annual 6-hour updates also include social/emotional aspects. Our courses are usually self-chosen mini modules in which the educator can choose specific courses.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Notes
5.10 Local district boards of trustees are trained to ensure program accountability based on the Texas State Plan for the Education of Gifted/ Talented Students (19 TAC §89.5).	5.10.1 Local district boards of trustees are encouraged to pursue professional development on the Texas State Plan for the Education of Gifted/Talented Students.	SEISD has thus far not provided Board training on gifted and talented education. <i>District Evaluation for 2024-2025: NEED TO ADDRESS</i>
5.11 Evaluation of professional learning activities for gifted/talented education is ongoing and related to state teacher gifted/talented education standards, and the results of the evaluation are used in making decisions regarding future staff development plans (19 TAC §89.5 and TAC §233.1).	5.11.1 A long-range plan for professional development that culminates in graduate studies in gifted/talented education, supplemental gifted/talented certification, advanced degrees in gifted/talented education, and/or their teaching discipline is pursued by a majority of the teachers who provide advanced-level and/or gifted/talented services.	GT Coordinators are trained annually during the early fall semester. During this training, we evaluate our professional learning activities and discuss possibilities for the 6-hour annual GT update. <i>District Evaluation for 2023-2024: Accountability</i>

Family/Community Involvement

The district involves family and community members in services designed for gifted/talented students throughout the school year.

Accountability	Exemplary	District Notes
6.1 Written policies are developed on gifted/ talented student identification, approved by the local board of trustees and disseminated to parents (19 TAC §89.1).		The Board of Trustees has approved all Gifted and Talented policies for SEISD. Parents may view local GT policies online at www.seisd.net . <i>District Evaluation for 2024-2025: Accountability</i>
6.2 Input from family and community representatives on gifted/talented identification and assessment procedures is invited annually.		Parents are invited to provide feedback on gifted and talented identification and assessment procedures as part of the KOI observation inventory, that is part of our process. <i>District Evaluation for 2024-2025: Accountability</i>

Accountability	Exemplary	District Notes
6.3 Information is shared or meetings are held annually requesting parent and community recommendations regarding students who may need gifted/talented services.		<p>Parents and community members receive information annually via all-call, website postings, and the Smore newsletter. Campuses also send information home via flyers or Class Dojo.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
6.4 The opportunity to participate in a parent association and/or gifted/talented advocacy groups is provided to parents and community members.	6.4.1 Support and assistance is provided to the district in gifted/talented service planning and improvement by a parent/community advisory committee.	<p>Parents and community members are invited to participate in GT Family Events on a monthly basis at rotating campuses.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
6.5 An array of learning opportunities is provided for gifted/talented students in grades K–12, and parents are informed of all gifted/talented services and opportunities (19 TAC §89.3).		<p>Parents are made aware of GT learning opportunities via the GT awareness videos and the Smore newsletter. These sources of information detail our program offerings, which encompass an array of learning experiences.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
6.6 Products and achievements of gifted/talented students are shared with the community.		<p>Each campus (K-8) hosts an event at the end of the school year to share GT projects with the families and the community.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>
6.7 Orientation and periodic updates are provided for parents of students who are identified as gifted/talented and provided gifted/talented services.		<p>The Smore newsletter serves as an orientation to the GT program in SEISD. This is shared with current GT families as well as prospective GT families.</p> <p><i>District Evaluation for 2024-2025: Accountability</i></p>

