

Agenda of Special Meeting - Quarterly Meeting #1

The Board of Trustees

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

A Special Meeting - Quarterly Meeting #1 of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, July 29, 2026, 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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.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

E. Pledge of Allegiance to the Texas State Flag

San Elizario ISD Student

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.
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Mr. Eduardo Chavez, Board President	
2. OPEN FORUM (three-minute limit per speaker, unless otherwise noted)	
3. NEW BUSINESS / BOARD ACTION ITEMS	
A. Discussion and possible Board action to approve the construction delivery method for the San Elizario High School auxiliary gym evaporative coolers conversions to HVAC and the automotive and building trades replacement of evaporative cooler/heat combo units Ms. Elizabeth Perez, Chief Financial Officer, and Mr. Jesus Martinez, Executive Director, Support Services	6
B. Discussion and possible Board action to approve interlocal agreement of School Resource Officer with the City of San Elizario, Texas, commencing on July 1, 2026, and ending on June 30, 2027 Mr. Jesus Martinez, Executive Director Support Services, and Ms. Elizabeth Perez, Chief Financial Officer	7
C. Board Member Portal and Communication Matrix Tool Training Dr. Jeannie Meza-Chavez, Superintendent, and Mr. Vicente Rodriguez, Executive Director, Technology	22
D. Quarterly Meeting #1: Budget Workshop — Finance 101 Mr. Eduardo Chavez, Board President	25
4. CONSENT AGENDA - Consider and possible Board action on	
A. Financial Reports Ms. Elizabeth Perez, Chief Financial Officer	
1. Tax Report	37
2. Financial Statements	39
3. Investment Report	43
4. Budget Amendment	54
B. Consider and take possible action to approve the Second Amendment to the Interlocal Agreement for School Resource Officer Services between San Elizario Independent School District and El Paso County, Texas, reducing the number of assigned School Resource Officers from five (5) to four (4), and authorize the Superintendent to negotiate and execute the amendment and all related documents. Mr. Jesus Martinez, Executive Director Support Services	56
C. Consider and possible Board action on approval of the University of Texas at El Paso Educational Experience Affiliation Agreement Ms. Gina Ramirez, Executive Director, Human Resources	59
D. Consider and possible Board action on approval of the University of Texas at El Paso's College of Nursing Educational Experience Program Agreement Ms. Messina Holguin, District Lead Nurse	64
E. Consider and possible Board action to approve the Innovative Course: Methodology for Academic and Personal Success Ms. Sandra Sanchez, Career & Technical Education Administrator	68
F. Consider and Possible Board action to approve the Innovative Courses: Making Connections I, II, III, and IV Ms. Sandra Sanchez, Career & Technical Education Administrator	75
G. Consider and possible Board action to approve revisions to the 2026-2027 School Year Calendar	101

Mr. Edgar Ponce, Research & Evaluation Administrator	
H. Consider and possible Board action to approve the Brescia University Memorandum of Agreement	103
Ms. Gina Ramirez, Executive Director, Human Resources	
I. Consider and possible Board action to approve the Region 19 MOU PREP Allotment Residency	109
Ms. Gina Ramirez, Executive Director, Human Resources	
J. Consider and possible Board action to approve Region 19 PREP MOU Allotment Grow Your Own	115
Ms. Gina Ramirez, Executive Director, Human Resources	
K. Consider approval of minutes for the following:	
Board of Trustees	
1. June 10, 2026 - Regular Board Meeting	120
2. June 16, 2026 - Special Board Meeting — Budget Adoption	128
5. PRESENTATIONS / REPORTS / INFORMATION	
A. Presentations	
B. Reports	
C. Information	
1. Board Training	
a. 2026 MASBA Conference — September 10 to 11, 2026 San Antonio, TX	135
b. TASA TASB Convention txEDCON26 - October 8 to 11, 2026 Houston, TX	137
6. NEXT MEETING DATE:	
Wednesday, August 12, 2026, Regular Board Meeting at 5:30 p.m.	
7. ADJOURNMENT	

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

Texas Government Code Section:

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

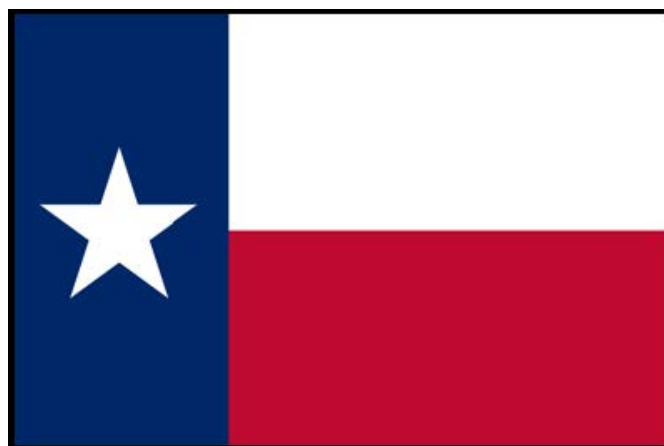
Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

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



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

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





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

MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Elizabeth Perez, Chief Financial Officer, and Mr. Jesus Martinez, Executive Director, Support Services
Subject: Discussion and possible Board action to approve the construction delivery method for the high school auxiliary gym evaporative coolers conversions to HVAC and the automotive and building trades replacement of evaporative cooler/heat combo units
Date: July 29, 2026

HISTORY: During April 8, 2026, regular Board meeting, the Board approved to rescind the previously approved roof replacement at the auxiliary gym for Ann. M. Garcia-Enriquez Middle School and move forward with the high school auxiliary gym evaporative coolers conversions to HVAC and the high school automotive and building trades replacement of evaporative cooler/heat combo units. This will be funded with remaining Bond funds.

RATIONALE: Policy CV (Local) specifies that the Board shall determine the project delivery/contract award method to be used for each construction contract valued at or above \$100,000. Policy CV (Legal) allows for the following methods provided by Government Code Chapter 2269 for construction services:

A method provided by Government Code Chapter 2269 for construction services. Education Code 44.031(a)(5)

- a. Competitive bidding. Gov't Code 2269 Subch. C [See CVA]
- b. Competitive sealed proposals. Gov't Code 2269 Subch. D [See CVB]
- c. Construction manager-agent method. Gov't Code 2269 Subch. E [See CVC]
- d. Construction manager-at-risk method. Gov't Code 2269 Subch. F [See CVD]
- e. Design-build method. Gov't Code 2269 Subch. G [See CVE]
- f. Job order contracting. Gov't Code 2269 Subch. I [See CVF]

BUDGET IMPACT: The budget impact will depend on the final construction cost.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to select competitive sealed proposals for this project.

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.



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MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Executive Director of Support Services
Elizabeth Perez, Chief Financial Officer
Subject: Consider and possible Board action to not approve the renewal of interlocal agreement of school resource officer with the City of San Elizario, Texas commencing on July 1, 2026, and ending on June 30, 2027
Date: July 29, 2026

HISTORY: On June 11, 2025, administration provided an agreement for the Board's consideration and possible approval to renew the yearly agreement for an SRO from the City of San Elizario, the interlocal agreement was approved by the Board. That agreement ended on June 30, 2026. A new agreement was created with the term of July 1, 2026, and terminating on June 30, 2027. The agreement was created prior to the two school closures.

RATIONALE: Due to the closure of two school campuses, a reduction in the number of school resource officers can be achieved; the district is able to not renew the yearly agreement and achieve savings instead. The district will still meet the requirements of having at least one SRO in every remaining campus.

BUDGET: In not renewing the new agreement for the one (1) City of San Elizario SRO, the savings is \$78,179.50 for the yearly agreement term.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to not approve the renewal of the interlocal agreement with the City of San Elizario, Texas for a School Resource Officer which term is from July 1, 2026, and would terminate on June 30, 2027.

For Approval? ☒ Yes ☐ No

If not, please check one: ☐ Presentation ☐ Report ☐ Information

Please check if applicable: ☒ Attachment Included

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**INTERLOCAL AGREEMENT
FOR THE PROVISION OF LAW ENFORCEMENT SERVICES
BY AND BETWEEN THE CITY OF SAN ELIZARIO, TEXAS AND THE
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**

RECITALS

- WHEREAS,** Chapter 791, Texas Government Code, allows local governments and public-school districts to enter into Interlocal Cooperation Agreements for governmental purposes;
- WHEREAS,** the provision of police protection and detention services is included in the definition of governmental functions and services in Sec. 791.003, Texas Government Code;
- WHEREAS,** pursuant to Section 37.081(2) of the Texas Education Code, a school district may enter into an agreement with a local law enforcement agency for the provision of school resource officer;
- WHEREAS,** the San Elizario Independent School District (hereinafter "School District") believes that the presence of a law enforcement officer on its campuses is necessary to ensure an orderly, peaceful, and safe academic environment;
- WHEREAS,** the City of San Elizario (hereinafter "City") desires to reduce the incidence of juvenile crime, provide enhanced security at school campuses; and
- WHEREAS,** the City and the School District wish to enter into this Interlocal Agreement to work towards the safety of local schools.

NOW, THEREFORE, KNOW ALL MEN BY THESE PRESENTS:

That the City and the School District, acting by and through their governing bodies and the authority granted in Chapter 791, Texas Government Code, do hereby covenant and agree as follows:

I. PURPOSE

The purpose of this Agreement is to document the respective roles and responsibilities of the City and the School District regarding the hiring, equipping, supervising, and other logistical considerations for School Resource Officer(s) assigned to the School District. The mission of the School Resource Officer program is to place community policing officers in designated schools within the School District to build working relationships with schools, students, and parents; to address on-site security; to combat school violence; to provide drug abuse and crime prevention education; to serve as positive role-models for students; and to provide a direct link with City law enforcement.

II. TERM

This Agreement shall commence on July 1, 2026 and shall terminate on June 30, 2027.

III. SCOPE OF SERVICES

The City, through the San Elizario Marshal's Office ("SEMO"), shall assign one (1) uniformed San Elizario Marshal's Deputy as School Resource Officer ("Officer") to the School District, to be selected by the SEMO, during the term of this Agreement, when schools are in session and in accordance with the schedule provided herein. The City and the School District shall be referred to individually as "Party" and collectively as the "Parties," herein.

The Officer shall provide the following law enforcement services to his or her assigned campus(es) during the term of the Agreement:

- A. Maintain a routine presence in campus buildings and parking areas during school hours, as agreed to by the Parties, to provide a deterrent to crime as well as to provide a sense of safety and security to students, parents, families, visitors, and School District staff.
- B. Gather information related to criminal activity.
- C. Provide emergency response to crimes or emergencies in progress.
- D. Identify gang members, associates and activities and generate documentation regarding same.
- E. Arrest/detain, as appropriate, and transport to the appropriate detention facility. Arrests/detentions shall be reported to school officials as required by law, and in accordance with the School District's policies.
- F. As necessary, provide radar coverage of respective school zones to promote the safety of educators and students.
- G. Respond to non-emergency calls for assistance.
- H. Provide intervention counseling as appropriate.
- I. Enforce the Texas Transportation Code, Texas Code of Criminal Procedure, Texas Penal Code, Texas Education Code, Texas Health and Safety Code, Texas Family Code, and any other applicable federal, state, county, or City law on School District property.
- J. Collaborate with campus principals and district administration on school safety and security efforts as established by the Texas Education Agency ("TEA") and the Texas School Safety Center ("TxSSC").

- K. Maintain the integrity, professionalism, values, and goals of the SEMO and School District by assuring that all rules and regulations are followed and that accountability and public trust are preserved.
- L. Protect the safety and welfare of any person in the jurisdiction of the School District.
- M. Protect the property of the School District.
- N. Communicate with the principal and/or facility administrator of the Officer's assigned school(s) on a daily basis and take reasonable steps to address any security concerns raised by these officials.

Officer shall only perform the tasks of a licensed peace officer. Officer shall not be assigned tasks of a disciplinarian, administrator, or teacher. Officer shall at no time act as a substitute teacher or provide sole supervision of a class of students.

IV. AUTHORITY OF OFFICER

Officer assigned to the School District by the City shall be empowered to enforce all laws and ordinances applicable in the City and School District including the power to arrest/detain and execute search warrants.

While functioning as a law enforcement officer assigned to the School District, Officer shall have all the law enforcement power of a regular law enforcement officer.

Officer retains the authority to refuse any instruction or task that Officer considers to be unlawful, an infringement on an individual's constitutional rights, or otherwise in violation of the Agreement. In performing his or her work, Officer shall follow all policies, procedures, rules, and regulations of the City and the SEMO. This includes procedures and requirements relating to such things as detention of individuals, use of force, and search and seizure of property and individuals. Officer shall serve as an informative resource for the School District regarding issues involving the Texas Penal Code, traffic laws, juvenile laws, other Texas statutes, and the United States Constitution. Officer must also comply with law enforcement regulations pursuant to the Texas Education Code. Assigned SEMO personnel shall supervise Officer for all law enforcement purposes. The Superintendent or designee may provide input regarding campus assignments, scheduling, school safety concerns, and performance issues affecting District operations.

V. CONSIDERATION

The School District shall reimburse the City for all wages and benefits paid to the assigned Officer while working for the School District including any overtime pay. The School District shall pay the City the annual base rate of Seventy one thousand one hundred seventy nine dollars and fifty

cents (\$71,179.50) for the services of the Officer and Seven Thousand Dollars (\$7,000.00) for each vehicle assigned to the School District during the term of this Agreement.

VI. SCHEDULE

This Agreement is based on a 365-day calendar year and payments shall be due, payable, and owing regardless of whether school is in session. Officer may be made available to patrol areas within the School District's boundaries during summer break and school holidays.

Officer shall be scheduled to work a regular shift of 10 hours for each day that they are scheduled to work for the School District, as determined by the School District.

As part of the Officer's regular work schedule, the Officer shall be scheduled to work Tuesday through Friday from 7:00 a.m. until 5:00 p.m. The Officer will be entitled to a one-half (1/2) hour, paid lunch period and will be subject to emergency calls during lunch. The Officer's work schedule is subject to change based on the School District's operational needs.

The Officer will attend school events, as requested by the School District.

The Officer shall be scheduled to work 40 hours per 7-day work period. However, the Officer may be scheduled to work additional hours as determined by the School District.

For hours worked in excess of 40 hours per 7-day work period, the School District shall be responsible and billed for overtime costs at a rate of one and a half (1.5) times the Officer's regular rate of pay for each hour worked in excess of 40 hours per work period. Any overtime must be authorized, in advance, by the Superintendent or designee.

The Officer may take Paid Time Off and any other time off that Officer is allowed or required to take, as determined by the SEMO, including but not limited to time off for any required training.

VII. FURNISHING OFFICE, EQUIPMENT, AND SUPPLIES

The School District agrees to provide the Officer, at no cost to the City, office space and necessary equipment to enable the Officer to perform the services and responsibilities under this Agreement, including but not limited to: a school computer, access to school software, and office supplies. The Officer's office space may be shared with School District Administration. The School District shall also provide, at no cost to the City, any portable radios, pagers, or other portable communications equipment to the Officer. The School District agrees to provide and install a secure safe at the Officer's assigned campus to safely store the Officer's weapon(s). The School District shall bear all costs related to the purchase and installation of the safe. All office space, equipment, and supplies provided under this Agreement shall remain the property of the School District.

VIII. ASSIGNMENT OF OFFICER

The City shall have the sole authority to select the assigned Officer. In the event that the assigned Officer is absent for any reason (including because of illness, personal time off, military or emergency leave, resignation, termination, etc.), City shall make reasonable efforts to assign a qualified replacement deputy and shall keep the School District informed regarding anticipated coverage. The School District will not be billed for any days on which the City cannot provide a replacement deputy to serve as an Officer.

The School District may request removal and replacement of the assigned Officer for good-faith concerns relating to performance, professionalism, campus safety, student interactions, or operational effectiveness. The City shall review such request and, if reasonably practicable, assign a replacement Officer.

IX. OFFICER TRAINING

The City is responsible for paying the cost of training as required by the Texas Education Code, including the National Association of School Resource Officer 40-hour basic training course. The City shall be responsible for all other training for the Officer. The School District shall permit the Officer to attend and participate in mandatory training as set out by law, policy, or grant requirements. The Officer may also participate in reasonable training programs that directly affect the Officer's ability and skills as a School Resource Officer or that enhance the Officer's law enforcement career. During training, the Officer will be absent from his/her assigned school.

X. ROVER OPTION

Upon the Parties' mutual agreement, the City shall provide an additional Deputy to serve as a School Resource Officer for the School District (the "Rover Officer"), to be compensated at the same annual base rate of pay as the Officer under this Agreement, and subject to the same terms and conditions as provided herein. The Rover Officer may be scheduled on an as-needed basis as determined by the School District.

XI. PAYMENT PROCESSING PROCEDURE

The City shall bill the School District on a quarterly basis. The City shall provide itemized billing for payroll to the School District. Invoices should include backup documentation showing wages and benefits paid for the Officer for School District activities. The City shall keep all records, including timesheet logs, to substantiate the City's billing which shall be made available to the School District for inspection upon request. The School District shall review each monthly billing and provide payment to the City within 30 days of receipt of the bill.

Payments submitted under this Agreement shall be made payable to:

The City of San Elizario
Attn.: Accounting Department
12710 Church St.
P.O. Box 1723
San Elizario, Texas 79849

XII. INFORMATION SHARING BETWEEN PARTIES

Communication and information sharing is essential to the success of School Based Law Enforcement and the Officer's fulfillment of his or her duties under this Agreement. Sharing of information between the Parties will be in compliance with federal, state, and local laws, as well as the policies and procedures of the School District, the City, and the SEMO. The Officer may share information with School District officials regarding arrests, detentions, and investigations, as required or permitted by law and/or applicable policies and procedures; provided that the sharing of information will not interfere with the detection, investigation, or prosecution of a crime. The Officer may also share information with School District officials regarding a student in violation of school policies. Additionally, the Officer shall have access to public records maintained by the School District to the extent allowed by law. The Officer may need access to confidential information in emergency situations based on a serious threat to a person's health or safety, time sensitivity, and the direct relationship of the information to the emergency. The Parties acknowledge that the Officer may receive access to confidential student information, including education records protected by the Family Educational Rights and Privacy Act ("FERPA"), when authorized by law and necessary to perform the duties contemplated by this Agreement.

XIII. INVENTIONS MADE UNDER AGREEMENT

The Parties acknowledge and agree that any intellectual property, processes, procedures, or products developed in furtherance of this Agreement belong to the developing Party as work-for-hire and all rights are reserved by the developing Party and or/the federal government, as applicable, in accordance with applicable federal law.

XIV. NOTICE

Any notice required or permitted to be given under this Agreement by one Party to the other Party shall be in writing and shall be given and deemed to have been given immediately if delivered in person to the recipient's address set forth in this section or on the date of certified receipt if placed in the United States mail postage prepaid by registered or certified mail with return receipt requested, addressed to the receiving Party at the address hereinafter specified.

City of San Elizario

The address of the City for all purposes under this Agreement and for all notices hereunder shall be:

City of San Elizario
Attn: Mayor
P.O. Box 1723
12710 Church St.
San Elizario, Texas 79849

Copy to:
San Elizario Marshal's Office
Attn: Interim Marshal Kevin Macias
12004 Socorro Rd., Suite B
San Elizario, Texas 79849
kmacias@cityofsanelizario.onmicrosoft.com

San Elizario Independent School District

The address of the San Elizario Independent School District for all purposes under the Agreement and for all notices hereunder shall be:

San Elizario Independent School District
Dr. Jeannie Meza-Chavez – Superintendent
P.O. Box 920
1050 Chicken Ranch Rd.
San Elizario, Texas 79849

XV. LIAISON

The City and the School District each agree to maintain specifically identified liaison personnel for their mutual benefit during the term of the Agreement. The liaison(s) named by the City shall serve as the initial point(s) of contact for any inquiries made pursuant to this Agreement by the School District and respond to any such inquiries by School District. The liaison(s) named by the School District shall serve as the initial point(s) of contact for any inquiries made pursuant to this Agreement by the City and respond to any such inquiries by the City. The liaison(s) shall be named in writing at the time of the execution of this Agreement. Subsequent changes in liaison personnel shall be communicated by the respective Parties in writing.

XVI. BACKGROUND CHECKS

The City must request its employees assigned as an Officer to comply with the applicable requirements of Texas Education Code § 22.0834 by working with the Texas Department of Public Safety to conduct fingerprint checks on Officer (see Exhibit 1 as incorporated herein by reference). The City's representatives will have continuing duties under this Agreement and will have direct contact with students. No employee, agent, representative, volunteer, applicant for employment, or other person associated with the City who has been convicted of a felony or misdemeanor involving moral turpitude shall be permitted to perform services for the School District. The City will certify that it will ensure that this requirement is met. Fingerprinting records and records of compliance with Texas Education Code § 22.0834 will be available to the School District for inspection and review during normal business hours of the City and upon request of the School District or governmental authorities.

XVII. RELEASE AND INDEMNIFICATION

To the extent allowed by applicable law, the School District agrees to defend, hold harmless and indemnify the City and its officers, employees, agents, and independent contractors of, from, and against any and all claims, demands, liabilities, actions or causes of action, losses, damages, expense (including legal fees), penalties, fines, costs and judgments of either of them, their officers, employees or agents arising in whole or in part out of the condition of the premises or vehicles owned, operated or controlled by School District, or resulting from or arising out of, in whole or in part, any negligent act or omission or any intentional or willful misconduct by the School District, its officers, employees, agents or independent contractors.

To the extent allowed by applicable law, the City agrees to defend, hold harmless and indemnify, to the extent allowed by law not to create a sinking fund, School District and its officers, employees, agents and independent contractors of, from and against any and all claims, demands, liabilities, actions or causes of action, losses, damages, expenses (including legal fees), penalties, fines, costs, and judgments of any type or nature that may be claimed, brought or had against either of them, their officers, employees or agents arising in whole or in part of the condition of the premises or vehicles owned, operated or controlled by the City, or resulting from or arising out of in whole or in part any negligent act or omission, or any intentional or willful misconduct by the City, its officers, employees, agents or independent contractors.

Each Party hereto agrees to carry and maintain workers' compensation, general comprehensive liability, and motor vehicle liability insurance covering the conditions and operations of the premises, vehicles, and actions or failures to act of any officer, employee, agent, or independent contractor of the respective Party.

XVIII. TERMINATION

The Agreement automatically terminates at the end of the Term. Upon termination of this Agreement, each Party shall immediately deliver to the other Party all property in its possession or under its care and control belonging to the other Party.

Either Party to this Agreement shall have the right to terminate this Agreement by notifying the other Party in writing of such termination and the proposed date of the termination no later than thirty (30) days prior to the effective date of such termination.

If payment is not timely received by the due dates referenced herein, the assignment of Officer to the School District shall be suspended until all amounts due are received. If payment is not received within thirty (30) days of the due date, the Agreement shall terminate, and the School District shall pay the prorated amount then due and owing.

Either Party may terminate the Agreement immediately upon written notice of breach of any Party by the other Party. For purposes of this Agreement, the School District will be in breach if any of the following occur: (i) the School District fails to make any payment when due; (ii) the School District fails to perform promptly at the time and in the specified manner provided by this Agreement; or (iii) the School District makes any representation or statement to the City that is false or misleading in any material aspect. The City will be in breach if any of the following occur: (i) the City fails to perform its obligations under this Agreement; (ii) the City and/or its employees or agents make any representation or statement to the School District that is false or misleading in any material aspect; or (iii) the City -assigned Officer(s) have a disqualifying criminal history.

XIX. SOURCE OF FUNDING

Each Party paying for the performance of services required by this Agreement shall make those payments from current revenues available to the paying Party.

XX. CHANGES IN THE LAW

Any alterations, additions, or deletions to the terms of this Agreement that are required by changes in federal or state law are automatically incorporated into this Agreement without written amendment to this Agreement and shall be effective on the date designated by said federal or state law.

XXI. AMENDMENTS

Any changes to this Agreement, except those changes so designated in this Agreement, shall be in writing and executed by both Parties to this Agreement.

XXII. ENTIRE AGREEMENT

This instrument constitutes the entire agreement between the Parties hereto, and all oral or written agreements between the Parties hereto relating to the subject matter of this contract that were made prior to the execution of this contract have been reduced to writing and are contained herein.

XXIII. VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas. The venue of any suit brought by either Party for any breach of this Agreement is fixed in any court of competent jurisdiction in El Paso County, Texas. All payments shall be due and payable in San Elizario, Texas.

XXIV. SEVERABILITY

If any term or provision of this Agreement or the application thereof to any person or circumstances shall, to any extent, be invalid or unenforceable, the remainder of this Agreement, or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby, and each and every term and provision of this Agreement shall be valid and be enforced to the fullest extent permitted by law.

