

Agenda of Regular Meeting

The Board of Trustees Seguin ISD

A Regular Meeting of the Board of Trustees of Seguin ISD will be held April 23, 2024, beginning at 6:30 PM in the Board Room, 1221 E Kingsbury, Seguin, TX 78155.

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

1. **Call to Order**
 - A. Announcement that this meeting of the Seguin Independent School District has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.
 - B. Pledges to the United States Flag and Texas Flag. Moment of silence.
 - C. Superintendent Announcements
 - D. Board Member Reports
2. **Recognition/Campus Presentations**
 - A. Student/Staff/Board/Community Recognition 4
 - B. Campus Highlight 5
3. **Audience with the Board**

The Seguin ISD Board of Trustees designates a time for audience participation at the beginning of each meeting to hear persons who desire to make comments. In accordance with Board Policy BED(Local):

 - A. those wishing to speak shall sign up before the meeting begins stating the concern or noting the agenda item they wish to address; audience participation is limited to five minutes; the Board shall not deliberate any subject that is not on the posted agenda.
4. **Reports/Information Items:**
 - A. Introduction of Newly Appointed Administrators 6
 - B. Information Regarding Purchases Through the BuyBoard Purchasing Cooperative for a total cost of \$1,597,181 7
 - C. Information Regarding Purchases Through the DIR Purchasing Cooperative for a total cost of \$209,762 8
5. **Closed Session:** Board will adjourn into closed session pursuant to the following sections of the Texas Open Meetings Act
 - A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.

1.	Safety Audit Findings (closed session)	9
B.	Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).	
1.	Discussion Regarding Proposed Recommendation For Termination of Probationary Contract Employee(s)	10
2.	Discussion Regarding Proposed Recommendation For Nonrenewal of Chapter 21 Term Contract Employee(s)	11
C.	Pursuant to Texas Government Code Section § 551.072 - Discuss the sale, purchase, exchange, lease, or value of real property.	
6.	Reconvene to Open Meeting , the Board will take appropriate action on items, if necessary, as discussed in Closed Session	
A.	Possible action on professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of a public employee(s).	
1.	Possible Action Regarding Proposed Recommendation For Termination of Probationary Contract Employee(s)	
2.	Possible Action Regarding Proposed Recommendation For Nonrenewal of Chapter 21 Term Contract Employee(s)	
7.	Consent Agenda Items - Consider and Possible Approval as Applicable	
	Policy BE (Local) states that the consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. All such items shall be acted upon by one vote without separate discussion, unless a Board Member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote as applicable.	
A.	Approval of Board Minutes of Public Hearing - March 26, 2024 and, Regular Meeting - March 26, 2024	12
B.	Approval of Tax Collection Reports for March 2024	19
C.	Approval of Proposed Budget Amendments & Financial Statements for February 2024	20
D.	Approval of Investment Report for the Third Quarter Ended March 31, 2024	28
E.	Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, and Services (RFP #: 24-04)	33
F.	Instructional Materials Allotment (IMA) TEKS Certification	35
G.	County Extension Agents as Adjunct Staff Members	60
H.	Personnel Information - Professional Employees	62
I.	Acknowledge Public Information Act Requests March - April 2024	65
8.	Action Items	
A.	Consideration and Adoption of Human Sexuality Instructional Materials Based on School Health School Advisory Council Recommendation	69
B.	Approval of the General Contractor for the Additions and Renovations at Barnes Middle School (RFCSP #: 24-08)	172

C. Approval of the General Contractor for the new McQueeney Elementary School (RFCSP #: 24-09)	174
D. Approval of the General Contractor for Safety and Security (RFP #: 24-10)	176
E. Adoption of Resolution Regarding Wage Payments During Emergency School Closing (No Premium Payments)	178
F. Approval of Authorized Representatives for First Commercial Bank, N.A., Lone Star Investment Pool, TexPool, LOGIC, and Texas Class - MBIA	180
G. TEA Instructional Materials Adoption	181
9. Board Comments and Request	
10. Adjourn	

RECOGNITION ITEM: Student/Staff/Board/Community Recognition

RECOMMENDATION: That the Board of Trustees recognizes positive student- and staff-based accomplishments, as well as those of community partners and trustees, during a board meeting setting in order to be apprised of the many successes that contribute to a nurturing, academic environment in Seguin ISD schools.

- **Superintendent’s Students of the Month from Rodriguez Elementary School, Briesemeister Middle School, Seguin High School and Mercer-Blumberg Learning Center**
- **Seguin High School StarSteppers**
- **Superintendent’s Apple Award**

RATIONALE: The purpose of this presentation is to recognize the performance and effort put forth daily by Seguin ISD students, trustees, staff, campus administrators and community partners.

REFERENCE and COMPLIANCE: BJA (LOCAL) 1. h. Encourage, oversee, and participate in activities for recognition of student efforts and accomplishments.

BJA (LOCAL) 2. m. Encourage, oversee, and participate in staff recognition and support activities.

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: None

RESOURCE PERSONNEL: Dr. Veronica Vijil, Superintendent

Submitted by: _____ Date Submitted: 04/23/24
(Signature) Veronica Vijil
(Name) Dr. Veronica Vijil, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

RECOGNITION ITEM: Campus Highlight

RECOMMENDATION: That the Board of Trustees recognizes positive campus-based activities, initiatives and accomplishments during a board meeting setting in order to be apprised of the many activities that contribute to a nurturing, academic environment in Seguin ISD schools.

Tonight’s presentation is provided courtesy of Briesemeister Middle School. Principal Linda Guzman and her staff will highlight campus goals and how they relate to their strategic plan, along with a new construction update.

RATIONALE: The purpose of this presentation is to recognize the performance and effort put forth daily by Seguin ISD students, staff and campus administrators. Campuses will have the opportunity to share an example of an activity that fosters academic achievement and refines instructional focus during 2023-24 regular board meetings.

REFERENCE and COMPLIANCE: BJA (LOCAL) 1. h. Encourage, oversee, and participate in activities for recognition of student efforts and accomplishments.

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: None

RESOURCE PERSONNEL: Dr. Veronica Vijil, Superintendent

Submitted by: _____ Date Submitted: 04/23/24
(Signature) Veronica Vijil
(Name) Dr. Veronica Vijil, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

INFORMATION ITEM: **Introduction of Newly Appointed Administrators**

RECOMMENDATION: The Board acknowledges the newly appointed 2023-2024 Administrative Hire.

RATIONALE: Strategic Priority #4: Create a Thriving Learning Community

REFERENCE & COMPLIANCE: DCB (LOCAL), Contracts

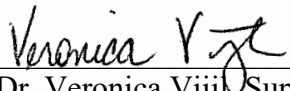
BUDGET IMPACT/ INFORMATION: None

PAPERWORK IMPACT: None

EXHIBITS: None

RESOURCE PERSONNEL: Joel S. Treviño, Chief Human Resources Officer

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)


Dr. Veronica Vijil, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 04/24/24

INFORMATION ITEM: **Information Regarding Purchases Through the BuyBoard Purchasing Cooperative for a total cost of \$1,597,181**

RECOMMENDATION: The following purchases were made through the BuyBoard Purchasing Cooperative:

*Meteor Education, LLC: Reference #667-22 Furniture for School, Office, Science, Library, and Dormitory - \$383,409

*Indeco Sales, Inc: Reference #667-22 Furniture for School, Office, Science, Library, and Dormitory - \$1,213,772

RATIONALE: Seguin ISD participates in several purchasing cooperatives. A purchasing cooperative is an administrative agency created in accordance with various state statutes. All catalogs and items available for purchase on the cooperative are competitively procured and awarded by the cooperative's board of trustees.

Additional information regarding these purchases is provided below:

* Meteor Education, LLC is providing new classroom and office furniture for Mercer-Bloomberg Learning Center and Discipline Alternative School at Saegert.

*Indeco Sales, Inc is providing new classroom and office furniture for Barnes Middle School.

REFERENCE and COMPLIANCE: CH(LEGAL) and CH (LOCAL) Purchasing and Acquisition

BUDGET IMPACT / INFORMATION: Funds are provided by the Capital Improvement (Bond) Fund.

EXHIBITS: None

RESOURCE PERSONNEL: Elizabeth Oaks, Chief Financial Officer
Jennifer Raske Martinez, Purchasing Coordinator, RTSBA

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Dr. Veronica Vijil, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 04/23/24

INFORMATION ITEM: **Information Regarding Purchases Through the DIR Purchasing Cooperative for a total cost of \$209,762**

RECOMMENDATION: The following purchases were made through the DIR Purchasing Cooperative:

 *Computer Solutions: Reference #DIR-TSO-4167 CISCO Systems Branded Hardware, Networking Equipment, Servers, Data Storage Solutions, and Related Services - \$209,762

RATIONALE: Seguin ISD participates in several purchasing cooperatives. A purchasing cooperative is an administrative agency created in accordance with various state statutes. All catalogs and items available for purchase on the cooperative are competitively procured and awarded by the cooperative's board of trustees.

 Additional information regarding these purchases is provided below:

 * Computer Solutions provides network components and professional support services for the district's technology needs.

REFERENCE and COMPLIANCE: CH(LEGAL) and CH (LOCAL) Purchasing and Acquisition

BUDGET IMPACT / INFORMATION: Funds are provided by the General Operating Fund.

EXHIBITS: None

RESOURCE PERSONNEL: Elizabeth Oaks, Chief Financial Officer
 Jennifer Raske Martinez, Purchasing Coordinator, RTSBA

Submitted by:
 (Signature)
 (Name)
 (Address)
 (Telephone)



Dr. Veronica Vijil, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 04/23/24

INFORMATION ITEM:

Safety Audit Findings (closed session)

RECOMMENDATION:

Board of Trustees receive information regarding the Districtwide Intruder Detection Audit Report Findings.

RATIONALE:

The top priority of Seguin ISD and the State of Texas is keeping students and staff safe. The Texas Education Agency recently conducted an Intruder Detection Audit.

REFERENCE and COMPLIANCE:

CKC (LEGAL) (LOCAL) Safety Program/Risk Management Emergency Plans

PAPERWORK IMPACT:

Minimal

BUDGET IMPACT INFORMATION:

None

EXHIBITS:

None

RESOURCE PERSONNEL:

Nikki Elaine Bittings, Chief Student Services Officer

Submitted by:

(Signature)



Date Submitted: 04/23/24

(Name)

Dr. Veronica Viji, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, TX 78155

(Telephone)

(830) 401-8614

ACTION ITEM: **Proposed Recommendation For Termination of Probationary Contract Employee(s)**

RECOMMENDATION: In the best interests of the District, it is recommended that the Board of Trustees of the Seguin Independent School District approve the termination of the identified employee(s)' probationary contracts.

RATIONALE: In accordance with the Texas Education Code § 21.103(a) and Board Policy DFAB (LEGAL), a probationary contract employee may be terminated at the end of the contract period if the Board determines that such termination will serve the best interests of the District.

REFERENCE and COMPLIANCE: DFAB (LEGAL) Probationary Contracts Termination at End of Year

BUDGET IMPACT/ INFORMATION: None

PAPERWORK IMPACT: The Board shall give the employee(s) notice of its decision to terminate the employment not later than the 10th day before the last day of instruction required under the Texas Education Code. The Board's decision to terminate probationary employee(s) at the end of a contract period is final and may not be appealed.

EXHIBITS: Contract Termination List

RESOURCE PERSONNEL: Joel S. Treviño, Chief Human Resources Officer

Submitted by: _____ Date Submitted: 04/24/24
(Signature) Veronica Viji
(Name) Dr. Veronica Viji, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

ACTION ITEM: **Proposed Recommendation For Nonrenewal of Chapter 21 Term Contract Employee(s)**

RECOMMENDATION: It is recommended that the Board of Trustees of the Seguin Independent School District approve the proposed nonrenewal of the identified employee(s) Chapter 21 Term contract(s) discussed in the executive session and notify the employee(s) of the proposed action to include the grounds for the action.

RATIONALE: In accordance with the Texas Education Code § 21.211(a) and Board Policy DFBB (LEGAL) “A board may non-renew a term contract and discharge a teacher at any time for: (1) good cause as determined by the board.”

REFERENCE and COMPLIANCE: DFBB (LEGAL) Term Contract Nonrenewal

BUDGET IMPACT/ INFORMATION: Money is budgeted each year in the appropriate accounts for potential Chapter 21 hearings before Hearing Examiners.

PAPERWORK IMPACT: The Board shall give the employee(s) notice of its decision to non-renew the employment not later than the 10th day before the last day of instruction required under the Texas Education Code. The Board’s decision not to renew term contract employee(s) at the end of a contract period may be appealed.

EXHIBITS: Contract Nonrenewal List

RESOURCE PERSONNEL: Joel S. Treviño, Chief Human Resources Officer

Submitted by: _____ Date Submitted: 04/24/24
(Signature) Veronica Viji
(Name) Dr. Veronica Viji, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

Minutes of Public Hearing

The Board of Trustees

Seguin ISD

A public hearing of the Board of Trustees of Seguin ISD was held Tuesday, March 26, 2024, beginning at 6:00 PM in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Ben Amador, Joshua Bright, Denise Crettenden, Linda Duncan, Alejandro R. Guerra, Carl Jenkins (arrived at 6:14 p.m.), Grace Mueller, and Dr. Veronica Vijil, Superintendent

Absent:

Also Present: Nikki Bittings, Chief Student Services Officer; Steve Gonzalez, Chief Technology Officer; Dr. Samuel Hogue, Deputy Superintendent; Andrea Jaramillo, Deputy Chief Innovation and Learning; Monica Lyons, Chief Academic Officer; Perla Romero, Chief Financial Officer; Joel Trevino, Chief Human Resources Officer; Cynthia Borden, Director of Federal and State Accountability, and Nancy Ramirez, Superintendent Secretary.

1. Call to Order

A. Mr. Guerra called the public hearing to order at 6:00 p.m. and a quorum was established.

B. The meeting of the Seguin ISD has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

2. Public Hearing on the Seguin ISD 2022-23 Texas Academic Performance Report (TAPR), PEIMS Financial Standard Report, District Accreditation Status, Report on Violent and Criminal Incidents, Progress towards Campus Performance Objectives, Progress towards House Bill 3 Goals, and a Report from the Texas Higher Education Coordinating Board on Student Performance in Post-Secondary Institutions.

Dr. Hogue shared the Seguin ISD 2022-23 Texas Academic Performance Report (TAPR) and addressed questions and comments from the Board. Texas Education Code § 39.053 requires each district's Board of Trustees to publish an annual report that includes the TAPR Report, PEIMS Financial Standard Report, District Accreditation Status, progress towards campus performance objectives, a report on Violent and Criminal incidents, and information received under TEC §51.403 from the Texas Higher Education Coordinating Board. An electronic copy of the report may be accessed through the district's website at <https://www.seguin.k12.tx.us/page/required.home>, at campus offices, and on the TEA website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>.

2. Adjourn

Mr. Bright moved, seconded by Mr. Amador, to adjourn the meeting. The meeting adjourned at 6:15 p.m.

Ayes: Amador, Bright, Crettenden, Duncan, Guerra, Jenkins, and Mueller

Nays: None

Minutes of Regular Meeting

The Board of Trustees

Seguin ISD

A regular board meeting of the Board of Trustees of Seguin ISD was held Tuesday, March 26, 2024, beginning at 6:30 PM in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Ben Amador, Joshua Bright, Denise Crettenden, Linda Duncan, Alejandro R. Guerra, Carl Jenkins, Grace Mueller, and Dr. Veronica Vijil, Superintendent

Absent:

Also Present: Nikki Bittings, Chief Student Services Officer; Steve Gonzalez, Chief Technology Officer; Dr. Samuel Hogue, Deputy Superintendent; Andrea Jaramillo, Deputy Chief Innovation and Learning; Monica Lyons, Chief Academic Officer; Perla Romero, Chief Financial Officer; Joel Trevino, Chief Human Resources Officer; Christine Perez, Seguin High School Principal; Halcy Dean, Director of Special Education; Bill Lewis with Visual Techniques, Inc.; Timothy Howe with the City of Seguin; Nancy Ramirez, Superintendent Secretary, and Media.

1. Call to Order

A. Mr. Guerra called the meeting to order at 6:31 p.m. and a quorum was established. The meeting of the Seguin ISD has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

B. The pledges were led by Gabby Tipple, seventh grade student, from Barnes Middle School, followed by a moment of silence. Mr. Guerra asked the community and board to keep the families and friends at Hays Consolidated ISD, who were impacted by the recent bus accident, in their prayers.

C. Superintendent Announcements:

Dr. Vijil provided the board and community with highlights, upcoming key dates, and event information since the last board meeting, which included recognizing staff and student achievements and successes from across the district. She also provided information regarding the district closure in observance of the solar eclipse. In closing remarks, Dr. Vijil asked the community and board to pray for the families and friends of Steve Tschoepe, Chris Krippner, and the Hays Consolidated ISD.

D. Board Member Reports:

The Board provided updates and information on recent activities, meetings, conferences, and school events they have participated in or attended.

2. Recognition/Campus Presentations

A. Student/Staff/Board/Community Recognition

The Board of Trustees recognized the following students and staff for their outstanding accomplishments:

- **Superintendent's Students of the Month from Weinert ES, and Barnes MS**

Dr. Vijil was honored to recognize Hadley Harder, fifth grade student at Weinert Elementary School, and Gabriella (Gabby)

Tipple, seventh grade student at Barnes Middle School, for going above and beyond as leaders and exceptional students in and out of the classroom. They are both excellent role models working hard to achieve their goals while assisting their peers.

- **Superintendent's Award**

Dr. Vijil was honored to recognize Imelda Cavazos, dedicated substitute teacher, as the March recipient of the Superintendent's Leadership Apple Award for going above and beyond daily duties during a medical emergency last month and for cultivating, inspiring, and empowering her students, colleagues, and Seguin ISD community.