Accountability	Exemplary	District Notes
<p>6.8 The effectiveness of gifted/talented services is evaluated annually, shared with the board of trustees, and the data is used to modify and update district and campus improvement plans. Parents are included in the evaluation process, and the outcomes and findings of the evaluation are shared with parents (TEC §§11.251–11.253).</p>		<p>A program evaluation is compiled annually by the district coordinator. This has not been shared with the Board of Trustees previously. The data, however, is used to drive changes to improvement plans. Parents are also not included in the evaluation process.</p> <p><i>District Evaluation for 2024-2025: AREAS TO ADDRESS—Parent involvement in evaluation, Board presentation of program evaluation.</i></p>
	<p>6.9.1 Community volunteers are organized and provided an orientation about working with gifted/talented students.</p>	<p><i>District Evaluation for 2024-2025: N/A; there is no Accountability” criterion for this area.</i></p>
	<p>6.10.1 Liaisons with business and community organizations are established, and the use of community resources (retired community members, foundations, universities, etc.) is evident in the service options available for gifted/ talented students.</p>	<p><i>District Evaluation for 2024-2025: N/A; there is no Accountability” criterion for this area.</i></p>
	<p>6.11.1 Professional development opportunities are offered by the gifted/talented coordinator in collaboration with the parent advisory committee to staff, parents, and community members.</p>	<p><i>District Evaluation for 2024-2025: N/A; there is no Accountability” criterion for this area.</i></p>
	<p>6.12.1 Presentations are given to community groups and organizations to solicit their involvement in services for gifted/talented students.</p>	<p><i>District Evaluation for 2024-2025: N/A; there is no Accountability” criterion for this area.</i></p>
	<p>6.13.1 A data bank of resources is compiled for use by gifted/talented students, their teachers, and their parents.</p>	<p><i>District Evaluation for 2024-2025: N/A; there is no Accountability” criterion for this area.</i></p>
	<p>6.14.1 Support for mentorship and independent study programs in the district is solicited by the parent/ community advisory committee.</p>	<p><i>District Evaluation for 2024-2025: N/A; there is no Accountability” criterion for this area.</i></p>

Final Findings of 2024-2025 Gifted and Talented Program Evaluation

Areas to Address:

5.10 Professional Learning—Train the Board of Trustees on the Texas State Plan for the Education of Gifted/Talented Students in 2024-2025.

6.8 Family/Community Involvement—Involve parents in the annual GT Program Evaluation and provide findings to the Board of Trustees in 2024-2025.



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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: September 2025 – Meal Service Update
Date: October 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 57,424 student meals in September. This count includes breakfast, lunch, snack, and supper meals.

September Activities:

The Taste of San Eli was offered to parents during parent teacher conferences at GEMS & San Elizario High School.

Grandparents Day catering at Borrego Elementary.

A chocolate chip cookie was added to the tray at GEMS to celebrate Dot Day.

Meals were provided to traveling students participating in cross country and volleyball at GEMS.

Meals were provided to traveling students participating in tennis and football at SEHS.

Managers and office team attended the 2025 Annual Nutrition Expo in Lubbock, Texas.

Full bellies fuel minds in San Elizario ISD!

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

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 Independent School District

Enrollment Counts

Campus	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Enrolled	PY Enr	G/L	CTE	SPEC ED	LEP	GT	MIG	
Borrego Elementary						117	140	140	117							514	508	6		102	311	32	1	
L.G. Alarcon Elementary School						74	72	66	81							293	298	-5		56	183	15	3	
Lorenzo Loya Primary	1	182														183	178	5		28	106	0	0	
Sambrano Elementary School			132	174	178											484	552	-68		97	296	9	1	
Garcia-Enriquez Middle School										194	199					393	402	-9	106	67	228	47	6	
San Elizario High School												204	229	250	216	899	979	-80	736	129	481	92	7	
Grade Level Totals	1	182	132	174	178	191	212	206	198	194	199	204	229	250	216	2766	2917	-151	842	479	1605	195	18	
Prior Year Grade Level Totals	9	169	166	187	199	208	198	207	193	206	196	231	295	233	220									
GL	-8	13	-34	-13	-21	-17	14	-1	5	-12	3	-27	-66	17	-4									



Save the Date — Registration & Housing Opens August 2025

This national event that brings together education leaders from across the country, offering a unique opportunity to learn about best governance practices, gain insights into child development, and explore cutting-edge programs and technology to enrich student learning. Join us in San Antonio for an empowering experience of national school board leadership learning and networking with like-minded professionals.