XXV. FORCE MAJEURE

Neither Party hereto will be deemed in default of the Agreement be liable or responsible to the other Party for any loss or damage (including payment of fees), or for any delays or failure to perform, resulting from any condition beyond either Party's reasonable control, (including but not limited to) acts of God; flood; fire; earthquake; explosion; order, requisition, or necessity of the government; war, invasion, or hostilities (whether war is declared or not); terroristic threats or acts, riot, or other civil unrest; regional or national emergency; revolution; insurrection; epidemic or pandemic; lock-outs, strikes, or other labor disputes (whether or not relating to either Party's workforce); restraints or delays affecting carriers or inability or delay in obtaining supplies of adequate or suitable materials; failure of Internet service; any third-party service; any telecommunication breakdown or power outage; and or any other circumstances of like character. Should performance of any obligation created under the Agreement become illegal, impossible, impracticable, not reasonably possible, or if a Party is otherwise prevented or hindered from complying due to a force majeure incident as described in this Section or any other cause not enumerated herein but which is beyond the reasonable control of the Party whose performance is affected, then the performance of any such obligation is suspended during the period of, and only to the extent of, such prevention or hindrance, provided the affected Party provides reasonable notice as soon as practicable following an event of force majeure and exercised all reasonable diligence to remove the cause of force majeure.

XXVI. IMMUNITY

No provision of this Agreement shall affect or waive any sovereign or governmental immunity available to either Party and/or its elected officials, officers, employees, and agents under Federal or Texas law nor waive any defenses or remedies at law available to either Party and/or its elected officials, officers, employees, and agents under Federal or Texas law.

XXVII. ASSIGNMENT

This Agreement may not be assigned by either Party without the prior written consent of both Parties.

XXVIII. WAIVER

The waiver by any Party of any breach of any term, covenant or condition contained herein shall not be deemed a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition contained herein.

XXIX. EXECUTION

This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and all of which, when taken together, shall constitute one and the same instrument.

This Agreement shall be executed in duplicate originals and be effective on the date of last signature hereto:

[SIGNATURES ON THE FOLLOWING PAGE]

**SAN ELIZARIO INDEPENDENT SCHOOL
DISTRICT:**

By: _____
Dr. Jeannie Meza-Chavez, Superintendent

Date: _____

CITY OF SAN ELIZARIO, TEXAS:

By: _____
Mayor

Date: _____

ATTEST:

By: _____
Rene Rosales, City Clerk

APPROVED AS TO FORM:

By: Desiree Duarte
Desiree M. Duarte
City Attorney

APPROVED AS TO CONTENT:

By: _____
Interim Marshal Kevin Macias
San Elizario Marshal's Office

Exhibit 1 – Criminal History Review of Contractor Employees

Texas Education Code § 22.0834 requires entities that contract with school districts or charter schools to provide services to obtain named based criminal history and/or fingerprinting record information regarding “covered employees.”

Definitions:

“Covered Employees”: Any employee of a contractor or subcontractor who (1) has or will have continuing duties related to the contracted services and (2) has or will have direct contact with students. San Elizario Independent School District (the “School District” or “District”) retains the discretion to determine what constitutes direct contact with students.

“Disqualifying Criminal History”: Any conviction or other criminal information designated by THE SCHOOL DISTRICT, including one or more of the following offenses:

1. A felony or misdemeanor offense that would prevent a person from obtaining certification as an educator under Texas Education Code § 21.060, including:
 - a. Crimes involving moral turpitude;
 - b. Crimes involving any form of sexual or physical abuse or neglect of a student or minor or other illegal conduct with a student or minor;
 - c. Crimes involving felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481, Texas Health and Safety Code;
 - d. Crimes involving school property or funds;
 - e. Crimes involving any attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
 - f. Crimes occurring wholly or in part on school property or at a school-sponsored activity; and
 - g. Felonies involving driving while intoxicated.
2. A felony offense under Title 5, Penal Code.
3. An offense on conviction of which a defendant is required to register as a sex offender.
4. An offense under the laws of another state or federal law that is equivalent to an offense under items (2) and (3) above where, at the time the offense occurred, the victim of the offense was under 18 years of age or was enrolled in a public school.
5. Any other offense that the School District believes might compromise the safety of students, staff, or property.

Any contractor seeking to enter into a service agreement with the School District must comply with the requirements of Texas Education Code § 22.0834 by working with the Texas Department of Public Safety to conduct fingerprint checks on employees prior to beginning services. Contractors who fail to follow this process will not be allowed to provide services to the School District.

CRIMINAL HISTORY REVIEW OF CONTRACTOR EMPLOYEES

Please complete the information below:

I, the undersigned agent for City of San Elizario, Texas (the “City”), certify that [check one]:

☐ None of the employees of the City and any subcontractors are “covered employees” as defined above. If this box is checked, I further certify that the City has taken precautions or imposed conditions to ensure that the employees of the City and any subcontractor will not become covered employees. The City will maintain these precautions or conditions throughout the time the contracted services are provided.

Or

☐ Some or all of the employees of City and any subcontractor are “covered employees.” If this box is checked, I further certify that:

1. The City has obtained all required criminal history and/or fingerprinting record information regarding its covered employees through the Texas Department of Public Safety as required by law.
2. If The City receives information that a covered employee subsequently has a reported criminal history, The City will immediately remove the covered employee from contract duties and notify the School District in writing within three business days.
3. Upon request, the City will provide the School District with the name and any other requested information regarding covered employees so that the School District may obtain criminal history record information on the covered employees.
4. If the School District objects to the assignment of a covered employee on the basis of the covered employee’s criminal history record information, the City agrees to discontinue using that covered employee to provide services to the School District.
5. All covered employees hired after January 1, 2018 have completed the required background check process prior to performing any duties related to the School District or having any direct contact with students.

I understand that non-compliance with this certification by the City may be grounds for contract termination and/or barring disqualified persons from performing the work.

Signature of City Official

Date



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

MEMORANDUM

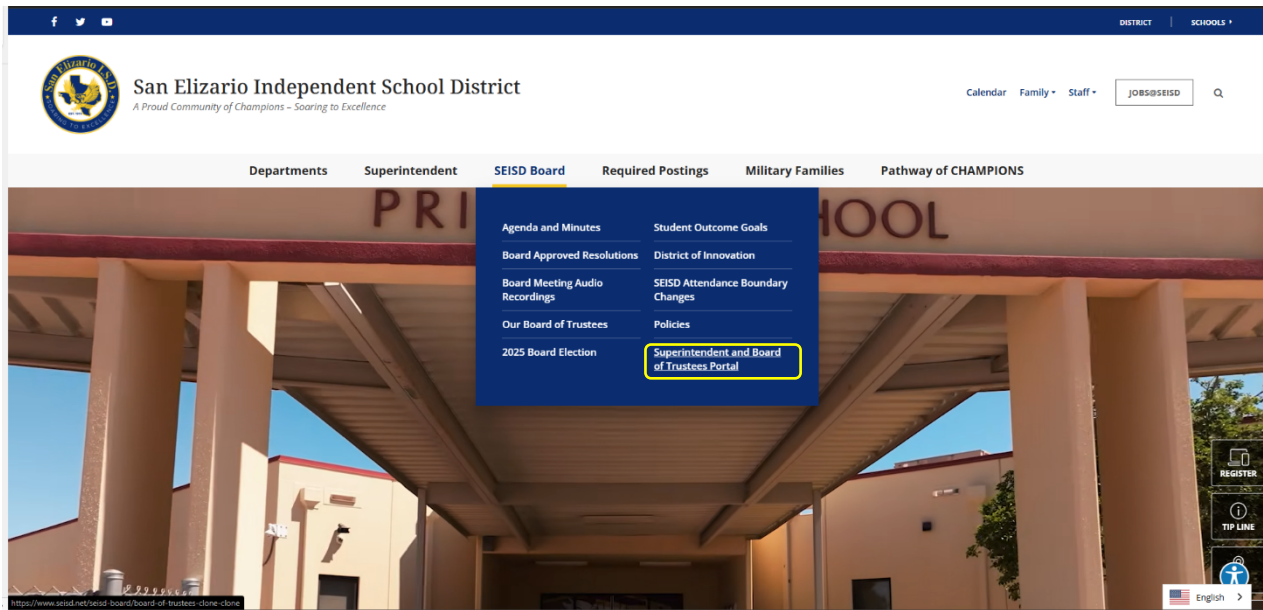
To: Members of the Board of Trustees
From: Dr. Jeannie Meza-Chavez, Superintendent, and Vicente Rodriguez, Executive Director, Technology
Subject: Board of Trustees Portal and Communication Matrix Tool Training
Date: July 29, 2026

HISTORY: The Board of Trustees implemented and approved the Communication Matrix Tool into the Board Operating Procedures on April 8, 2025. The Communication Matrix Tool helps Board Members communicate with the Superintendent on any questions that may arise.

RATIONALE: Below are the steps on how to access the Board of Trustees Portal & the Communications Matrix Tool.

Step 1: Go to district main webpage by using the following link: www.seisd.net

Step 2: Hover over the **SEISD Board** menu and click on “**Superintendent and Board of Trustees Portal**”



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

A Proud Community of Champions – Soaring to Excellence!



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

Step 3: Log in to the **Board of Trustees Portal** using your district email address and password (Please make sure it's up to date) Note: You can bookmark the loaded page for easy access.

LOGIN

Login

🔒 This page is protected. Please log in to view this page.

Please provide your email address and password to log in.

Email Address

NEXT

[Forgot Password](#)

Step 4: Click on the **Communications Matrix Follow-up** Link

HOME > SEISD BOARD > SUPERINTENDENT AND BOARD OF TRUSTEES PORTAL

Agenda and Minutes

Board Approved Resolutions

Board Meeting Audio Recordings

Our Board of Trustees

2025 Board Election

Student Outcome Goals

District of Innovation

SEISD Attendance Boundary Changes

Board of Trustees Portal



- [Agenda and Minutes](#)
- [Board Approved Resolutions](#)
- [Board Meeting Audio Recordings](#)
- [Policies](#)
- [Communications Matrix Follow-up](#)

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

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

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is for the Board of Trustees to familiarize themselves with these procedures to successfully use the Communications Matrix tool within the Board of Trustees Portal.

For Approval? ☐ Yes ☒ No

If not, 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.

Budget Workshop - Finance 101

July 29, 2026



Agenda

- Budget Amendments and Budget Impact
- Budget Schedule of Revenues, Expenditures, and Changes in Fund Balance



Finance 101 - Budget Amendment

Amended Revenue

Adopted Revenue

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL FUND REVENUES

5700 Local and Intermediate Sources
5800 State Sources
5900 Federal Programs

Total Revenues

2025-2026 Adopted REVENUES	2025-2026 Amended REVENUES
\$ 3,093,147	\$ 3,093,147
31,231,757	31,440,069
4,305,000	4,305,000
38,629,904	38,838,216

3/4/2026 (a) SEHS - Graduation	3/4/2026 (b) SEHS-UIL	3/4/2026 (c) TASB -Facilities Assessment & Long- Range Planning	2025-2026 Proposed REVENUES
			\$ 3,093,147
			\$ 31,440,069
			\$ 4,305,000
			38,838,216

EXPENDITURES

11 Instruction
12 Instructional Resources and Media Services
13 Curriculum and Instructional Staff Development
21 Instructional Leadership
23 School Leadership
31 Guidance, Counseling and Evaluation Services
32 Social Work Services
33 Health Services
34 Student (Pupil) Transportation
35 Food Services
36 Cocurricular/Extracurricular Activities
41 General Administration
51 Facilities Maintenance and Operations
52 Security and Monitoring Services
53 Data Processing Services
61 Community Services
71 Debt Service
81 Facilities Acquisition and Construction
99 Other Intergovernmental Charges

EXPENDITURES	EXPENDITURES
19,734,074	20,005,145
67,426	65,926
859,460	848,673
744,080	774,432
2,102,639	2,132,964
1,503,569	1,489,259
50,039	100,039
427,494	427,494
1,421,379	1,423,048
3,310,425	3,311,330
909,279	1,024,279
1,707,954	1,872,013
5,317,942	5,314,942
608,150	1,113,324
1,170,851	1,175,786
15,030	15,030
319,725	283,815
0	0
51,700	51,700
40,321,216	41,429,201

(4,500)

(3,334)

4,500

3,334

57,000

Moving from one function to another

57,000

REVENUES OVER(UNDER) EXPENDITURES

\$ (1,691,312)	\$ (2,590,985)
----------------	----------------

	-	\$ -	\$ -	\$ 57,000	\$ (2,647,985)
--	---	------	------	-----------	----------------

Increase to budget & to budget deficit
Budget from \$41,429,201 to \$41,486,201
Budget deficit from \$2,590,985 to \$2,647,985

No budget impact

Increased budget

**SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL
FUND
REVENUES**

5700 Local and Intermediate Sources
5800 State Sources
5900 Federal Programs

Total Revenues

2026-2027
**Adopted
REVENUES**

\$ 2,841,251
31,368,328
3,265,400
37,474,979

7/29/2026
(a) Frontline - *SBITA
3YR

No Change to
Adopted
Revenue

2026-2027
**Proposed
REVENUES**

\$ 2,841,251
31,368,328
3,265,400
37,474,979



EXPENDITURES

11 Instruction
12 Instructional Resources and Media Services
13 Curriculum and Instructional Staff Development
21 Instructional Leadership
23 School Leadership
31 Guidance, Counseling and Evaluation Services
32 Social Work Services
33 Health Services
34 Student (Pupil) Transportation
35 Food Services
36 Cocurricular/Extracurricular Activities
41 General Administration
51 Facilities Maintenance and Operations
52 Security and Monitoring Services
53 Data Processing Services
61 Community Services
71 Debt Service
81 Facilities Acquisition and Construction
99 Other Intergovernmental Charges

EXPENDITURES

20,018,979
68,527
808,214
742,096
1,895,275
1,420,988
111,171
458,330
1,340,311
3,567,806
973,845
1,858,998
4,616,751
1,524,911
1,107,226
15,881
258,025
0
52,000

Move from one
function to another

(100,857)

100,857

No budget impact

EXPENDITURES

20,018,979
68,527
808,214
742,096
1,895,275
1,420,988
111,171
458,330
1,340,311
3,567,806
973,845
1,858,998
4,616,751
1,524,911
1,006,369
15,881
358,882
0
52,000

Total Expenditures

REVENUES OVER(UNDER) EXPENDITURES

\$ 40,839,335
\$ (3,364,356)

- \$ 40,839,335
\$ (3,364,356)

Adopted budget
remains

*SBITA: Subscription-Based Information Technology Arrangement

Current FY 2026-27 Budget Amendment

Sample

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: July 29, 2026

HISTORY: The District's 2026-2027 budget was officially approved at the June 16, 2026, 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 align the budget with the correct function code in the following areas:

- **Software**
 - **Function 71 (Debt Service):** To increase function 71 by \$100,857 for Frontline ERP/SIS renewal software and account for costs in correct function code. The purchase exceeding \$25,000 was approved by the Board at its June 10, 2026, meeting.
 - **Function 53 (Data Processing Services):** To decrease function 53 by \$100,857 for Frontline ERP/SIS renewal software and account for costs in correct function code.

BUDGET IMPACT: The proposed budget amendment is detailed in the attached documentation. This amendment has no net impact on the overall budget, as it solely reallocates funds from one function to another.

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



Sample of
previously
submitted
memo

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: March 4, 2026



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:

- **San Elizario High School**
 - **Function 11 (Instruction):** To decrease function 11 by \$7,834 to pay for graduation security, UIL expenses and account for costs in the correct function code.
 - **Function 52 (Security):** To increase function 52 by \$4,500 to pay for graduation security and account for costs in the correct function code.
 - **Function 36 (Cocurricular/Extracurricular Activities):** To increase function 36 by \$3,334 to pay for UIL expenses and account for costs in the correct function code.
- **Support Services**
 - **Function 51 (Facilities Maintenance and Operations):** Requesting an increase to Function 51 in the amount of \$57,000 to cover the costs associated with facilities assessments and long-range facility planning services. *Contingent upon approval of services.*

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

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: March 4, 2026



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:

- **San Elizario High School**
 - **Function 11 (Instruction):** To decrease function 11 by \$7,834 to pay for graduation security, UIL expenses and account for costs in the correct function code.
 - **Function 52 (Security):** To increase function 52 by \$4,500 to pay for graduation security and account for costs in the correct function code.
 - **Function 36 (Cocurricular/Extracurricular Activities):** To increase function 36 by \$3,334 to pay for UIL expenses and account for costs in the correct function code.
- **Support Services**
 - **Function 51 (Facilities Maintenance and Operations):** Requesting an increase to Function 51 in the amount of \$57,000 to cover the costs associated with facilities assessments and long-range facility planning services. Contingent upon approval of services.

BUDGET IMPACT: The proposed budget amendment is detailed in the attached documentation. The first portion of the amendment has no net impact on the overall budget, as it solely reallocates funds from one function to another. The second portion of the amendment increases the overall budget by allocating an additional \$57,000, resulting in an increase to the budget deficit.

ADMINISTRATIVE RECOMMENDATION: Administration recommends approval of the first portion of the proposed budget amendment as presented. Administration also recommends approval of the second portion of the proposed amendment in accordance with the direction provided by the Board. Administration notes that approval of the second portion will increase the budget deficit by an additional \$57,000.

For Approval? ☒ Yes ☐ No

If no, please check one: ☐ Presentation ☐ Report ☐ Information

Please check if applicable: ☒ Attachment Included

Sample

Additional information will be provided moving forward



Finance 101 – Schedule of Revenues, Expenditures, and Changes in Fund Balance

Budget and Actual – General Fund (Unaudited)

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE ONE MONTH ENDING MAY 31, 2026



Original-Budgeted Revenue and Final-Amended Revenue		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	2,786,044	\$ (307,103)
5800	State Program Revenues	31,231,757	31,440,069	28,081,884	(3,358,185)
5900	Federal Program Revenues	4,305,000	4,305,000	2,873,851	(1,431,149)
5020	Total Revenues	38,629,904	38,838,216	33,741,779	(5,096,437)
EXPENDITURES:					
Current:					
0011	Instruction	19,734,074	19,947,780	18,559,601.67	1,388,178
0012	Instructional Resources and Media Services	67,426	67,426	48,672.16	18,754
0013	Curriculum and Instructional Staff Development	859,460	859,460	688,276.24	171,184
0021	Instructional Leadership	744,080	774,432	667,867.86	106,565
0023	School Leadership	2,102,639	2,113,090	1,804,433.40	308,657
0031	Guidance, Counseling and Evaluation Services	1,503,569	1,502,069	1,148,735.52	353,333
0032	Social Work Services	50,039	100,039	88,750.28	11,289
0033	Health Services	427,494	427,494	443,754.95	(16,261)
0034	Student (Pupil) Transportation	1,421,379	1,421,379	1,260,488.93	160,890
0035	Food Services	3,310,425	3,310,425	3,048,367.86	262,057
0036	Extracurricular Activities	909,279	1,024,279	1,039,193.37	(14,914)
0041	General Administration	1,707,954	1,857,954	1,578,068.79	279,885
0051	Facilities Maintenance and Operations	5,317,942	5,314,942	3,538,787.52	1,776,154
0052	Security and Monitoring Services	608,150	1,111,663	1,179,967.16	(68,304)
0053	Data Processing Services	1,170,851	1,170,851	1,006,023.97	164,827
0061	Community Services	15,030	15,030	9,988.07	5,042
Debt Service:					
0071	Debt Service	319,725	283,815	243,257.27	40,558
Capital Outlay:					
0081	Facilities Acquisition and Construction	-	-	-	-
Intergovernmental:					
0099	Other Intergovernmental Charges	51,700	51,700	29,650	22,050
6030	Total Expenditures	40,321,216	41,353,829	36,383,885	4,969,943
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(1,691,312)	(2,515,613)	(2,642,106)	(126,494)
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	13,407	(11,593)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	25,000	25,000	13,407	(11,593)
1200	Net Changes in Fund Balances	(1,666,312)	(2,490,613)	(2,628,699)	(138,087)
0100	Fund Balance - July 1 (Beginning)	-	14,185,974	14,185,974	-
3000	Fund Balance - June 30 (Ending)	\$ (1,666,312)	\$ 11,695,361	\$ 11,557,275	\$ (138,087)

Revenue received up to date

Original-Budget and Final Budget

Expenditures up to date

Final-Net Budget

Balance up to date



Budget Workshop-Finance 101 cont'd



- ☐ Schedule of Revenues, Expenditures, and Changes in Fund Balance-Budget and Actual - Debt Service Fund (Unaudited)
- ☐ Combining Statement of Revenues, Expenses and Changes in Fund Net Position – Internal Service Funds (Unaudited)



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 – Tax Report
Date: July 29, 2026

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 16, 2025, 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 2025 tax year which is based on the levy billed on October 1, 2025.

BUDGET: Collections as of May 31, 2026, are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,229,131	\$528,624	\$2,757,755	
Current Year Collections	\$2,002,412	\$474,860	\$2,477,272	\$2,477,272
Current Year Levy Outstanding	\$226,718	\$53,764	\$280,483	
Prior Year Collections				\$114,126
Penalty & Interest Collections				\$63,684
Total Collections				\$2,655,083

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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EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2025 through 5/31/2026

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 2025	-	-	51,076.15	51,076.15	51,076.15	51,076.15	1.85%	9,028.77	9,028.77
Oct 2025	28,774.29	28,774.29	8,712.45	59,788.60	37,486.74	88,562.89	3.21%	1,764.61	10,793.38
Nov 2025	135,401.54	164,175.83	13,113.12	72,901.72	148,514.66	237,077.55	8.60%	1,901.28	12,694.66
Dec 2025	855,586.24	1,019,762.07	17,065.33	89,967.05	872,651.57	1,109,729.12	40.24%	3,006.28	15,700.94
Jan 2026	975,567.45	1,995,329.52	17,666.72	107,633.77	993,234.17	2,102,963.29	76.26%	2,836.55	18,537.49
Feb 2026	317,514.31	2,312,843.83	9,730.40	117,364.17	327,244.71	2,430,208.00	88.12%	3,749.59	22,287.08
Mar 2026	107,441.96	2,420,285.79	17,395.49	134,759.66	124,837.45	2,555,045.45	92.65%	3,641.30	25,928.38
Apr 2026	58,335.73	2,478,621.52	9,994.45	144,754.11	68,330.18	2,623,375.63	95.13%	3,198.25	29,126.63
May 2026	22,776.18	2,501,397.70	8,930.78	153,684.89	31,706.96	2,655,082.59	96.28%	3,501.31	32,627.94
Jun 2026									
Jul 2026									
Aug 2026									

LEVY		CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert	7/25/2025	2,756,631.77	N/A	N/A	Total Levy Collected	2,477,272.35	114,125.77	2,591,398.12
Levy-Billed	10/1/2025	2,817,941.38	635,963.53	3,453,904.91	Total Penalty & Interest	24,125.35	39,559.12	63,684.47
Adjusted Levy YTD		2,757,754.99	591,410.09	3,349,165.08	Total Levy + P&I	2,501,397.70	153,684.89	2,655,082.59
Increase/Decrease		(60,186.39)	(44,553.44)	(104,739.83)	Taxes as percent of levy	89.83%	4.14%	93.97%
Levy Outstanding		280,482.64	477,284.32	757,766.96	P&I as percent of levy	0.87%	1.43%	2.30%
					Total as percent of levy	90.70%	5.57%	96.27%
					Collection Fee	3,120.89	29,507.05	32,627.94
					Total Collected YTD	2,504,518.59	183,191.94	2,687,710.53



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: July 29, 2026

HISTORY: The district's fiscal year runs from July 1st through June 30th. The district's fiscal accounts are audited annually, and the results were presented at a special meeting in February.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of May 31, 2026, 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

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

A Proud Community of Champions – Soaring to Excellence!