B. Campus Highlight

The presentation was provided courtesy of Seguin High School. Ms. Perez, principal, her staff, and students shared information highlighting the work of the students and staff in the Cosmetology program. The program has grown student capacity and career readiness. MatCast program highlights included its transition from a pre-recorded news broadcast of campus events to live broadcast this year.

3. Audience with the Board

No one signed up to address the Board.

4. Reports/Information Items:

A. City of Seguin ISD – Saegert Easement Update

The Board received information from Mr. Howe, with the City of Seguin, regarding the Saegert Easement that will impact Seguin Independent School District Property located at 1616 W Court St, Seguin, TX 78155. Mr. Howe shared the preliminary plan to minimize the impact to Seguin Independent School District Property.

B. Seguin ISD Bond Construction Update

The Board of Trustees received an update from Mr. Lewis on current bond projects.

C. Matador Special Services Department (MSSD) Program Review

The Board of Trustees received an overview and update of the special education program from Mrs. Dean of the Matador Special Services Department (MSSD). This will serve as an annual program review for the board for the Special Education programs.

D. Elementary & Secondary Middle of the Year Data Review

The Board of Trustees received an update from Mrs. Lyons on benchmark and interim data. The purpose of this report is to present middle of the year data from campus interim and benchmark assessments. This data will be used to assess progress and inform decision-making moving forward.

5. Closed Meeting –The Board went into closed session at 7:44 p.m.

A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.

B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).

C. Pursuant to Texas Government Code Section § 551.072 - Discuss the sale, purchase, exchange, lease, or value of real property.

6. **Reconvene to Open Meeting:** The Board reconvened at 8:40 p.m. The Board recessed from 8:40 p.m. until 8:46 p.m.

A. Possible action to approve professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of employee(s). The Board did not take action on this item. No action was taken.

7. **Consent Agenda Items – Consider and Possible Approval:**

A. Approval of Board Minutes for:

Special Meeting, February 15, 2024

Public Hearing, February 27, 2024

Regular Meeting, February 27, 2024

B. Approval of Tax Collection Reports for February 2024

The Board of Trustees approved the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for February 2024. The Texas Property Tax Code requires the collector of taxes for a taxing unit prepare a written report of tax collections made for the preceding month. The Guadalupe County Tax Assessor-Collector collects ad valorem taxes for the District.

C. Approval of District-Wide Vehicle Maintenance, Parts, and Services (RFP#:24-01)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for Vehicle Maintenance, Parts, and Services. A Request for Proposals (RFP#: 24-01) was issued on June 5, 2023 for Vehicle Maintenance, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the one response received, all met the RFP requirements. With approval from the Board of Trustees, the following respondents will be added to the list of approved vendors for this RFP: Seguin Diesel. The list of previously approved vendors is available on the Bids page of the District website. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2026, and will remain active for one year thereafter.

D. Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, and Services (RFP #: 24-03)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for HVAC Systems Maintenance, Equipment, Parts, and Services. A Request for Proposals (RFP#: 24-03) was issued on June 5, 2023 for HVAC Systems Maintenance, Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the one response received, all met the RFP requirements. With approval from the Board of Trustees, the following respondents will be added to the list of approved vendors for this RFP: Diamond Air. The list of previously approved vendors is available on the Bids page of the District website. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2026, and will remain active for one year thereafter.

E. Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, and Services (RFP #: 24-04)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for Facilities Maintenance, Electrical Equipment, Parts, and Services. A Request for Proposals (RFP#: 24-04) was issued on June 5, 2023 for Facilities Maintenance,

Electrical, Parts and Services. The bid was competitively solicited in compliance with Board Policy. Of the one response received, all met the RFP requirements. With approval from the Board of Trustees, the following respondents will be added to the list of approved vendors for this RFP: 210 Window Tint. The list of previously approved vendors is available on the Bids page of the District website. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2026, and will remain active for one year thereafter.

F. Approval of District-Wide Special Education Services (RFP #: 24-05)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for Special Education Services. A Request for Proposals (RFP#: 24-05) was issued on June 5, 2023 for Special Education Services. The bid was competitively solicited in compliance with Board Policy. Of the seven responses received, all met the RFP requirements. With approval from the Board of Trustees, the respondents listed in the exhibit will be added to the list of approved vendors for this RFP. The list of previously approved vendors is available on the Bids page of the District website. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2026, and will remain active for one year thereafter.

G. Approval of District-Wide Educational Consulting Services (RFP #: 24-06)

The Board of Trustees approved to contract with each of the recommended respondents, as reflected in the exhibit, for Educational Consulting Services. A Request for Proposals (RFP#: 24-06) was issued on June 5, 2023 for Educational Consulting Services. The bid was competitively solicited in compliance with Board Policy. Of the one response received, all met the RFP requirements. With approval from the Board of Trustees, the following respondents will be added to the list of approved vendors for this RFP: Dr. Miguel Guajardo. The list of previously approved vendors is available on the Bids page of the District website. All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2026, and will remain active for one year thereafter.

H. Personnel Information – Professional Employees

The Board of Trustees received information regarding the following new hires and resignations for the 2023-2024 school year listed below:

New Hire Elections:

Name	Campus	Effective
*Leon, Melina	Koennecke Elementary	03/18/24
Lundgren, Brenda	Seguin High School	03/25/24

* Returning Seguin ISD employee

Resignations:

Bloxham, Rebecca, Special Education Supervisor, effective 3/22/24

Ms. Bloxham, Special Education Supervisor, has resigned due to other employment.

Ms. Bloxham has 7 years with Seguin ISD.

Brown, Joe, Seguin High School, effective 3/08/24

Mr. Brown, Criminal Justice Teacher, has resigned due to other employment.

Mr. Brown has 1 year with Seguin ISD.

Hoffmann, Sean, Chief Communications Officer, effective 2/29/24

Mr. Hoffmann, Chief Communications Officer, has resigned and elected to retire.

Mr. Hoffmann has 12 years with Seguin ISD.

Miller, Julie, Rodriguez Elementary, effective 5/31/24

Ms. Miller, Kindergarten Teacher, has resigned due to personal reasons.

Ms. Miller has 20 years with Seguin ISD.

Palomares, Brandon, Seguin High School, effective 5/31/24

Mr. Palomares, Social Studies Teacher, has resigned due to personal reasons.

Mr. Palomares has 1 year with Seguin ISD.

Sumpter, Lydia, Koennecke Elementary, effective 2/22/24

Ms. Sumpter, Kindergarten Bilingual Teacher, has resigned due to medical reasons.

Ms. Sumpter has 1 year with Seguin ISD.

True, John, Seguin High School, effective 5/31/24

Mr. True, English Teacher, has resigned and elected to retire.

Mr. True has 3 years with Seguin ISD.

Williford, Anna Lisa, Seguin High School, effective 3/08/24

Ms. Williford, CCMR Director, has resigned due to other employment.

Ms. Williford has 15 years with Seguin ISD

I. Acknowledge Public Information Act Requests February-March 2024

The Board of Trustees received information regarding the Public Information Act requests received since March 6, 2024. The purpose of this agenda item is to keep trustees apprised of the District's Public Information program

Mrs. Crettenden moved, seconded by Ms. Duncan to approve Consent Action Items:

A. Approval of Board Minutes for:

Special Meeting, February 15, 2024

Public Hearing, February 27, 2024

Regular Meeting, February 27, 2024

B. Approval of Tax Collection Reports for February 2024

C. Approval of District-Wide Vehicle Maintenance, Parts, and Services (RFP#:24-01)

D. Approval of District-Wide HVAC Systems Maintenance, Equipment, Parts, and Services (RFP #: 24-03)

E. Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, and Services (RFP #: 24-04)

F. Approval of District-Wide Special Education Services (RFP #: 24-05)

G. Approval of District-Wide Educational Consulting Services (RFP #: 24-06)

H. Personnel Information – Professional Employees

I. Acknowledge Public Information Act Requests February-March 2024

Ayes: Amador, Bright, Crettenden, Duncan, Guerra, Jenkins, and Mueller

Nays: None

8. Board Comments and Request

There were no new comments or request from the Board.

All prior Board requests have been addressed.

9. Adjourn

Mr. Amador moved, seconded by Mr. Jenkins, to adjourn the meeting. The meeting adjourned at 8:49 p.m.

Ayes: Amador, Bright, Crettenden, Duncan, Guerra, Jenkins, and Mueller

Nays: None

Secretary/April 23, 2024

President/April 23, 2024

ACTION ITEM:

Approval of Tax Collection Reports for March 2024

RECOMMENDATION:

That the Board of Trustees approves the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for March, 2024.

RATIONALE:

The Texas Property Tax Code requires the collector of taxes for a taxing unit to prepare a written report of tax collections made for the preceding month. The Guadalupe County Tax Assessor-Collector collects ad valorem taxes for the District.

REFERENCE and COMPLIANCE:

BDAF (LEGAL) - Selection and Duties of Chief Tax Official

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

Tax payments are received by direct deposit to the District's accounts at Lone Star Investment Pool. Payments are remitted to the District two days after the County receives them.

Total Tax Collections for the month of March, 2024:

Current	\$	1,172,840
Delinquent		(18,451)
Penalty and Interest		64,085
Total Monthly Collections	\$	<u>1,218,474</u>
Total Tax Collections Year to Date	\$	<u>52,515,253</u>
Delinquent Tax Levy		3,365,034
Percent Collected through March, 2024		53.13%
Percent of Tax Levy Collected last year		51.58%

EXHIBITS:

None

RESOURCE PERSONNEL:

Elizabeth Oaks, Chief Financial Officer
Sally Eckhart, Budget Coordinator

Submitted by:

(Signature)

(Name)

(Address)

(Telephone)

Veronica Vijil

Date Submitted: 04/23/24

Dr. Veronica Vijil, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

ACTION ITEM: **Approval of Proposed Budget Amendments & Financial Statements for February 2024**

RECOMMENDATION: That the Board of Trustees approve the proposed budget amendments and financial statements for the General Fund, Child Nutrition Fund, and Debt Service Fund as of February 29, 2024.

RATIONALE: The District’s official budget includes the General Fund, Child Nutrition Fund, and Debt Service Fund. The adoption of the budgets associated with these funds and subsequent amendments should be approved by the Board of Trustees. The attached budget reports and financial statements are designed to provide interim information for the Board of Trustees regarding operations of the District. The attached financial statements are unaudited and do not reflect certain required accounting entries for the official year-end financial report.

REFERENCE and COMPLIANCE: CE (LEGAL) and CE (LOCAL) Annual Operating Budget
The Board shall amend the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other financing sources (uses).

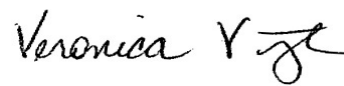
PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Budget amendments reflected in this report require approval by the Board of Trustees.

EXHIBITS: Proposed Budget Amendments and Financial Statements for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund are attached.

RESOURCE PERSONNEL: Elizabeth Oaks, Chief Financial Officer
Sally Eckhart, Budget Coordinator

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Dr. Veronica Vijil, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Date Submitted: 04/23/24

Function Codes

11 – Instruction - Activities that deal directly with the interaction between teachers and students

12 – Instructional Resources/Media Services - Expenditures that are directly and exclusively used for resource centers, establishing and maintaining libraries

13 – Curriculum & Instructional Staff Development – Expenditures directly and exclusively used to aid instructional staff in planning, developing and evaluating the process of providing learning experiences for students. (Includes in-service training for instructional or instructional-related personnel (Functions 11, 12, and 13))

21 – Instructional Leadership - Expenditures that are for managing, directing, supervising, and providing leadership for staff who provide general and specific instructional services

23 – School Leadership - Expenditures to direct and manage a school campus

31 – Guidance & Counseling – Expenditures for assessing and testing students' abilities, aptitudes and interests; counseling students

32 - Social Work Services - Expenditures that for activities such as investigating and diagnosing student social needs arising out of the home, school or community: includes truant/attendance officers

33 – Health Services - Expenditures for providing physical health services to students

34 – Student Transportation - Expenditures for transporting students to and from school.

35 – Food Service – Expenditures for food service operations

36 – Extracurricular Activities - Expenditures for school-sponsored activities outside of the school day.

41 – General Administrations - Expenditures for purposes of managing or governing the school district as an overall entity

51 – Maintenance & Operations - Expenditures for activities to keep the facilities and grounds open, clean, comfortable and in effective working condition and state of repair, and insured

52 – Security & Monitoring Services – Expenditures for activities to keep student and staff surroundings safe, whether in transit to or from school, on a campus or participating in school-sponsored events at another location

53 – Data Processing Services - Expenditures for data processing services, whether in-house or contracted.

61 – Community Services - Expenditures for activities or purposes other than regular public education and includes expenditures are for services or activities relating to the whole community or some segment of the community

71 – Debt Service – Expenditures for debt service payments and related fees

81 – Facilities Acquisition and Improvements - Expenditures for acquiring, equipping, and/or making additions to real property and sites

93 - Payments to the Fiscal Agent or Member Districts of a Shared Service Arrangement

**Seguin Independent School District
Proposed Budget Amendments and Financial Statements
General Operating Fund
February 2024**

	Budget					Actual			Budget Remaining
	Adopted Budget	February 1, 2024	Proposed Amendment(s)		February 29, 2024	February 1, 2024	Current Month	February 29, 2024	
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity	Year to Date	
REVENUE									
Local									
Property Taxes-Current	40,892,558	38,000,000		(3,000,000)	35,000,000	26,435,435	6,035,981	32,471,416	2,528,584
Property Taxes-Delinquent	700,000	800,000		-	800,000	921,947	43,209	965,156	-
Property Taxes-Penalty & Interest	375,000	500,000		-	500,000	204,977	52,816	257,793	242,207
Interest Income	875,000	1,150,000	29,320	-	1,179,320	902,640	174,287	1,076,927	102,393
Other Local Income	106,000	105,000		-	105,000	208,972	35,407	244,379	-
State	25,804,767	29,893,604	1,100,000	3,000,000	33,993,604	17,122,025	360,259	17,482,284	16,511,320
Federal	1,167,000	1,467,000	250,000	-	1,717,000	1,070,225	97,137	1,167,362	549,638
REVENUE	69,920,325	71,915,604	1,379,320	-	73,294,924	46,866,221	6,799,096	53,665,317	19,934,142
EXPENSE									
11 - Instruction	38,323,483	42,705,434		395,552	43,100,986	18,296,107	3,215,379	21,511,486	21,589,500
12 - Instructional Resources & Media Svcs	1,055,793	1,112,383		(1,891)	1,110,492	527,592	81,094	608,685	501,807
13 - Curr & Instructional Staff Development	577,483	772,151		(1,986)	770,165	349,231	57,951	407,181	362,984
21 - Instructional Leadership	2,062,583	2,065,151		(10,000)	2,055,151	1,137,296	150,089	1,287,385	767,766
23 - School Leadership	4,800,008	5,160,779		33	5,160,812	2,679,478	406,981	3,086,459	2,074,353
31 - Guidance & Counseling Services	2,586,821	2,823,424		-	2,823,424	1,404,983	192,247	1,597,230	1,226,194
32 - Social Work Services	641,559	760,039		-	760,039	414,893	58,766	473,658	286,381
33 - Health Services	818,922	848,420		-	848,420	383,646	68,433	452,080	396,340
34 - Student Transportation	3,248,960	3,445,547		-	3,445,547	1,715,514	258,524	1,974,038	1,471,509
35 - Food Service	-	-		-	-	-	-	-	-
36 - Co-curricular Activities	2,097,243	2,344,283		245	2,344,528	1,257,490	177,073	1,434,563	909,965
41 - General Administration	3,028,229	3,739,228		(410,453)	3,328,775	2,269,863	397,466	2,667,329	661,446
51 - Plant Maintenance & Operations	7,381,576	8,264,629		10,000	8,274,629	4,935,312	647,674	5,582,985	2,691,644
52 - Security & Monitoring Services	543,577	1,170,787		12,500	1,183,287	727,598	113,734	841,332	341,955
53 - Data Services	1,993,392	2,539,858	279,320	-	2,819,178	1,513,937	186,759	1,700,696	1,118,482
61 - Community Services	30,022	32,167		-	32,167	9,549	1,240	10,788	21,379
71 - Debt Services	-	665,000		-	665,000	665,000	-	665,000	-
81 - Facilities Acquisition & Construction	-	3,549,495		-	3,549,495	1,604,694	-	1,604,694	1,944,801
93 - Pmts to Fiscal Agent/Member Distr of SSA	-	840,727	1,100,000	6,000	1,946,727	-	-	-	1,946,727
99 - Intergovernmental Charges (Appraisal Svcs)	730,684	842,464		-	842,464	413,383	-	413,383	429,081
EXPENSE	69,920,325	83,681,966	1,379,320	-	85,061,286	40,305,566	6,013,409	46,318,974	38,742,312
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ (11,766,362)	\$ -	\$ -	\$ (11,766,362)	\$ 6,560,655	\$ 785,687	\$ 7,346,342	\$ (18,808,170)

Other Sources	-	-	-	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-	-	-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
RESULT OF ACTIVITIES	\$ -	\$ (11,766,362)	\$ -	\$ -	\$ (11,766,362)	\$ 6,560,655	\$ 785,687	\$ 7,346,342	\$ (18,808,170)

Additional Information to the Reader			
PRELIMINARY ESTIMATE - Fund Balance:			PRELIMINARY ESTIMATE - Fund Balance Test per Board Policy CE (LOCAL):
23 - 24 Beginning Fund Balance - Restricted - Grants	\$ 468,865		Amended Budget Expense (official test will use actuals at year end)
23 - 24 Beginning Unassigned Fund Balance	\$ 34,750,830		85,061,286
			<i>Less: Non-Operating Expenses/Fund Balance Assignments</i>
23 - 24 Actual Year to Date Revenue Over/(Under) Expense	\$ 7,346,342		Assigned for Early Education Allotment
23 - 24 Actual Year to Date Other Sources and Uses	-		\$ (310,355)
23 - 24 Budget Remaining Revenue Over/(Under) Expense	\$ (18,808,170)		Assigned for Advanced Competition travel reserve
			\$ (50,000)
			Assigned for 23-24 QZAB Payment (7 of 15)
			\$ (665,000)
			Assigned for Teacher Incentive Allotment Program Development
			\$ (130,000)
			Assigned for Welding Shop Upgrades
			\$ (359,495)
			Assigned for Holdworth contract
			\$ (300,000)
			Assigned for SAFE contract
			\$ (25,000)
			Assigned for Cardonex training & software
			\$ (61,512)
			Assigned for Covid 19 Funding Reserve
			\$ (5,000,000)
			Assigned for Retention Stipends & Sign-on Bonuses
			\$ (800,000)
			Assigned for Natl Bld of Prof Teaching Stnd-TEA fees
			\$ (20,000)
			Assigned for STARS Security Services
			\$ (185,000)
			Assigned for PLC Phase 1 renovations
			\$ (200,000)
			Assigned for ABRE Subscription
			\$ (220,000)
			Assigned for Outdoor Learning Center FY 23-24 budget
			\$ (250,000)
			Assigned for Outdoor Learning Center land purchase
			\$ (1,440,000)
			Assigned for Baseball/Softball field completion
			\$ (1,750,000)
			Total Non-Operating Expenses
			\$ (11,766,362)
			23 - 24 Budgeted Operating Expense (official test will use actuals at year end)
			\$ 73,294,924
			25% Unassigned Fund Balance Criteria as per Board Policy CE (LOCAL)
			25%
			23 - 24 Minimum Unassigned Fund Balance
			\$ 18,323,731
			* 23 - 24 Estimated Ending Unassigned Fund Balance (Unaudited)
			\$ 23,757,868
			Projected Unassigned Fund Balance Over/(Under) CE (LOCAL) Requirement
			\$ 5,434,137

Seguin Independent School District
 Budget Amendment Detail For General Operating Fund
 February, 2024

Budget Report - Attachment 1
 23-Apr-2024

Revenues:

BUA301	Budget E-rate reimbursements to purchase Technology Data Center	\$	250,000
BUA 353	Budget Interest Earnings to cover cost of Demographic Survey	\$	29,320
BUA 580	Budget increase in state aid to match revenue projections	\$	1,100,000
	Total Revenue Increase (Decrease)		<u>\$ 1,379,320</u>

Expenditures:

BUA301	Function 53 Budget E-rate reimbursements for Technology Data Center	\$	250,000
BUA 353	Function 53 Budget Interest Earnings to cover cost of Demographic Survey	\$	29,320
BUA 580	Function 93 Budget increase in state aid to match revenue projections - balance of Shared Service Arrangement costs	\$	1,100,000
	Total Expenditures Increase (Decrease)		<u>\$ 1,379,320</u>

Other Sources:

Total Other Sources Increase (Decrease)		<u>\$ -</u>
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**Seguin Independent School District
Proposed Budget Amendments and Financial Statements
Child Nutrition Fund
February 2024**

	Budget					Actual			Budget Remaining
	Adopted Budget	February 1, 2024	Proposed Amendment(s)		February 29, 2024	February 1, 2024	Current Month	February 29, 2024	
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity	Year to Date	
REVENUE									
Local									
Property Taxes-Current									
Property Taxes-Delinquent									
Property Taxes-Penalty & Interest									
Interest Income	20,000	20,000	-	-	20,000	88,782	12,572	101,354	-
Other Local Income	443,500	443,500	-	-	443,500	165,134	24,894	190,029	253,471
State	121,500	121,500	-	-	121,500	6,500	-	6,500	115,000
Federal	6,025,000	6,025,000	-	-	6,025,000	3,438,867	914,126	4,352,993	1,672,007
REVENUE	6,610,000	6,610,000	-	-	6,610,000	3,699,283	951,593	4,650,876	2,040,478
EXPENSE									
11 - Instruction									
12 - Instructional Resources & Media Svcs									
13 - Curr & Instructional Staff Development									
21 - Instructional Leadership									
23 - School Leadership									
31 - Guidance & Counseling Services									
32 - Social Work Services									
33 - Health Services									
34 - Student Transportation									
35 - Food Service	6,583,500	7,566,718	-	-	7,566,718	3,727,572	850,718	4,578,290	2,988,428
36 - Co-curricular Activities									
41 - General Administration									
51 - Plant Maintenance & Operations	19,500	19,500	-	-	19,500	7,664	737	8,400	11,100
52 - Security & Monitoring Services	7,000	7,000	-	-	7,000	353	44	397	6,603
53 - Data Services									
61 - Community Services									
71 - Debt Services									
81 - Facilities Acquisition & Construction									
99 - Intergovernmental Charges (Appraisal Servs)									
EXPENSE	6,610,000	7,593,218	-	-	7,593,218	3,735,589	851,499	4,587,088	3,006,130
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ (983,218)	\$ -	\$ -	\$ (983,218)	(36,306)	100,094	63,788	(965,652)
Other Sources	-	-	-	-	-	-	-	-	-
Other Uses	-	-	-	-	-	-	-	-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
RESULT OF ACTIVITIES	\$ -	\$ (983,218)	\$ -	\$ -	\$ (983,218)	(36,306)	100,094	63,788	\$ -

Additional Information to the Reader			
PRELIMINARY ESTIMATE - Fund Balance:			
<i>23 - 24 Beginning Fund Balance (Unaudited)</i>			
Unassigned	\$	3,270,509	
Non Spendable-Inventory	\$	78,716	
Total 23 - 24 Beginning Fund Balance (Unaudited)	\$	3,349,225	
<i>23 - 24 Actual Year to Date Revenue Over/(Under) Expense</i>			
	\$	63,788	
<i>23 - 24 Actual Year to Date Other Sources and Uses</i>			
	\$	-	
<i>23 - 24 Budget Remaining Revenue Over/(Under) Expense</i>			
	\$	(965,652)	
23 - 24 Estimated Year End Result of Activities	\$	(901,864)	
23 - 24 Estimated Ending Fund Balance (Unaudited)	\$	2,447,361	

Seguin Independent School District
Budget Amendment Detail For Child Nutrition Fund
February, 2024

Budget Report - Attachment 1
23-Apr-2024

Revenues:

Total Revenue Increase (Decrease) \$ -

Expenditures:

Total Expenditures Increase (Decrease) \$ -

Other Sources:

Total Other Sources Increase (Decrease) \$ -

Seguin Independent School District
Proposed Budget Amendments and Financial Statements
Debt Service Fund
February 2024

	Budget				Actual			Budget Remaining	
	Adopted Budget	February 1, 2024		February 29, 2024		February 1, 2024	Current Month		February 29, 2024
		Amended Budget	Programmatic Changes	Balance Neutral	Amended Budget	Year to Date	Activity		Year to Date
REVENUE									
Local									
Property Taxes-Current	15,564,000	15,564,000	-	-	15,564,000	13,906,877	3,176,348	17,083,225	-
Property Taxes-Delinquent	250,000	250,000	-	-	250,000	394,326	15,708	410,034	-
Property Taxes-Penalty & Interest	100,000	100,000	-	-	100,000	82,972	26,185	109,157	-
Interest Income	-	-	-	-	-	310,324	83,545	393,869	-
Other Local Income	-	-	-	-	-	795	-	795	-
State	-	-	-	-	-	1,209,307	-	1,209,307	-
Federal	-	-	-	-	-	-	-	-	-
	15,914,000	15,914,000	-	-	15,914,000	15,904,600	3,301,786	19,206,386	-
EXPENSE									
11 - Instruction									
12 - Instructional Resources & Media Svcs									
13 - Curr & Instructional Staff Development									
21 - Instructional Leadership									
23 - School Leadership									
31 - Guidance & Counseling Services									
32 - Social Work Services									
33 - Health Services									
34 - Student Transportation									
35 - Food Service									
36 - Co-curricular Activities									
41 - General Administration									
51 - Plant Maintenance & Operations									
52 - Security & Monitoring Services									
53 - Data Services									
61 - Community Services									
71 - Debt Services	15,914,000	15,914,000	-	-	15,914,000	9,492,895	6,369,561	15,862,456	51,544
81 - Facilities Acquisition & Construction									
99 - Intergovernmental Charges (Appraisal Servs)									
	15,914,000	15,914,000	-	-	15,914,000	9,492,895	6,369,561	15,862,456	51,544
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	\$ -	\$ -	\$ -	6,411,705	(3,067,775)	3,343,931	\$ (51,544)
Other Sources	-	-	-	-	-	-	2,570	2,570	
Other Uses	-	-	-	-	-	-	-	-	
OTHER SOURCES AND USES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,569.93	\$ 2,569.93	
RESULT OF ACTIVITIES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,411,705	\$ (3,065,205)	\$ 3,346,500	

Additional Information to the Reader			
PRELIMINARY ESTIMATE - Fund Balance:			
23 - 24 Beginning Fund Balance (Unaudited)	\$	14,771,032	
Total 23 - 24 Beginning Fund Balance (Unaudited)	\$	14,771,032	
23 - 24 Actual Year to Date Revenue Over/(Under) Expense	\$	3,343,931	
23 - 24 Actual Year to Date Other Sources and Uses	\$	2,570	
23 - 24 Budget Remaining Revenue Over/(Under) Expense	\$	(51,544)	
23 - 24 Estimated Year End Result of Activities	\$	3,294,956	
23 - 24 Estimated Ending Fund Balance (Unaudited)	\$	18,065,989	

Seguin Independent School District
Budget Amendment Detail For Debt Service Fund
February, 2024

Budget Report - Attachment 1
23-Apr-2024

Revenues:

Total Revenue Increase (Decrease) \$ -

Expenditures:

Total Expenditures Increase (Decrease) \$ -

Other Sources:

Total Other Sources Increase (Decrease) \$ -

ACTION ITEM: **Approval of Investment Report for the Third Quarter Ended March 31, 2024**

RECOMMENDATION: That the Board of Trustees approve the Investment Report for the Third Quarter Ended March 31, 2024.

RATIONALE: State law and Board Policy require quarterly reports regarding the District's investments.

This report is designed to allow the Board of Trustees to review the investment activity for the Third Quarter Ended March 31, 2024. The District's earnings rates, investment position, and yield information are presented for the period.

The District currently invests exclusively in interlocal governmental investment pools ("pools"), which allow withdrawals on a same day basis. The book value of pools is considered to be the market value and is reflected accordingly in the attached Investment Report.

REFERENCE and COMPLIANCE: CDA (LEGAL) and CDA (LOCAL) Other Revenues - Investments

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Investment Report


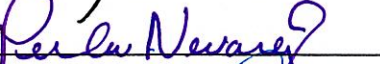
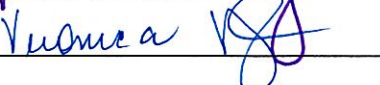
RESOURCE PERSONNEL: Elizabeth Oaks, Chief Financial Officer
Perla Nevarez, Comptroller

Submitted by: Veronica Vijil Date Submitted: 04/23/24
(Signature) _____
(Name) Dr. Veronica Vijil, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
THIRD QUARTER ENDED MARCH 31, 2024

<u>INVENTORY OF INVESTMENTS</u>	Weighted Average Maturity 1.0 Day	<u>Balance</u> <u>3/31/2024</u>
GENERAL OPERATING FUND 199		
TexPool - Local Maintenance		1,143,190
Lone Star		23,548,725
Logic		460,358
MBIA		9,675,236
TOTAL GENERAL OPERATING FUND		\$ 34,827,509
Weighted Average Maturity		
CHILD NUTRITION FUND 240		
Lone Star		\$ 2,927,285
Weighted Average Maturity		
INTEREST & SINKING FUND 599		
TexPool		1,181,537
Lone Star		17,394,468
TOTAL INTEREST & SINKING FUND		\$ 18,576,005
Weighted Average Maturity		
COMBINED SCHOOL BOND FUNDS 62X		
Lone Star		\$ 38,919,218
OAK PARK MALL ENTERPRISE FUND 711		
TexPool		\$ 56,650
WORKER'S COMPENSATION SELF-INSURANCE FUND 753		
TexPool		864,757
Lone Star		3,651,833
TOTAL WORKERS' COMPENSATION FUND		\$ 4,516,590
Weighted Average Maturity		
STUDENT ACTIVITY TRUST & AGENCY FUND 865		
TexPool		\$ 162,074
Weighted Average Maturity		
GRAND TOTALS		\$ 99,985,331

The investments of the District are in compliance with Investment Policy and the Public Funds Investments Act.

Elizabeth Oaks, Chief Financial Officer 
 Perla Nevarez, Comptroller 
 Dr. Veronica Vijil, Superintendent 

SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
THIRD QUARTER ENDED MARCH 31, 2024

<u>INVESTMENT TRANSACTIONS</u>	<u>QUARTER BEGINNING BALANCE 1/1/2024</u>	<u>NET CHANGE</u>	<u>QUARTER ENDING BALANCE 3/31/2024</u>
GENERAL OPERATING FUND 199			
TexPool	1,142,321	868	1,143,190
Lone Star	18,179,729	5,368,995	23,548,725
Logic	454,116	6,242	460,358
MBIA	9,543,926	131,310	9,675,236
TOTAL GENERAL OPERATING FUND	\$ 29,320,093	\$ 5,507,416	\$ 34,827,509
CHILD NUTRITION FUND 240			
Lone Star	\$ 2,198,519	\$ 728,766	\$ 2,927,285
INTEREST AND SINKING FUND 599			
TexPool	1,165,978	15,560	1,181,537
Lone Star	2,430,389	14,964,079	17,394,468
TOTAL INTEREST AND SINKING FUND	\$ 3,596,366	\$ 14,979,639	\$ 18,576,005
COMBINED SCHOOL BOND FUNDS 62X			
Lone Star	\$ 46,567,124	\$ (7,647,906)	\$ 38,919,218
OAK PARK MALL FUND 711			
TexPool	\$ 41,717	\$ 14,933	\$ 56,650
WORKER'S COMPENSATION SELF-INSURANCE FUND 753			
TexPool	853,369	11,388	864,757
Lone Star	3,483,625	168,207	3,651,833
TOTAL WORKERS' COMPENSATION FUND	\$ 4,336,995	\$ 179,595	\$ 4,516,590
STUDENT ACTIVITY TRUST & AGENCY FUND 865			
TexPool	\$ 159,940	\$ 2,134	\$ 162,074
GRAND TOTALS	\$ 86,220,753	\$ 21,412,484	\$ 99,985,331

**SEGUIN INDEPENDENT SCHOOL DISTRICT
INVESTMENT REPORT
THIRD QUARTER ENDED MARCH 31, 2024**

<u>YIELD ON INVESTMENTS</u>	<u>AVERAGE BALANCE</u>	<u>INTEREST INCOME</u>	<u>YIELD</u>
GENERAL OPERATING FUND 199			
TexPool - Local Maintenance	1,148,440	15,254	5.387%
Lone Star	24,925,283	343,409	5.588%
Logic	456,194	6,242	5.549%
MBIA	9,611,143	131,310	5.541%
TOTAL GENERAL OPERATING FUND	\$ 36,141,060	\$ 496,215	5.568%
CHILD NUTRITION FUND 240			
Lone Star	\$ 2,710,846	\$ 37,324	5.584%
INTEREST AND SINKING FUND 599			
TexPool	827,058	15,560	7.630%
Lone Star	16,761,592	230,839	5.585%
TOTAL INTEREST & SINKING FUND	\$ 17,588,651	\$ 246,398	5.681%
COMBINED SCHOOL BOND FUNDS 62X			
Lone Star	\$ 42,027,244	\$ 6,242	5.549%
OAK PARK MALL ENTERPRISE FUND 711			
TexPool	\$ 41,209	\$ 547	5.384%
WORKER'S COMPENSATION SELF-INSURANCE FUND 753			
TexPool	857,413	11,388	5.387%
Lone Star	3,541,523	48,758	5.583%
TOTAL WORKER'S COMPENSATION FUND	\$ 4,398,936	\$ 60,146	5.545%
STUDENT ACTIVITY TRUST & AGENCY FUND 865			
TexPool	\$ 160,697	\$ 2,134	5.387%
TOTAL INTEREST FOR ALL FUNDS	\$ 103,068,643	\$ 849,006	5.679%