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE ONE MONTH ENDING MAY 31, 2026

FOR THE ONE MONTH ENDING MAY 31, 2020					
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	2,786,044	\$ (307,103)
5800	State Program Revenues	31,231,757	31,440,069	28,081,884	(3,358,185)
5900	Federal Program Revenues	4,305,000	4,305,000	2,873,851	(1,431,149)
5020	Total Revenues	38,629,904	38,838,216	33,741,779	(5,096,437)
EXPENDITURES:					
Current:					
0011	Instruction	19,734,074	19,947,780	18,559,601.67	1,388,178
0012	Instructional Resources and Media Services	67,426	67,426	48,672.16	18,754
0013	Curriculum and Instructional Staff Development	859,460	859,460	688,276.24	171,184
0021	Instructional Leadership	744,080	774,432	667,867.86	106,565
0023	School Leadership	2,102,639	2,113,090	1,804,433.40	308,657
0031	Guidance, Counseling and Evaluation Services	1,503,569	1,502,069	1,148,735.52	353,333
0032	Social Work Services	50,039	100,039	88,750.28	11,289
0033	Health Services	427,494	427,494	443,754.95	(16,261)
0034	Student (Pupil) Transportation	1,421,379	1,421,379	1,260,488.93	160,890
0035	Food Services	3,310,425	3,310,425	3,048,367.86	262,057
0036	Extracurricular Activities	909,279	1,024,279	1,039,193.37	(14,914)
0041	General Administration	1,707,954	1,857,954	1,578,068.79	279,885
0051	Facilities Maintenance and Operations	5,317,942	5,314,942	3,538,787.52	1,776,154
0052	Security and Monitoring Services	608,150	1,111,663	1,179,967.16	(68,304)
0053	Data Processing Services	1,170,851	1,170,851	1,006,023.97	164,827
0061	Community Services	15,030	15,030	9,988.07	5,042
Debt Service:					
0071	Debt Service	319,725	283,815	243,257.27	40,558
Capital Outlay:					
0081	Facilities Acquisition and Construction	-	-	-	-
Intergovernmental:					
0099	Other Intergovernmental Charges	51,700	51,700	29,650	22,050
6030	Total Expenditures	40,321,216	41,353,829	36,383,885	4,969,943
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(1,691,312)	(2,515,613)	(2,642,106)	(126,494)
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	13,407	(11,593)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	25,000	25,000	13,407	(11,593)
1200	Net Changes in Fund Balances	(1,666,312)	(2,490,613)	(2,628,699)	(138,087)
0100	Fund Balance - July 1 (Beginning)	-	14,185,974	14,185,974	-
3000	Fund Balance - June 30 (Ending)	\$ (1,666,312)	\$ 11,695,361	\$ 11,557,275	\$ (138,087)

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ONE MONTH ENDING MAY 31, 2026

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	\$ 534,851	\$ 7,599
5800	State Program Revenues	1,245,681	1,245,681	1,150,870	(94,811)
5020	Total Revenues	1,772,933	1,772,933	1,685,721	(87,212)
	EXPENDITURES:				
	Debt Service:				
0071	Debt Service	1,727,225	1,727,225	1,623,828	103,397
6030	Total Expenditures	1,727,225	1,727,225	1,623,828	103,397
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	45,708	45,708	61,893	16,185
	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	61,893	16,185
0100	Fund Balance - July 1 (Beginning)	-	341,499	341,499	-
3000	Fund Balance - June 30 (Ending)	\$ 45,708	\$ 387,207	\$ 403,392	\$ 16,185

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE ONE MONTH ENDING MAY 31, 2026

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 645,340	\$ 64,848	\$ 710,188
Total Operating Revenues	<u>645,340</u>	<u>64,848</u>	<u>710,188</u>
OPERATING EXPENSES:			
Professional and Contracted Services	1,238,309	138,143	1,376,452
Other Operating Costs	<u>208,658</u>	<u>-</u>	<u>208,658</u>
Total Operating Expenses	<u>1,446,967</u>	<u>138,143</u>	<u>1,585,110</u>
Operating Income (Loss)	<u>(801,627)</u>	<u>(73,295)</u>	<u>(874,922)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	<u>147</u>	<u>50,127</u>	<u>50,275</u>
Total Nonoperating Revenues (Expenses)	<u>147</u>	<u>50,127</u>	<u>50,275</u>
Income (Loss) Before Transfers	<u>(801,480)</u>	<u>(23,168)</u>	<u>(824,647)</u>
Transfer In	<u>-</u>	<u>-</u>	<u>-</u>
Change in Net Position	<u>(801,480)</u>	<u>(23,168)</u>	<u>(824,647)</u>
Total Net Position - July 1 (Beginning)	<u>(558,907)</u>	<u>909,946</u>	<u>351,039</u>
Total Net Position - June 30 (Ending)	<u>\$ (1,360,387)</u>	<u>\$ 886,778</u>	<u>\$ (473,608)</u>



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: July 29, 2026

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 the investment report for the month of May 31, 2026.

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

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 I.S.D.
Statement of Interest Earned
For The One Month Ending May 31, 2026

General Fund	\$	387,025.66
Interest & Sinking (Debt Service) Fund	\$	18,533.68
Capital Projects Fund	\$	15,095.82
Health Insurance Fund	\$	147.48
Workers Compensation Fund	\$	50,127.18
Total	\$	470,929.82

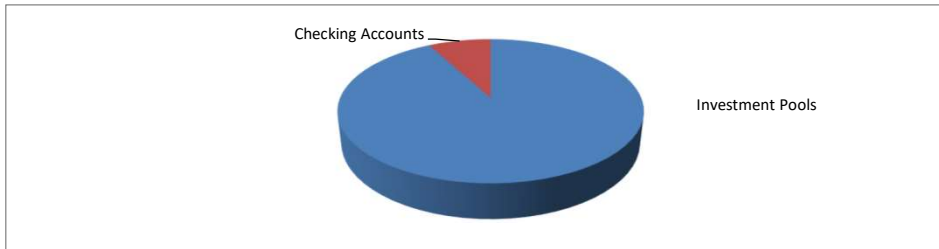
We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Elizabeth Perez
Chief Financial Officer

July 21, 2026
Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 12,427,886	92.10%	Overnight
Checking Accounts	\$ 1,065,373	7.90%	Overnight
	<u>\$ 13,493,259</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	\$ 239,186.25	1.00%	\$ 689.70
01-Oct-25	31-Oct-25	Overnight	\$ 813,294.44	1.00%	\$ 743.11
01-Nov-25	30-Nov-25	Overnight	\$ 1,143,751.69	0.80%	\$ 790.98
01-Dec-25	31-Dec-25	Overnight	\$ 1,244,437.27	0.60%	\$ 682.71
01-Jan-26	31-Jan-26	Overnight	\$ 1,260,446.55	0.60%	\$ 732.85
01-Feb-26	28-Feb-26	Overnight	\$ 1,032,820.60	0.60%	\$ 637.74
01-Mar-26	31-Mar-26	Overnight	\$ 1,040,716.10	0.60%	\$ 659.31
01-Apr-26	30-Apr-26	Overnight	\$ 2,013,383.07	0.60%	\$ 664.75
01-May-26	31-May-26	Overnight	\$ 749,311.70	0.60%	\$ 527.56
01-Jun-26	30-Jun-26	Overnight			

Net Earnings Allowance: **\$ 7,857.23**

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	\$ 156,125.25	0.00%	\$ -
01-Oct-25	31-Oct-25	Overnight	\$ 170,901.90	0.00%	\$ -
01-Nov-25	30-Nov-25	Overnight	\$ 190,086.11	0.00%	\$ -
01-Dec-25	31-Dec-25	Overnight	\$ 199,193.51	0.00%	\$ -
01-Jan-26	31-Jan-26	Overnight	\$ 208,789.29	0.00%	\$ -
01-Feb-26	28-Feb-26	Overnight	\$ 219,912.12	0.00%	\$ -
01-Mar-26	31-Mar-26	Overnight	\$ 226,413.52	0.00%	\$ -
01-Apr-26	30-Apr-26	Overnight	\$ 237,106.08	0.00%	\$ -
01-May-26	31-May-26	Overnight	\$ 247,872.03	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	\$ 4,426,993.63	4.39%	\$ 3,748.94
01-Oct-25	31-Oct-25	Overnight	\$ 3,306,062.05	4.28%	\$ 13,746.31
01-Nov-25	30-Nov-25	Overnight	\$ 2,741,365.93	4.14%	\$ 9,131.80
01-Dec-25	31-Dec-25	Overnight	\$ 5,345,560.39	4.03%	\$ 12,179.74
01-Jan-26	31-Jan-26	Overnight	\$ 5,593,957.40	3.91%	\$ 17,984.60
01-Feb-26	28-Feb-26	Overnight	\$ 4,616,935.06	3.83%	\$ 14,774.83
01-Mar-26	31-Mar-26	Overnight	\$ 4,846,741.47	3.80%	\$ 14,586.01
01-Apr-26	30-Apr-26	Overnight	\$ 1,049,797.12	3.82%	\$ 12,729.33
01-May-26	31-May-26	Overnight	\$ 931,078.21	3.81%	\$ 3,651.87
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: **\$ 112,813.19**

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	\$ 219,382.50	4.37%	\$ 784.33
01-Oct-25	31-Oct-25	Overnight	\$ 220,177.10	4.26%	\$ 794.60
01-Nov-25	30-Nov-25	Overnight	\$ 220,916.97	4.09%	\$ 739.87
01-Dec-25	31-Dec-25	Overnight	\$ 221,659.83	3.96%	\$ 742.86
01-Jan-26	31-Jan-26	Overnight	\$ 222,385.37	3.85%	\$ 725.54
01-Feb-26	28-Feb-26	Overnight	\$ 223,033.68	3.80%	\$ 648.31
01-Mar-26	31-Mar-26	Overnight	\$ 223,749.22	3.78%	\$ 715.54
01-Apr-26	30-Apr-26	Overnight	\$ 224,443.41	3.77%	\$ 694.19
01-May-26	31-May-26	Overnight	\$ 225,159.82	3.76%	\$ 716.41
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: **\$ 8,192.86**

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	\$ 2,597,252.22	4.25%	\$ 9,705.71
01-Oct-25	31-Oct-25	Overnight	\$ 2,640,827.00	4.14%	\$ 9,218.52
01-Nov-25	30-Nov-25	Overnight	\$ 2,763,254.65	3.97%	\$ 8,798.82
01-Dec-25	31-Dec-25	Overnight	\$ 3,290,804.87	3.81%	\$ 9,541.79
01-Jan-26	31-Jan-26	Overnight	\$ 4,016,687.16	3.70%	\$ 11,602.38
01-Feb-26	28-Feb-26	Overnight	\$ 4,560,788.20	3.67%	\$ 12,509.17
01-Mar-26	31-Mar-26	Overnight	\$ 4,688,611.22	3.66%	\$ 14,387.52
01-Apr-26	30-Apr-26	Overnight	\$ 4,766,341.40	3.64%	\$ 14,174.84
01-May-26	31-May-26	Overnight	\$ 4,809,252.95	3.61%	\$ 14,664.64
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 138,816.99

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	\$ 3,725,114.46	4.35%	\$ 13,291.93
01-Oct-25	31-Oct-25	Overnight	\$ 3,738,663.74	4.28%	\$ 13,549.28
01-Nov-25	30-Nov-25	Overnight	\$ 3,751,303.72	4.11%	\$ 12,639.98
01-Dec-25	31-Dec-25	Overnight	\$ 3,763,968.94	3.97%	\$ 12,665.22
01-Jan-26	31-Jan-26	Overnight	\$ 3,776,309.85	3.85%	\$ 12,340.91
01-Feb-26	28-Feb-26	Overnight	\$ 3,787,336.69	3.80%	\$ 11,026.84
01-Mar-26	31-Mar-26	Overnight	\$ 3,799,501.72	3.78%	\$ 12,165.03
01-Apr-26	30-Apr-26	Overnight	\$ 3,811,306.68	3.77%	\$ 11,804.96
01-May-26	31-May-26	Overnight	\$ 3,823,455.96	3.75%	
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 127,109.12

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	\$ 17,899.36	0.64%	\$ 8.78
01-Oct-25	31-Oct-25	Overnight	\$ 18,729.30	0.58%	\$ 8.95
01-Nov-25	30-Nov-25	Overnight	\$ 19,385.43	0.48%	\$ 7.55
01-Dec-25	31-Dec-25	Overnight	\$ 20,237.33	0.48%	\$ 8.10
01-Jan-26	31-Jan-26	Overnight	\$ 20,833.91	0.48%	\$ 8.37
01-Feb-26	28-Feb-26	Overnight	\$ 21,131.01	0.48%	\$ 7.72
01-Mar-26	31-Mar-26	Overnight	\$ 22,071.85	0.48%	\$ 8.90
01-Apr-26	30-Apr-26	Overnight	\$ 22,481.22	0.48%	\$ 8.70
01-May-26	31-May-26	Overnight	\$ 22,429.38	0.48%	\$ 9.15
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 93.50

Total General Fund Interest Earned **\$ 387,025.66**

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	\$ 142,818.86	4.39%	\$ 513.05
01-Oct-25	31-Oct-25	Overnight	\$ 143,338.42	4.28%	\$ 519.56
01-Nov-25	30-Nov-25	Overnight	\$ 143,825.62	4.14%	\$ 487.20
01-Dec-25	31-Dec-25	Overnight	\$ 144,317.40	4.03%	\$ 491.78
01-Jan-26	31-Jan-26	Overnight	\$ 144,796.85	3.91%	\$ 479.45
01-Feb-26	28-Feb-26	Overnight	\$ 145,221.82	3.83%	\$ 424.97
01-Mar-26	31-Mar-26	Overnight	\$ 145,690.70	3.80%	\$ 468.88
01-Apr-26	30-Apr-26	Overnight	\$ 146,147.82	3.82%	\$ 457.12
01-May-26	31-May-26	Overnight	\$ 146,620.93	3.81%	\$ 473.11
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 5,381.48

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	\$ 177,880.42	4.25%	\$ 608.36
01-Oct-25	31-Oct-25	Overnight	\$ 186,226.39	4.14%	\$ 644.13
01-Nov-25	30-Nov-25	Overnight	\$ 213,529.07	3.97%	\$ 651.18
01-Dec-25	31-Dec-25	Overnight	\$ 337,067.14	3.81%	\$ 834.38
01-Jan-26	31-Jan-26	Overnight	\$ 507,484.28	3.70%	\$ 1,359.14
01-Feb-26	28-Feb-26	Overnight	\$ 635,066.75	3.67%	\$ 1,712.43
01-Mar-26	31-Mar-26	Overnight	\$ 663,598.44	3.67%	\$ 2,024.97
01-Apr-26	30-Apr-26	Overnight	\$ 680,489.40	3.64%	\$ 2,018.06
01-May-26	31-May-26	Overnight	\$ 689,111.51	3.61%	\$ 2,098.30
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 13,152.20

Total Debt Service Fund Interest Earned **\$ 18,533.68**

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	\$ 417,553.80	4.25%	\$ 1,453.97
01-Oct-25	31-Oct-25	Overnight	\$ 419,022.50	4.14%	\$ 1,468.70
01-Nov-25	30-Nov-25	Overnight	\$ 420,388.83	3.97%	\$ 1,366.33
01-Dec-25	31-Dec-25	Overnight	\$ 421,747.87	3.81%	\$ 1,359.04
01-Jan-26	31-Jan-26	Overnight	\$ 423,071.88	3.70%	\$ 1,324.01
01-Feb-26	28-Feb-26	Overnight	\$ 424,264.18	3.67%	\$ 1,192.30
01-Mar-26	31-Mar-26	Overnight	\$ 425,581.33	3.66%	\$ 1,317.15
01-Apr-26	30-Apr-26	Overnight	\$ 426,856.28	3.64%	\$ 1,274.95
01-May-26	31-May-26	Overnight	\$ 428,164.96	3.61%	\$ 1,308.68
01-Jun-26	30-Jun-26	Overnight			
Interest Earned:					\$ 15,095.82

Total Capital Projects Fund Interest Earned **\$ 15,095.82**

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	\$ 30,805.10	0.64%	\$ 20.44
01-Oct-25	31-Oct-25	Overnight	\$ 14,884.65	0.57%	\$ 7.42
01-Nov-25	30-Nov-25	Overnight	\$ 18,432.76	0.48%	\$ 22.64
01-Dec-25	31-Dec-25	Overnight	\$ 27,712.09	0.48%	\$ 6.19
01-Jan-26	31-Jan-26	Overnight	\$ 4,249.79	0.48%	\$ 9.03
01-Feb-26	28-Feb-26	Overnight	\$ 8,511.31	0.48%	\$ 11.63
01-Mar-26	31-Mar-26	Overnight	\$ 24,551.85	0.48%	\$ 10.00
01-Apr-26	30-Apr-26	Overnight	\$ 20,878.75	0.48%	\$ 8.97
01-May-26	31-May-26	Overnight	\$ 21,275.65	0.48%	\$ 8.77
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: **\$ 147.48**

Total Health Insurance Fund Interest Earned **\$ 147.48**

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	\$ 17,909.80	0.64%	\$ 9.58
01-Oct-25	31-Oct-25	Overnight	\$ 11,620.08	0.58%	\$ 7.32
01-Nov-25	30-Nov-25	Overnight	\$ 10,052.10	0.48%	\$ 4.27
01-Dec-25	31-Dec-25	Overnight	\$ 6,196.47	0.48%	\$ 3.45
01-Jan-26	31-Jan-26	Overnight	\$ 20,566.82	0.48%	\$ 4.34
01-Feb-26	28-Feb-26	Overnight	\$ 28,699.21	0.48%	\$ 7.72
01-Mar-26	31-Mar-26	Overnight	\$ 30,332.05	0.48%	\$ 11.45
01-Apr-26	30-Apr-26	Overnight	\$ 29,079.15	0.48%	\$ 11.70
01-May-26	31-May-26	Overnight	\$ 24,483.86	0.48%	\$ 11.00
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: **\$ 93.67**

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	\$ 1,339,759.96	4.37%	\$ 4,789.85
01-Oct-25	31-Oct-25	Overnight	\$ 1,344,612.54	4.26%	\$ 4,852.58
01-Nov-25	30-Nov-25	Overnight	\$ 1,349,130.89	4.09%	\$ 4,518.35
01-Dec-25	31-Dec-25	Overnight	\$ 1,353,667.52	3.96%	\$ 4,536.63
01-Jan-26	31-Jan-26	Overnight	\$ 1,358,098.34	3.85%	\$ 4,430.82
01-Feb-26	28-Feb-26	Overnight	\$ 1,362,057.53	3.80%	\$ 3,959.19
01-Mar-26	31-Mar-26	Overnight	\$ 1,366,427.29	3.78%	\$ 4,369.76
01-Apr-26	30-Apr-26	Overnight	\$ 1,370,666.67	3.77%	\$ 4,239.38
01-May-26	31-May-26	Overnight	\$ 1,375,041.73	3.76%	\$ 4,375.06
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: **\$ 50,033.51**

Total Worker's Compensation Fund Interest Earned : **\$ 50,127.18**

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

May 31, 2026

Comments by Mellon, Investment Manager

The conflict in Iran continued to be the focus of financial markets in May, as shifting ceasefire expectations and renewed military activity drove significant volatility in global oil prices. After rising sharply earlier in the month, US Treasury yields nudged higher in May with the two- to five-year area of the curve leading the way increasing by 13 to 16 basis points (bps) higher. US equity markets posted strong gains in May, as the Dow Jones Industrial Average®, S&P 500® and Nasdaq-100® indexes gained 2.8%, 5.2% and 8.4%, respectively. The April payroll data, released in early May, showed +115,000 job adds, while the unemployment rate held steady at 4.3%. The Federal Open Market Committee (FOMC) did not meet in May, and the federal funds target range remained at 3.5% to 3.75% following the April 29 meeting. By the end of May, market pricing reflected little expectation of a rate cut by the end of 2026.

Active Participants This Month

Schools and Colleges	606
Other Governmental Entities	93
<i>Total</i>	<i>699</i>



Thank you for celebrating 30+ years with us!

Throughout the coming year, the following list will be updated as we recognize all ongoing accounts that have been with Lone Star for 30 years or more.

Luling ISD	Aldine ISD	Seagraves ISD
La Vernia ISD	Mount Vernon ISD	Mumford ISD
Hudson ISD	Waller ISD	Angleton ISD
Schertz-Cibolo-Universal City ISD		Tulia ISD
Troy ISD	Clint ISD	White Oak ISD
Coppell ISD	Fredericksburg ISD	Ralls ISD
United ISDSouth	San Antonio ISD	Orangefield ISD
Reagan County ISD	Richardson ISD	Wharton IS

Government Overnight Fund

Return Information

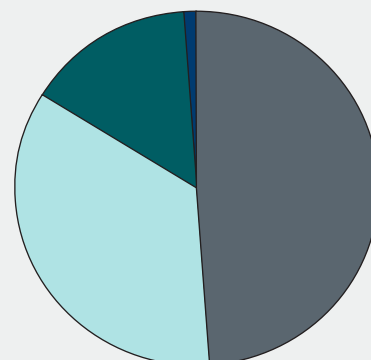
May 31, 2026

Average Monthly Return (a)	3.61%
SEC 7-day Fund Yield (b)	3.62%
Weighted Average Maturity One (c)	42 days
Weighted Average Maturity Two (c)	110 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	2,335,537,154.61	2,335,537,154.61
US Treasuries	982,787,201.81	982,219,824.93
Agencies	3,199,772,276.69	3,199,606,971.89
Money Market Funds	74,953,755.97	74,953,755.97
Total Assets	6,593,050,389.08	6,592,317,707.40

Investment Distribution



Agencies	49%
Cash Repo	35%
Treasuries	15%
Money Market	1%

(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

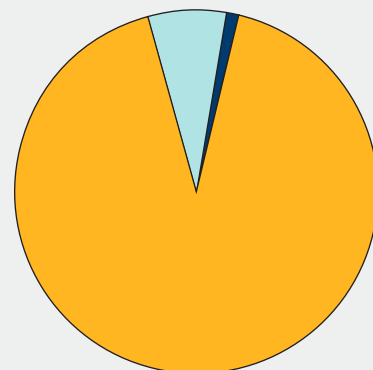
May 31, 2026

Average Monthly Return (a)	3.76%
SEC 7-day Fund Yield (b)	3.77%
Weighted Average Maturity One (c)	51 days
Weighted Average Maturity Two (c)	79 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	326,312,652.53	326,312,652.53
US Treasuries	-	-
Agencies	-	-
Commercial Paper	4,144,032,637.10	4,142,850,295.56
Money Market Funds	63,898,195.16	63,898,195.16
Total Assets	4,534,243,484.79	4,533,061,143.25

Investment Distribution



Commercial Paper	92%
Cash/Repo	7%
Money Market	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

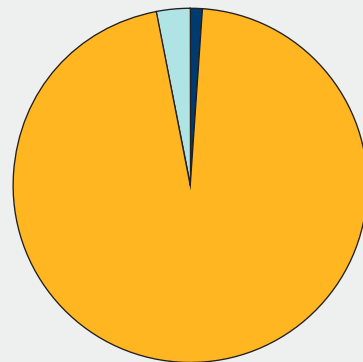
May 31, 2026

Average Monthly Return (a)	3.81%
SEC 7-day Fund Yield (b)	3.82%
Weighted Average Maturity One (c)	68 days
Weighted Average Maturity Two (c)	103 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

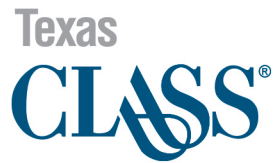
	Book Value	Market Value
Cash/Repo	335,978,250.81	335,978,250.81
US Treasuries	-	-
Agencies	-	-
Commercial Paper	10,770,644,426.89	10,767,632,373.76
Money Market Funds	110,630,905.78	110,630,905.78
Total Assets	11,217,253,583.48	11,214,241,530.35

Investment Distribution



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

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



Texas CLASS

Texas CLASS

Date	Dividend Rate	Daily Yield
05/01/2026	0.000311109	3.7852%
05/02/2026	0.000000000	3.7852%
05/03/2026	0.000000000	3.7852%
05/04/2026	0.000103459	3.7763%
05/05/2026	0.000103331	3.7716%
05/06/2026	0.000103293	3.7702%
05/07/2026	0.000103092	3.7629%
05/08/2026	0.000309027	3.7598%
05/09/2026	0.000000000	3.7598%
05/10/2026	0.000000000	3.7598%
05/11/2026	0.000102986	3.7589%
05/12/2026	0.000102906	3.7561%
05/13/2026	0.000102917	3.7565%
05/14/2026	0.000102706	3.7489%
05/15/2026	0.000306576	3.7300%
05/16/2026	0.000000000	3.7300%
05/17/2026	0.000000000	3.7300%
05/18/2026	0.000101950	3.7212%
05/19/2026	0.000101733	3.7128%
05/20/2026	0.000101608	3.7087%
05/21/2026	0.000101393	3.7023%
05/22/2026	0.000406324	3.7077%
05/23/2026	0.000000000	3.7077%
05/24/2026	0.000000000	3.7077%
05/25/2026	0.000000000	3.7077%
05/26/2026	0.000102113	3.7271%
05/27/2026	0.000102889	3.7554%
05/28/2026	0.000103328	3.7715%
05/29/2026	0.000310236	3.7746%
05/30/2026	0.000000000	3.7745%
05/31/2026	0.000000000	3.7745%

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
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: July 29, 2026

HISTORY: The District's 2026-2027 budget was officially approved at the June 16, 2026, 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 align the budget with the correct function code in the following areas:

- **Software**
 - **Function 71 (Debt Service):** To increase function 71 by \$100,857 for Frontline ERP/SIS renewal software and account for costs in correct function code. The purchase exceeding \$25,000 was approved by the Board at its June 10, 2026, meeting.
 - **Function 53 (Data Processing Services):** To decrease function 53 by \$100,857 for Frontline ERP/SIS renewal software and account for costs in correct function code.

BUDGET IMPACT: The proposed budget amendment is detailed in the attached documentation. This amendment has no net impact on the overall budget, as it solely reallocates funds from one function to another.

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		7/29/2026	
		(a) Frontline - *SBITA	
		3YR	
REVENUES		2026-2027	2026-2027
		Adopted	Proposed
		REVENUES	REVENUES
5700 Local and Intermediate Sources	\$	2,841,251	\$ 2,841,251
5800 State Sources		31,368,328	\$ 31,368,328
5900 Federal Programs		3,265,400	\$ 3,265,400
<i>Total Revenues</i>		37,474,979	37,474,979
EXPENDITURES		EXPENDITURES	EXPENDITURES
11 Instruction		20,018,979	20,018,979
12 Instructional Resources and Media Services		68,527	68,527
13 Curriculum and Instructional Staff Development		808,214	808,214
21 Instructional Leadership		742,096	742,096
23 School Leadership		1,895,275	1,895,275
31 Guidance, Counseling and Evaluation Services		1,420,988	1,420,988
32 Social Work Services		111,171	111,171
33 Health Services		458,330	458,330
34 Student (Pupil) Transportation		1,340,311	1,340,311
35 Food Services		3,567,806	3,567,806
36 Cocurricular/Extracurricular Activities		973,845	973,845
41 General Administration		1,858,998	1,858,998
51 Facilities Maintenance and Operations		4,616,751	4,616,751
52 Security and Monitoring Services		1,524,911	1,524,911
53 Data Processing Services		1,107,226	1,006,369
61 Community Services		15,881	15,881
71 Debt Service		258,025	358,882
81 Facilities Acquisition and Construction		0	0
99 Other Intergovernmental Charges		52,000	52,000
<i>Total Expenditures</i>		\$ 40,839,335	\$ 40,839,335
REVENUES OVER(UNDER) EXPENDITURES		\$ (3,364,356)	\$ (3,364,356)

*SBITA: Subscription-Based Information Technology Arrangement



San Elizario ISD
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Phone: 915.872.3900
Fax: 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Jesus Martinez, Executive Director-Support Services
Subject: Consider and take possible action to approve the Second Amendment to the Interlocal Agreement for School Resource Officer Services between San Elizario Independent School District and El Paso County, Texas, reducing the number of assigned School Resource Officers from five (5) to four (4), and authorize the Superintendent to negotiate and execute the amendment and all related documents.
Date: July 29, 2026

HISTORY: On the 1st day of February 2024, the County of El Paso, Texas and the San Elizario Independent School District entered into an Interlocal Agreement for the County and the El Paso County Sheriff's Office to provide school resource officers to SEISD through December 31, 2029 (County Contract 2024-0133). The Agreement was then amended (first amendment) to update the office and supplies section. The County and SEISD now desire to amend the Agreement in the form of this Second Amendment to Interlocal Agreement for School Resource Officers.

RATIONALE: Due to the closure of two school campuses, a reduction in the number of school resource officers can be achieved; from the Sheriff's Office, we are able to reduce the number of assigned Sheriff School Resource Officers from five (5) to four (4). The Agreement with the City of San Elizario for one (1) SRO was not renewed.

BUDGET IMPACT: In reducing the number of assigned Sheriff's office SROs from five (5) to four (4), the estimated savings by the end of the agreement term, December 31, 2029, is estimated to be \$212,385 dollars.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the Second Amendment to the Interlocal Agreement for School Resource Officers.

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.

SECOND AMENDMENT TO INTERLOCAL AGREEMENT
FOR SCHOOL RESOURCE OFFICERS

On the 1st day of February, 2024, the County of El Paso, Texas ("County") and the San Elizario Independent School District ("SEISD") (collectively, the "Parties") entered into an Interlocal Agreement for the County and the El Paso County Sheriff's Office ("EPCSO") to provide school resource officers to SEISD through December 31, 2029 (County Contract 2024-0133) ("Agreement"). The Agreement was then amended to update the office and supplies section (County Contract 2025-2029). The County and SEISD now desire to amend the Agreement in the form of this Second Amendment to Interlocal Agreement For School Resource Officers.

RECITALS

WHEREAS, the Parties entered into an Interlocal Agreement for School Resource Officers effective February 1, 2024, through December 31, 2029 ("Agreement"); and

WHEREAS, due to campus closures and changes in operational needs, SEISD no longer requires five (5) School Resource Officers and desires to reduce the number of School Resource Officers assigned under the Agreement from five (5) to four (4); and

WHEREAS, the Parties desire to amend the Agreement accordingly.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the Parties agree as follows:

1. Amendment to Section I(A)

Effective July 29, 2026, Section I(A) of the Agreement is amended to replace the reference to "Five (5) School Resource Officers" with "Four (4) School Resource Officers."

Section I(A) shall therefore provide that El Paso County Sheriff's Office will provide four (4) School Resource Officers to SEISD.

2. Compensation Adjustment

Effective July 29, 2026, all compensation due under Section III of the Agreement shall be adjusted to reflect the reduction from five (5) School Resource Officers to four (4) School Resource Officers.

The Parties agree that County shall invoice SEISD for four (4) School Resource Officers and the corresponding vehicle costs associated with four (4) School Resource Officers beginning on the effective date of this Amendment.

The Parties may execute a written compensation schedule reflecting the revised annual and quarterly amounts, which shall be incorporated into this Amendment by reference.

3. Ratification

Except as expressly modified herein, all terms and conditions of the Agreement remain unchanged and in full force and effect and are hereby ratified and confirmed.

4. Effective Date

This Amendment shall become effective on July 29, 2026.

EXECUTED by the Parties through their duly authorized representatives.

EL PASO COUNTY, TEXAS

By: _____
Ricardo A. Samaniego
County Judge, El Paso County

Date: _____

AGREED:

By: _____
Oscar Ugarte
Sheriff, El Paso County

Date: _____

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

By: _____
Dr. Jeannie Meza-Chaves
Superintendent, San Elizario Independent School District

Date: _____



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

MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director of Human Resources
Subject: University of Texas at El Paso Affiliation Agreement
Date: July 29, 2026

HISTORY:

The Educational Experience Affiliation Agreement, effective August 1, 2026, establishes a partnership between The University of Texas at El Paso (UTEP) and San Elizario Independent School District (SEISD) to provide supervised educational experiences for UTEP students. The agreement serves as a framework under which specific student placements are authorized through separate written Program Agreements that define student activities, supervision, and program requirements.

RATIONALE:

This agreement supports SEISD's commitment to developing future educators through partnerships with higher education institutions. It provides opportunities for UTEP students to gain practical experience while allowing the District to strengthen the educator pipeline and collaborate with a regional university of UTEP. The agreement also establishes clear roles, responsibilities, and supervision requirements for all participating programs.

BUDGET IMPACT: There is no SEISD budget impact.

ADMINISTRATIVE RECOMMENDATION:

The Administrative recommendation is that the Board of Trustees approve the agreement for the SEISD to serve as the agency to allow UTEP students to partner with SEISD staff as defined by the individual program agreements.

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.

EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT

THIS EDUCATIONAL EXPERIENCE AFFILIATION AGREEMENT (“Agreement”), effective as of August 01, 2026 (“Effective Date”), is between The University of Texas at El Paso, (“University”), a Texas State Agency, Texas Public Institution of Higher Education and component institution of The University of Texas System, (“System”), and San Elizario Independent School District (“Facility”).

Recitals

- A. Facility operates facilities located at 200 N. Herring Road in the City of San Elizario, State of Texas, and therein provides educational services.
- B. University provides academic courses and periodically desires to provide students in its educational programs with educational experience by utilizing appropriate facilities and personnel of third parties (“Program”).
- C. Facility desires to cooperate with University to establish and implement from time to time one or more Programs involving the students and personnel of University and the facilities and personnel of Facility.

Agreement

NOW, THEREFORE, in consideration of the mutual promises herein, University and Facility agree that any Program established and implemented by Facility and University during the term of this Agreement shall be covered by and subject to the following terms and conditions.

- 1. **PROGRAM AGREEMENT.** To become effective, all agreements with respect to a specific Program (“Program Agreement”) shall be reduced to writing, executed by authorized representatives of Facility and University.
- 2. **CONFLICT.** In the event of conflict between the text of a Program Agreement and the text of this Agreement, this Agreement shall govern.
- 3. **AMENDMENT OF PROGRAM AGREEMENT.** No amendment to a Program Agreement shall be effective unless reduced to writing, executed by the authorized representatives of Facility and University.
- 4. **RESPONSIBILITY OF FACILITY.** Except for acts to be performed by University pursuant to the provisions of this Agreement, Facility will furnish the premises, personnel, services, and all other items necessary for the educational experience specified in the Program Agreement. In connection with such Program, Facility will:
 - a. comply with all applicable federal, state, and municipal laws, ordinances, rules, and regulations; comply with all applicable requirements of any accreditation authority; and certify such compliance upon request by University;

- b. permit the authority responsible for accreditation of University's curriculum to inspect the facilities, services, and other items provided by Facility for purposes of the educational experience; and
- c. appoint a person to serve for Facility as liaison ("Facility Liaison") by the following procedure:
 - (1) Facility shall submit to University the name and professional and academic credentials of the person proposed as Facility Liaison in writing at least thirty (30) calendar days prior to the date the appointment is to become effective.
 - (2) University shall notify Facility of University's approval or disapproval of such person within ten (10) calendar days after receipt of such notice.
 - (3) No person shall act as Facility Liaison without the prior written approval of University.
 - (4) In the event the Facility Liaison approved by University later becomes unacceptable and University so notifies Facility in writing, Facility will appoint another person in accordance with the procedure outlined in this paragraph.

5. RESPONSIBILITIES OF UNIVERSITY. University will:

- a. furnish Facility with the names of the students assigned by University to participate in the Program;
- b. assign only those students who have satisfactorily completed those portions of University curriculum that are prerequisite to Program participation; and
- c. designate a member of the University faculty ("University Liaison") to coordinate the educational experience of students participating in the Program with the Facility Liaison. University shall give Facility written notice of the name of the University Liaison.

6. NOTICES. All notices under this Agreement or a Program Agreement shall be in writing and delivered either by personal delivery or by United States certified mail, return receipt requested. Such notices shall be deemed given when received by such party's designated representative.

7. ORAL REPRESENTATIONS. No oral representations of any officer, agent, or employee of Facility, University, or System shall affect or modify any obligations of either party under this Agreement or any Program Agreement.

8. AMENDMENT TO AGREEMENT. No amendment to this Agreement shall be valid unless reduced to writing, signed by an authorized representative of each party.

9. **ASSIGNMENT.** Neither this Agreement nor a Program Agreement may be assigned by either party without prior written approval of the other party.
10. **PERFORMANCE.** A delay in or failure of performance of either party that is caused by occurrences beyond the control of either party shall not constitute default hereunder, or give rise to any claim for damages.
11. **TERM AND EFFECTIVE DATE.** This Agreement shall continue in effect for an initial period ending five (5) years after the Effective Date (“Term”), unless one party shall give the other one hundred eighty (180) calendar days prior written notice of intention to terminate. If such notice of intention to terminate is given, this Agreement shall terminate: (a) at the end of such one hundred eighty (180) calendar days; or (b) when all students enrolled in the Program at the time such notice is given have completed their respective courses of study under the Program, whichever event occurs last.
12. **APPLICABLE LAW.** The validity, interpretation, performance, and enforcement of this Agreement and any Program Agreement shall be governed by the laws of the State of Texas.
13. **FERPA.** For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), the University hereby designates the Facility as a school official with a legitimate educational interest in the education records of the Students who participate in the Program to the extent that access to the records is required by the Facility to carry out the Program. Facility agrees to maintain the confidentiality of the education records in accordance with the provisions of FERPA.
14. **INDEMNIFICATION.** To the extent authorized under the Constitution and laws of the State of Texas, subject to applicable law, limitation and the authority of the Texas Attorney General and without waiver of any Constitutional or statutory protections, limitations or defenses University shall hold Facility harmless from liability resulting from University’s acts or omissions within the terms of this Agreement; provided, however, University shall not hold Facility harmless from any claims, demands, or causes of action arising in favor of any person or entity resulting directly or indirectly from negligence (whether sole, joint, concurring, or otherwise) of Facility, its officers, agents, representatives, or employees, or any person or entity not subject to University’s supervision or control.
15. **HIPAA.** The parties agree that:
 - a. the Facility is a covered entity for purposes of the Health Insurance Portability and Accountability Act of 1996, as amended by the Health Information Technology for Economic and Clinical Health (“HITECH”) Act and the Privacy, Security and Breach Notification Regulations at 45 CFR §§ 160 and 164 (hereinafter collectively, “HIPAA”) and subject to 45 CFR Parts 160 and 164 (“the HIPAA Administrative Simplification Regulations”) jointly HIPAA and the HIPAA Administrative Simplification Regulations hereinafter “HIPAA Privacy Regulations”;
 - b. to the extent that University students are participating in the Program and University faculty members are providing supervision at the Facility as part of the Program, such students and faculty members shall:

- (1) be considered part of the Facility's workforce for HIPAA compliance purposes in accordance with 45 CFR §160.103, but shall not be construed to be employees of the Facility;
 - (2) receive training by the Facility on, and be subject to compliance with, all of Facility's privacy policies adopted pursuant to the HIPAA Privacy Regulations; and
 - (3) not disclose any Protected Health Information, as that term is defined by 45 CFR §160.103, to University which a student accessed through Program participation or a faculty member accessed through the provision of supervision at the Facility that has not first been de-identified as provided in 45 CFR §164.514(a);
- c. University will never access or request to access any Protected Health Information held or collected by or on behalf of the Facility, from a student or faculty member who is acting as a part of the Facility's workforce as set forth this Agreement or any other source, that has not first been de-identified as provided in 45 CFR §164.514(a); and
- d. no services are being provided to the Facility by the University pursuant to this Agreement and therefore this Agreement does not create a "business associate" relationship as that term is defined in 45 CFR §160.103.

16. SIGNATURES. This Agreement and any Program Agreement arising herefrom may be signed in counterparts, which together shall constitute one agreement. Facsimile, electronic and PDF signatures shall be deemed originals.

IN WITNESS WHEREOF, the authorized representatives of each party have executed this Agreement which shall be effective commencing on the date of the last authorized signature below.

UNIVERSITY:

FACILITY:

By:

By:

_____,
John Wiebe, Ph.D.
Provost and Vice President for Academic Affairs

_____,
Jeannie Meza-Chavez, Ph.D.
Superintendent

Date: _____

Date: _____



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: University of Texas at El Paso College of Nursing Educational Experience Program Agreement
Date: July 29, 2026

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

RATIONALE: UTEP nursing students would obtain the 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 on this item.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is for the Board to approve this Program agreement to start UTEP clinical rotations at San Elizario ISD.

For Approval? ☒ Yes ☐ No

If not, please check one: ☐ Presentation ☐ Report ☐ Information

Please check if applicable: ☒ Attachment Included

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EDUCATIONAL EXPERIENCE PROGRAM AGREEMENT

WHEREAS, The University of Texas at El Paso (“University”) and San Elizario ISD (“Facility”) have previously executed an Educational Experience Affiliation Agreement (“Affiliation Agreement”) effective on August 01, 2026; and

WHEREAS, University and Facility desire to implement the provisions of such Affiliation Agreement by providing students enrolled in University’s Undergraduate Nursing- BSN program with educational experience utilizing the personnel, equipment, and facilities of Facility.

Agreement

NOW THEREFORE, subject to the terms, conditions, and provisions of such Affiliation Agreement, the parties agree as follows:

1. **PROGRAM.** Facility Liaison and University Liaison will design an educational experience in Undergraduate Nursing- BSN (“Program”) for University students utilizing the personnel, equipment, and facilities of Facility.
 - a. The duration of the Program and the educational experience provided will be consistent with the curriculum requirements of University and with the standards of the accrediting entity for the school or division of University in which the students are enrolled.
 - b. The Program will be reviewed periodically by the Facility Liaison and University Liaison and, when appropriate, will be revised to meet the University curriculum requirements and the standards of the accrediting entity.
 - c. The educational experience for students in the Program will be an integral part of the services provided by Facility and students will be under the direct supervision of University personnel or Facility personnel who are licensed or otherwise qualified to perform such services.
2. **UNIVERSITY OBLIGATIONS.**
 - a. Assure that all students selected for participation in Program have satisfactorily completed all portions of the University curriculum that are a prerequisite for participation in the Program.
 - b. Develop criteria for the evaluation of the performance of University students participating in the Program and provide those criteria, with appropriate reporting forms, to the Facility personnel and University personnel who are responsible for supervising those students.
 - c. Assign grades to students participating in the Program on the basis of the performance evaluations submitted in the reporting forms.

- d. Inform all University students and personnel participating in the Program that they are required by Facility to comply with the rules and regulations of Facility, as provided by Facility, while on premises of Facility and to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by Facility.
- e. Provide information requested by Facility related to students participating in the Program unless prohibited by federal or state law.
- f. Remove a student from the Program when the Facility determines that the student has violated the rules and regulations of the Facility; has disclosed information that is confidential by law; or has engaged in conduct that disrupts the activities carried on by the Facility or threatens the safety of Facility personnel or patients.

3. FACILITY OBLIGATIONS.

- a. Assign appropriate space on Facility premises for offices, lectures, and other non-experience related activities of the Program.
- b. Provide the equipment, supplies, qualified personnel, direct supervision and direction as well as supervised access to patients or clients required for the experience related activities of the Program.
- c. Obtain and maintain all licenses required for Facility and assure that all Facility personnel are appropriately licensed.
- d. Assume sole responsibility for the quality of patient or client care.
- e. Provide orientation sessions to inform University students and personnel concerning the rules and regulations of Facility.
- f. Permit representatives of the accrediting entity for the school or division of University in which students participating in the Program are enrolled to have reasonable access to premises of Facility for purposes related to the accreditation process.

4. GENERAL PROVISIONS.

- a. University students and personnel will be responsible for their own transportation, meals, and health care while participating in the Program.
- b. This Program Agreement and the Affiliation Agreement constitute the entire agreement between the parties with respect to the subject matter hereof and no prior or contemporaneous agreement, written or oral, will be effective to vary the terms of those Agreements. No amendment to this Program Agreement shall be effective unless reduced to writing and signed by an authorized representative of each party.
- c. University and Facility will comply with all applicable federal, state, and local laws, ordinances, and regulations in the performance of this Program Agreement.

- d. The Program and all related activities shall be conducted in a manner that does not discriminate against any person on a basis prohibited by applicable law, including but not limited to: race, color, national origin, religion, sex, age, veteran status, or disability.
- e. This Program Agreement shall begin on the date of last signature below. Either party may terminate this Program Agreement effective with the end of a Program by giving thirty (30) calendar days prior written notice to the other party and such termination shall be effective when all students enrolled in the Program at the time such notice is given have completed their respective courses of study under the Program; otherwise this Program Agreement will automatically terminate upon the termination of the Affiliation Agreement between the parties without the need for further notice between the parties.

IN WITNESS WHEREOF, the authorized representatives of each party have executed this Program Agreement which shall be effective commencing on the date of the last authorized signature below. Facsimile, electronic and PDF signatures shall be deemed originals.

UNIVERSITY:

FACILITY:

By: _____
John Wiebe, Ph.D.
Provost and Vice President for Academic Affairs

By: _____
Dr. Jeannie Meza-Chavez
Superintendent

Date: _____

Date: _____



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Sandra Sanchez, CTE Administrator
Subject: Innovative Course: Methodology for Academic and Personal Success (MAPS)
Date: July 8, 2026

HISTORY: In the past year, we have been working on how to better support our Special Education students. Methodology for Academic and Personal Success (MAPS), focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

RATIONALE: Implementing the innovative course of MAPS, will assist in closing the gaps in our student instruction for special education by enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals.

BUDGET IMPACT: Approximately \$1,000 for textbooks

ADMINISTRATIVE RECOMMENDATION: To be able to support our students with special needs in skills and strategies necessary for students to excel in high school and their academic career.

For Approval ☒ Yes ☐ No

If not, please check one: ☐ Presentation ☐ Report ☒ Information

Please check if applicable: ☒ Attachment Included

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Methodology for Academic and Personal Success

PEIMS Code: N1130021

Abbreviation: MAPS

Grade Level(s): 9-10

Award of Credit: 1.0

State Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

Essential Knowledge and Skills:

- (a) General requirements. This course is recommended for students in grades 9 or 10. There are no prerequisites for this course. Students shall be awarded one credit for the successful completion of this course.
- (b) Introduction.
 - (1) Methodology for Academic and Personal Success focuses on the skills and strategies necessary for students to excel in high school and their academic career, enhancing their understanding of available opportunities in high school, higher education, and the professional world to help them establish both short-term and long-term personal goals. After identifying their individual learning preferences, strengths, and opportunities for growth, students will further develop their ability to organize, manage resources, and study. The course also focuses on specific strategies necessary for students to achieve personal and professional goals by developing personal responsibility, managing stress, cultivating a growth mindset, and building resiliency. To maximize personal achievement, the course emphasizes leadership development through character education, independent thinking, collaboration, proactive problem-solving, and decision-making.

- (2) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) Interpersonal skills and communication. The student analyzes their personality traits for strengths and challenges, demonstrates effective communication, and provides peer feedback. The student is expected to:
- (A) synthesize and discuss research and self-analysis to establish individual strategies for academic and personal success;
 - (B) identify personal strengths and challenges through a personality traits assessment;
 - (C) evaluate how individual traits may impact interactions and communication with others;
 - (D) explain the importance of effective communication skills in academic and personal contexts;
 - (E) differentiate occasions for appropriate use of informal, standard, and technical language;
 - (F) analyze the accuracy and appropriateness of a message prior to and after communicating;
 - (G) evaluate one's own and others' verbal and nonverbal communication and listening skills in a variety of group settings;
 - (H) prepare and deliver presentations individually and in groups to demonstrate knowledge of various learned concepts; and
 - (I) assess the effectiveness of one's own and others' presentations by using appropriate rubrics.
- (2) Goal setting and planning. The student sets goals and develops action plans to achieve those goals. The student is expected to:
- (A) create a personal mission statement that exhibits their core values and non-negotiable principles;
 - (B) identify a balanced set of academic and personal goals, including both short-term and long-term goals;
 - (C) formulate and document academic and personal goals that are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART);
 - (D) rank academic and personal goals based on their urgency and importance using methods such as task prioritization matrices and time management quadrants;
 - (E) identify the various tasks and resources needed to achieve an academic or personal goal; and
 - (F) track and evaluate the levels of progress made toward reaching established goals.
- (3) Personal responsibility and mindset. The student reviews campus expectations and understands internal and external factors that help build resilience and navigate personal responsibilities by examining mindsets, managing emotions, and navigating change. The student is expected to:
- (A) analyze existing campus policies for context and intent;
 - (B) identify campus policies that may be challenging and design a plan for personal compliance;
 - (C) identify and understand the concept of personal responsibility and its potential impact on life choices;

- (D) define self-control and research effective strategies for emotional regulation;
 - (E) discuss how internal traits and external factors can affect personal resilience;
 - (F) identify personal resilience tools;
 - (G) define attitude and explore the potential effects of attitude on human interactions;
 - (H) compare the positive and negative effects of growth mindsets and fixed mindsets;
 - (I) identify external factors and resources that build resilience;
 - (J) recognize and explain primary causes of stress and identify healthy stress management skills;
 - (K) define change and research the necessary steps to successfully adapt to change;
 - (L) analyze a difficult situation, comparing possible actions, reactions, and their consequences;
 - (M) identify social contexts and how to respond appropriately by adapting behavior to match situational norms; and
 - (N) demonstrate peaceful conflict resolution skills in both oral and written communication.
- (4) Organization and resource management. The student understands ways to manage time and resources and creates organizational systems to manage academic and personal responsibilities. The student is expected to:
- (A) prioritize and schedule important tasks and events to demonstrate an understanding of time management skills;
 - (B) define and discuss responsibility and accountability in managing time and other resources;
 - (C) identify personal strengths and weaknesses in time management and organizational skills;
 - (D) research and apply various tools and methods of organization; and
 - (E) choose and personalize an organizational system that includes creating and maintaining an ongoing calendar of assignments and projects for all academic courses.
- (5) Study skills and academic success. The student understands the learning cycle, develops study skills, and uses effective strategies for increased academic success. The student is expected to:
- (A) identify key traits that contribute to academic achievement;
 - (B) compare the benefits of various study strategies and techniques;
 - (C) compare the benefits of various test-taking strategies and techniques;
 - (D) identify distractors that diminish effective study time and provide solutions;
 - (E) create a diagram of academic support, including people and educational resources, that can be consulted for academic success;
 - (F) explain how daily attendance, preparation, and engagement impact academic success;
 - (G) memorize academic information using a variety of memory techniques;
 - (H) create accurate student-generated learning artifacts such as notes, summaries, and paraphrases by actively listening;
 - (I) engage with academic resources through learning strategies including annotating, reviewing, and questioning;

- (J) engage with academic resources through study strategies such as skimming, note-taking, outlining, and using study-guide questions;
 - (K) evaluate a test-taking strategy's effectiveness by completing a post-assessment reflection in oral or written form;
 - (L) record ongoing personal academic achievement levels for all courses; and
 - (M) formulate and discuss steps for maintaining or improving academic success.
- (6) Character development. Students will explore and analyze a range of positive character traits such as responsibility, perseverance, caring, self-discipline, citizenship, honesty, courage, fairness, respect, and trustworthiness. The student is expected to:
- (A) define character;
 - (B) compare and discuss positive and negative character traits;
 - (C) identify positive and negative responses for failure and success;
 - (D) evaluate personal strategies for responding to failure and success, identifying specific weaknesses and strengths;
 - (E) compare the effects of positive and negative influences on personal actions and beliefs;
 - (F) identify the areas of life in which personal responsibility may be exercised or increased;
 - (G) identify and explain key principles that contribute to ethical behavior and integrity; and
 - (H) assess the ethical considerations and potential consequences of participating in different forms of civil engagement.
- (7) Leadership. The student understands leadership qualities, evaluates their own leadership abilities, and participates in group projects as leaders. The student is expected to:
- (A) define the role of leadership;
 - (B) analyze and define the characteristics of an effective leader, including the interpersonal skills required for leadership;
 - (C) identify and evaluate strengths and weaknesses of personal leadership abilities and determine a personal leadership preference;
 - (D) analyze how others' emotions and perspectives could affect group dynamics.
 - (E) identify the purpose and benefit of delegation;
 - (F) assess others' motivations and strengths and apply them to group roles to accomplish established goals;
 - (G) collaborate with peers to brainstorm ideas, problem-solve, and reach consensus;
 - (H) communicate effectively with group members, providing constructive feedback and resolving conflicts; and
 - (I) evaluate the results of peer contributions to group projects by using appropriate rubrics.
- (8) Academic exploration. The student analyzes interests and goals to establish a plan for academic success in high school as well as postsecondary education. The student is expected to:
- (A) identify and evaluate personal strengths and interests in learning and scholarship;
 - (B) identify high school courses related to career choices in the student's interest area;

- (C) research printed materials, online resources, and in-person opportunities to create a summary of possible postsecondary pathways;
 - (D) select a university, college, community college, trade school, internship, or military branch based on prior research and develop a plan to enter or start the selected postsecondary pathway; and
 - (E) identify and discuss important components of postsecondary admission materials such as an application, entrance essay, letter of recommendation, and resume.
- (9) Career exploration. The student explores and analyzes personal strengths, weaknesses, and interests in order to establish a plan for success that continues throughout high school into postsecondary education, an internship, a training program, or a military branch. The student is expected to:
- (A) compare interests and aptitudes identified via a career interest or aptitude assessment survey to career opportunities;
 - (B) explain the impact of career choice on lifestyle, including budget;
 - (C) create a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to the student's interest areas;
 - (D) research and discuss careers available with and without a college/university degree using print and online resources as well as personal interviews;
 - (E) analyze employability skills necessary for success in the workplace such as interpersonal skills, communication skills, and critical thinking skills;
 - (F) investigate and complete pre-employment materials in the student's area of interest such as an application, resume, and personal references; and
 - (G) identify the skills necessary for a job interview and participate in a mock job interview.