SEGUIN INDEPENDENT SCHOOL DISTRICT
THIRD QUARTER ENDED MARCH 31, 2024

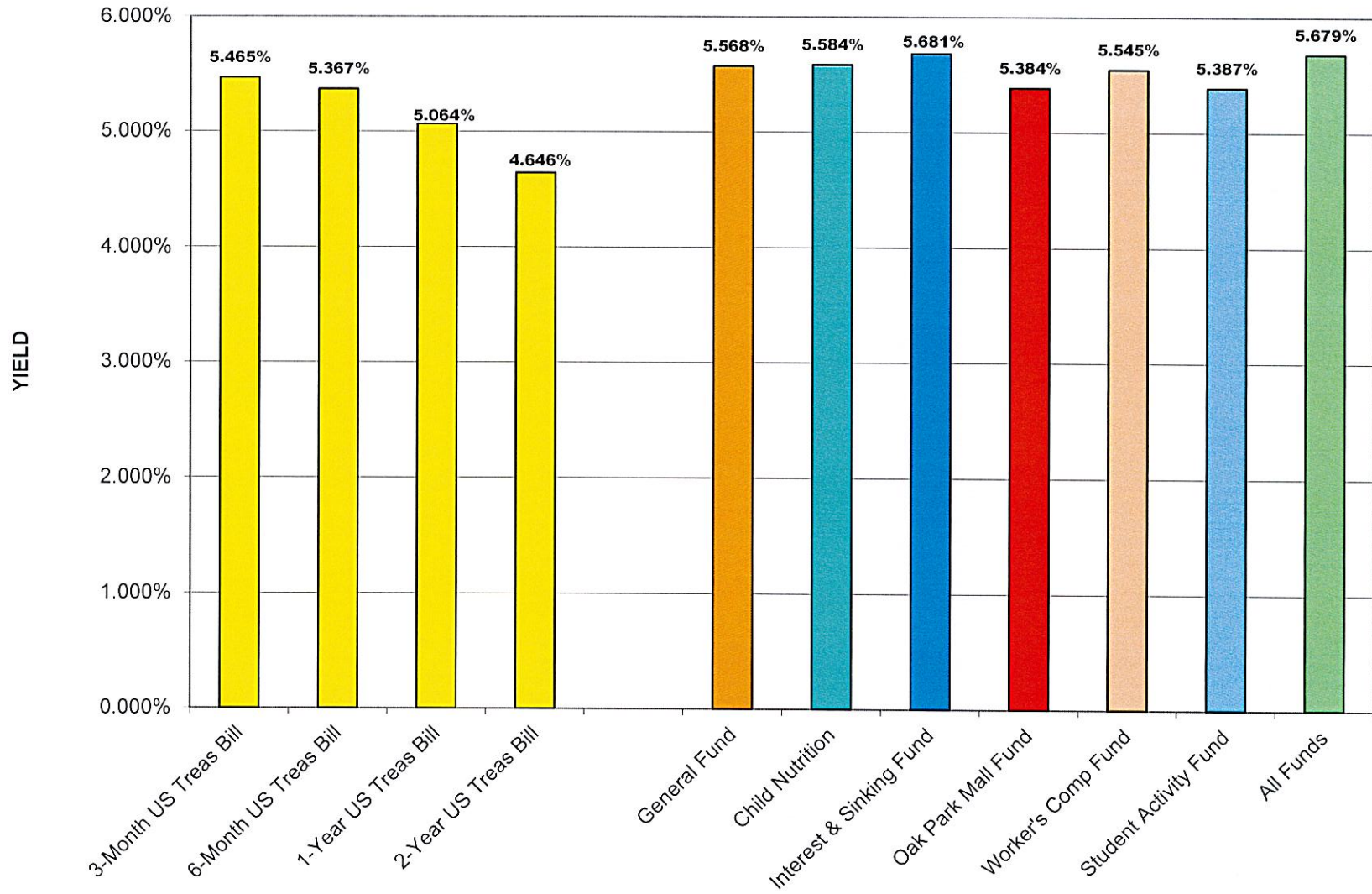


Exhibit - Investment Report

ACTION ITEM: **Approval of District-Wide Facilities Maintenance, Electrical Equipment, Parts, And Services (RFP #: 24-04)**

RECOMMENDATION: That the Board of Trustees approve to contract with each of the recommended respondents, as reflected in the attached exhibit, for Facilities Maintenance, Electrical Equipment, Parts, and Services.

RATIONALE: A Request for Proposals (RFP#: 24-04) was issued on June 5, 2023 for Facilities Maintenance, Electrical Equipment, Parts, and Services. The bid was competitively solicited in compliance with Board Policy. Of the four responses received, all met the RFP requirements. With approval from the Board of Trustees, the following respondents will be added to the list of approved vendors for this RFP: Dumas Hardware Co, San Antonio Sound & Light, Fastsigns of NB, and Diamondback Landscaping. The list of previously approved vendors is available on the Bids page of the District [website](#). All approved vendors will continue to qualify under this RFP for the remaining contract term, which will end on June 30, 2026, and will remain active for one year thereafter.

REFERENCE and COMPLIANCE: CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds to be provided by the General Operating Fund.

EXHIBITS: Vendor Recommendation Form

RESOURCE PERSONNEL: Elizabeth Oaks, Chief Financial Officer
Jennifer Raske Martinez, Purchasing Coordinator, RTSBA

Submitted by: _____ Date Submitted: 04/23/24
(Signature) Veronica Viji
(Name) Dr. Veronica Viji, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

SEGUIN INDEPENDENT SCHOOL DISTRICT
VENDOR RECOMMENDATION FORM

RFP #: 24-04, FACILITIES & GROUNDS MAINTENANCE, EQUIPMENT, PARTS, AND SERVICES

BID CLOSING DATE: JUNE 30, 2026

ISSUING DEPARTMENT(S): MAINTENANCE

VENDOR	SERVICES PROVIDED	Recommended
Dumas Hardware Company	Building hardware	Y
San Antonio Sound & Light	AV installation and repair	Y
Fastsigns of New Braunfels	Signs and graphics	Y
Diamondback Landscaping & Lawn Care, Inc	Landscaping, irrigation, hardscaping	Y

Note:

The issuing department has evaluated all respondents based on the following criteria:

- Required documents were completed by the respondent
- Purchase price (if applicable)
- Quality and reputation
- Goods and/or services meet District needs

ACTION ITEM: **Instructional Materials Allotment (IMA) TEKS Certification**

RECOMMENDATION: That the Board of Trustees approve the Instructional Materials Allotment TEKS Certification for the 2024-2025 school year.

RATIONALE: Districts are required to certify annually to the State Board of Education and to the Commissioner that for each subject area in the required curriculum students have access to the instructional materials that cover all of the Texas Essential Knowledge and Skills (TEKS). Districts will be unable to submit any requisitions or disbursements of IMA funds until the certification has been approved and submitted to the Texas Education Agency.

REFERENCE and COMPLIANCE: EF(LEGAL) Instructional Resources

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: Submission of this form will enable Seguin ISD to access state allotted IMA funds in the Educational Materials System (EMAT) to order instructional materials for the 2024-2025 school year.

EXHIBITS: IMA Certification Form

RESOURCE PERSONNEL: Steve Gonzalez, Chief Technology Officer
Jennifer Raske Martinez, Purchasing Coordinator
Monica Lyons, Chief Academic Officer

Submitted by: Veronica V. [Signature] Date Submitted 04/23/24
(Signature) Dr. Veronica V. [Signature], Superintendent
(Name) 1221 E. Kingsbury St., Seguin TX 78155
(Address) (830) 401-8614
(Telephone)

Certification of Provision of Instructional Materials Survey 2024–25

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Survey Pre-Work

2024–25 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code 31.1011](#), local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, LEAs are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The TEKS Certification 2024–25 Survey includes a section to allow LEAs to certify they meet this requirement.

Like last year's process, the agency will utilize the following tools:

Certification 2024–25 Form:

Printable, hard copy of the survey to be completed offline and presented to the board of trustees or governing body for ratification and signatures.

Certification 2024–25 Survey:

Web-based application where LEAs will submit their responses collected on the TEKS Certification 2024–25 Form, and where LEAs will upload the signature page of the Form.

This year's Certification Process requires:

- The completion of the Certification 2024–25 Form;
- Ratification by the LEA's board of trustees or governing body in an open, public-noticed meeting; and
- Submission of the Certification 2024–25 Survey and upload of the ratified Certification 2024–25 Form.

TEA recommends that LEAs complete these steps by **May 1, 2024**. The Certification 2024–25 Form can be accessed at the following link on the [Instructional Materials webpage](#).

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 29, 2024, and is scheduled to reopen on May 15, 2024. **Completion of the Certification Process is required to regain access to allotment funds when EMAT reopens in May of 2024.**

Certification 2024–25 Survey submissions received after May 15, 2024, will typically be processed within five business days, then access to EMAT provided.

Instructions to Complete the Certification Process for 2024–25

1. **Review the Certification 2024–25 Form:** Print the fillable TEKS Certification 2024–25 Form found on the [Instructional Materials website](#).
2. **Gather information:** The form may require consultation with content area leads or other LEA staff.
3. **Complete Certification 2024–25 Form:** Complete the TEKS Certification 2024–25 Form by hand or digitally.
4. **Obtain needed signatures:** Ratify the **Certification 2024–25 Form** by the LEA's board of trustees or governing body in an upcoming, open board meeting.
5. **Submit Certification 2024–25 Survey:** Complete the online Certification 2024–25 Survey by answering the questions. Inside the survey you will upload the signed Allotment and Certification 2024–25 Form from Step 4. The survey will be open for submissions beginning Monday, March 18, 2024, and will be located on the [Instructional Materials website](#).

Additional Supports

- TEA will be hosting a webinar to review the Certification 2024–25 Process on *Monday, March 18th, at 2:00 p.m. CDT*. [Registration](#) is required.
- TEA will host office hours on *Monday, March 25, at 11:00 a.m. CDT and Thursday, March 28, at 11:00 a.m. CDT*. [Registration](#) is required.
- To facilitate completion of this year's submission, LEAs may request a copy of their previous year's submission by submitting a [Help Desk Ticket](#).
- For questions about the Certification 2024–25 Form, Survey, or Process, please submit a [Help Desk Ticket](#).

Review Terminology

Additional Supports

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier 1 or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials** (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional material designed to assist in the instruction of one or more of the essential knowledge and skills

About the Qualtrics Survey

Within the Qualtrics survey you will be given a list of commonly known publishers and products. Should your LEA use a LEA-developed product, or the product is not listed, you will be asked to write in the name of the publisher and product.

Certification 2024–25 Survey

Background Information

QUESTION 1.0: Name of person completing this form

Monica Lyons

QUESTION 1.1: Your email address

MLyons@seguin.k12.tx.us

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

LEA Information

QUESTION 2.0: Region #

Region 20

QUESTION 2.1: LEA Name and Number

Sequin ISD (094901)

QUESTION 2.2: Superintendent's Name

Dr. Veronica Vijil

QUESTION 2.3: Superintendent's email address

VVijil@seguin.k12.tx.us

QUESTION 2.4: School board president's or governing body's name

Alejandro Guerra

QUESTION 2.5: School board president's or governing body's email address

AGuerra@seguin.k12.tx.us

QUESTION 2.6: Date of the school board meeting at which the Certification Form was be presented and approved?

April 23, 2024

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

How is reading language arts content implemented in your LEA

Please indicate your LEA's approach to managing the implementation of reading language arts content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

English Reading Language Arts K-5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades K–2 full-subject and/or supplemental publisher(s)/ product(s) used:

<i>HMH Into Reading</i>

English RLA grades 3–5 full-subject and/or supplemental publisher(s)/ product(s) used:

<i>HMH Into Reading</i>

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): Instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Spanish RLA grades K-2 full-subject and/or supplemental publisher(s)/ product(s) used:

<i>HMH Arriba la Lectura</i>

Spanish RLA grades 3-5 full-subject and/or supplemental publisher(s)/ product(s) used:

<i>HMH Arriba la Lectura</i>

English Reading Language Arts 6-8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 6-8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

English Reading Language Arts 6-8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 6-8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Wit and Wisdom by Great Minds

English Reading Language Arts 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials.)

Yes

No

English Reading Language Arts 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

StudySync by McGraw-Hill

Mathematics Certification

Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:

How is mathematics content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of mathematics content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics K-5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

K-5 Eureka Math

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

- Yes
 No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Carnegie Math

Mathematics 9–12 TEKS Coverage Certification

QUESTION 17.0:

For School Year 2024–25, will your LEA provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 18.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Carnegie Math

Social Studies Certification

Scope and Sequence - All Grade Levels Social Studies

QUESTION 19.0:

How is social studies content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of social studies content in each of the following grade band. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Social Studies K-5 TEKS Coverage Certification

QUESTION 20.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **social studies TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K-5 Instructional Materials

QUESTION 21.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

<i>Studies Weekly</i>

Social Studies 6–8 TEKS Coverage Certification

QUESTION 22.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Social Studies 6–8 Instructional Materials

QUESTION 23.0:

Select **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Texas Resource System

Social Studies 9–12 TEKS Coverage Certification

QUESTION 24.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select “yes” even if not all classrooms use the same materials)

- Yes
 No

Social Studies 9–12 Instructional Materials

QUESTION 25.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

Texas Resource System

Science Certification

Scope and Sequence - All Grade Levels Science

QUESTION 26.0:

How is science content implemented in your LEA?

Please indicate your LEA's approach to managing the implementation of science content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science K-5 TEKS Coverage Certification

QUESTION 27.0:

For school year 2024-25, will your LEA provide materials to cover 100% of the **science TEKS grades K-5**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Science K–5 Instructional Materials

QUESTION 28.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Experience Science - SAVVAS

Science 6–8 TEKS Coverage Certification

QUESTION 29.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 6–8 Instructional Materials

QUESTION 30.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your LEA or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

SAVVAS

Science 9–12 TEKS Coverage Certification

QUESTION 31.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
- No

Science 9–12 Instructional Materials

QUESTION 32.0:

Share the **full-subject and/or supplemental** publisher(s)/ product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Science grades 9–12 full-subject and/or supplemental publisher(s)/ product(s) used:

SAVVAS

Children's Internet Protection Act

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C, Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0: Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your LEA used, or do you plan to use, the Texas Resource Review (TRR) to inform local decisions related to instructional materials adoption?

Yes

No

QUESTION 35.1:

If "Yes" is selected: In which subject area(s) have you used the TRR to obtain information about the quality of products? *

English Reading Language Arts

Spanish Reading Language Arts

Prekindergarten

English Phonics

Spanish Phonics

Science

QUESTION 36.0:

How likely is it you would recommend TRR to other educators? 0 (Not at all likely) to 10 (Extremely Likely)*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

QUESTION 37.0:

Assessment Platform: Select the assessment platform (if any) your LEA leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Formatives
Eduphoria	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
DMCA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="Insert here"/>			

QUESTION 38.0:

Is your LEA planning on using the SBOE-Approved Instructional Materials Allotment?

SBOE-Approved Instructional Materials Allotment - An annual entitlement of \$40 per enrolled student credited to a district’s Instructional Materials and Technology Account to procure instructional materials placed on the approved list maintained by the SBOE under TEC §31.022. See TEC, §48.307

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

QUESTION 39.0:

Is your LEA planning on using the Open Education Resource Funding Allotment?

Open Education Resource Printing Allotment - An annual entitlement of up to \$20 per enrolled student credited to a district’s Instructional Materials and Technology Account for expenses incurred in the printing and shipping of SBOE-approved open education resources. See TEC, §48.308

- Yes, we are.
- No, we do not have a need for it.
- Unsure, we need more information.

Certification 2024-25 Survey Ratification [Printed and uploaded PDF]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA).

Other Certified Subject Areas

QUESTION 40.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills: [multiple select]

- Career & Technical Education
- Fine Arts
- Health
- Technology Applications
- English Language Proficiency Standards
- Languages other than English

District County Number (6-digit ID):

094901

District Name:

Seguin ISD

Date of Ratification by Local School Board of Trustees or Governing Body:

April 23, 2024

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan THIS SIGNATURE PAGE of this form and submit to TEA through the electronic Certification of Provision of Instructional Materials Survey

ACTION ITEM:

County Extension Agents as Adjunct Staff Members

RECOMMENDATION:

That the Board of Trustees approves the following Hays County Extension Agents as adjunct staff members of the Seguin I.S.D.: Kate Blankenship, Aaron McCoy, and Sierra Murray.

RATIONALE:

In 1994, the State Board of Education adopted a rule allowing local school boards to recognize County Extension Agents as adjunct staff members and to consider students who are participating in approved off-campus activities with an adjunct staff member of the school district present for student attendance accounting (ADA) purposes.

In order to qualify as an adjunct staff member, the individual must certify that he/she has a minimum of a bachelor’s degree and is eligible for participation in the Texas Teacher Retirement System. All of the above named persons meet this criteria.

In previous years, the Board of Trustees has approved the County Extension Agents to serve as adjunct District staff members. Extension Service regulations require annual approval of their members to serve as adjunct staff members; thus, once again approval is being requested.

REFERENCE and COMPLIANCE:

FEB (LEGAL), Strategic Priority 1: Creating and Supporting Future Ready Students

PAPERWORK IMPACT:

No significant impact.

BUDGET IMPACT/ INFORMATION:

Approval of this item will enable students participating in an approved extra-curricular activity under the supervision of the County Extension Agent to continue to be counted in attendance for ADA purposes.

County Extension Agents receive no monetary compensation from the District as a result of their adjunct status.

EXHIBITS:

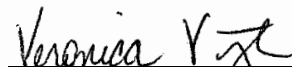
Resolution attached.

RESOURCE PERSONNEL:

Dr. Sam Hogue, Interim Deputy Superintendent
Joel Trevino, Chief Human Resources Officer

Submitted by:

(Signature)



Date Submitted: 04/23/24

(Name)

Dr. Veronica Vijil, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, TX 78155

(Telephone)

(830) 401-8614

EXTRACURRICULAR STATUS REQUEST
Resolution Requesting Extracurricular Status For 4-H

RESOLUTION
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Seguin Independent School District

meeting in public with a quorum present and certified, did adopt this resolution that recognizes the

Hays County

Texas 4-H Organization as approved for recognition and eligible for extracurricular status consideration under 19 Texas Administrative Code, Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject to all rules and regulation set forth under the 19 Texas Administrative Code as interpreted by this Board and designated officials of this school district whose rules shall be final.

Approved this _____ day of _____, 20_____.

Board of Trustee

Superintendent

INFORMATION ITEM: Personnel Information - Professional Employees

RECOMMENDATION: The Board of Trustees recognizes and acknowledges the new professional hires for the 2024 – 2025 school year and the resignations listed below.

**FOR BOARD’S
ACKNOWLEDGMENT
ELECTIONS:
TEACHERS:**

Name	Campus	Effective Date
Frazier, Wayne	Seguin High School	8/5/24
Garcia, Yericia	Koennecke Elementary	8/5/24
Merkord, Emily	McQueeney Elementary	8/5/24
Sandwith, Lorene	Weinert Elementary	8/5/24
Trowbridge, Stephanie	Rodriguez Elementary	8/5/24

**BOARD’S
ACKNOWLEDGEMENT
RESIGNATIONS:**

Arevalo, Dominga, Koennecke Elementary, effective 5/28/24

Ms. Arevalo, 3rd Grade Dual Language Teacher, has resigned due to certification.