Recommended Resources and Materials:

N/A

Recommended Course Activities:

Students may interact with course activities that include:

- taking personal, academic, and career inventories that align strengths and interests with future goals.
- participating in structured listening and speaking opportunities to build personal and professional communication skills.
- setting SMART goals and checking in periodically to assess progress and make revisions.
- designing effective study spaces that meet their learning needs.
- researching possible careers and creating projected pathways to employment.
- creating compelling resumes that highlight students' soft and hard skills.
- examining their academic and personal growth through routine personal reflection and assessment.

Suggested methods for evaluating student outcomes:

Students may be evaluated on an ongoing basis through:

- class discussions
- completion of individual and group activities
- daily quizzes
- unit projects
- individual and group presentations
- unit tests, and/or reflections
- long-range individual and group activities
- digital portfolios

Teacher qualifications:

An assignment for Methods for Academic and Personal Success (MAPS) is allowed with a valid Texas secondary teacher certificate appropriate for grade level assignment.

Additional information:

No training or additional costs required



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

To: Members of the Board of Trustees
From: Sandra Sanchez, CTE Administrator
Subject: Innovative Courses: Making Connections I, II, III and IV
Date: July 8, 2026

HISTORY: In the past year, we have been working on how to better support our Special Education students. The Making Connections course sequence assists students with autism spectrum disorder or other related disorders such as social pragmatic communication disorder, that may cause deficits in the individual's social skills in developing an understanding of autism and other disorders which may cause deficits in social skills. **Making Connections I:** Covers topics such as building positive relationships, understanding social expectations in school and community settings, and applying organizational strategies for academic success. **Making Connections II:** Covers disability awareness, teaching students how autism impacts their ability to form and maintain relationships. It guides students through self-assessment of their social skills, encourages strategies for improving friendships, and helps differentiate between appropriate and inappropriate relationships. Students also learn to cope with negative attention, engage in conflict resolution, and apply these skills in various community and social settings. Additionally, students will explore postsecondary options, helping them to identify strengths and areas for growth in preparation for life beyond high school. **Making Connections III:** Emphasizes self-advocacy, where students will learn how to articulate their needs within their individualized education programs (IEPs) and effectively communicate their rights and accommodations. Additionally, students will examine how the skills they develop in the educational setting can be applied to community contexts. Through role-playing, discussions, and real-world practice, students will engage in future planning activities, including developing graduation plans, resumes, and interview skills to facilitate a successful transition to postsecondary opportunities. **Making Connections IV:** Assists students with developing skills to employ collaborative problem solving. This course specifically focuses on the aspect of social communication, by focusing on their collaborative problem-solving skills. The students will develop skills to understand their autism specifically related to their ability to communicate socially, engage in collaborative problem-solving, and navigate social situations effectively. This course also encourages mentoring relationships within the school environment and helps students identify and take steps toward their post-secondary goals, including job applications, FAFSA completion, and understanding available accommodations at postsecondary institutions or workplaces.

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San Elizario ISD
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Fax: 915.872.3903

RATIONALE: Implementing the innovative courses of Making Connections I, II, III and IV, will assist in closing the gaps in our student instruction for special education.

BUDGET IMPACT: Approximately \$2,000 for textbooks

ADMINISTRATIVE RECOMMENDATION: To be able to support our special needs students in building positive relationships, understanding social expectations in school and community settings, and applying organizational strategies for academic success.

For Approval ☒ Yes ☐ No

If not, please check one: ☐ Presentation ☐ Report ☒ Information

Please check if applicable: ☒ Attachment Included

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Making Connections I

PEIMS Code: N1290332

Abbreviation: MAKECON1

Grade Level(s): 9-12

Award of Credit: 0.5

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Making Connections I is an introduction to the Making Connections course sequence that assists students with autism spectrum disorder or other related disorders such as social pragmatic communication disorder, that may cause deficits in the individual's social skills in developing an understanding of autism and other disorders which may cause deficits in social skills. *Making Connections I* will assist students in analyzing their own strengths and social skill deficits through self-assessment and the creation of plans to address atypical behaviors that may hinder academic or social success. The course covers topics such as building positive relationships, understanding social expectations in school and community settings, and applying organizational strategies for academic success. Additionally, students will explore postsecondary options, helping them to identify strengths and areas for growth in preparation for life beyond high school.

Essential Knowledge and Skills:

- (a) General requirements. Students shall be awarded one-half credit for successful completion of the course. There are no prerequisites for this course.
- (b) Introduction.
 - (1) Making Connections I is an introduction to the Making Connections course sequence that assists students with autism spectrum disorder or other related disorders such as social (pragmatic) communication in developing understanding of autism and other disorders which may cause deficits in social skills. Making Connections I will assist students to analyze their own strengths and social skill deficits through self-assessment and to create plans to address atypical behaviors that may hinder academic or social success. The course covers topics such as building positive relationships, understanding social expectations in school and community settings, and applying organizational strategies for academic success. Additionally, students explore postsecondary options, helping them to identify strengths and areas for growth in preparation for life beyond high school.

- (2) The Making Connections course sequence serves students who have deficits in social skill acquisition, typically due to identified disorders such as autism spectrum disorder or social pragmatic communication disorder. The courses also assist students with developing and generalizing appropriate and beneficial social skills and in turn increases student' post-secondary outcome. The course sequence entails a common thread throughout its essential knowledge of skills by emphasizing disability awareness, personal growth, and social skills development.
 - (3) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and Skills
- (1) Disability Awareness. The student develops an understanding of autism and other related disorders. The student is expected to:
 - (A) analyze various resources to gather information on autism and related disorders;
 - (B) identify and describe the typical deficits consistent with autism and related disabilities such as social (pragmatic) communication disorder; and
 - (C) identify and describe the atypical behaviors of autism and related disorders, such as restricted, repetitive patterns of behavior, interests, or activities.
 - (2) Personal Growth and Awareness. The student analyzes how autism spectrum disorder or a related disorder has impacted the student. The student is expected to:
 - (A) analyze the results of the social skills inventory and personal observations/reflections of the student's behavior to identify specific strengths and deficits;
 - (B) summarize what impact the student's social deficits may be having on academic and social success;
 - (C) compare strategies and skills that will allow the student to mediate the disability;
 - (D) identify any environments or situations in which the student's atypical behaviors, such as stemming, are useful or socially acceptable; and
 - (E) evaluate various strategies to increase the student's prosocial behaviors and decrease problematic behaviors.
 - (3) Personal Growth and Awareness. The student develops a plan to eliminate or decrease the frequency and intensity of the atypical behaviors deemed inappropriate, nonfunctional, or detrimental to the student's academic and social success. The plan focuses in on building skills and replacement behaviors that will allow the student to be more successful across settings. The student is expected to:
 - (A) implement the formulated plan to eliminate or decrease the frequency and intensity of the atypical behaviors within the Making Connections classroom;
 - (B) implement the behavior plan and record data related to specific elements of the;
 - (C) analyze data such as frequency of implementation of plan, antecedent of inappropriate or appropriate responses and consequence of each inappropriate or appropriate response as observed during plan implementation;
 - (D) evaluate the success of the plan at decreasing the frequency and intensity of atypical behaviors; and

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- (E) make any adjustments to the plan and employ the new plan for a period of time while recording the data.
- (4) Social Awareness. The student demonstrates an understanding of academic and social expectations in the student's high school. The student is expected to:
 - (A) discuss, observe, and roleplay socially appropriate and expected behaviors in a variety of school settings;
 - (B) demonstrate socially appropriate and expected behaviors in prescribed situations across various educational settings, such as initiating a conversation, ending a conversation, joining a conversation, making a phone call to a peer, making a phone call to a teacher, sending an email to a peer, sending an email to a teacher, using humor appropriately, participating in a group activity, and participating in a competitive activity; and
 - (C) record and analyze data as to when the student demonstrated socially appropriate and expected behaviors and what the results of those behaviors were.
- (5) Personal Growth and Awareness. The student compares various organizational strategies and determines an organizational strategy that best works for the student. The student is expected to:
 - (A) apply organizational strategies successfully in order to meet assignment deadlines, locate needed supplies, and maintain an orderly work area;
 - (B) examine the outcomes of each employed organizational strategy by comparing previous strategies used and determining whether the current strategy was successful;
 - (C) document any missing assignments and zeros in grade books;
 - (D) determine the effectiveness of the organizational strategies by monitoring student success using the selected strategies; and
 - (E) make adjustments to each strategy in order to increase its effectiveness. Examples of adjustments may be decreasing the number of missing assignments and having all needed supplies.
- (6) Social Success. The student employs and demonstrates appropriate interactions with peers, teachers, and other school personnel. The student is expected to:
 - (A) identify the steps to build positive relationships with peers, teachers, and other school personnel;
 - (B) document and analyze skills needed to initiate and maintain relationships with peers, teachers, and other school personnel;
 - (C) identify and describe various social organizations and clubs in the school;
 - (D) summarize the pros and cons of joining social organizations and the social expectations of those groups;
 - (E) increase the frequency of socially appropriate behaviors while reducing the frequency or intensity of socially inappropriate behaviors in various school settings during authentic situations; and
 - (F) compare the student's resulting social skills with the student's initial social skills by completing a second social skills inventory.

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- (7) Social Awareness in the Community. The student demonstrates an understanding of social expectations in various community settings. The student is expected to:
- (A) observe, discuss, and roleplay socially appropriate and expected behaviors in a variety of community settings;
 - (B) record and analyze data as to when the student demonstrated socially appropriate and expected behaviors and the consequences of those behaviors; and
 - (C) develop a plan to modify appropriate social skills during the next community experience to build and maintain relationships while successfully participating in social or professional networks.
- (8) Future Planning. The student investigates postsecondary options. The student is expected to:
- (A) identify postsecondary options in school, living arrangements, and community.
 - (B) describe the pros and cons of the various postsecondary options; and
 - (C) identify the student's individual areas of strength and needs for each of the various postsecondary options.

Recommended Resources and Materials:

1. Buron, Kari Dunn. *The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition*. Shawnee Mission, KS: AAPC Publishing, 2012.
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. Gerhardt, Peter F., and Daniel Crimmins. *Social Skills and Adaptive Behavior in Learners with Autism Spectrum Disorder*. Baltimore, MD: Paul H. Brookes, 2013.
4. Gorenstein, Michael, and Melissa Shapiro. "Social Skills Intervention: A Key Piece of the Employment Puzzle." Seaver Autism Center for Research and Treatment at the Icahn School of Medicine at Mount Sinai. AHRC New York City. June 25, 2021. <https://autismspectrumnews.org/social-skills-intervention-key-piece-of-the-employment-puzzle/>
5. Griffiths, Amanda J., Amy Hurley Hanson, Cristina M. Giannantonio, Sarika K. Mathur, Kristina Hyde, and Erik Linstead. "Developing Employment Environments Where Individuals with ASD Thrive: Using Machine Learning to Explore Employer Policies and Practices." *Brain Sciences* 10, no. 9 (2020): 632. <https://doi.org/10.3390/brainsci10090632>.
6. Laugeson, Elizabeth A. *The Science of Making Friends: Helping Socially Challenged Teens and Young Adults*. San Francisco, CA: Jossey-Bass, 2013.
7. Laugeson, Elizabeth A. *The PEERS Curriculum for School-Based Professionals: Social Skills Training for Adolescents with Autism Spectrum Disorder*. New York, NY: Routledge, 2014. Laugeson, Elizabeth A., and Fred Frankel. *Social Skills for Teenagers with Developmental and Autism Spectrum Disorders: The PEERS Treatment Manual*. New York, NY: Routledge, 2010.

Recommended Course Activities:

- Orientation
- Reading and discussing multiple resources regarding autism (e.g., autism Society Webpage, DSM -5)
- Completing pre- and post- social skills inventory
- Discuss results of social skills inventory
- Goal setting

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- Observing, discussing, and labeling appropriate and inappropriate social behaviors in various school settings
- Observing, discussing, and labeling appropriate and inappropriate social behaviors in various community settings
- Discuss community outings with family and friends
- Role-play
- Behavior rehearsal exercises
- Reading and discussing excerpts from the school code of conduct

Suggested methods for evaluating student outcomes:

The students participate in a class period that includes direct teaching of social skills instruction, and they are monitored throughout the day by the Making Connections teacher and paraprofessionals. Monitoring consists of the staff consistently observing the students' other classes and providing prompting, redirection, and coaching of the learned social skills. This allows for the students to employ the learned strategies in authentic circumstances and receive feedback from their trusted Making Connections staff. The combination of the Making Connections course and the monitoring serves to increase the students' social skills by moving them through all levels of learning (acquisition, fluency, maintenance, and generalization).

The students will be evaluated using various minor and major grades as well as their progress towards their individualized goals. The progress towards their goals will be evaluated using consistently obtained data. Rubrics should be utilized to grade goals set, role-plays, and behavioral rehearsal exercises. Summative assessments may involve administering the social skills assessment from the beginning of the semester again at the end of the semester to compare results and evaluate growth in social skills development. Students can be required to reflect on their growth through the semester and set future goals.

Teacher qualifications:

An assignment for a *Making Connections I* course is allowed with one of the following certificates:

- Emotionally Disturbed
- Generic Special Education
- High School—Generic Special Education
- Language and/or Learning Disabilities
- Secondary Generic Special Education (Grades 6 – 12) (Grades 6 – 12 only)
- Severely Emotionally Disturbed and Autistic
- Special Education: Early Childhood – Grade 12

Additional information:

This course is designed for students with identified social skills deficits. These deficits should be addressed within the student's individualized educational plan. That plan is helpful at encouraging the appropriate interventions be used by staff as well as by each student. Although the students can only work towards acquisition, fluency, and maintenance within the Making Connections classroom, the individualized educational plan should also detail the manner with which the student will achieve generalization of those skills across all educational settings.

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Teachers should collaborate with professionals (e.g., LSSPs, behavior interventionists) and build skills in behavioral intervention especially in using operant conditioning/cognitive behavioral strategies.



Making Connections II

PEIMS Code: N1290333

Abbreviation: MAKECON2

Grade Level(s): 9-12

Award of Credit: 0.5

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Making Connections II helps students with autism spectrum disorder or related conditions, such as social (pragmatic) communication disorder, develop a deeper understanding of friendships and social relationships. The course covers disability awareness, teaching students how autism impacts their ability to form and maintain relationships. It guides students through self-assessment of their social skills, encourages strategies for improving friendships, and helps differentiate between appropriate and inappropriate relationships. Students also learn to cope with negative attention, engage in conflict resolution, and apply these skills in various community and social settings. Additionally, the course includes future planning, where students create strategies for sustaining friendships beyond high school.

Essential Knowledge and Skills:

- (a) General requirements. Students shall be awarded one-half credit for successful completion of the course. Recommended prerequisite: *Making Connections I*.
- (b) Introduction.
 - (1) *Making Connections II* helps students with autism spectrum disorder or related conditions, such as social (pragmatic) communication disorder, develop a deeper understanding of friendships and social relationships. The course covers disability awareness, teaching students how autism impacts their ability to form and maintain relationships. It guides students through self-assessment of their social skills, encourages strategies for improving friendships, and helps differentiate between appropriate and inappropriate relationships. Students also learn to cope with negative attention, engage in conflict resolution, and apply these skills in various community and social settings. Additionally, the course includes future planning, where students create strategies for sustaining friendships beyond high school.
 - (2) The *Making Connections* course sequence serves students who have deficits in social skill acquisition typically due to identified disorders such as autism spectrum disorder or social

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pragmatic communication disorder. The courses also assist students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's post-secondary outcome. The course sequence entails a common thread throughout its essential knowledge of skills by emphasizing disability awareness, personal growth, and social skill development.

- (3) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills.

- (1) Disability Awareness. The student examines the impact that autism and other related disorders can have on the ability to develop, maintain, and understand relationships. The student is expected to:
 - (A) research and analyze autism and related disorders using various resources to identify their own disability impact;
 - (B) explain through writing or presentation the specific manifestations of autism or related disorders and how they impact social progress;
 - (C) analyze impacts related to autism, such as social communication or adaptive skill deficits, and how those impacts affect individuals with autism in various aspects of their lives, including school, family, and postsecondary settings;
 - (D) quantify the number and evaluate the quality of personal interactions that occur during and after school; and
 - (E) determine if increased efforts toward understanding, developing, and maintaining relationships would be beneficial to the student.
- (2) Social Awareness. The student demonstrates an understanding of friendship. The student is expected to:
 - (A) operationally define the meaning of friendship and highlight the aspects that are most desired;
 - (B) identify the student's interests or skills that may be of interest to peers;
 - (C) identify activities in which the student is currently involved that may enable the student to develop friendships based on shared interests;
 - (D) analyze aspects of the student's behavior that may solicit or prevent friendships;
 - (E) identify behaviors that the student wants to change to allow the student to develop more appropriate friendships; and
 - (F) identify, develop, and employ strategies to address the student's problem behaviors that prevent appropriate friendships.
- (3) Social Awareness. The student demonstrates an understanding of appropriate friendships versus inappropriate friendships. The student is expected to:
 - (A) compare the qualities of appropriate and inappropriate friendships;
 - (B) identify and discuss behaviors that make others appropriate friends to pursue;
 - (C) identify and discuss behaviors that make others inappropriate friends;

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- (D) analyze the behaviors of peers through modeling, roleplay, and natural opportunities and describe those behaviors as demonstrating social acceptance or rejection; and
 - (E) roleplay and participate in natural opportunities of initiating conversation and sharing information with a peer regarding each other, and the student's individual experiences or interests.
- (4) Personal Growth and Awareness. The student demonstrates an understanding of negative attention from peers and identifies multiple ways in which to cope with that attention. The student is expected to:
- (A) identify various ways that students receive negative attention from peers such as teasing, physical bullying, cyber bullying, and rumors or gossip;
 - (B) differentiate between peer rejection and bullying;
 - (C) analyze roleplay situations involving negative attention between peers;
 - (D) compare possible action plans for the student to pursue when receiving negative attention, such as accessing available support systems, ignoring the peer, or attempting to have a conversation with the peer;
 - (E) characterize personality traits and behaviors that inspire confidence and trust in others and identify those traits and behaviors in current personal relationships; and
 - (F) roleplay scenarios of peer interaction and discuss actions or steps the student could take in the scenarios or in previous circumstances to practice preventative as well as coping strategies.
- (5) Social Success. The student engages in conflict resolution. The student is expected to:
- (A) identify strategies for remaining calm in stressful situations, such as deep breathing, counting backwards, or taking a break;
 - (B) discuss, observe, and roleplay the behaviors a person employs when engaging in effective conflict resolution, such as the appropriate use of prosody, tone, volume, and cadence;
 - (C) discuss, observe, and roleplay the appropriate use of body language, such as proximity, facial expressions, arms and hands movements, eye contact, and shoulder placement, during effective conflict resolution;
 - (D) discuss, observe, and roleplay the use of appropriate conflict resolution phrases to express frustration;
 - (E) discuss, observe, and roleplay the use of statements that express an interest in and empathic understanding of another person's point of view to resolve conflict;
 - (F) discuss, observe, and roleplay expressing an opinion in a respectful manner;
 - (G) discuss, observe, and roleplay listening respectfully to another person's opinion;
 - (H) discuss, observe, and roleplay developing a mutually agreed upon plan of action to resolve a conflict and to prevent further conflict; and
 - (I) discuss, observe, and roleplay coping skills to employ when a conflict does not end in a resolution.
- (6) Social Awareness in the community. The student develops strategies for initiating, maintaining, and understanding relationships. The student is expected to:

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- (A) describe the various settings in which the student has the opportunity to develop friendships;
 - (B) discuss strategies for developing friendships in various community settings; and
 - (C) employ strategies for developing friendships in various settings then examine the effectiveness of each strategy.
- (7) Future Planning. The student describes the importance of developing, maintaining, and understanding relationships. The student is expected to:
- (A) identify current appropriate friendships; and
 - (B) develop a plan for developing and maintaining more appropriate friendships in multiple settings such as school and work.

Recommended Resources and Materials:

1. Autism Society of America. "About Autism." Autism Society of America: What Is Autism. Autism Society of America. Accessed September 1, 2024 <https://autismsociety.org/the-autism-experience/>
2. Buron, Kari Dunn. The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition. Shawnee Mission, KS: AAPC Publishing, 2012.
3. American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.) <https://doi.org/10.1176/appi.books.9780890425787>
4. Gerhardt, Peter F., and Daniel Crimmins. Social Skills and Adaptive Behavior in Learners with Autism Spectrum Disorder. Baltimore, MD: Paul H. Brookes, 2013.
5. Gorenstein, Michael, and Melissa Shapiro. "Social Skills Intervention: A Key Piece of the Employment Puzzle." Seaver Autism Center for Research and Treatment at the Icahn School of Medicine at Mount Sinai. AHRC New York City. June 25, 2021.
6. Griffiths, Amanda J., Amy Hurley Hanson, Cristina M. Giannantonio, Sarika K. Mathur, Kristina Hyde, and Erik Linstead. "Developing Employment Environments Where Individuals with ASD Thrive: Using Machine Learning to Explore Employer Policies and Practices." Brain Sciences 10, no. 9 (2020): 632. <https://doi.org/10.3390/brainsci10090632>.
7. Laugeson, Elizabeth A. The Science of Making Friends: Helping Socially Challenged Teens and Young Adults. San Francisco, CA: Jossey-Bass, 2013.
8. Laugeson, Elizabeth A. The PEERS Curriculum for School-Based Professionals: Social Skills Training for Adolescents with Autism Spectrum Disorder. New York, NY: Routledge, 2014.
9. Laugeson, Elizabeth A., and Fred Frankel. Social Skills for Teenagers with Developmental and Autism Spectrum Disorders: The PEERS Treatment Manual. New York, NY: Routledge, 2010.
10. Luiselli, James K. Children and Youth with Autism Spectrum Disorder: Recent Advances and Innovations in Assessment, Education, and Intervention. Oxford, NY: Oxford University Press, 2014.
11. O'Connor, Rachel A.G., Neeltje van den Bedem, Els M.A. Blijd-Hoogewys, Lex Stockmann, and Carolien Rieffe. "Friendship Quality among Autistic and Non-Autistic (Pre-) Adolescents: Protective or Risk Factor for Mental Health?" Autism 26, no. 8 (2022): 2041-2051. Published online January 22, 2022. <https://doi.org/10.1177/13623613211073448>.
12. Value Student Interest Inventory." Michigan State University. Accessed May 22, 2024. https://edwp.educ.msu.edu/research/wp-content/uploads/sites/10/2020/06/VALUE_StudentInterestInventory.pdf.

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Recommended Course Activities:

- Personal Interest Survey used to identify own interests as well as interests that may be preferred in a friend
- Reinforcement Survey
- Goal Setting
- Discuss community outings with family and friends
- Role-Play with critiques
- Behavior rehearsal exercises (e.g calling, texting, appropriate use of social media, asking someone to go to an activity with you)

Suggested methods for evaluating student outcomes:

The students participate in a class period that includes direct teaching of social skills instruction, and they are monitored throughout the day by the Making Connections teacher and paraprofessionals. Monitoring consists of the staff consistently observing the students' other classes and providing prompting, redirection, and coaching of the learned social skills. This allows for the students to employ the learned strategies in authentic circumstances and receive feedback from their trusted Making Connections staff. The combination of the Making Connections course and the monitoring serves to increase the students' social skills by moving them through all levels of learning (acquisition, fluency, maintenance, and generalization).

The students will be evaluated using various minor and major grades as well as their progress towards their individualized goals. The progress towards their goals will be evaluated using consistently obtained data. Rubrics should be utilized to grade goals set, role-plays, and behavioral rehearsal exercises. Summative assessments may involve administering the social skills assessment from the beginning of the semester again at the end of the semester to compare results and evaluate growth in social skills development. Students can be required to reflect on their growth through the semester and set future goals.