Ms. Arevalo has 1 year with Seguin ISD.

Borden, Cynthia, Learning Leadership and Innovation, effective 12/31/24

Ms. Borden, Director of Federal and State Accountability, has resigned and elected to retire.

Ms. Borden has 12 years with Seguin ISD.

Bough, Richard, Seguin High School, effective 5/28/24

Mr. Bough, CTE Director, has resigned due to other employment.

Mr. Bough has 4 years with Seguin ISD.

Brodbeck, Taylor, McQueeney Elementary, effective 5/31/24

Ms. Brodbeck, Second Grade Teacher, has resigned due to family reasons.

Ms. Brodbeck has 3 years with Seguin ISD.

Burton, Jaimie, Jefferson Elementary, effective 4/25/24

Ms. Burton, Academic Dean, has resigned due to other employment.

Ms. Burton has 5 years with Seguin ISD.

Jimenez, Angel, Seguin High School, effective 5/31/24

Ms. Jimenez, EA Teacher, has resigned due to certification.

Ms. Jimenez has 1 year with Seguin ISD.

Johnson, Alyssa, Vogel Elementary, effective 5/31/24

Ms. Johnson, 3rd Grade Teacher, has resigned due to relocation.

Ms. Johnson has 2 years with Seguin ISD.

Luna, Ashley, McQueeney Elementary, effective 5/31/24

Ms. Luna, 1st Grade Teacher, has resigned due to other employment. 62

Ms. Luna has 2 years with Seguin ISD.

Mac Diarmid, Sean, Jefferson Elementary, effective 5/31/24

Mr. Mac Diarmid, 3rd Grade Teacher, has resigned due to relocation.
Mr. Mac Diarmid has 1 year with Seguin ISD.

Marsh, Renelle, Seguin High School, effective 5/31/24

Ms. Marsh, Music & Piano Teacher, has resigned due to relocation.
Ms. Marsh has 1 year with Seguin ISD.

Moeller, Kayla, Rodriguez Elementary, effective 5/31/24

Ms. Moeller, 5th Grade Teacher, has resigned due to certification.
Ms. Moeller has 5 years with Seguin ISD.

Murray, McKenna, Weinert Elementary, effective 5/28/24

Ms. Murray, 4th Grade Teacher, has resigned due to relocation.
Ms. Murray has 1 year with Seguin ISD.

Ortiz, Chandler, Jefferson Elementary, effective 5/31/24

Ms. Ortiz, 3rd Grade Teacher, has resigned due to relocation.
Ms. Ortiz has 3 years with Seguin ISD.

Ortiz, Robert, Seguin High School, effective 5/31/24

Mr. Ortiz, Special Education Teacher, has resigned due to relocation.
Mr. Ortiz has 3 years with Seguin ISD.

Palmer, Amy, Jim Barnes Middle School, effective 5/31/24

Ms. Palmer, 7th Grade ELAR Teacher, has resigned due to certification.

Ms. Palmer has 1 year with Seguin ISD.

Parker, Andrea, Jim Barnes Middle School, effective 5/24/24

Ms. Parker, Art Teacher, has resigned due to other employment.
Ms. Parker has 1 year with Seguin ISD.

Parris, Michal, Jim Barnes Middle School, effective 5/31/24

Ms. Parris, Special Education Teacher, has resigned to further her education.

Ms. Parris has 1 year with Seguin ISD.

Pelaez, Mariah, Jim Barnes Middle School, effective 5/31/24

Ms. Pelaez, EA Teacher, has resigned due to certification.
Ms. Pelaez has 1 year with Seguin ISD.

Ray, Chenoa, Jefferson Elementary, effective 5/31/24

Ms. Ray, 3rd Grade Teacher, has resigned due to relocation.
Ms. Ray has 1 year with Seguin ISD.

Ryker, Patrick, Seguin High School, effective 5/31/24

Mr. Ryker, Math Teacher, has resigned due to other employment.
Mr. Ryker has 1 year with Seguin ISD.

Saldana, Joseph, A.J. Briesemeister Middle School, effective 5/31/24

Mr. Saldana, Special Education Teacher, has resigned to further his education.

Mr. Saldana has 5 years with Seguin ISD.

Saunders, Kimberly, Seguin High School, effective 5/31/24

Ms. Saunders, English Teacher, has resigned and elected to retire.
Ms. Saunders has 15 years with Seguin ISD.

Scheele, Curtis, Discipline Alternative School at Saegert, effective 5/31/24

Mr. Scheele, Social Studies Teacher, has resigned due to other employment

Mr. Scheele has 1 year with Seguin ISD.

Schmidt, Jason, Jim Barnes Middle School, effective 8/30/24

Mr. Schmidt, Principal, has resigned and elected to retire.

Mr. Schmidt has 6 years with Seguin ISD.

Seals, Geoffrey, Jim Barnes Middle School, effective 5/31/24

Mr. Seals, 6th Grade Reading Teacher and Yearbook Advisor, has resigned due to relocation.

Mr. Seals has 2 years with Seguin ISD.

Swanson, Barbara, Ball Early Childhood Center, effective 5/31/24

Ms. Swanson, Pre-Kindergarten Teacher, has resigned and elected to retire.

Ms. Swanson has 15 years with Seguin ISD.

Toto, Emmaleigh, Seguin High School, effective 5/31/24

Ms. Toto, English Teacher, has resigned due to other employment.

Ms. Toto has 1 year with Seguin ISD.

Valentin, Vinkel, Jim Barnes Middle School, effective 5/31/24

Mr. Valentin, Science Teacher, has resigned due to other employment.

Mr. Valentin has 1 year with Seguin ISD.

Wetuski, Brooke, A.J. Briesemeister Middle School, effective 5/31/24

Ms. Wetuski, Language Arts Teacher, has resigned due to medical reasons.

Ms. Wetuski has 2 years with Seguin ISD.

RATIONALE:

Strategic Priority 4: Creating a Thriving Learning Community.

REFERENCE and COMPLIANCE:

DC (LEGAL), DC (LOCAL), Employment Practices

BUDGET IMPACT/ INFORMATION:

None

PAPERWORK IMPACT:

This item will result in follow-up communication with the employee.

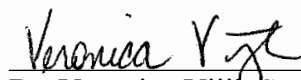
EXHIBITS:

None

RESOURCE PERSONNEL:

Joel S. Treviño, Chief Human Resources Officer

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Date Submitted: 04/24/24

Dr. Veronica Vijil, Superintendent

1221 E. Kingsbury St., Seguin, TX 78155

(830) 401-8614

INFORMATION ITEM: **Acknowledge Public Information Act Requests March - April 2024**

RECOMMENDATION: That the Board of Trustees acknowledge Public Information Act requests received since March 7, 2024.

RATIONALE: The purpose of this agenda item is to keep trustees apprised of the District's Public Information program.

REFERENCE and COMPLIANCE: GB (LEGAL) Public Information Program

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: None

EXHIBITS: March 7-April 10, 2024 Public Information Act request roster

RESOURCE PERSONNEL: Dr. Veronica Vijil, Superintendent

Submitted by: _____ Date Submitted: 04/23/24
(Signature) Veronica Vijil
(Name) Dr. Veronica Vijil, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

Seguin ISD PIA Requests received from March 7-April 10, 2024				
Date	Requester	Requested Documents	Status	Action
051 031124	Josephine Lee, Texas Observer	A dataset for the past five years to the present of both law enforcement referrals and detention referrals from your school district/ school district police, listing a) the date of the referral, b) the reason/ offense for which referral was made, c) whether that offense would result in a felony or misdemeanor charge, d) the age of the student that was referred, e) the race of the student that was referred, and f) the result of the referral; e.g. whether it resulted in criminal charges, probation, jail time.	Completed	Itemized invoice emailed to requester on 032224. No response after 10 days.
052 031624	Steve Swanson, Improve Texas Schools	<p>The agendas, or handouts, for the last time the SISD School Board President was provided training and technical support in respect to planning and decision-making for suicide and violence prevention in schools, for serving the needs of each student, including special education, and for making effective use of resources, as required in Texas Education Code Sec. 11.254.</p> <p>The last planning document, with names of other public entities on it, from the district's School Board's actions to seek to establish working relationships with other public entities to make effective use of community resources and to serve the needs of public school students in the community, as required in Texas Education Code Sec. 11.1511(b)(1.) (See clarification)</p> <p>The agendas, or handouts, for the last time the district's School Board President was educated regarding the spirit and letter of The Texas Lawyer's Creed (Creed.) as required in the Creed.</p>	Completed	Documents provided
053 032124	Betty Humphris, Guadalupe Co. Retired School Personnel	List of retirees and their campus/department.	Completed	Document provided

054 32124	Suzanne Wynn	<p>I am requesting an opportunity to inspect or obtain copies of public records that describe the reason for the change in bus routes for the Guadalupe Heights at Sky Valley subdivision on or around March 18, 2024, including the bus routes for the Guadalupe Heights at Sky Valley subdivision which were used by Seguin ISD between Jan. 1, 2024 and March 18, 2024; the bus routes for the Guadalupe Heights at Sky Valley subdivision which are currently being used by Seguin ISD after the routes were changed on or around March 18, 2024; reports or memorandum containing the reason for the change in bus routes in the Guadalupe Heights at Sky Valley subdivision, written authorization or other documentation which authorized bus drivers to use the temporary fire apparatus access road located between the cul-de-sac at the end of Alta Vista Terrace and State Highway 46 as an entrance/exit to the Guadalupe Heights at Sky Valley subdivision, written authorization or other documentation authorizing bus drivers to drive across a double solid yellow line when turning left from State Highway 46 onto the temporary fire apparatus access road located at the end of the cul-de-sac on Alta Vista Terrace, minutes of meetings, written correspondence, memorandum, letters, emails, text messages, recordings of meetings, recordings of telephone calls, recordings of voicemail messages, transcripts of meetings, transcripts of telephone calls, transcripts of voicemail messages, relating to the change in bus routes in the Guadalupe Heights at Sky Valley subdivision on or around March 18, 2024.</p>	Completed	Documents provided
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055 032124	Suzanne Wynn	I am requesting an opportunity to inspect or obtain copies of public records that describe the video footage from the cameras recorded by each of the Seguin ISD school buses as they entered/exited the Guadalupe Heights at Sky Valley subdivision, and video footage recorded by those cameras as each school bus drove in the Guadalupe Heights at Sky Valley subdivision on March 21, 2024, any written or verbal communications from/to/with drivers regarding encountering very large construction trucks traveling in or near the Guadalupe Heights at Sky Valley subdivision at or around the same time each school bus was traveling in the Guadalupe Heights at Sky Valley subdivision, minutes of meetings, written correspondence, memorandum, letters, emails, text messages, recordings of meetings, recordings of telephone calls, recordings of voicemail messages, transcripts of meetings, transcripts of telephone calls, transcripts of voicemail messages from March 21, 2024 or March 22, 2024, related to each school bus which drove in the Guadalupe Heights at Sky Valley Subdivision on March 21, 2024.	Completed	Videos provided
056 032724	Carolyn Boyle, Texas Parent PAC	Names of all school district employees, home addresses, phone numbers, job title, and dates of employment. Names, home addresses, and phone numbers for school board members.	Completed	Documents provided
057 040124	Heidi Baker, SmartProcure	Employee name, position/title, department, phone number, business cell, email, office address	Completed	Documents provided
058 040424	Jonetta Redmond, Construction News	Thee bid tabulation for the Barnes MS Additions and Renovations	In progress	
059. 040524	Kimberly Wright, School Pensions	Employee names, position, campus, district email, hire date, salary	Completed	Documents provided
060 040824	Jerald Reiner, Equitable Advisors	Names, Job Title, Job Location, Years of distict Experience, Salary, email address and date of retirement/resignation.	Completed	Document provided

ACTION ITEM: **Consideration and Adoption of Human Sexuality Instructional Materials Based on School Health School Advisory Council Recommendation**

RECOMMENDATION: Recommended that the Board of Trustees consider the recommendation from the School Health Advisory Council to adopt the Mind Matters for use with 6th-12th grade students in Seguin ISD. This recommendation is in response to HB 3908 also known as Tucker’s Law.

RATIONALE: Texas Education Code (TEC) 28.004(c) requires school boards to consider the recommendation of the local school health advisory council before adopting or changing the district’s health education curriculum or instruction in the dangers of opioids, including addiction to and abuse of synthetic opioids such as fentanyl.

REFERENCE and COMPLIANCE: EHAA(LEGAL) Basic Instructional Program: Required Instruction (All Levels)

PAPERWORK IMPACT: Routine paperwork for updating required notifications and disclosures.

BUDGET IMPACT/ INFORMATION: Instructional materials, presentation fees.

EXHIBITS: Exhibit 1- Letter of Recommendation from SHAC Chair
Exhibit 2- Instructional Materials

RESOURCE PERSONNEL: Pete Silvius, Director of Whole Child Initiatives

Submitted by: Veronica Viji Date Submitted: 04/23/24
 (Signature) Dr. Veronica Viji, Superintendent
 (Name)
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614

April 10th 2024

Seguin ISD Board of Trustees

Re: School Health Advisory Council (SHAC) Recommendation- Fentanyl Awareness and Substance Abuse Prevention Program

Dear President Guerra and SISD Trustees,

On March 27th 2024 the SISD SHAC reviewed a substance abuse and fentanyl awareness presentation called Mind Matters. The SHAC held a vote and has approved a recommendation to adopt Mind Matters for use with 6th-12th grade students in Seguin ISD.

[Mind Matters Presentations](#)

Mark Dibble- Chair
School Health Advisory Council
Seguin Independent School District



Seguin ISD



School Health Advisory Council (SHAC) Recommendation.



88 (R) HB 3908

HB 3908 (88th Texas Legislature, Regular Session, 2023), known as Tucker's Law, adds to the duties of a School Health Advisory Council (SHAC) the requirement to recommend to the local board of trustees the appropriate grade levels and and curriculum for instruction in the dangers of opioids, including addiction to and abuse of synthetic opioids such as fentanyl.

(Texas Education Code (TEC) 28.004(c))

Recommendation

The Seguin ISD SHAC held a public meeting on March 27 2024 to discuss and consider fentanyl awareness instructional materials.

The Seguin ISD SHAC has approved a recommendation to adopt *Mind Matters*, for use with 6th-12th grade students in Seguin ISD.

[Mind Matters Presentation Slides](#)



DRUGS AND THE BRAIN



Access this
presentation
using the QR code

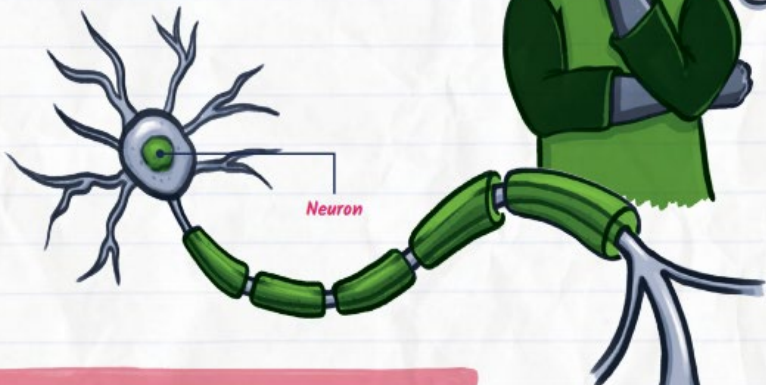
EXPECTATIONS

For Today's Lesson

1. This is a safe space.
2. Personal information that is discussed in this room, stays in this room. It is not your place to tell other people's stories.
3. Be mindful and respectful of other people's thoughts and opinions.
4. Listen respectfully and do not interrupt.
5. Fully listen to other people talking to understand their views.
6. Do not criticize.
7. Do not make assumptions.
8. Realize that you are accountable for the words that you say.

The human brain is a very complicated organ.

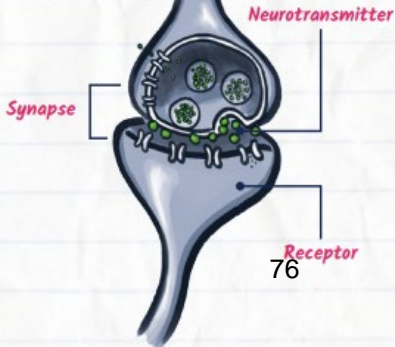
Your brain weighs three pounds and controls everything you do. You need your brain to see, hear, smell, taste, and feel. Your brain is you — everything you think and feel and who you are.



How does the brain work?

Our body has **special cells called neurons** that carry messages back and forth between the brain and other parts of the body. The neurons send messages to each other by releasing chemical substances called *neurotransmitters* into the gaps between cells. These gaps are called *synapses*.

The neurotransmitter crosses the synapse and attaches to a **receptor** on another neuron, like a key fits into a lock. This is how neurons talk to each other to make your brain and body do things. For example, when you want to walk up a flight of stairs, your brain sends a message to your feet to move, using long chains of neurons.



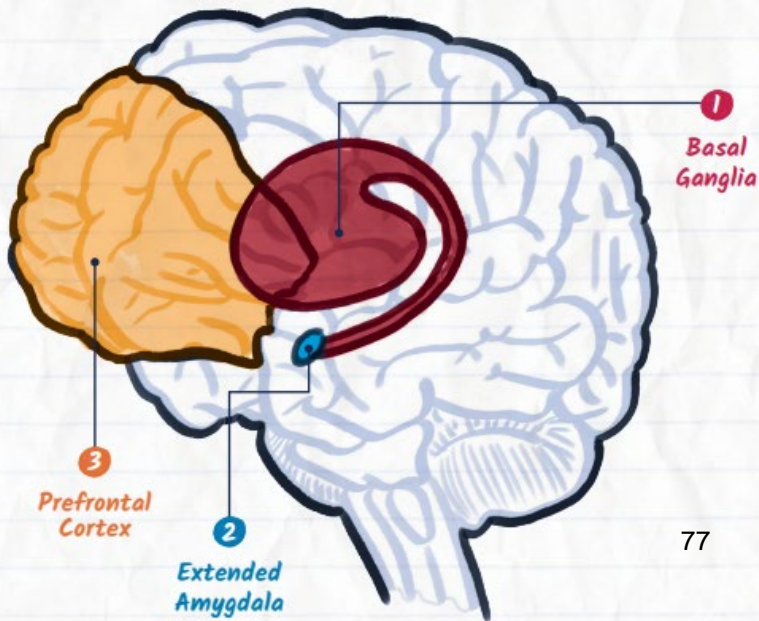
How do drugs work in the brain?

Drugs change the way that neurons talk to each other. These changes cause neurons to make you act in ways that you normally wouldn't.

There are three main parts of the brain that are affected by drug use:

- 1 The basal ganglia** is the part of the brain that motivates us to do healthy activities, like eating or hanging out with friends. Drugs flow into this area of the brain and cause people to feel really happy. But if you use a drug a lot, the basal ganglia can get used to having the drug around and make it hard to feel pleasure from anything but the drug.
- 2 The extended amygdala** is what makes you feel stressed out or cranky. When people use drugs, this part of the brain gets very sensitive. When your body is used to the drugs and you stop, the extended amygdala makes you feel really sick, so people will use drugs again just to get rid of that feeling.
- 3 The prefrontal cortex** helps you think, make decisions, and control your actions. When someone uses drugs, this part of the brain becomes less able to make good judgments or step in to say "no" to a harmful impulse.

Also, some drugs affect other parts of the brain, like the brain stem. The brain stem controls heart rate and breathing. When a person takes certain drugs like opioids, their breathing can become dangerously slow. When the breathing stops, it's called an overdose, and can cause death.



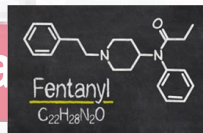
Video: How do drugs work in the brain?

How do drugs work in the brain?

These changes can cause you to act in ways you normally wouldn't.



Opioids like Fentanyl



- Prescription opioids are used mostly to **treat moderate to severe pain**
- Can be dangerous because they make you feel calm and happy and are **highly addictive**.
- **Fake pills** of opioids like xanax are being illegally made with fentanyl mixed in.
- These pills are often sold on social media.
- It's hard to tell if pills are fake.



Signs of Overdose

- Small, constricted "pinpoint pupils"
- Falling asleep or losing consciousness
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)

Why do people keep taking drugs when they know they're bad for you?

Drugs change the brain in ways that make quitting hard, even when you want to. This is because when you take drugs, the neurotransmitter dopamine is released in the basal ganglia in large amounts. Dopamine signals in this brain area "teach" other parts of your brain to keep seeking out the drug so you can take it again and again.

When people can't stop using drugs even though they want to, and drug use is causing serious consequences, it is called **addiction**. Their brain has learned to crave the drug all the time.

What are the long-term effects of drug use?

Drug use can lead to serious changes in the brain that affect how a person thinks and acts. It can also cause other medical problems, even death. Some drugs can cause heart disease, cancer, lung problems, and mental health conditions, like depression. A few drugs can even kill cells in your brain and body and make it hard to walk and talk and understand what's happening around you.



Heart



Lungs



Brain



Video: How do drugs affect your life?

How do drugs affect your life?

And it makes it hard for you to enjoy things that used to make you happy.



Resources

WHAT TO DO IF YOU THINK SOMEONE IS OVERDOSING:

It may be hard to tell whether a person is high or experiencing an overdose. If you aren't sure, it's best to treat the situation like an overdose—**you could save a life.**

- 1 Call 911 immediately.
- 2 Administer Naloxone or Narcan, if available.
- 3 Try to keep the person awake and breathing.
- 4 Lay the person on their side to prevent choking.
- 5 Stay with them until emergency workers arrive.



ONLY take medicine from your parents, guardians, a doctor, or your school nurse.



Medicine or pills from friends or strangers can make you **SICK**.

Some pills may look like candy but they can **HURT** you.



THIS IS NOT CANDY!



This poster is produced by the Hays Consolidated Independent School District as part of its Fighting Fentanyl campaign. Photo of Jordan Vichard is courtesy of the United States Drug Enforcement Administration. Poster production date: October 2020. For artwork resources and reporting, visit www.hayscisd.net/health.

Centers for Disease Control and Prevention -

<https://www.cdc.gov/stopoverdose>

Hays CISD Fighting Fentanyl -

<https://www.hayscisd.net/fentanyl>

Hays County Fentanyl Resource Page -

<https://hayscountytexas.com/hays-county-fentanyl-resource-page/>

DrugRehab.com - <https://www.drugrehab.com/teens/middle-school/>

National Institute on Drug Abuse - <https://nida.nih.gov/>



Hays HopeLine

Hays Hope Line - <https://www.hayscisd.net/hopeline>

82

*Created by Hays CISD utilizing information from the above resources.

*Lessons created based on HB 3908, also known as Tucker's Law

Q&A

Discussion

What is the impact of the Opioid/Fentanyl Epidemic in Texas?

Epidemic - a widespread occurrence of a disease or a rapid development, spread, or growth of something, especially something unpleasant.



Access this presentation using the
QR code above

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7. Do not make assumptions.
8. Realize that you are accountable for the words that you say.

Noah's Story

(video)

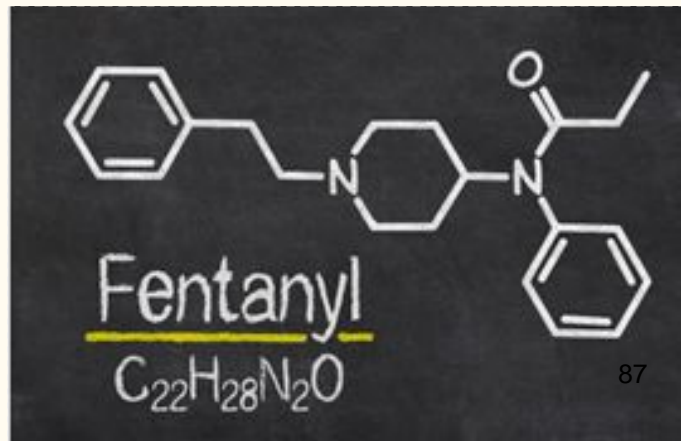


Forever 15 Project



What are Prescription Opioids?

- Prescription opioids are used mostly to **treat moderate to severe pain**.
- Can be dangerous because they are **highly addictive**.
- **Overdoses and death are common when abused** or not used under a doctor's direct supervision.
- Common Prescription Opioids include:
 - Hydrocodone (Vicodin)
 - Oxycodone (OxyContin, Percocet)
 - Codeine
 - **Fentanyl**





How do opioids work?

- Opioids affect nerve cells (neurons) in your brain and body.
- They tell your brain to block pain and they also make you feel calm and happy.

Short-Term Effects

- Feelings of calm, sleepiness, confusion
- Slowed or stopped breathing (can cause fatal overdose)
- Nausea, vomiting
- Constipation

Long-Term Effects

- Addiction
- Heart infection
- Lung infection
- Muscle pain

How do people misuse Opioids?



People misuse prescription opioids by:

- Taking the medicine in a way or dose other than prescribed.
 - Taking someone else's prescription medicine.
 - Taking the medicine for the effect it causes.
-

An opioid/fentanyl epidemic is impacting our country and our community in many ways:

Two types:

Pharmaceutical:

Prescribed and obtained from a licensed physician or pharmacy.

Illicitly Manufactured:

Made and distributed through illegal drug markets with no quality control. Often marketed on social media as other types of pills (Fake Pills)

Illicitly means illegal

What are the dangers?

Fake pills

Are the reason fentanyl-related deaths are the fastest growing amongst youth.

Among teens, overdose deaths related to synthetic opioids, like fentanyl, **TRIPLED** in the last two years.

Only 36% of teens are aware that fentanyl is being used to create counterfeit pills.

Impacts:

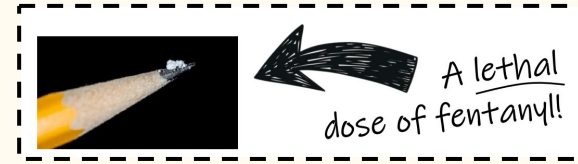
Fentanyl is cheap

Potent and profitable, which is why it is used to make fake pills.

It is estimated that 250-500 million pills made with fentanyl are in circulation in the US at any time.

Practically all the pills seized by law enforcement are fake, and a majority (60%) contain a potentially lethal amount of fentanyl.

Fentanyl Fake Pills



- Fentanyl is up to 50 times stronger than heroin and 100 times stronger than morphine.
- Just 2 milligrams of fentanyl, equal to 10 to 15 grains of table salt, is considered a lethal dose.



- Criminal drug networks are mass-producing **fake pills** and falsely marketing them as legitimate prescription pills to deceive the American public.
- Fake prescription pills are easily accessible and **often sold on social media**.
- Many fake pills are made to look just like prescription Xanax (bars), Percocet (perk), opioids (painkillers) like Vicodin and Oxycodone (oxy), and stimulants like Adderall (addy).
- You can't smell or taste Fentanyl or tell if it's in a pill by looking at it.

Do you think our
community has been
impacted by the
opioid/fentanyl epidemic?

The impact of the fentanyl epidemic in Texas?

one pill kills

don't make a deadly decision

FENTANYL FACTS

increase in fentanyl-related deaths



reported in Texas in 2021 compared to 2020.

"The only safe medications are ones that come from licensed and accredited medical professionals. DEA warns that pills purchased outside of a licensed pharmacy are illegal, dangerous, and potentially lethal."

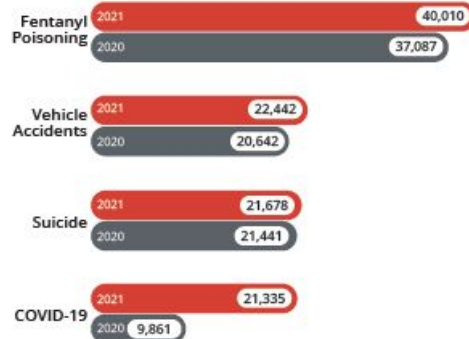


The number of fentanyl-related deaths in Texas has **almost doubled in just 1 year.**



1 icon = 10 fentanyl-related deaths

Fentanyl poisoning is the leading cause of death for people ages 18 to 45 in the U.S.*



people die every day from overdoses related to synthetic opioids like fentanyl.

99%

of fentanyl overdoses are **accidents.**

FENTANYL KILLS ONE PERSON



Fentanyl in **OUR** community

Austin

Houston

San Antonio

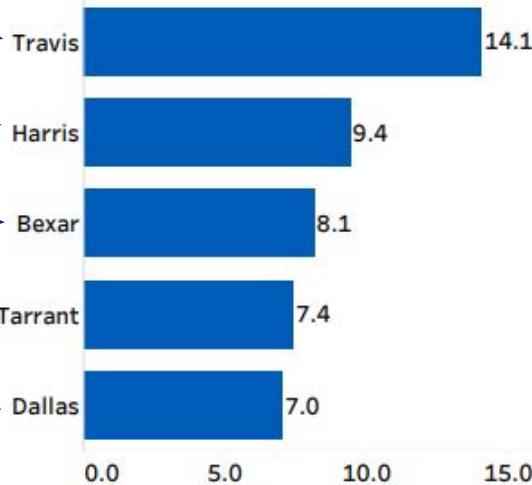
Ft. Worth

Dallas

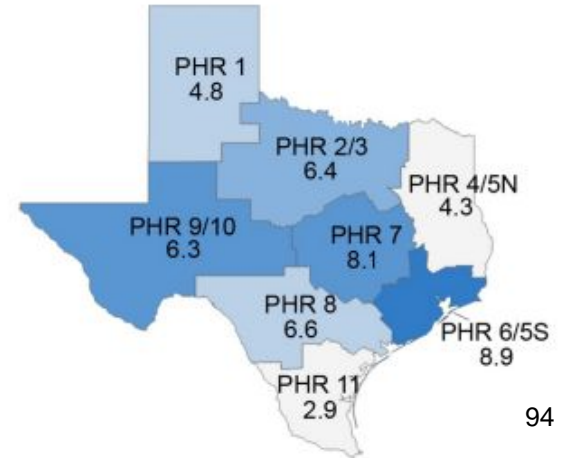
Texas Geographic and Demographic Trends in Fentanyl Poisoning-Related Deaths

In 2022, Travis County had the highest rate of fentanyl poisoning-related deaths out of the top five most populated Texas counties. When looking by Public Health Region, PHR 6/5S, which includes Harris County, had the highest death rate. Rates for Black Non-Hispanic populations per 100,000 people rose over 8 times from 1.09 per 100,000 people in 2019 to 8.88 in 2022. White Non-Hispanic and Hispanic populations saw a rate increase from 1.50 per 100,000 people in 2019 to 8.96 in 2022 (5.97 times) and 0.75 in 2019 to 4.91 in 2022 (6.55 times), respectively.

Fentanyl Poisoning-Related Deaths per 100,000 Population for 2022
By Top 5 Most Populated Counties



By Public Health Region



Scenario Activity

Each group will be provided a scenario. With your group, discuss the following:

1. **Define the Problem**

2. **Explore Solutions**

What are your options for actions to take in the scenario?

3. **Consider Consequences and Your Values of those actions**

➤ Which solutions that you listed represent who you are and the outcome that you would want

4. **Decide on a Solution**

5. **Evaluate Your Decision:**

➤ Was the outcome positive or negative? Why?

➤ Did the solution solve the problem, or just help temporarily? Why or why not?

➤ Would you do anything differently next time? Why or why not?



—Scenario 1: The Experimentation Dilemma

Background: Alex, an 8th grader, is hanging out with friends. Some of the older kids are passing around some xanax, claiming they're just for fun and will help them chill. Alex is curious but uncertain about taking one. One of the older kids says he got them from his older brother in high school and they are legit.

—Scenario 2: The Offered Substance

Background: Sarah is hanging out with friends when one of them offers her a white powder, claiming it's a new, exciting substance. She is unsure about what it is. She is there with two of her very best friends. One of them says they would like to try the new substance.

—Scenario 3: Peer Pressure to Fit In

Background: Kris is with a group of friends just hanging out and studying for a big science test. One of them pulls out a baggie of what they say is their younger sister's ADHD meds. Their friend states it will help them study for the test.

—Scenario 4: The Anxious Student

Background: Mia, a high school freshman, is stressed out with homework, projects and tests. Her anxiety is through the roof. She has talked to her parents about this but they say it is normal because the freshmen year is supposed to be challenging. One of her friends mentions anti-anxiety pills to help her. Mia knows of some classmates that have gotten pills through snapchat. She is considering doing the same.

One Pill Can Kill

(video)



What can we
do as a
community?



Forever 15 Project ⁹⁷

Signs of Overdose

Recognizing the signs of opioid overdose can save a life. Here are some things to look for:

- Small, constricted “pinpoint pupils”
- Falling asleep or losing consciousness
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)

WHAT TO DO IF YOU THINK SOMEONE IS OVERDOSING:

It may be hard to tell whether a person is high or experiencing an overdose. If you aren't sure, it's best to treat the situation like an overdose—**you could save a life.**

- 1** Call 911 immediately.
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Be
SMART!
About Medicine & Pills



ONLY take medicine from your parents, guardians, a doctor, or your school nurse.



Medicine or pills from friends or strangers can make you **SICK**.

Some pills may look like candy but they can **HURT** you.



THIS IS NOT CANDY!



Why do you think some kids would still take the risk of taking pills – even if they don't know what's in them?

Summary

- Everyone in the community has a responsibility to do their part in preventing and treating the opioid/fentanyl epidemic.
- Being educated about opioid/fentanyl use is something that we can do to help us make good decisions that are healthy for us.

Test Your Knowledge

—

Question #1

Majority of teens are aware of the fentanyl dangers.

1 - True

2 - False

Question #1

Majority of teens are aware of the fentanyl dangers.

1 - True

2 - False

4-in-10 young adults and half of teens say they aren't knowledgeable about the issue

Question #2

What proportion of fentanyl-laced fake prescription pills contain a potentially lethal dose of fentanyl?

1 - Two out of ten

2 - Four out of ten

3 - Six out of ten

4 - Eight out of ten

Question #2

What proportion of fentanyl-laced fake prescription pills contain a potentially lethal dose of fentanyl?

1 - Two out of ten

2 - Four out of ten

3 - Six out of ten

4 - Eight out of ten

Six in ten fentanyl-laced fake prescription pills contain a potentially lethal dose of fentanyl.

This figure is up from four in ten in 2021.

Source: DEA Issues New Public Safety Alert | Campus Drug Prevention

Question #3

Which of these photos of Adderall is of the real drug and not a fake version?

1



2



Question #3

Which of these photos of Adderall is of the real drug and not a fake version?

1



2

Most professionals can't tell the difference between real and fake pills without chemical lab testing.

Question #4

If fentanyl is mixed into another drug, which of the following senses can help you identify it?

1 - Sight

2 - Smell

3 - Taste

4 - None of the above

Question #4

If fentanyl is mixed into another drug, which of the following senses can help you identify it?

1 - Sight

2 - Smell

3 - Taste

4 - None of the above

Your senses alone cannot help you identify fentanyl. The only safe medications are ones prescribed by a trusted medical professional and dispensed by a licensed pharmacist.