Formal Assessment

Beginning of Semester - Completion of interest survey with reflection as to what interests a desired friend may possess as well.

- Goal setting with action steps and consistent intermittent evaluation of progress on identifying possible friends, and initiating, building, and maintaining relationships.
- End of Semester - Reflections as to what steps have been made to identify, initiate, build, and maintain friendships. What success has occurred and what are next steps.

Informal Assessment

- Role-Play
- Behavioral rehearsals / social autopsies of real situations the student has experienced
- Reflections of observations
- Class discussions and activities centered around specific skills (e.g., safety on social media, asking a friend to join you at an activity)

Teacher qualifications:

An assignment for a *Making Connections II* course is allowed with one of the following certificates:

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- Emotionally Disturbed
- Generic Special Education
- High School—Generic Special Education
- Language and/or Learning Disabilities
- Secondary Generic Special Education (Grades 6 – 12) (Grades 6 – 12 only)
- Severely Emotionally Disturbed and Autistic
- Special Education: Early Childhood – Grade 12

Additional information:

This course is designed for students with identified social skills deficits. These deficits should be addressed within the student's individualized educational plan. That plan is helpful at encouraging the appropriate interventions be used by staff as well as by each student. Although the students can only work towards acquisition, fluency, and maintenance within the Making Connections classroom, the individualized educational plan should also detail the manner with which the student will achieve generalization of those skills across all educational settings.

Teachers should collaborate with professionals (e.g., LSSPs, behavior interventionists) and build skills in behavioral intervention especially in using operant conditioning/cognitive behavioral strategies.



Making Connections III

PEIMS Code: N1290334

Abbreviation: MAKECON3

Grade Level(s): 9-12

Award of Credit: 0.5

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Making Connections III is designed to help students focus on enhancing their understanding of personal learning styles and developing effective self-advocacy skills. Students will explore the strengths and weaknesses commonly associated with autism, analyze their learning preferences, and identify effective strategies for academic success. *Making Connections III* emphasizes self-advocacy, where students will learn how to articulate their needs within their individualized education programs (IEPs) and effectively communicate their rights and accommodations. Additionally, students will examine how the skills they develop in the educational setting can be applied to community contexts. Through role-playing, discussions, and real-world practice, students will engage in future planning activities, including developing graduation plans, resumes, and interview skills to facilitate a successful transition to postsecondary opportunities.

Essential Knowledge and Skills:

- (a) General requirements. Students shall be awarded one-half credit for successful completion of the course. Recommended prerequisite: Making Connections II.
- (b) Introduction.
 - (1) The Making Connections III courses serve students who have an autism spectrum disorder or a related disorder, such as social (pragmatic) communication disorder, which causes them to have difficulty with social skills. These courses assist the students in developing an understanding of autism spectrum disorders and other related disorders. The courses also assist students with developing and generalizing appropriate and beneficial social skills, which may lead to increased postsecondary outcomes.
 - (2) The Making Connections course sequence serves students who have deficits in social skill acquisition, typically due to an identified disorder such as an autism spectrum disorder or social pragmatic communication disorder. The courses also assist students with developing and generalizing appropriate and beneficial social skills and in turn increases students' post-

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secondary outcomes. The course sequence entails a common thread throughout its essential knowledge of skills by emphasizing disability awareness, personal growth, and social skill development.

- (3) Making Connections III is designed to help students focus on enhancing their understanding of personal learning styles and developing effective self-advocacy skills. Students explore the strengths and weaknesses commonly associated with autism, analyze their learning preferences, and identify effective strategies for academic success. Making Connections III emphasizes self-advocacy, where students will learn how to articulate their needs within their individualized education programs (IEPs) and effectively communicate their rights and accommodations. Additionally, students examine how the skills they develop in the educational setting can be applied to community contexts. Through role-playing, discussions, and real-world practice, students will engage in future planning activities, including developing graduation plans, resumes, and interview skills to facilitate a successful transition to post-secondary opportunities.

(c) Knowledge and Skills

- (1) Disability Awareness. The student develops an understanding of autism and specific implications concerning an individual's learning style. The student is expected to:
 - (A) identify and describe the common relative strengths and weaknesses consistently associated with those on the autism spectrum;
 - (B) use various resources to research and describe the typical learning styles of individuals on the spectrum; and
 - (C) compare various effective interventions for individuals on the spectrum.
- (2) Personal Growth and Awareness. The student identifies and analyzes the learning style, study skills, and accommodations that would most benefit the student. The student is expected to:
 - (A) identify the student's preferred learning style;
 - (B) compare learning strategies, such as typing notes or listening to audio lectures, and discuss how the strategies align with the student's preferred learning style; and

identify the strategies including accommodations that will be most effective in each of the student's classes.
- (3) Social Awareness. The student demonstrates self-advocacy skills in roleplay scenarios and in authentic situations. The student is expected to:
 - (A) compare advocacy and self-advocacy;
 - (B) discuss the benefits of becoming an effective self-advocate;
 - (C) discuss, observe, and roleplay the steps of effective self-advocacy;
 - (D) demonstrate appropriate and effective self-advocacy in real situations;
 - (E) evaluate the student's effectiveness in self-advocacy; and
 - (F) develop a plan for improvement in future situations requiring self-advocacy such as developing a list of the available support systems to access in various scenarios or environments or developing a task analysis to effectively communicate frustration.

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- (4) Personal Growth and Awareness. The student explains the purpose and goals of the Admission Review and Dismissal Committee (ARD-C) specifically focusing in on the Individual Education Program (IEP). The student is expected to:
 - (A) identify the essential components of the student's Individual Education Program (IEP), such as academic goals, behavior intervention plan, behavior and social skills goals, autism supplement, and transition plan;
 - (B) demonstrate the ability to discuss the student's disability, including identifying strengths, acknowledging needs, and participating in the development of plans to address those needs; and
 - (C) evaluate each accommodation and modification to determine the student's need for that service based on its effectiveness and appropriateness; and
 - (D) communicate effectively and respectfully the student's needs and rights according to law and the student's IEP.
- (5) Self-Advocacy. The student advocates for appropriate accommodations and modifications in the classroom. The student is expected to:
 - (A) discuss various self-advocacy strategies;
 - (B) implement self-advocacy strategies to ensure all needed and agreed upon accommodations and modifications are available;
 - (C) roleplay and describe respectful approaches in informing teachers of the appropriate accommodations or modifications the student receives; and
 - (D) review and articulate disability rights for Texas students with disabilities.
- (6) Social Awareness in the Community. The student understands that accommodations and modifications needed in the educational setting may also be needed in other community settings. The student is expected to:
 - (A) compare the student's needs in community settings to the student's needs in the educational setting;
 - (B) identify how accommodations provided to the student at school can be used to mitigate demands in other settings;
 - (C) roleplay and describe the use of accommodations and modifications in various community settings;
 - (D) practice and implement the use of accommodations and modifications in community settings; and
 - (E) analyze the effectiveness of accommodations and modifications in the school setting and make necessary changes.
- (7) Future Planning. The student discusses transition goals and adjusts goals based on various feedback. The student is expected to:
 - (A) identify the student's graduation plan;
 - (B) identify all credits and assessments needed for graduation;
 - (C) develop a plan for the completion of required courses;

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- (D) discuss the importance of having a state identification card and develop a plan to obtain one;
- (E) discuss the components of an effective resume such as work experience, volunteer work, involvement in school organizations, and mastery of marketable skills;
- (F) complete a mock job application and develop a resume;
- (G) discuss, observe, and roleplay socially appropriate and marketable behaviors to demonstrate in an interview, such as appropriate dress for various interviews, promptness, eye contact, and answering questions regarding marketable strengths and weaknesses;
- (H) practice skills in real-world situations and analyze how the interactions were successful or unsuccessful; and
- (I) develop a plan for engaging in real-world situations in the future.

Recommended Resources and Materials:

1. Buron, Kari Dunn. *The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition*. Shawnee Mission, KS: AAPC Publishing, 2012.
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. "Fostering Autistic Wellbeing through Self-Care and Self-Advocacy." *Reframing Autism*. Accessed May 22, 2024. <https://reframingautism.org.au/fostering-autistic-wellbeing-through-self-care-and-self-advocacy/>.
4. Gerhardt, Peter F., and Daniel Crimmins. *Social Skills and Adaptive Behavior in Learners with Autism Spectrum Disorder*. Baltimore, MD: Paul H. Brookes, 2013.
5. Gorenstein, Michael, and Melissa Shapiro. "Social Skills Intervention: A Key Piece of the Employment Puzzle." *Seaver Autism Center for Research and Treatment at the Icahn School of Medicine at Mount Sinai*. AHRC New York City. June 25, 2021.
6. Griffiths, Amanda J., Amy Hurley Hanson, Cristina M. Giannantonio, Sarika K. Mathur, Kristina Hyde, and Erik Linstead. "Developing Employment Environments Where Individuals with ASD Thrive: Using Machine Learning to Explore Employer Policies and Practices." *Brain Sciences* 10, no. 9 (2020): 632. <https://doi.org/10.3390/brainsci10090632>.
7. Laugeson, Elizabeth A. *The PEERS Curriculum for School-Based Professionals: Social Skills Training for Adolescents with Autism Spectrum Disorder*. New York, NY: Routledge, 2014.
8. Laugeson, Elizabeth A., and Fred Frankel. *Social Skills for Teenagers with Developmental and Autism Spectrum Disorders: The PEERS Treatment Manual*. New York, NY: Routledge, 2010.
9. *Learning Style Inventory (Secondary)*. Stetson & Associates, Inc. Accessed May 22, 2024. <https://stetsonassociates.com/Files/NEW%20Learning%20Style%20Inventory%20SECONDARY.pdf>.
10. "Learning Style Questionnaire." University of California, Merced. Accessed May 22, 2024. <https://learning.ucmerced.edu/sites/learning.ucmerced.edu/files/page/documents/learningstylequestionnaire.pdf>.
11. O'Connor, Rachel A.G., Neeltje van den Bedem, Els M.A. Blijd-Hoogewys, Lex Stockmann, and Carolien Rieffe. "Friendship Quality among Autistic and Non-Autistic (Pre-) Adolescents: Protective or Risk Factor for Mental Health?" *Autism* 26, no. 8 (2022): 2041-2051. Published online January 22, 2022. <https://doi.org/10.1177/13623613211073448>.
12. "Research-Based Recommendations for Building Self-Advocacy Competence." *Autism Spectrum News*. Accessed May 22, 2024. <https://autismspectrumnews.org/research-based-recommendations-for-building-self-advocacy-competence/>.

Making Connections III

13. Spark, Sia. "Fostering Autistic Wellbeing through Self-Care and Self-Advocacy." Reframing Autism. Accessed May 22, 2024. <https://reframingautism.org.au/fostering-autistic-wellbeing-through-self-care-and-self-advocacy/>
14. "Study Strategies by Learning Styles." Florida State University Academic Center for Excellence. Accessed May 22, 2024. https://ace.fsu.edu/sites/g/files/upcbnu296/files/Study_Strategies_by_Learning_Styles.pdf.
15. Werner, Carly, MEd, MS, and Dianne Zager, PhD. "Research-Based Recommendations for Building Self-Advocacy Competence." Autism Spectrum News. Accessed May 22, 2024. <https://autismspectrumnews.org/research-based-recommendations-for-building-self-advocacy-competence/>

Recommended Course Activities:

- Learning Inventory
- Review of indicated learning strategies; develop a plan to effectively utilize learning strategies as well as advocate for their use in each course
- Review and confirm understanding of expectations in each course
- Review and confirm understanding of current Individualized Education Program; advocate for any changes that are needed.
- Participate in ARD-C
- Review of current transcript and graduation plan; meet with general education counselor and make plans for successful completion / graduation.
- Write resume
- Observe appropriate interview behavior
- Role-play with critique and further practice of interview behavior
- Behavior rehearsal exercises
- Discuss available work/volunteer opportunities
- Review how to obtain state identification (e.g., driver's license, identification cards, Selective Service registration)

Suggested methods for evaluating student outcomes:

The students participate in a class period that includes direct teaching of social skills instruction, and then they are also monitored throughout the day by the Making Connections teacher and paraprofessionals. Monitoring consists of the staff consistently observing the students' other classes and providing prompting, redirection, and coaching of the learned social skills. This allows for the student to employ the learned strategies in an authentic circumstance and receive feedback from their trusted Making Connections staff. The combination of the Making Connections course and the monitoring serves to increase the students' social skills by moving them through all levels of learning (acquisition, fluency, maintenance, and generalization).

The students will be evaluated using various minor and major grades as well as their progress towards their individualized goals. The progress towards their goals will be evaluated using consistently obtained data. Rubrics should be utilized to grade goals set, role-plays, and behavioral rehearsal exercises. Summative assessments may involve administering the social skills assessment from the beginning of the semester again at the end of the semester to compare results and evaluate growth in social skills development. Students can be required to reflect on their growth through the semester and set future goals.

Beginning of Semester - Completion of learning style survey results and reflections as to how to effectively utilize this information in each class / a job.

Making Connections III

- Review and reflection of current Individualized Education Program including reflection of what accommodations / modifications are currently helpful / not helpful, and which are not currently being provided in classes with an action plan as to how to address the teachers of the courses.

End of Semester - Reflections as to what steps have been made to grow in the ability to self-advocate, how/when to utilize these skills in future classes, jobs, and friendships/relationships.

- Discussions of laws/rights regarding accommodations/modifications
- Role-Play self advocacy for IEP documented accommodations / modifications
- Behavioral rehearsals / social autopsies of real situations when student has attempted discussions with teachers / others to self-advocate

Teacher qualifications:

An assignment for a *Making Connections III* course is allowed with one of the following certificates:

- Emotionally Disturbed
- Generic Special Education
- High School—Generic Special Education
- Language and/or Learning Disabilities
- Secondary Generic Special Education (Grades 6 – 12) (Grades 6 – 12 only)
- Severe Emotionally Disturbed and Autistic
- Special Education: Early Childhood – Grade 12

Additional information:

This course is designed for students with identified social skills deficits. These deficits should be addressed within the student's individualized educational plan. That plan is helpful at encouraging the appropriate interventions be used by staff as well as by each student. Although the students can only work towards acquisition, fluency, and maintenance within the Making Connections classroom, the individualized educational plan should also detail the manner with which the student will achieve generalization of those skills across all educational settings.

Teachers should collaborate with professionals and build skills in behavioral intervention especially in using operant conditioning/cognitive behavioral strategies.



Making Connections IV

PEIMS Code: N1290335

Abbreviation: MAKECON4

Grade Level(s): 9-12

Award of Credit: 0.5

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to TAC §74.13 for guidance on endorsements.

Course Description:

Making Connections IV assists students with developing skills to employ collaborative problem solving. This course specifically focuses on the aspect of social communication, by focusing on their collaborative problem-solving skills. The student will develop skills to understand their autism specifically related to their ability to communicate socially, engage in collaborative problem-solving, and navigate social situations effectively. This course also encourages mentoring relationships within the school environment and helps students identify and take steps toward their postsecondary goals, including job applications, FAFSA completion, and understanding available accommodations at postsecondary institutions or workplaces.

Essential Knowledge and Skills:

- (a) General requirements. Students shall be awarded one-half credit for successful completion of the course. Recommended prerequisite: Making Connections III.
- (b) Introduction.
 - (1) Making Connections IV assists students with developing skills to employ collaborative problem solving. This course specifically focuses on the aspect of social communication, by focusing on their collaborative problem-solving skills. The student will develop skills to understand their autism specifically related to their ability to communicate socially, engage in collaborative problem-solving, and navigate social situations effectively. This course also encourages mentoring relationships within the school environment and helps students identify and take steps toward their postsecondary goals, including job applications, FAFSA completion, and understanding available accommodations at postsecondary institutions or workplaces.
 - (2) The Making Connections course sequence serves students who have deficits in social skill acquisition typically due to identified disorders such as autism spectrum disorder or social pragmatic communication disorder. The courses also assist students with developing and generalizing appropriate and beneficial social skills and in turn increases that student's post-

Making Connections IV

secondary outcome. The course sequence entails a common thread throughout its essential knowledge of skills by emphasizing disability awareness, personal growth, and social skill development.

- (3) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and Skills

- (1) Disability Awareness. The student develops an understanding of how autism may impact a person's ability to engage in collaborative problem solving. The student is expected to:
 - (A) research and describe repetitive patterns of behavior, interests, or activities and how these factors may impact an individual with autism's ability to use collaborative problem-solving skills; and
 - (B) explain how collaborative problem-solving skills may impact an individual with autism's education and employment success.
 - (C) Personal Growth and Awareness. The student identifies personal abilities and weaknesses related to collaborative problem solving. The student is expected to:
 - (D) evaluate statements regarding an individual with autism's ability to engage in collaborative problem solving and compare to the student's experience;
 - (E) identify aspects of the student's behavior and belief system which may need to be modified to successfully engage in collaborative problem solving; and
 - (F) develop a plan to effectively employ collaborative problem-solving strategies in various circumstances.
- (2) Social Success. The student engages in collaborative problem-solving techniques. The student is expected to:
 - (A) identify multiple facets of an identified problem;
 - (B) generate multiple possible strategies to solve an identified problem;
 - (C) identify and discuss the pros and cons of each generated strategy;
 - (D) delineate the roles of each member in a collaborative group;
 - (E) employ the agreed upon strategy and record observations or resulting data;
 - (F) discuss the results and effectiveness of the selected strategy in solving an identified problem;
 - (G) evaluate the outcomes and effectiveness of different collaborative problem-solving strategies;
 - (H) determine what strategy may be most effective in the future; and
 - (I) describe ways to assist other students with identifying and developing skills to employ collaborative problem solving.
- (3) Social Awareness. The student engages in social, or group, problem solving. The student is expected to:
 - (A) identify the who, what, when, where, and why of a given social situation;
 - (B) document the student's behavior in response to a social situation;

Making Connections IV

- (C) compare the outcome of a social situation with the student's intended outcome;
 - (D) analyze and describe the perspective of other individuals involved in the social situation;
 - (E) analyze the cause-and-effect relationship between one's behaviors and one's relationships with others;
 - (F) identify potential solutions to a problem in a social situation;
 - (G) describe the pros and cons of various solutions, including analyzing the perspective of others and predicting the likelihood that the student can effectively employ the solution;
 - (H) analyze past social interaction by employing strategies such as social autopsies for real-world situations and roleplays of interactions that are not successful;
 - (I) roleplay a solution which may help improve a social interaction which was not successful; and
 - (J) determine the student's course of action for potential problems that may occur in upcoming social settings.
- (4) Social Awareness in the Community. The student assists a peer in a mentor-mentee relationship in the school environment. The student is expected to:
- (A) demonstrate empathy and use knowledge of the school and understanding of the student's disability to build a mentor relationship with a student mentee;
 - (B) assist the student mentee with navigating the school, including highlighting routines, expectations, and social skills of each setting;
 - (C) use conversation strategies to learn about and build rapport with the student's mentee;
 - (D) assist the student mentee in identifying the mentee's area of needs and what available support systems, such as teachers and counselors, are available in the school to address those needs; and
 - (E) identify and discuss the student's personal experience with having a disability and how that recognition and understanding has positively impacted the student's success in school and community such as enabling the student and teachers to ensure the adequate and effective implementation of accommodations and modifications and promoting the student's ability to self-advocate.
- (5) Future Planning. The student identifies a post-secondary plan and takes steps to succeed in that plan. The student is expected to:
- (A) identify and discuss the student's post-secondary plan;
 - (B) identify the steps necessary to successfully initiate the post-secondary plan;
 - (C) identify steps that can be taken prior to graduation and complete those steps such as, completing a Free Application for Federal Student Aid (FAFSA) application, meeting with a transition specialist, comparing colleges with the student's desired degree, scheduling and completing college entrance exams, completing job applications, and comparing available living arrangements in the college or work area;
 - (D) analyze critiques from mock interviews to increase understanding of employment opportunities;
 - (E) research and describe available accommodations at the post-secondary institution or work place; and

Making Connections IV

- (F) compare the student's current accommodations and/or modifications with the available accommodations at the post-secondary institution or work place the student is interested in.

Recommended Resources and Materials:

1. Buron, Kari Dunn. *The Incredible 5-Point Scale: The Significantly Improved and Expanded Second Edition*. Shawnee Mission, KS: AAPC Publishing, 2012.
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
3. "Fostering Autistic Wellbeing through Self-Care and Self-Advocacy." *Reframing Autism*. Accessed May 22, 2024. <https://reframingautism.org.au/fostering-autistic-wellbeing-through-self-care-and-self-advocacy/>.
4. Gerhardt, Peter F., and Daniel Crimmins. *Social Skills and Adaptive Behavior in Learners with Autism Spectrum Disorder*. Baltimore, MD: Paul H. Brookes, 2013.
5. Gorenstein, Michael, and Melissa Shapiro. "Social Skills Intervention: A Key Piece of the Employment Puzzle." *Seaver Autism Center for Research and Treatment at the Icahn School of Medicine at Mount Sinai*. AHRC New York City. June 25, 2021. <https://autismspectrumnews.org/social-skills-intervention-key-piece-of-the-employment-puzzle/>
6. Griffiths, Amanda J., Amy Hurley Hanson, Cristina M. Giannantonio, Sarika K. Mathur, Kristina Hyde, and Erik Linstead. "Developing Employment Environments Where Individuals with ASD Thrive: Using Machine Learning to Explore Employer Policies and Practices." *Brain Sciences* 10, no. 9 (2020): 632. <https://doi.org/10.3390/brainsci10090632>.
7. Laugeson, Elizabeth A. *The PEERS Curriculum for School-Based Professionals: Social Skills Training for Adolescents with Autism Spectrum Disorder*. New York, NY: Routledge, 2014.
8. Laugeson, Elizabeth A., and Fred Frankel. *Social Skills for Teenagers with Developmental and Autism Spectrum Disorders: The PEERS Treatment Manual*. New York, NY: Routledge, 2010.
9. *Learning Style Inventory (Secondary)*. Stetson & Associates, Inc. Accessed May 22, 2024. <https://stetsonassociates.com/Files/NEW%20Learning%20Style%20Inventory%20SECONDARY.pdf>.
10. "Learning Style Questionnaire." *University of California, Merced*. Accessed May 22, 2024. <https://learning.ucmerced.edu/sites/learning.ucmerced.edu/files/page/documents/learningstylequestionnaire.pdf>.
11. O'Connor, Rachel A.G., Neeltje van den Bedem, Els M.A. Blijd-Hoogewys, Lex Stockmann, and Carolien Rieffe. "Friendship Quality among Autistic and Non-Autistic (Pre-) Adolescents: Protective or Risk Factor for Mental Health?" *Autism* 26, no. 8 (2022): 2041-2051. Published online January 22, 2022. <https://doi.org/10.1177/13623613211073448>.
12. Spark, Sia. "Fostering Autistic Wellbeing through Self-Care and Self-Advocacy." *Reframing Autism*. Accessed May 22, 2024. <https://reframingautism.org.au/fostering-autistic-wellbeing-through-self-care-and-self-advocacy/>
13. "Study Strategies by Learning Styles." *Florida State University Academic Center for Excellence*. Accessed May 22, 2024. https://ace.fsu.edu/sites/g/files/upcbnu296/files/Study_Strategies_by_Learning_Styles.pdf.

Making Connections IV

14. Werner, Carly, MEd, MS, and Dianne Zager, PhD. "Research-Based Recommendations for Building Self-Advocacy Competence." Autism Spectrum News. Accessed May 22, 2024.
<https://autismspectrumnews.org/research-based-recommendations-for-building-self-advocacy-competence/>

Recommended Course Activities:

- Lessons, discussions, and review of strategies for working collaboratively
- Discussion of pros and cons of multiple problem-solving techniques
- Conduct a social autopsy of student's strengths and weaknesses in each team activity coupled with a plan to practice specific skills in the next team activity
- Discussion of the benefits of flexible thinking versus rigid thinking
- Multiple team problem solving scenarios
- Role-play

Suggested methods for evaluating student outcomes:

The students participate in a class period that includes direct teaching of social skills instruction, and then they are also monitored throughout the day by the Making Connections teacher and paraprofessionals. Monitoring consists of the staff consistently observing the students' other classes and providing prompting, redirection, and coaching of the learned social skills. This allows for the student to employ the learned strategies in an authentic circumstance and receive feedback from their trusted Making Connections staff. The combination of the Making Connections course and the monitoring serves to increase the students' social skills by moving them through all levels of learning (acquisition, fluency, maintenance, and generalization).

The students will be evaluated using various minor and major grades as well as their progress towards their individualized goals. The progress towards their goals will be evaluated using consistently obtained data. Rubrics should be utilized to grade goals set, role-plays, and behavioral rehearsal exercises. Summative assessments may involve administering the social skills assessment from the beginning of the semester again at the end of the semester to compare results and evaluate growth in social skills development. Students can be required to reflect on their growth through the semester and set future goals.

Assessment

Beginning of Semester - Identification of multiple problem-solving collaborative strategies that can be utilized in projects / activities

- Multiple team problem-solving activities/scenarios
- Behavioral rehearsals / social autopsies of the individuals and groups collaborative problem solving in each activity / scenario.