Source: Protect yourself from the dangers of fentanyl (:60) - Centers for Disease Control and Prevention

Question #5

What are the physical and mental effects of fentanyl?

- 1 - Heightened energy and concentration
- 2 - Confusion, drowsiness, dizziness, nausea, vomiting, changes in pupil size, cold and clammy skin, coma, and respiratory failure
- 3 - Relaxation and calmness

Question #5

What are the physical and mental effects of fentanyl?

- 1 - Heightened energy and concentration
- 2 - Confusion, drowsiness, dizziness, nausea, vomiting, changes in pupil size, cold and clammy skin, coma, and respiratory failure
- 3 - Relaxation and calmness

Resources

Centers for Disease Control and Prevention - <https://www.cdc.gov/stopoverdose>

Hays CISD Fighting Fentanyl - <https://www.hayscisd.net/fentanyl>

Hays County Fentanyl Resource Page - <https://hayscountytexas.com/hays-county-fentanyl-resource-page/>

Forever15Project - forever15project.org

Song for Charlie - <https://www.songforcharlie.org/>

Just Think Twice - [justthinktwice.gov](https://www.justthinktwice.gov)

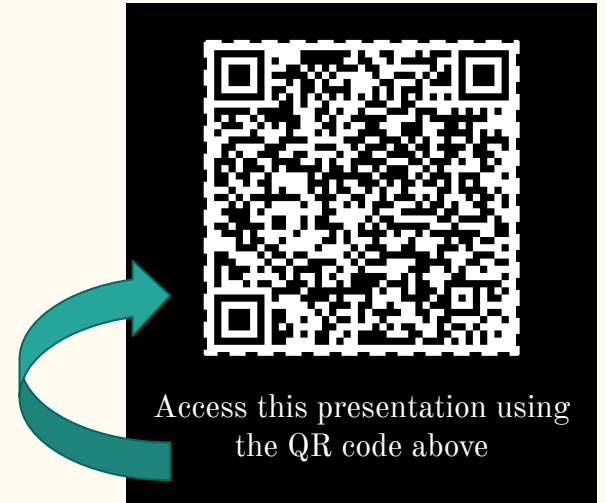


<https://www.hayscisd.net/hopeline>



<https://www.samhsa.gov/find-help>

1-800-662-HELP



*Created by Hays CISD utilizing information from the above resources.

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THE BODY'S RESPONSE TO
**NICOTINE, TOBACCO,
AND VAPING**



Access this
presentation
using the QR code

EXPECTATIONS

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7. Do not make assumptions.
8. Realize that you are accountable for the words that you say.

What is nicotine?

Tobacco is a leafy plant grown all around the world. Tobacco is used by so many people because it contains a powerful drug called nicotine. **Nicotine is very addictive.**



How do people use tobacco and nicotine?

People can **smoke, sniff, chew, or inhale** the vapors of tobacco and nicotine products.

SOME PRODUCTS THAT YOU SMOKE OR INHALE:



CIGARETTES



CIGARS



VAPING DEVICES



HOOKAHS

SMOKELESS PRODUCTS:



CHEWING
TOBACCO



SNUFF

Ground tobacco that can be sniffed
or put between your cheek and gums



DIP

Wet snuff that is chewed



SNUS

Small pouch of wet snuff

How does nicotine work?

Nicotine is absorbed into your bloodstream and goes to your adrenal glands just above your kidneys. The glands release adrenaline which **increases your blood pressure, breathing, and heart rate**. Adrenaline also gives you a lot of good feelings all at once.

Just being around people who are smoking can be dangerous.

Breathing other people's smoke can lead to lung cancer and heart disease.

What are other health effects?

While nicotine is addictive, most of the health effects come from other tobacco chemicals. Tobacco use harms every organ in your body. Smoking tobacco products can cause lung, mouth, stomach, kidney, and bladder cancers. It can also cause lung problems, like coughing, and lead to heart disease, eye problems, and yellow teeth.

Smokeless tobacco products are dangerous, too. They can cause oral cancer and heart and gum disease.



Eyes



Mouth



Heart



Stomach



Bladder



Kidney

How do you become addicted to nicotine?

Over time, the nicotine in tobacco can change the way your brain works. If you stop using it, your body can get confused and you can start to feel really sick. This makes it hard to stop using these products even when you know it's bad for you. This is called addiction.

It can be very hard to stop smoking, but there are some medications that can help.



How do you become addicted to nicotine?

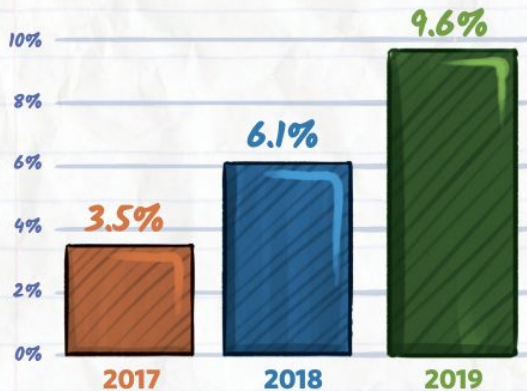


How do you become addicted to nicotine?

If you stop using it, your body can get confused and you can start to feel really sick.



8TH GRADERS WHO VAPED IN THE PAST MONTH



Tobacco and Nicotine Vaping Threatens Progress

In 2019, 0.8% of 8th graders said they smoked cigarettes daily, but 1.9% said they vaped nicotine daily.

What are vaping devices?

You might have heard people talking about vape pens, vapes, or e-cigarettes (e-cigs). These are names for battery-operated devices that people use to inhale nicotine, flavoring, or other chemicals.

They can look like cigarettes, pipes, pens, or USB memory sticks.

How do vaping devices work?

Puffing on a vape pen or e-cig heats up the device, which turns the liquid in the device into vapor. The person then inhales the vapor and the flavor or nicotine goes into their body.



Can vaping devices help you stop smoking?

Some people think that vaping can help you stop **118** smoking. But actually, **there is not enough science to prove this.** In fact, some research shows that non-smoking preteens and teens who vape nicotine might go on to use other tobacco products like cigarettes.

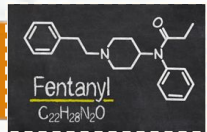
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How do vaping devices work?

Vaping an e-cigarette heats up the device, which turns the liquid in the device into vapor.



Opioids: Fentanyl



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This poster is provided by The Public Health Campaigns Research Center at the University of Pennsylvania. Photo of cartoon character by iStockphoto.com/Chris D'Amico

AUTHENTIC
oxycodone
M30 tablets

***FAKE**
oxycodone M30 tablets
containing fentanyl

120

Signs of Fentanyl Overdose

- Small, constricted “pinpoint pupils”
- Falling asleep or losing consciousness
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
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- Discolored skin (especially in lips and nails)

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<https://www.drugrehab.com/teens/middle-school/>

National Institute on Drug Abuse - <https://nida.nih.gov/>



Hays HopeLine

Hays Hope Line - <https://www.hayscisd.net/hopeline>

SAMHSA

Substance Abuse and Mental Health
Services Administration

<https://www.samhsa.gov/find-help>

1-800-662-HELP



THE BODY'S RESPONSE TO

INHALANTS



Access this
presentation
using the QR code

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What are inhalants?

Inhalants are chemicals that are found in everyday household products that some people use to get high. Because these items are found around the house, some people don't think that they can be dangerous. **But these chemicals can be very harmful to the brain.**

How do people use inhalants?

People who use inhalants breathe in the fumes through their nose or mouth. This is called "sniffing," "snorting," or "huffing." Because the high only lasts a few seconds or minutes, some people who use inhalants use them repeatedly to feel a longer high.

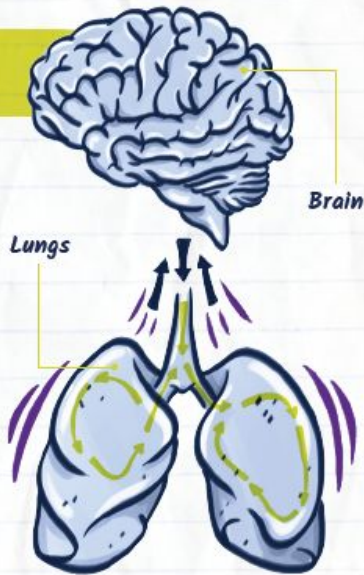
SOME PRODUCTS THAT PEOPLE INHALE:

- 1 Lighters
- 2 Nail polish remover
- 3 Felt-tip markers
- 4 Room fragrances
- 5 Spray paint
- 6 Paint thinner
- 7 Hair spray
- 8 Whipped cream cans
- 9 Cleaning products
- 10 Keyboard cleaner



How do inhalants work?

Inhalants can change the way your brain talks to other parts of the body, and may cause you to feel drunk or high. Many inhalants affect the brain in ways similar to depressants like tranquilizers, sedatives, or alcohol, although the effects are usually shorter-lasting. Other inhalants like nitrites can make your blood vessels larger and your heart beat faster. Nitrites are found in some room fragrances and medicines. This can cause you to feel very warm and jumpy.



When inhaled, the chemicals go into the lungs. Within seconds, the chemicals reach the brain.

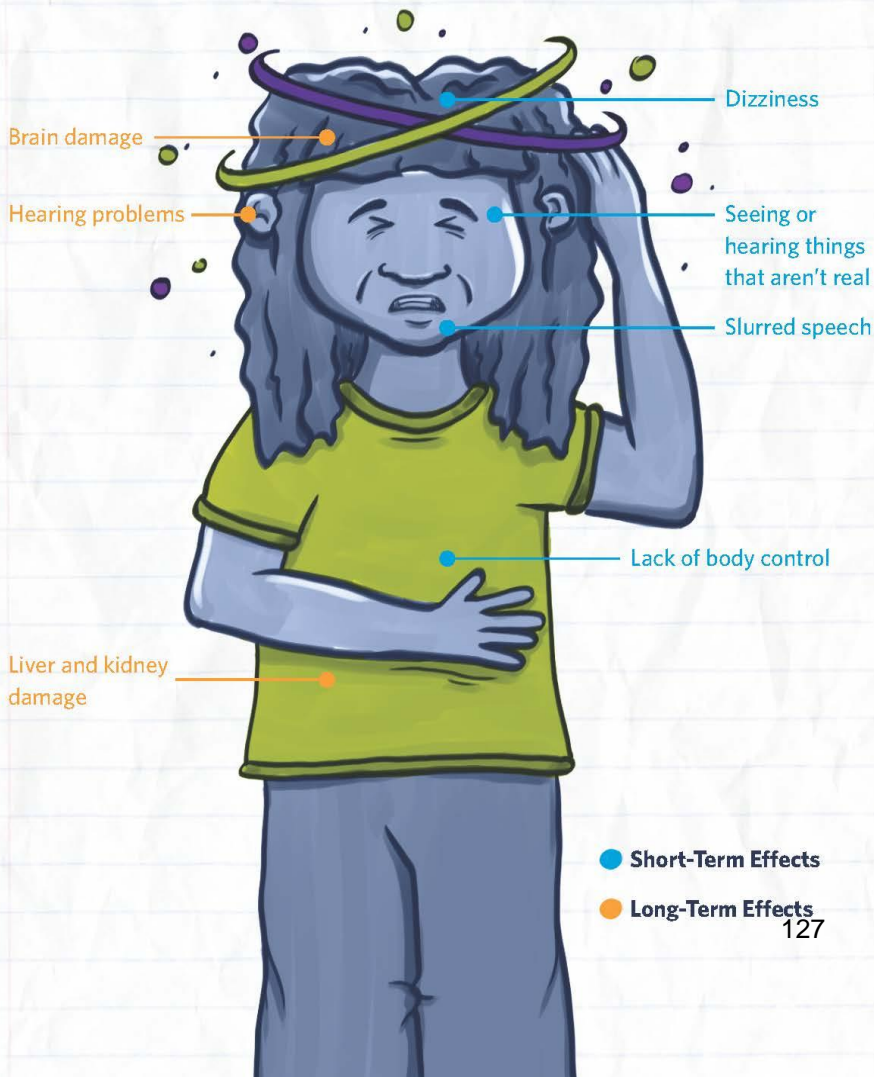


Can you become addicted to inhalants?

It is not very common, but **yes, you can** become addicted to inhalants. Over time, inhalants can change the way your brain works, and you can feel really sick when you are not using them. This can make it hard to stop using inhalants. **This is called an addiction.**

Don't forget that anyone can become addicted to inhalants. It doesn't matter where you live or how smart you are. There is no way to predict who will become addicted.

How do inhalants affect your brain and body?




Can you become addicted to inhalants?

Can you become
addicted to inhalants?

It's not very common, **but it can happen.**





mind
matters

THE BODY'S RESPONSE TO

**K2/SPICE AND
BATH SALTS**

What are synthetic drugs?

Some drugs, like cocaine and marijuana, come from plants that grow in the earth. But synthetic drugs are made in labs. Both kinds can be dangerous.

Two common synthetic drugs are bath salts and K2/Spice. K2 and Spice are brand names for **synthetic cannabinoids**. Bath salts are an example of **synthetic cathinones**, but should not be confused with products such as Epsom salt that people use during bathing.

Epsom salt, bath fizzers, and other bathing products are not used as synthetic drugs.



K2/Spice (Synthetic Cannabinoids)

K2 and Spice are chemicals that can alter your mind and make you see, feel, or hear things that aren't there. These chemicals are sprayed onto dried leaves to look like marijuana, or are sold as liquids. Some of the chemicals are similar to the ones found in the marijuana plant, but it is a very different drug.

You may have seen K2 and Spice in stores in bright packages that say they are a natural product. But don't be fooled! **These products have lots of chemicals in them that are not safe.** These products are also known as herbal or liquid incense.

How do people use K2/Spice?

People use K2 and Spice by smoking the chemical-sprayed leaves or inhaling the liquids in e-vaporizers or other products. They can also put the liquids into tea to drink.



How do K2/Spice affect your brain and body?

Short-Term Effects

- Feeling really relaxed
- Seeing and hearing things that aren't there
- Being very confused
- Feeling anxious
- Fast heart rate
- Vomiting

Long-Term Effects

- Kidney problems
- Seizures



Bath Salts

"Bath Salts" are a brand name for a class of drugs called synthetic cathinones. Cathinones are drugs similar to the chemicals in the khat plant that grows in Africa. But the human-made version is much stronger and can be very dangerous. They look like little white or brown crystals. But they are not like the products you put in your bath to make it fizz. They are usually found in plastic or foil packages and are used to get high. Bath salts are sold under many different names like **Bliss, Cloud Nine, Lunar Wave, Vanilla Sky, and White Lightning.**

Bath salts are stimulants that can cause extreme energy, alertness, and attention. They can also alter your perceptions and cause you to act strangely or even violently. They are chemically similar to drugs like amphetamines and cocaine.

How do people use bath salts?

People swallow bath salts. They can also snort them up their nose or mix them with water and inject them into their body.



How do bath salts affect your brain and body?

Short-Term Effects

- Fast heart rate
- Feeling really friendly
- Having panic attacks
- Seeing things that aren't real
- Feeling very angry and being violent

Long-Term Effects

- Kidney problems
- Weak muscles
- Heart problems



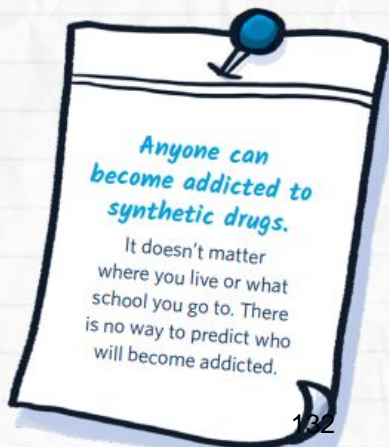
How do K2/Spice, and bath salts work?

Compared to drugs like cocaine and marijuana, there is less research on how K2/Spice and bath salts work in the brain. Researchers do know that these drugs attach to the same areas in the brain, called receptors, where chemicals in cocaine and marijuana attach. Researchers have also found that K2/Spice can produce stronger effects than marijuana and that bath salts can produce stronger effects than cocaine.

Can you become addicted to synthetic drugs?

Yes, you can. Over time, all drugs can change the way your brain works. If you stop, you can start to feel really sad and sick. This makes it hard to stop using them. **This is called addiction.**

The right treatment can help someone who is addicted feel better and stop using synthetic drugs, but treatment is hard work and it can take many years to recover from addiction. The best approach is to never start using the drug in the first place.

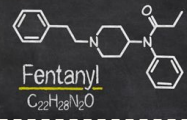


Anyone can become addicted to synthetic drugs. It doesn't matter where you live or what school you go to. There is no way to predict who will become addicted.

Read the statement above. Knowing that dangers of addiction, why do you think people still choose to try drugs and continue to use them.

Turn and share your thoughts with a partner.


Fentanyl



- Prescription opioids are used mostly to **treat moderate to severe pain**.
- Can be dangerous because they make you feel calm and happy and are **highly addictive**.
- **Fake pills** of opioids like xanax are being illegally made with fentanyl mixed in.
- These pills are often sold on social media.
- It's hard to tell if pills are fake.




Be **SMART!**




About Medicine & Pills

ONLY take medicine from your parents, guardians, a doctor, or your school nurse.




Medicine or pills from friends or strangers can make you **SICK**.

Some pills may look like candy but they can **HURT** you.



THIS IS NOT CANDY!



This poster is produced by the Public Conversation Independent Review Service as part of the 'Fentanyl' campaign. Photos of various brands of medicine are included in this poster for illustrative purposes. This poster is for general information and is not intended to be used as a medical or health advice.



Signs of Fentanyl Overdose

- Small, constricted “pinpoint pupils”
- Falling asleep or losing consciousness
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)

WHAT TO DO IF YOU THINK SOMEONE IS OVERDOSING:

It may be hard to tell whether a person is high or experiencing an overdose. If you aren't sure, it's best to treat the situation like an overdose—**you could save a life.**

- 1** Call 911 immediately.
- 2** Administer Naloxone or Narcan, if available.
- 3** Try to keep the person awake and breathing.
- 4** Lay the person on their side to prevent choking.
- 5** Stay with them until emergency workers arrive.