End of Semester - Reflections as to what strategies best fit what activities, the individual's style, and how that individual plans to utilize and grow in the strategies in the future.

Teacher qualifications:

An assignment for a Making Connections IV course is allowed with one of the following certificates:

Making Connections IV

- Emotionally Disturbed
- Generic Special Education
- High School—Generic Special Education
- Language and/or Learning Disabilities
- Secondary Generic Special Education (Grades 6 – 12) (Grades 6 – 12 only)
- Severely Emotionally Disturbed and Autistic
- Special Education: Early Childhood – Grade 12

Additional information:

This course is designed for students with identified social skills deficits. These deficits should be addressed within the student's individualized educational plan. That plan is helpful at encouraging the appropriate interventions be used by staff as well as by each student. Although the students can only work towards acquisition, fluency, and maintenance within the Making Connections classroom, the individualized educational plan should also detail the manner with which the student will achieve generalization of those skills across all educational settings.

Teachers should collaborate with professionals and build skills in behavioral intervention especially in using operant conditioning/cognitive behavioral strategies.



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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce – Administrator, Research and Evaluation
Subject: Revision to 2026-2027 District Calendar
Date: April 8, 2026

HISTORY:

The original approval of a four-day calendar of the 2026-2027 school year was approved by the board on February 12, 2025.

RATIONALE:

After reviewing the calendar, it was noted that there had to be adjustments to parent teacher conference days wording in the legend. Loya and Alarcon campuses were removed on the updated calendar.

Secondly, the updated number of instructional minutes also got adjusted. The previous version had SEISD Instructional Minutes: 77,655 (Grades PPK-11); 77,370 (Grade 12). The updated version will show SEISD Instructional Minutes: 77,940 (Grades PPK-11); 77,655 (Grade 12). This reflects the additional minutes that was added by removing the half day of school in October 30th which was previously approved.

BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the 2026-2027 School Calendar.

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.

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



2026-2027 District Calendar San Elizario ISD

Annual Instructional Minutes

Required Total for Grades PPK-12: 75,600

SEISD Instructional Minutes: 77,940 (Grades PPK-11); 77,655 (Grade 12)

Early Release for Students

Dec. 18

Grading Periods

1st 9-Weeks July 21--Sept. 25

2nd 9-Weeks Oct. 13--Dec. 18

3rd 9-Weeks Jan. 6--Mar. 5

4th 9-Weeks Mar. 23--May 28

Graduation Day--May 28, 2027

Holidays / District Closure

July 1-3

Independence Day Closure

Sept. 29-Oct. 2

Fall Intersession

Oct. 6-Oct. 9

Fall Break

Nov. 11

Veterans Day

Nov. 24-27

Thanksgiving Break

Dec. 22-Jan. 1

Winter Holidays

Mar. 9-12

Spring Intersession

Mar. 16-19

Spring Break

Mar. 26

Good Friday

Inclement Weather Makeup Days (as needed)

May 10, May 17

Parent/Teacher Conferences--Fall and Spring

GEMS Sept. 8 and Feb. 16

SEHS Sept. 10 and Feb. 18

Borrego Oct. 20 and Apr. 6

Sambrano Oct. 22 and Apr. 8

Smart Snack Exemption Days

Oct. 30, Dec. 18, Feb. 12, Mar. 25, May 28

Student Learning Days (149 Days)

Fall Semester: 75 Spring Semester: 74

Teacher Professional Development

July 10 (New Teacher Orientation), July 15, 17 (1/2 day),

July 13, 14, 16 (Full days), Aug. 10 (Full day),

Sept. 14 (Full Day), Nov. 9 (Full Day),

Dec. 14 (Full day), Jan. 5 (1/2 day), Jan. 11 (Full Day),

Feb. 8 (Full Day), Apr. 5 (Full Day), May 10 (Full Day)

Teacher Workdays

July 15 (1/2 day), July 17 (1/2 day), Dec. 18 (1/2 day),

Jan. 5 (1/2 day), June 1 (Full day)

LEGEND

~	Graduation Day		Mindful Eagle Mondays
	Teacher Workday		190+ day Employee Workday
	First or Last Day of 9-Weeks		Intersession
	Teacher Guided Planning		Inclement Weather Makeup
^	Early Release for Students		Holiday/District Closure
	Teacher Professional Development		Smart Snack Exemption Day
	New Teacher Orientation	*	TELPAS State Testing Window
	Parent / Teacher Conferences		STAAR State Testing Window
●	Prof. Employee Workday (Non-Teacher)		

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*Note: State Testing Windows are subject to change as per TEA.

January 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	*16	*17	*18	*19	20
21	22	*23	*24	*25	*26	27
28						

March 2027						
S	M	T	W	T	F	S
	1	*2	*3	*4	*5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	*23	*24	*25	26	27
28	29	30	31			

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

August 2026						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director of Human Resources
Subject: Brescia University Memorandum of Agreement
Date: July 29, 2026

HISTORY:

The San Elizario Independent School District (SEISD) continues to support future educators and education-related careers through providing opportunities for students to intern and gain field experience in collaboration with exemplary SEISD employees to complete respective degrees and programs.

RATIONALE:

SEISD will serve as the practicum placement agency for a Brescia University student during the 2026–2027 academic year to support the completion of required practicum hours. Through this partnership, the San Elizario ISD continues its commitment to fostering the development of future professionals in educational support services.

The practicum experience outlined in this agreement is in the field of Speech-Language Pathology (SLP) and will provide the student with opportunities to gain practical experience in a school-based setting. These experiences will include exposure to larger caseload management, group therapy sessions, student evaluations, direct therapy services, and the development of competencies and professional skills expected of a Speech-Language Pathology practicum placement within a public-school environment.

BUDGET IMPACT:

This is a nonpaid internship. There is no SEISD budget impact.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is that the Board of Trustees approve the agreement for the SEISD to serve as the agency to allow an intern to work with the SEISD SLP in the Special Education Department.

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.



SLP Graduate Program

Open Ended Beginning Fall 2026

MEMORANDUM OF AGREEMENT

Between the Brescia University, Inc. – Master of Science in Speech-Language Pathology Program and:

Agency Name: San Elizario Independent School District

Address: 1050 Chicken Ranch Road, San Elizario, TX 79849

Phone: 915-872-3900

Name/Title/Contact information of Contact Person for the agreement: Gina Ramirez, Executive Director of Human Resources, 915-872-3900, giramirez@seisd.net

Name/Title of Person Responsible for signing agreement: Dr. Jeannie Meza-Chavez, Superintendent, 915-872-3900, jmeza-chavez@seisd.net

Compliance Requirements of the Agency (such as but not limited to background check, TB skin test, physical, vaccinations, orientation/onboarding process): background check

This Memorandum of Agreement ("Agreement"), entered into this 1st day of July for the academic year beginning fall semester 2026 and open-ended until either party terminates, establishes an agreement between the Brescia University, inc., Master of Science in Speech-Language Pathology Program (hereinafter referred to as "**The Program**") and, San Elizario Independent School District, (hereinafter referred to as "**The Agency**"). The Program and the Agency may each be referred to as a "Party" and collectively as the "Parties." The purpose of this Agreement is to establish the terms and conditions under which the Agency will serve as a clinical education site for students enrolled in the Program and to identify the respective responsibilities of the Parties in connection with each clinical placement. ~~It specifies the basis on which The Agency will serve as an educational facility for Breseia's speech-language pathology students assigned with said Agency. The purpose of this agreement is to specify the general activities planned and the assignment of responsibilities between the parties.~~

A. General Terms

(1) It is agreed and understood that:

All parties to this agreement are equal opportunity employers. There shall be no discrimination on the basis of race, religion, age, color, creed, gender, national origin, sexual orientation, physical disability, or veteran status in either the selection of students for clinical education or as to any aspect of the clinical education experience.

Each Party shall protect student education records and personally identifiable information in accordance with the Family Educational Rights and Privacy Act (“FERPA”), applicable law, and its own policies. No student information shall be used or disclosed except as permitted by law and as necessary to carry out this Agreement.~~Student educational records are protected by the Family Educational Rights and Privacy Act (FERPA), and student permission must be obtained before releasing specific student data to anyone other than the Program.~~

Except as expressly provided in Section C(2), a student’s participation in a clinical placement shall not create an employment, agency, partnership, joint-venture, or other similar relationship between the student and either Party. Neither Party shall be obligated to pay a student any salary, wages, compensation, or employment-related benefits solely because of the student’s participation in a clinical placement.~~Unless indicated in Section C (2), Students assigned to the Agency under this Agreement shall not be deemed employees or agents of the Agency or the Program by reason of such assignment. Neither the Agency nor the Program shall be responsible for payment to students of any salary, wages or employment-related benefits.~~

Students shall comply with the Agency’s applicable policies, procedures, rules, safety requirements, schedules, and professional standards while participating in a clinical placement.~~Agency regulations, policies, procedures and goals will be applicable to the speech-language pathology students while they are engaged in the educational program unless otherwise stated in writing by both parties.~~

B. Nature of the Clinical Education Experience

- (1) The ~~following conditions apply~~parties acknowledge and agree that:

This clinical education is associated with an academic program at an accredited institution of higher learning.

This clinical education is structured around a classroom or academic experience, with articulated learning objectives/competencies.

The Program exercises oversight over the internship program and provides educational credit.

This clinical education experience is supervised by speech-language pathology program personnel; this document constitutes an agreement between the program and the clinical site, and there is learning contract between the student and the site.

The Program is solely educational and provides training to prepare the professional speech-language pathologist. It is not meant to supplant or replace existing employees of within the clinical education program site.

The clinical placement is meant to provide an educational and training opportunity to the speech-language pathology student and does not provide any immediate advantage to the employer or the field site.

C. Responsibilities

- (1) The Program ~~shall~~will:

Maintain, during the term of this Agreement, for itself and its faculty, a policy of professional liability insurance with a single limit of no less than \$1,000,000 per claim and \$3,000,000 in the annual aggregate.

Require each student to have a professional liability policy in force before he or she is assigned to the Agency. The minimum amount of coverage shall be \$1,000,000 per claim and \$3,000,000 in the annual aggregate.

Appoint a Clinical Coordinator who, in conjunction with Clinical Faculty, will be responsible for the administration of the clinical education program.

Support students' attainment of educational goals.

Plan the student's general orientation to the clinical experience, in consultation with the Agency Clinical Instructor.

Provide orientation of appropriate Agency personnel to the educational objectives and methods of the educational program.

Provide orientation, clinical instruction training, and continuing dialog and support throughout the duration of the clinical placement.

Provide instruction and educational direction of the student, and to provide linkage between the clinical placement experience and the classroom/academic experience.

Evaluate the student's educational program and evaluating the student's performance. The Program faculty are responsible for assigning a grade to the student.

(2) The Agency ~~shall~~will:

Recognize that all personally identifiable information about students provided by the ~~University~~Program under this Agreement shall be treated as confidential, shall be used only in furtherance of this Agreement and shall not be further disclosed without the student's written consent except as required by law.

Will NOT allow students to transport clients, neither in their private vehicle, nor an agency-owned vehicle.

Serve as an educational facility for speech-language pathology students in such number and at such time as the parties hereto mutually agree. The particular facilities to be used, the number of students and the particular supervision-consultation to be provided will be determined by mutual agreement of the parties, as governed by the stated stipulations.

Provide staff and time for planning, with the Brescia University Clinical Practicum Coordinator, for appropriate student clinical learning opportunities.

Provide staff and time for planning, with the Brescia University Clinical Practicum Coordinator for the orientation of students to the agency's policies, programs, procedures, student safety, and learning objectives.

Expect that the student will abide by ethical standards of professional practice.

Provide staff members in addition to the Agency Clinical Supervisor who may be used as supervisors of students in the clinical program when this is deemed appropriate/advisable by the Agency Clinical Supervisor and the Brescia University Clinical Practicum Coordinator.

Provide clinical learning opportunities and assignments necessary to implement the educational objectives.

Provide suitable environmental accommodations and facilities for the student, compatible with effective learning.

Recognize the importance of the clinical instruction process, and make arrangements for the Clinical Instructor/Supervisor to provide the student with supervision that follows ASHA student supervision guidelines.

Meet all applicable local, state, and federal health and safety guidelines, and provide proof of same upon request.

(3) Collaboratively, the Agency and Program will:

Arrange days and hours for the student's participation in the clinical educational program.

Schedule activities of students in the clinical educational program in accordance with the schedule of courses at Brescia University and will be explored and planned with the appropriate faculty personnel of the University and the Agency. Planning of the specifics of the program shall be a joint effort of the Agency clinical supervisor and the Clinical Practicum Coordinator. The paramount consideration in determining student assignments and in the implementation of other facets of the educational program will be the achievement of optimum educational opportunities and experiences for the student, while maintaining appropriate safeguards of the clients and the agency standards of service.

If the Agency determines that a student's academic progress, professional conduct, or clinical performance is unsatisfactory, the Agency shall provide the Program with notice of the identified deficiencies and, when reasonably practicable, an opportunity for the Program, the Agency, and the student to address and attempt to resolve the concerns before the student is removed from the placement. The Program may suspend or remove a student from the placement based on unsatisfactory academic progress, professional conduct, or clinical performance.

Notwithstanding the foregoing, nothing in this Agreement limits the Agency's authority to immediately suspend or terminate a student's placement, without prior notice, when the Agency determines that immediate action is necessary to protect the health or safety of its students, employees, or others; preserve student privacy or the confidentiality of protected information; ensure compliance with applicable law, regulation, or Agency policy; or prevent a material disruption to Agency operations. The Agency shall provide the Program with prompt notice of any such immediate suspension or termination and the reasons supporting its decision.

~~Address unsatisfactory circumstances using due process. If a placement becomes unsatisfactory, the Clinical Practicum Coordinator and Program faculty will meet with the student in an effort to resolve the problem. Unless the circumstances warrant immediate action, removal from the placement should be a last resort~~

~~Remove the student from the placement. If a student exhibits unsatisfactory academic progress or performance, representatives of the Agency and the University, may suspend the participation of said student in the educational program, if, in their professional judgment the student's continued participation in the program would be a detriment to the clients, the student, the Agency and/or Brescia University.~~

D. General Provisions

- (1) No Waiver of Immunity. Nothing in this Agreement shall be construed to waive any immunity, defense, limitation of liability, or other protection available to the Agency or its trustees, officers, employees, or agents under applicable law.
- (2) Entire Agreement. This Agreement constitutes the entire agreement between the Parties concerning its subject matter and supersedes all prior or contemporaneous discussions, representations, and agreements concerning that subject matter
- (3) Amendment. No amendment, modification, or waiver of this Agreement shall be effective unless it is in writing and signed by authorized representatives of both Parties.
- (4) Severability. If any provision of this Agreement is held invalid or unenforceable, the remaining provisions shall remain in full force and effect.
- (5) Assignment. Neither Party may assign this Agreement without the prior written consent of the other Party.
- (6) Governing Law and Venue. This Agreement shall be governed by the laws of the State of Texas. Venue for any action arising from this Agreement shall lie in El Paso County, Texas, unless otherwise required by law.
- (7) Authority. Each person signing this Agreement represents that the person is authorized to execute it on behalf of the respective Party.

This Memorandum of Agreement shall be effective for the academic year and shall be reviewed annually. Subject to such revisions as are mutually agreeable at the time of the annual review, the duration of the Agreement shall be continuous. Either Party may terminate this Agreement, with or without cause, upon thirty (30) days' written notice to the other Party. ~~Either party may terminate the Agreement at the end of any academic year, in writing by certified mail.~~

In testimony whereof witness the duly authorized signature of the parties hereto:

AGENCY SIGNATURES:

Dr. Jeannie Meza-Chavez
Superintendent

Date

UNIVERSITY SIGNATURES:

Dr. Amanda Morris, Vice President of
Academic Affairs and Dean

Date



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

MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director of Human Resources
Subject: Region 19 MOU Prep Allotment Residency
Date: July 29, 2026

HISTORY:

The San Elizario ISD remains committed to developing and retaining high-quality educators through its partnership with the ESC Region 19's Resident Teacher Apprentice Program (RTAP). As part of this Grow Your Own initiative, six district employees are currently pursuing Texas teacher certification. Beginning in Fall 2026, two of these participants will enter the residency phase of their preparation while remaining in the district. Their progression into the residency reflects the district's commitment to building a sustainable educator pipeline by supporting local talent through certification, clinical practice, and eventual placement as highly qualified classroom teachers.

RATIONALE:

The approval of the Memorandum of Understanding (MOU) for the Texas PREP Residency Allotment will enable the district to participate in a state-supported teacher residency program designed to recruit, prepare, and retain highly qualified educators. Through this partnership, the district will strengthen its teacher's pipeline by providing aspiring educators with high-quality clinical experiences and mentorship while leveraging available state resources.

BUDGET IMPACT:

This is a nonpaid internship. There is no SEISD budget impact.

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends approval of the MOU to support the district's long-term workforce development and student achievement goals.

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.

PREP Residency Memorandum of Understanding: 2026–2027

This Memorandum of Understanding ("Agreement") is entered into on June 30, 2026 between San Elizario ISD School System (hereinafter, "School System") and Education Service Center Region 19 Educator Preparation Program (hereinafter, "EPP").

1. Purpose

- To facilitate a learning-centered partnership between the School System and the EPP in compliance with the Preparing & Retaining Educators through Partnership (PREP) Program Allotment.
- To support a high-quality teacher residency that results in effective classroom practice and positive PK–12 student outcomes.

2. Authority & Citations

This Agreement is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.904, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

3. Term & Renewal

This Agreement begins on July 1, 2026 and ends on June 30, 2027 (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

4. Collaborative Goals

- Provide Residents with professional instructional coaching and opportunities to engage in co-teaching throughout the clinical placement.
- Ensure compliance with SBEC requirements for Residents seeking initial certification and with PREP Program Allotment requirements.
- Establish and communicate compliance procedures associated with participation in PREP.

5. Shared Governance & Progress Monitoring of Program Quality

- Cadence: The Parties will meet at least quarterly (minimum four meetings per academic year).
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; EPP legal authority, residency program leadership, field supervision lead) and roles within the governance structure.
- Scope: Parties agree to review current programmatic resident data, host teacher supports, and implementation needs to make just-in-time improvements.

- **Data-Sharing Framework:** Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of Resident preparation and effectiveness. Any sharing of personally identifiable student information shall occur only as permitted by FERPA and other applicable law.

6. Recruitment

The Parties will collaborate to recruit candidates that meet the School System’s greatest staffing needs and align with EPP admissions and program capacity.

7. Support for Residents

7.1 Communication & Cohort Management

- Each Party will designate named personnel responsible for direct communication with and management of Residents; these responsibilities will be explicitly included in the personnel job descriptions.

7.2 Clinical Experience

- Program design and site scheduling will ensure a minimum of 750 hours of co-teaching under the supervision of a qualified Host Teacher during the residency year.
- Partners will identify processes and timelines to ensure Residents complete all required coursework and training for the Enhanced Standard Certificate, including—if needed—scheduled release time or designated professional learning periods.

7.3 Intervention & Support

- The Parties will develop individualized support plans for Residents, as needed, with clear roles and responsibilities for both Parties.

7.4 Evaluation & Coaching

- **Formal Evaluation:** Identify the evaluative tools, rubrics, and measures used to evaluate Resident progress and performance, and how data will be collected and communicated to all Parties.
- **Informal Coaching:** Adopt a shared informal observation/walkthrough tool for coaching and progress monitoring, and calibrate on its use at least annually.

7.5 Observation Logistics

- **Data Collection & Dissemination:** Ensure compliance with FERPA and School System policies in any collection, storage, or sharing of data.
- **Communication of Schedules & Results:** Field Supervisors and/or EPP faculty will communicate observation schedules and results to designated School System personnel via email.
- **Campus Visit Procedures:** EPP personnel will adhere to School System campus-visit procedures (e.g., check-in, scheduling, and observation protocols), which the School System will provide in writing and update as needed.

8. Support for Host Teachers

- Collaborate to identify and select high-quality Host Teachers using agreed-upon criteria.
- Training (2026–2027): The Parties will identify which entity is responsible for Host Teacher training in the 2026–2027 academic year and develop a plan to ensure quality training that meets SBEC requirements.
- Ongoing Development: Define roles and responsibilities for ongoing Host Teacher development during the academic year, including observation and feedback of coaching practices.
- Support/Reassignment Protocol: Implement a Host Teacher support and/or reassignment protocol.

9. Allocation of Costs & Resources

- Each Party will act with fiduciary responsibility to ensure compliance with the PREP Program Allotment requirements.
- Programmatic Costs: The Parties will develop a plan to address remaining programmatic costs necessary for effective implementation (e.g., quality field supervision, coaching calibration, materials).

10. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing Residents to positively impact PK–12 student learning and for the continuous improvement of the EPP.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the School System designates Gina Ramirez, Executive Director of Human Resources ("FERPA Designee") as a school official with a legitimate educational interest to the extent required to fulfill obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.

11. Additional School System Specific Obligations

- Provide opportunities for Residents to attend School System- and school-level professional development.
- Provide teacher residents access to District systems, curriculum, and instructional resources.
- Supply facility resources (e.g., meeting space with furnishings and technology) to support partnership activities as available and appropriate.
- Permit Resident video recording for licensure and professional development purposes in accordance with School System policy; obtain signed parental consent forms as required.

12. Additional EPP Specific Obligations

- Comply with School System policies and procedures and ensure EPP instructors, Site Coordinators/Field Supervisors, and Residents are aware of these policies and procedures.
- Assign qualified Field Supervisor(s) for teacher resident supervision and evaluation and ensure timely communications between the Parties.
- Ensure compliance with all other requirements for teacher resident preparation pursuant to TAC chapter 228, Educator Preparation Program Requirements.
- Maintain candidate records in accordance with applicable policies and laws.
- Support candidates who fall below academic or professional standards through a documented improvement or growth plan.
- Remove candidates from placement upon request of the District or when required by EPP policy or law.
- Design differentiated preparation models responsive to District workforce needs, including accelerated and employment-embedded Grow Your Own pathways.

13. Miscellaneous

13.1 Governing Law & Venue

This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts located in El Paso County, Texas, in any action arising out of or relating to this Agreement.

13.2 Termination

Except as otherwise provided, this Agreement may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for Residents to complete the year prior to the effective date of termination. Upon termination, the School System will notify appropriate Texas Education Agency staff of the termination of this Agreement.

13.3 Dispute Resolution

The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business. Nothing in this Agreement shall be construed as a waiver of any governmental immunity, sovereign immunity, official immunity, or other immunity or defense available to either Party under Texas law.

Signatures

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and

agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

School System (Superintendent's Designee)

- Signature: _____
- Name: Jeannie Meza-Chavez
- Title: Superintendent
- Date: _____

School System (Program Manager)

- Signature: _____
- Name: Gina Ramirez
- Title: Executive Director of Human Resources
- Date: _____

EPP (Legal Authority)

- Signature: _____
- Name: Dr. Armando Aguirre
- Title: Executive Director
- Date: _____

EPP (Residency Program Leadership)

- Signature: _____
- Name: Barbara O. Amaya
- Title: Director
- Date: _____



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

MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director of Human Resources
Subject: Region 19 MOU Prep Allotment GYO
Date: July 29, 2026

HISTORY:

The San Elizario ISD remains committed to developing future educators through its participation in the ESC Region 19 Resident Teacher Apprentice Program (RTAP). Currently, six district employees are pursuing Texas teacher certification in Special Education or Bilingual Education while continuing their employment with the district. Through the support of ESC Region 19, these employees can complete coursework during evenings and weekends. As members of the local community, they represent a valuable investment in the district's long-term educator pipeline and will help strengthen the ISD's future teaching workforce.

RATIONALE:

Approval of the Memorandum of Understanding (MOU) for the Texas PREP Grow Your Own Allotment will allow the district to participate in a state-supported initiative that strengthens the educator pipeline by recruiting, preparing, and retaining future teachers from within the local community. This partnership supports the district's efforts to address teacher shortages, develop current employees into certified educators, and leverage available state resources to build a sustainable workforce.

BUDGET IMPACT:

This is a nonpaid internship. There is no San Elizario ISD budget impact.

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends approval of the MOU to support the district's long-term staffing and student success goals.

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.

PREP Grow Your Own Memorandum of Understanding: 2026-2027

This Memorandum of Understanding (“Agreement”) is entered into on July 30, 2026 between San Elizario ISD (hereinafter “School System”) and Education Service Center Region 19 (hereinafter “EPP”).

1. Purpose

- The purpose of this Agreement is to articulate the nature and expectations of the partnership between the School System and the EPP associated with implementing the Preparing & Retaining Educators through Partnership Grow Your Own Program (hereinafter “PREP GYO Program”) in compliance with Texas Education Code §21.906 and 48.157 and relevant Texas Administrative Code sections.
- The PREP GYO Program enables school systems, through partnering with qualified EPPs and educator preparation programs, to establish innovative staffing pipelines that prepare and retain educators and thereby, increase student access to high-quality classroom teachers. The PREP GYO Program provides funding through participating school systems to support eligible school system employees (hereinafter “GYO participants”) in completing a bachelor’s degree and enrolling in a preparation program to ultimately become a certified teacher while employed by the school system.

2. Authority & Citations

This Agreement is intended to satisfy the PREP partnership components and applicable requirements in Texas Education Code (TEC) §§ 21.902, 21.906, and 48.157, and Texas Administrative Code (TAC) Chapter 228 (as applicable).

3. Term & Renewal

This Agreement begins on July 30, 2026 and ends on July 30, 2027 (2026–2027 school year). It may be renewed or amended by mutual written agreement of the Parties.

4. Collaborative Goals

- Establishing structures for quality of implementation, including:
 - Establish and communicate compliance procedures associated with participation in the PREP GYO Program.
 - Selection of GYO participants according to a set of mutually determined criteria.
 - Establish regular communications processes and expectations to ensure information and feedback is shared on an ongoing basis.
 - Develop processes and data sharing agreements to support continuous improvement efforts, including monitoring and evaluating the GYO participants’ progress in earning a bachelor’s degree and enrolling in an educator preparation program within three years of beginning participation in the PREP GYO Program.

- Ensuring GYO participants complete all necessary coursework, training, and requirements in compliance with PREP GYO Program, by providing GYO participants with:
 - Completion of the bachelor's degree and acceptance into an Educator Preparation Program (hereinafter "EPP") within three (3) years.
 - Monthly scheduled release time to support the completion of their bachelor's degree, including time to complete field-based experiences, course assignments, and targeted activities.
 - Authentic opportunities to practice teaching under the supervision of one or more cooperating teachers, including small group instruction, leading instructional routines, and lesson planning.
 - On-the-job training aligned with the standards for educator certification established by the board.
 - Guidance and other transition supports as the GYO participant begins a program to satisfy the teacher preparation requirements under Section 21.04421, 21.04422, or 21.04423.

5. Progress Monitoring of Program Quality

- Cadence: The Parties will meet at an agreed upon cadence.
- Participation: Each Party will identify expected participants (e.g., district leadership, program manager, campus leaders; key EPP leadership and faculty) and roles within the governance structure.
- Scope: Parties agree to review successes, opportunities for growth, discuss changes for additional years, and partnership viability.
- Data-Sharing Framework: Establish processes to share non-identified School System performance data between the Parties for monitoring and evaluation of GYO candidate preparation and effectiveness. Any sharing of personally identifiable student information shall occur only as permitted by FERPA and other applicable law.

6. Allocation of Costs & Resources

- Allocating costs and resources accordingly, including:
 - Each party bearing its own expenses in connection with its obligations pursuant to this Agreement.
 - Acting with fiduciary responsibility to ensure compliance with the requirements set forth in PREP GYO Program guidelines (TEC §21.906(e)).
 - Developing a plan surrounding programmatic costs that enable support for GYO participants and overall PREP GYO Program implementation.

7. Data Sharing & FERPA

- The Parties will share and co-analyze non-identified PK–12 performance data for the purpose of preparing GYO candidates to positively impact PK–12 student learning and for the continuous improvement of the EPP.
- The parties will share information related to GYO participant progress to support monitoring and participant success.
- For purposes of the Family Educational Rights and Privacy Act (FERPA), the School System designates Gina Ramirez, Executive Director of Human Resources ("FERPA Designee") as a

school official with a legitimate educational interest to the extent required to fulfill obligations under this Agreement. The FERPA Designee shall comply with FERPA as to any such educational records.

8. Additional School System Specific Obligations

- Identify appropriate staff needed to support the implementation of the PREP GYO Program.
- Require GYO participants to, as a condition for participation, earn a bachelor's degree and enroll in an educator preparation program within three years of beginning participation in the partnership.
- Employ GYO participants in a job assignment that spends at least 25% of their day focused on instructional support, including the requirement to practice teaching under the supervision of a cooperating teacher.
- Pair GYO participants with a trained cooperating teacher who agrees to participate in that role in a PREP GYO program at the school system.
- Provide GYO participants with monthly scheduled release time to support completion of a bachelor's degree while remaining employed in the school system. The School System must work with the EPP to establish a release time schedule that addresses the participants' needs.
- Ensure that GYO participants attain an Educational Aide III certificate within the first year of beginning participation in the PREP GYO Program.

9. Additional EPP Specific Obligations

- Provide key faculty member(s) to support the implementation of the PREP GYO Program.
- Ensure that GYO participants earn their bachelor's degree within three years of beginning participation in the PREP GYO Program.
- Provide GYO participants with ongoing support necessary to complete coursework and program requirements.

10. Miscellaneous

10.1 Governing Law & Venue

This Agreement is made in Texas and shall be governed by and construed in accordance with the laws of the State of Texas. The Parties consent to the exclusive jurisdiction and venue of the federal and state courts located in El Paso County, Texas, in any action arising out of or relating to this Agreement.

10.2 Termination

Except as otherwise provided, this Agreement may be terminated by either Party upon six (6) months' written notice. The Parties will use best efforts to allow sufficient opportunity for Residents to complete the year prior to the effective date of termination. Upon termination, the School System will notify appropriate Texas Education Agency staff of the termination of this Agreement.

10.3 Dispute Resolution

The dispute resolution process provided in Chapter 2260, Texas Government Code, and related rules adopted by the Texas Attorney General shall be used by the Parties to resolve any claim for breach of contract that cannot be resolved in the ordinary course of business. Nothing in this Agreement shall be construed as a waiver of any governmental immunity, sovereign immunity, official immunity, or other immunity or defense available to either Party under Texas law.

Signatures

IN WITNESS WHEREOF, the Parties to this Agreement, through their duly authorized representatives, have executed this Agreement and certify that they have read, understood, and agreed to its terms. This Agreement may be executed in counterparts, each of which is deemed an original, and delivered electronically with the same legal effect as an original.

School System (Superintendent's Designee)

- Signature: _____
- Name: Jeannie Meza-Chavez
- Title: Superintendent
- Date: _____

School System (Program Manager)

- Signature: _____
- Name: Gina Ramirez
- Title: Executive Director of Human Resources
- Date: _____

EPP (Legal Authority)

- Signature: _____
- Name: Dr. Armando Aguirre
- Title: Executive Director
- Date: _____

EPP (GYO Program Leadership)

- Signature: _____
- Name: Teresa Hinojos
- Title: Assistant Director
- Date: _____

Regular Meeting

Wednesday, June 10, 2026 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:	Absent
Axel Lopez:	Present
Lorenzo Luevano:	Absent
Alexis Tellez:	Absent

Dr. Blanca Cruz was also in attendance on behalf of Dr. Jeannie Meza-Chavez

1.C. Establish Quorum

1.D. The Pledge of Allegiance

1.E. Pledge of Allegiance to the Texas State Flag

1.F. San Elizario ISD Mission Statement

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

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

3. DISTRICT RECOGNITIONS

3.A. Recognition of Math Bee Winners

Ms. Deborah Cortez recognized all Math Bee coordinators and student winners.

3.B. Recognition STEM Tank Winners

Ms. Deborah Cortez recognized STEM Tank coordinators and student winners.

3.C. Recognition of Classroom Fund 2026 Recipients

Dr. Blanca Cruz recognized all Classroom Fund 2026 recipients.

3.C.1. Rogelio Aldavaz - San Elizario High School

3.C.2. Sara Borja Guardian - Ann M. Garcia-Enriquez Middle School

3.C.3. Elena Moreira-Puentes - Alfonso Borrego, Sr. Elementary School

3.C.4. Jennifer Perez - Josefa L. Sambrano Elementary School

3.C.5. Isabel Navarro-Rodriguez - Lorenzo G. Loya Primary School

3.D. Recognition of Teacher and Employee of the Month for Alfonso Borrego, Sr. Elementary School

3.D.1. Teacher of the Month - Ms. Tawnya Montaña

Ms. Martha Santana and Ms. Lorena Robles recognized Ms. Tawnya Montaña as the Teacher of the Month for Alfonso Borrego, Sr. Elementary School.

3.D.2. Employee of the Month - Ms. Maria Maldonado

Ms. Martha Santana and Ms. Lorena Robles recognized Ms. Maria Maldonado as the Employee of the Month for Alfonso Borrego, Sr. Elementary School.

4. NEW BUSINESS / BOARD ACTION ITEMS

4.A. Board of Trustees Book Study – Start with Why by Simon Sinek

- Chapter 13: The Origins of A Why
- Chapter 14: The New Competition

No discussion

4.B. Student Outcome Goals

4.B.1. Alfonso Borrego, Sr. Elementary School – Monitoring Student Progress
Ms. Martha Santana-Garcia presented the Alfonso Borrego, Sr. Elementary School – Monitoring Student Progress.

Mr. Eduardo Chavez thanked Ms. Martha Santana for her continued work.

Dr. Blanca Cruz thanked Ms. Martha Santana and congratulated her on her retirement.

4.C. Annual Review of the Board Operating Procedures
No discussion

4.D. Budget Workshop # 2 for School Year 2026-2027

Ms. Elizabeth Perez and Ms. Gina Ramirez presented the Budget Workshop # 2 for School Year 2026-2027.

Mr. Eduardo Chavez asked why the district is not able to sustain a \$350.00 monthly contribution for employee health insurance when the district used to contribute approximately \$680.00 per month per employee.

Mr. Eduardo Chavez asked why the projected deficit went from 4 million dollars to 7 million dollars.

Ms. Elizabeth Perez explained these are projections and are changing continuously.

Mr. Eduardo Chavez asked Ms. Perez to provide a report that highlights the differences and changes of the projections for the next Board Meeting.

Mr. Eduardo Chavez would like an explanation as to why district administration recommended self-insured for the past several years.

Dr. Blanca Cruz asked if the 1.3 million insurance deficit is already included in 7 million projected deficit or if it is an addition to the projected 7 million deficit.

Ms. Elizabeth Perez stated the 1.3 million insurance deficit is not included in the 7 million projected deficit.

Ms. Myrna Hernandez asked if the vacant positions presented would be closed.

Ms. Elizabeth Perez stated it's only being presented as potential savings; the decision will be up to the board.

Dr. Blanca Cruz reiterated the current projected budget is being presented with potential savings. If the Board approves the current projected budget, then the potential savings positions would be closed.

Ms. Gina Ramirez presented the proposed compensation plan.

Ms. Myrna Hernandez asked how the administration came up with the proposed Interim position pay due to current fiscal position.

Ms. Gina Ramirez stated compensation plan

is reviewed annually and revised based on the direction the district is moving, district sustainability, and district comparability. The recommendation can be reviewed if it's something the board would like.

Dr. Blanca Cruz explained how the original interim position pay was calculated. The restructuring of the district has created a need for employees to take on interim roles; therefore, the HR department has made this recommendation.

Dr. Blanca Cruz asked if there was any other guidance for the cabinet team.

Mr. Eduardo Chavez stated he would only like the prior requests to be provided at the next board meeting.

4.D.1. Handout #1

4.D.2. Handout #2

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

Motion to approve consent agenda as presented. This motion, made by Myrna Hernandez and seconded by Axel Lopez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Absent
Axel Lopez: Yea
Lorenzo Luevano: Absent
Alexis Tellez: Absent
Yea: 4, Nay: 0, Absent: 3

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Purchases exceeding \$25,000

5.A.4.a. Frontline Technologies Group, LLC – not to exceed \$107,111.14

5.A.4.b. Tyler Technologies Inc. – \$44,965.90

5.A.4.c. Heist Disposal Service Inc. -
\$44,000.00

5.A.4.d. Flyers Energy, LLC -
\$30,000.00

5.A.4.e. Flyers Energy, LLC -
\$122,600.00

5.A.4.f. Far West Services Inc. -
\$75,000.00

5.A.5. Budget Amendment

5.B. Consider and possible Board action to
authorize the District to participate in
purchasing cooperatives for the 2026-2027
school year

5.C. Consider and possible Board action to
approve the Lease Financing Agreement with
LEAF Capital Funding, LLC in connection
with the New Lease Agreement for Copiers,
Duplicators, Equipment, and Services with
Complete Office Technologies, Inc.

5.D. Consider and possible Board action to
approve the 2026-2027 Board Monitoring
Calendar

5.E. Consider and possible Board action to
approve the Boys and Girls Clubs of El Paso
Memorandum of Agreement

5.F. Consider and possible Board action to
approve Memorandum of Understanding with
Sul Ross State University regarding Dual
Credit Academic Agreement

5.G. Consider and possible Board action to
approve Special Education Contract
Positions: Occupational Therapist and
License Specialist in School Psychology

5.H. Consider and possible Board action to
approve FFA(LOCAL)

5.I. Consider and possible Board action to
approve Policy Update 127

5.I.1. (LEGAL) Policies - Review Only

5.I.2. (LOCAL) Policies - adopt, revise,
or repeal
BJCF(LOCAL): SUPERINTENDENT -
NONRENEWAL
CAA(LOCAL): FISCAL MANAGEMENT GOALS AND
OBJECTIVES - FINANCIAL ETHICS
DC(LOCAL): EMPLOYMENT PRACTICES
DH(LOCAL): EMPLOYEE STANDARDS OF
CONDUCT
DP(LOCAL): PERSONNEL POSITIONS
DPA(LOCAL): PERSONNEL POSITIONS -
PRINCIPALS
DPB(LOCAL): PERSONNEL POSITIONS - OTHER
PERSONNEL POSITIONS
EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED
AND TALENTED STUDENTS
FFF(LOCAL): STUDENT WELFARE - STUDENT

SAFETY

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

5.J.1. May 13, 2026 - Regular Board Meeting

5.J.2. May 20, 2026 - Budget and Instructional Workshop

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

5.K.1. Technology Department

6. PRESENTATIONS / REPORTS / INFORMATION

6.A. Presentations

6.B. Reports

6.B.1. Goal Progress Monitoring

6.B.1.a. GPM 3.1 - Meeting CCMR Criteria

6.B.2. Meal Service Update

6.C. Information

6.C.1. 2026-2027 Proposed Quarterly Meeting Dates

6.C.2. 2026-2027 Regular Board Meeting Dates

6.C.3. Enrollment Update

6.C.4. Board Training

6.C.4.a. 2026 MASBA Conference - September 10 to 11, 2026 | San Antonio, TX

6.C.4.b. TASA | TASB Convention txEDCON26 - October 8 to 11, 2026 | Houston, TX

7. EXECUTIVE SESSION

The Board entered into a closed meeting at **7:26 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:

7.A. Discussion regarding the reassignment of personnel

8. THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION

The Board returned to open session at **8:59 p.m.** to take possible action on the matters discussed in Executive Session.

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

8.B. Discussion and possible Board action on authorization to reorganize grade level campus composition due to declining enrollment and personnel changes

Dr. Blanca Cruz presented the plan to reorganize grade levels for the 2026-2027 School Year.

Mr. Eduardo Chavez asked if these changes will be for the upcoming school year.

Dr. Blanca Cruz stated these changes will take effect for the upcoming 2026-2027 Schol Year.

Motion to approve the authorization to reorganize grade level campus composition due to declining enrollment and personnel changes.

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

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Absent
Axel Lopez:	Yea
Lorenzo Luevano:	Absent
Alexis Tellez:	Absent
Yea: 4, Nay: 0, Absent: 3	

9. **NEXT MEETING DATE:**

Tuesday, June 16, 2026, Board Budget Adoption Meeting at 5:30 p.m.
Wednesday, August 12, 2026, Regular Board Meeting at 5:30 p.m.

10. **ADJOURNMENT**

Motion to adjourn meeting at **9:03 p.m.**

This motion made by Myrna Henandez and seconded by Axel Lopez, passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea

Myrna Hernandez: Yea
Sandra Licon: Absent
Axel Lopez: Yea
Lorenzo Luevano: Absent
Alexis Tellez: Absent
Yea: 4, Nay: 0, Absent: 3

Board President

Board Secretary

Special Meeting - Budget Adoption

Tuesday, June 16, 2026 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:	Absent
Lorenzo Luevano:	Present
Alexis Tellez:	Present
Axel Lopez:	Present

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

Mr. Axel Lopez arrived at 6:03 p.m.

1.C. Establish Quorum

1.D. The Pledge of Allegiance

1.E. Pledge of Allegiance to the Texas State Flag

1.F. San Elizario ISD Mission Statement

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

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

3. DISTRICT RECOGNITIONS

4. NEW BUSINESS / BOARD ACTION ITEMS

4.A. Discussion and possible Board action on approval of Salaries and Stipends for Teachers and Employees for the 2026-2027 School Year

Ms. Gina Ramirez presented the 2026-2027
Compensation Plan.

Motion to approve the Salaries and Stipends
for Teachers and Employees for the 2026-
2027 School Year. 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: Absent
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 6, Nay: 0, Absent: 1

4.B. Discussion of changes and/or impact to local, state, and federal funding in accordance with the School FIRST Rating Indicator #20

Ms. Elizabeth Perez provided information on changes and/or impact to local, state, and federal funding in accordance with the School FIRST Rating Indicator #20.

4.C. Discussion on Proposed Budget and Proposed Tax Rate for the 2026-2027 School Year

Ms. Elizabeth Perez presented the proposed Budget and Proposed Tax Rate for the 2026-2027 School Year.

Mr. Eduardo Chavez asked about the Health fund and if it was included in the general fund report.

Ms. Elizabeth Perez stated the health fund was not included in the general fund report because it is another fund. The transfer to the Health fund will be presented shortly.

Mr. Eduardo Chavez asked about the number of operation days in the fund balance.

Ms. Elizabeth Perez stated projections have changed due to new calculations and district reorganization.

4.C.1. Handout A

4.C.2. Handout B

4.C.3. Handout C

4.D. Public Hearing on Proposed Budget and Proposed Tax Rate for the 2026-2027 School Year

Ms. Elizabeth Perez opened the floor for comments on proposed Budget and Proposed Tax Rate for the 2026-2027 School Year.

Ms. Messina Holguin advocated for the EHR program to be renewed by the district.

Dr. Jeannie Meza-Chavez stated the district is not removing the program. The proposed budget includes the renewal of EHR program.

4.E. Discussion and possible Board action on adoption of Accelerated Instruction Budget for the 2026-2027 School Year

Ms. Elizabeth Perez provided information on the Accelerated Instruction Budget for the 2026-2027 School Year.

Dr. Jeannie Meza-Chavez asked if the merged campus accounts are now under one organization fund account.

Ms. Elizabeth Perez stated that is the case.

Mr. Eduardo Chavez asked about the Class size reduction.

Ms. Elizabeth Perez stated Class size reduction could be achieved by placing additional teachers in a campus, therefore, class size would be smaller.

Ms. Alexis Tellez asked if the number of students per Class will increase or decrease due to the campus mergers.

Dr. Jeannie Meza-Chavez stated the number should stay the same. Teacher jobs are not being affected by the merger unless teachers resign.

Motion to adopt the Accelerated Instruction Budget for the 2026-2027 School Year. This motion, made by Myrna Hernandez and seconded by Lorenzo Luevano, 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.F. Discussion and possible Board action on the adoption of the Official Budget for the

2026-2027 School Year

Motion to adopt the Official Budget for the 2026-2027 School Year to include cost savings opportunities presented, 50% payment of the health insurance and no additional Child Nutrition requests. This motion, made by Axel Lopez and seconded by Alexis Tellez, 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.F.1. Handout #1

4.F.2. Handout #2

4.G. Discussion and possible Board action to approve interlocal agreement of School Resource Officer with the City of San Elizario, Texas, commencing on July 1, 2026, and ending on June 30, 2027

No discussion and no action on this item.

The Board entered into a closed meeting at **6:30 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code.

The Board returned to open session at **7:23 p.m.** to take possible action on the matters discussed in Executive Session.

No action items discussed.

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

Motion to approve the consent agenda with the exception of item 5.A.5 and 5.A.6. This motion, made by Myrna Hernandez 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

5.A. Purchases exceeding \$25,000.00

5.A.1. Houghton Mifflin Harcourt –
\$106,207.23

5.A.2. Summit K12 – \$51,518.60

5.A.3. Sarah Perez, Occupational Therapist
– \$49,500.00

5.A.4. Licensed Specialist in School
Psychology – \$49,500.00

5.A.5. City of San Elizario – \$78,179.50

5.A.6. County of El Paso – \$438,114.94

5.A.7. El Paso Central Appraisal District
– \$52,000.00

5.A.8. Gibson Ruddock Patterson LLC –
\$79,500.00

5.A.9. MoakCasey, LLC – \$26,500.00

5.A.10. GH Dairy – \$135,00.00

5.A.11. Labatt Food Service – \$1,309,000.00

5.A.12. Labatt Food Service – \$60,000.00

5.A.13. Segovia's Distributing – \$65,000.00

5.A.14. Trejo Commercial Refrigeration –
\$65,000.00

5.B. Consider and possible Board action to
approve Memorandum of Understanding
regarding Data Sharing & Collaborative
Agreement with the Region 19 Vertical
Alignment Network

5.C. Consider and possible Board action to
approve resolution designating the person
responsible for calculating the no-new-
revenue tax rate and voter-approved tax
rate for the District

5.D. Consider and possible Board action to
approve the SEISD Employee Handbook 2026-
2027

5.E. Consider and possible Board action to
approve the Employee Appreciation
Resolution for the purchase of employee
retention items and activities for the
2026-2027 School Year

5.F. Consider and possible Board action to approve addition of Voluntary Employee Benefits

6. PRESENTATION / REPORTS / INFORMATION

6.A. Presentations

6.B. Reports

6.C. Information

6.C.1. Public notice of federal grant application for fiscal year 2027

6.C.2. Federally funded positions for the 2026-2027 School Year

6.C.3. City of San Elizario 4th of July Community Event – Fernie Madrid Eagle Park Facility Use Request

Mr. Eduardo Chavez extended the invitation for the City of San Elizario 4th of July Community Event.

6.C.4. Board Training

Mr. Lorenzo Luevano stated he would only be attending the 2026 MASBA Conference to support cost saving measures.

Mr. Eduardo Chavez stated some board members might follow suit and attend only one training session.

6.C.4.a. 2026 MASBA Conference – September 10 to 11, 2026 | San Antonio, TX

6.C.4.b. TASA | TASB Convention txEDCON26 – October 8 to 11, 2026 | Houston, TX

7. NEXT MEETING DATE:

No Board Meeting in July
Wednesday, August 12, 2026, Regular Board Meeting at 5:30 p.m.
Pending Date, Quarterly Meeting # 1 at 5:30 p.m.

Quarterly Meeting was scheduled for July 29, 2026, at 5:30 p.m.

8. ADJOURNMENT

Motion to adjourn the meeting at 7:27 p.m.
This motion, made by Alexis Tellez and seconded by Lorenzo Luevano, 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

2026 MASBA NATIONAL CONFERENCE ([HTTPS://MASBATX.ORG/](https://masbatx.org/))

Sep 10, 2026 - Sep 11, 2026

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
The Westin Riverwalk, San Antonio

Welcome!

With over **14 million Latino students across the nation**, it's crucial for school board members to be equipped with the knowledge and tools necessary to lead them to success.

Join us for an enriching and insightful experience, where we bring together educational leaders, policymakers, and advocates to explore innovative strategies and best practices in serving the needs of diverse student populations.

At our conference, attendees will have the opportunity to engage in dynamic discussions, participate in interactive workshops, and hear from renowned speakers who are passionate about advancing educational equity and excellence for Latino students.

[TAKE A GLANCE AT OUR 2026 CONFERENCE AGENDA.](#)

Event Details

WHEN

September 10th, 2026 (2 PM CDT) -
September 11th, 2026 (10 PM CDT)

[Add to Calendar](#)

WHERE

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Antonio
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Have Questions?

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Conference Countdown

Stay tuned as the countdown ticks away, marking the moments until we convene. Don't miss out!

196

Days

20

Hours

8

Minutes

14

Seconds



MASBA - School Board Members for Latino Equity, is a voluntary, non-profit education association that has served school boards since 1970. Our mission is to empower school board members to be culturally conscious leaders for the advancement of the Latino/Mexican American community. Our vision is an equitable public education system.

MASBA-School Board Members for Latino Equity

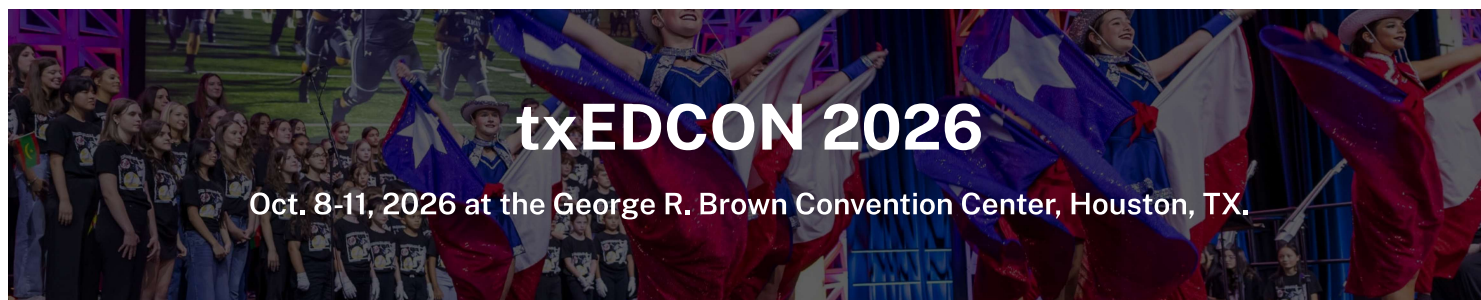
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