Resources

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Hays Hope Line - <https://www.hayscisd.net/hopeline>



<https://www.samhsa.gov/find-help>

1-800-662-HELP



THE BODY'S RESPONSE TO

OPIOIDS



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8. Realize that you are accountable for the words that you say.

You may have heard a lot about opioids lately. It's possible you know them as drugs called **Oxy** or **Vikes**.

Opioids have been used for thousands of years. Some opioids come from plants. Others are made in a lab.

Prescription opioids are used as medicine but can also be misused. Illegal opioids are only used to get high. Misusing prescription opioids or taking any illegal opioid can be dangerous.

Ways opioid medicines are MISUSED:

- not following the instructions from your doctor
- taking pills that are not prescribed for you
- taking opioids to get high

What are opioids?

MEDICINE

- Doctors prescribe opioids to people who are in serious pain from things like dental surgery, sports injuries, and cancer.
- If people follow their doctor's instructions and take the right amount of medicine, opioids can help their pain go away.
- But these medicines can also be dangerous if misused.

Examples of opioid pills are **OxyContin**®, **Percocet**®, and **Vicodin**®. People sometimes call opioid medicines different names like **Happy Pills**, **Hillbilly Heroin**, **OC**, **Oxy**, **Percs**, or **Vikes**.

HEROIN AND FENTANYL

- Heroin is an illegal opioid that people use to get high, often with a needle.
- It can be a white or brown powder, or a black sticky substance called black tar heroin.
- Sometimes people call heroin names like **big H**, **horse**, **brown sugar**, **hell dust**, and **smack**.
- Another illegal opioid is fentanyl, a white powder many times more powerful than heroin.
- Sometimes street heroin is laced (mixed) with fentanyl, and this causes many overdoses.

Both opioid medicine and illegal opioids like heroin and fentanyl can cause addiction, overdose, or even death.



So THIS is what they mean when they talk about opioids. I got these after dental surgery. Yikes!

Video: What are opioids?

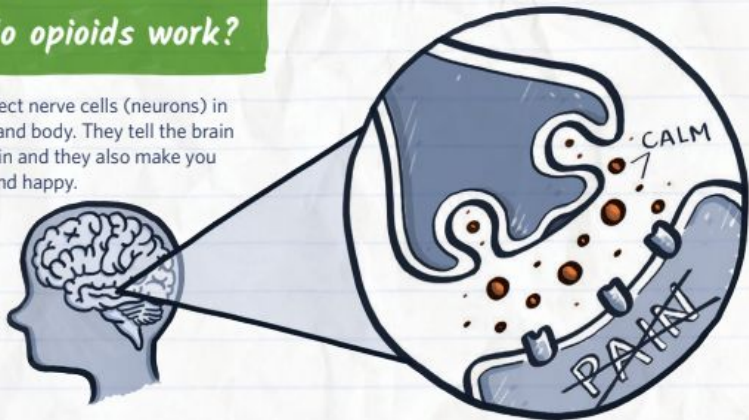
What are opioids?

If people follow their doctor's instructions and take the right amount of medicine, opioids can help their pain go away.



How do opioids work?

Opioids affect nerve cells (neurons) in your brain and body. They tell the brain to block pain and they also make you feel calm and happy.



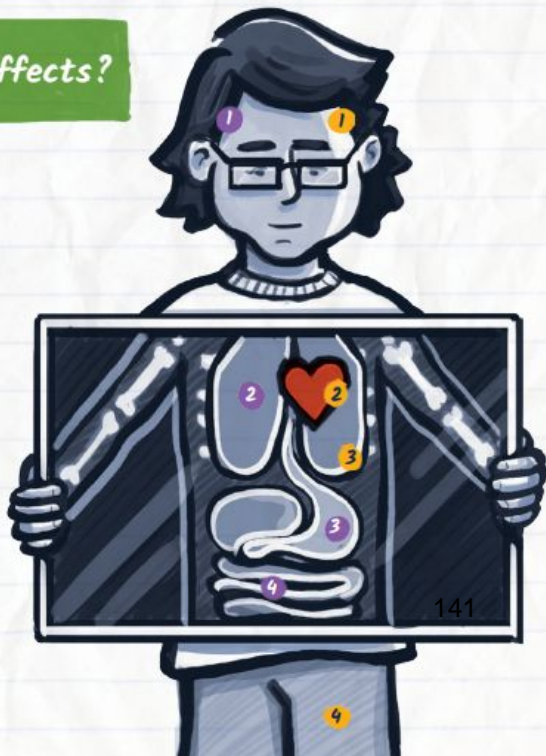
What are opioids' effects?

Short-Term Effects

- 1 Feelings of calm, sleepiness, confusion
- 2 Slowed or stopped breathing (can cause fatal overdose)
- 3 Nausea, vomiting
- 4 Constipation

Long-Term Effects

- 1 Addiction
- 2 Heart infection
- 3 Lung infection
- 4 Muscle pain



How do you become addicted to opioids?

Over time, the body gets used to having the drug and feels terrible without it. **Withdrawal** is like having the flu but much worse, and it can make it hard to stop taking the drug. If a person starts seeking and taking an opioid despite how it is interfering with work, school, or relationships, it is called **addiction**.

It's important to know that **anyone can become addicted to opioids**. It doesn't matter where you live or how smart you are. There is no way to predict who is likely to become addicted.

More people die from
opioid overdoses than
from other drugs.

How do opioids affect your life?

If you are addicted to opioids, the drug can take over your life. Getting more opioids and getting high can become all you think about. And it makes it hard for you to enjoy things that used to make you happy.

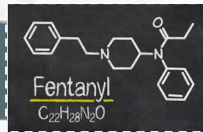
Can you imagine if the things you loved no longer made you feel happy?



Mia, a high school freshman, is stressed out with homework, projects and tests. Her anxiety is through the roof. She has talked to her parents about this but they say it is normal because the sophomore year is supposed to be challenging. One of her friends mentions anti-anxiety pills to help her. Mia knows of some classmates that have gotten pills through snapchat. She is considering doing the same.

- 1. What are your options for actions to take in the scenario?**
- 2. Which option gives you the outcome that you want?**

Opioids - Fentanyl



- Fentanyl is up to 50 times stronger than heroin and 100 times stronger than morphine.
- Just 2 milligrams of fentanyl, equal to 10 to 15 grains of table salt, is considered a lethal dose.



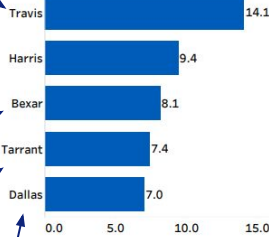
- Criminal drug networks are mass-producing **fake pills** and falsely marketing them as legitimate prescription pills to deceive the American public.
- Fake prescription pills are easily accessible and **often sold on social media**.
- Many fake pills are made to look just like prescription Xanax (bars), Percocet (perk), opioids (painkillers) like Vicodin and Oxycodone (oxy), and stimulants like Adderall (addy).
- You can't smell or taste Fentanyl or tell if it's in a pill by looking at it.

Fentanyl in **OUR** community

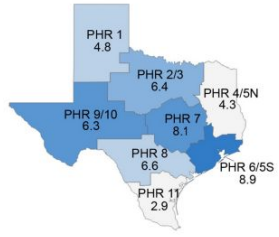
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Fentanyl Poisoning-Related Deaths per 100,000 Population for 2022
By Top 5 Most Populated Counties



By Public Health Region



Austin

Houston

San Antonio

Ft. Worth

Dallas



A lethal dose of fentanyl!!

Be

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Signs of Overdose

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THE BODY'S RESPONSE TO

PRESCRIPTION STIMULANTS



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What are prescription stimulants?

Prescription stimulants are a type of medicine that doctors give people to help them with attention deficit hyperactivity disorders (ADHD) or serious sleep problems. You might have heard of stimulants like **Adderall®** and **Ritalin®**. They are usually given as pills.

If you have ADHD, prescription stimulants can make you more alert, increase your attention, help you focus, and give you more energy.



Why do people misuse prescription stimulants?

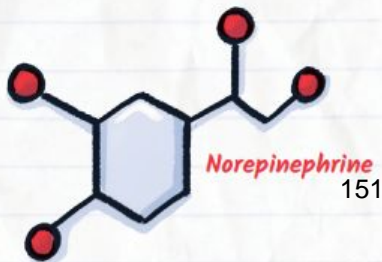
When people who need these medications follow their doctor's instructions and take the right amount of medicine, they can feel better and focus better in school.

But some people misuse these stimulants to get high, feel more alert, or to try to get better grades. **If you do not have ADHD**, there are no studies to show these medicines improve your grades, but there could be many other reasons these young people are not doing well in school.



How do prescription stimulants work?

Prescription stimulants change the way the brain works by acting on the chemicals **dopamine** and **norepinephrine**. Dopamine makes you want to take the drug again and again. Norepinephrine gets your brain and body ready for action.

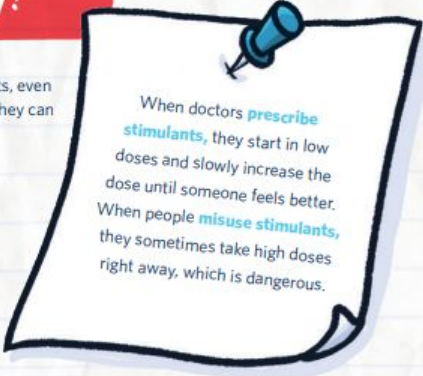


How do prescription stimulants affect your brain and body?

Prescription stimulants can have uncomfortable side effects, even when prescribed by a doctor. When people misuse them, they can be especially dangerous.

Misusing stimulants can cause:

- High blood pressure
- Fast heartbeat
- High body temperature
- Sleeping problems
- Angry reactions
- Heart problems



When doctors **prescribe stimulants**, they start in low doses and slowly increase the dose until someone feels better. When people **misuse stimulants**, they sometimes take high doses right away, which is dangerous.



Can you become addicted to prescription stimulants?

Yes, you can. Over time, misusing stimulants can change the way your brain works, and you can become addicted. Addiction means you want to continue to take a drug even if bad things start happening to you — like getting poor grades or having problems with family and friends.

You can also go into withdrawal if you stop taking them all of a sudden. This can be unpleasant, painful, and make you feel really bad. It makes it very hard to stop taking the drug.

This is why it is very important that people take stimulants exactly as their doctor says.

People who can't stop taking the drug could be addicted. It doesn't matter where you live or how smart you are. There is no way to predict who will become addicted.

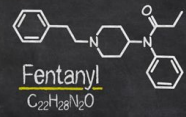
The right treatment can help someone who is addicted feel better and stop misusing prescription stimulants, but treatment is hard work and it can take many years to recover from addiction. The best approach is to never start using the drug in the first place.

Video: Prescription stimulants

Prescription stimulants are a type of medicine that doctors give people to help them with attention deficit hyperactivity disorders (ADHD) or serious sleep problems.



Opioids - Fentanyl



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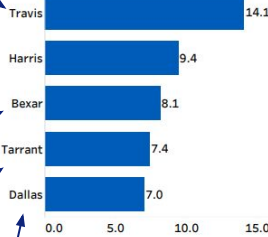
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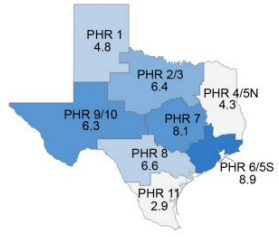
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Just Think Twice - justthinktwice.gov



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THE BODY'S RESPONSE TO
COCAINE



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What is cocaine?

Cocaine is a drug that is made of dried leaves from the South American coca plant. Cocaine is also called other names like blow, coke, or snow.

Illegal cocaine looks like a very fine, white powder. Sometimes drug dealers mix it with flour or corn starch to increase profits.

Cocaine is a stimulant that can make you feel like you have more energy and are extra alert. But it can also make you feel restless, grouchy, anxious, panicked, and paranoid. It can even cause a heart attack, stroke, or coma.

Cocaine is mostly available as an illegal drug that some people use to get high. In rare cases, it is also used as a prescription drug for certain surgeries.

How do people use cocaine?

People use cocaine by snorting the powder through their nose, or by rubbing it on their gums. They can also mix it with water and inject it into their bodies. Some people smoke cocaine that has been heated to make a rock crystal, called crack, which refers to the crackling sound as it's heated.



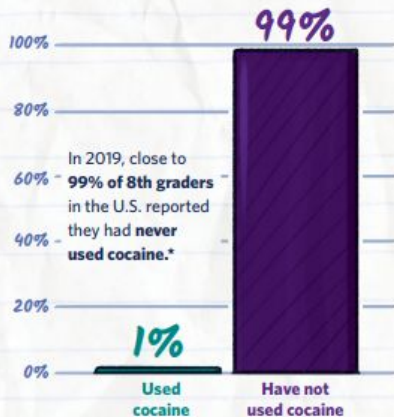
Cocaine by itself is a dangerous drug.

But some drug dealers are adding a very powerful drug to it called **fentanyl** without users knowing. Adding drugs like fentanyl to cocaine can **increase the chance of a drug overdose.**



How does cocaine work?

Cocaine changes how the brain works by increasing the amount of a chemical called **dopamine** in parts of the brain that control reward and motivation. If you use it often, your brain will get used to the large amount of dopamine produced by the drug, and other healthy activities will seem less interesting or fun. You will want more and more of the drug just to feel normal.



Can you become addicted to cocaine?

Yes, you can. Over time, cocaine can change the way your brain works. If you stop, you can start to feel really sad and sick. This makes it hard to stop using cocaine.

This is called addiction.

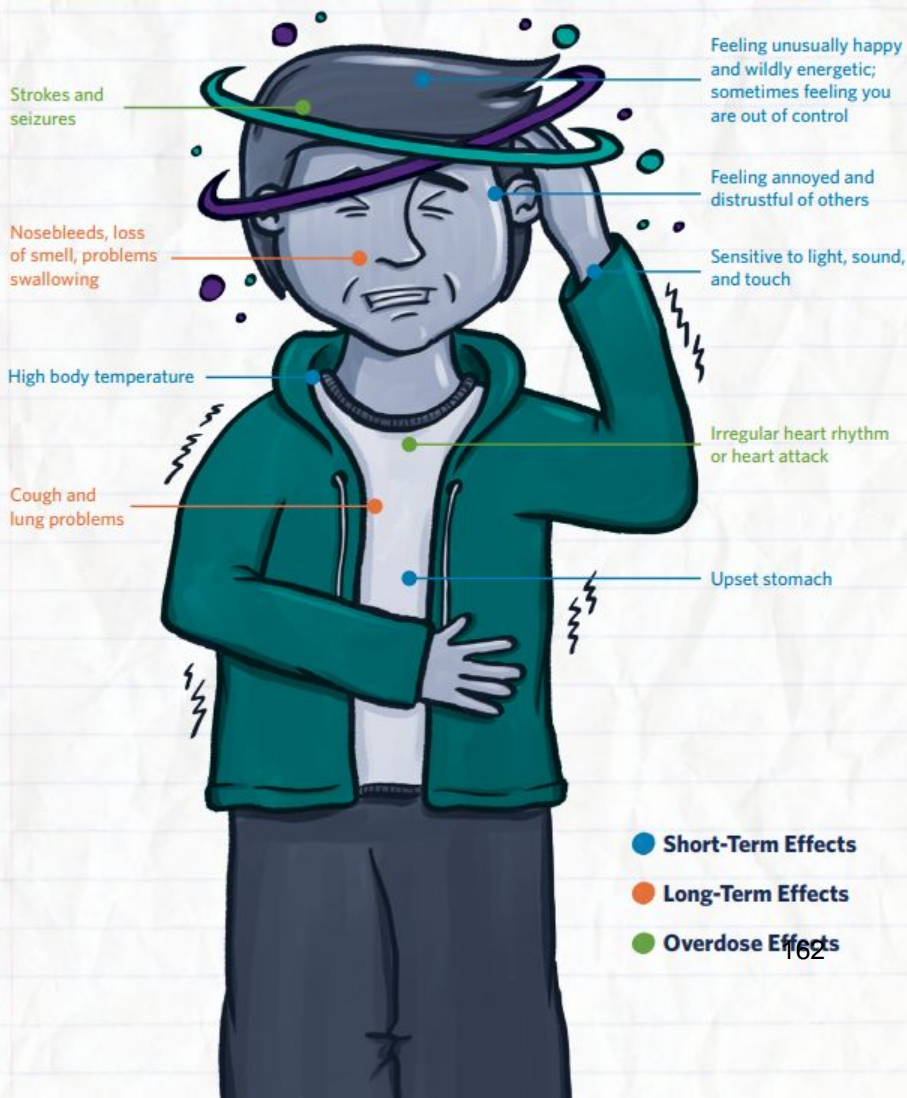
Anyone can become addicted to cocaine. It doesn't matter where you live or what school you go to. There is no way to predict who will become addicted.

The right treatment can help someone who is addicted feel better and stop using cocaine, but it is hard work and takes many years to stay in recovery from addiction.

The best approach is to never start using the drug in the first place.



How can cocaine affect your brain and body?





THE BODY'S RESPONSE TO

METHAMPHETAMINE

What is methamphetamine?

Methamphetamine is a stimulant drug that can make you feel extra energized. It can look like a white powder, or it can be made into a clear crystal shape. Most methamphetamine is made in big labs, but people sometimes try to make it in their homes by mixing chemicals with certain types of cold medicines.

Methamphetamine labs can be dangerous because cooking these chemicals can cause toxic fumes and explosions.

Did you know?

More than
99% of 8th graders
in the U.S. have
never used
methamphetamine.*

Illegal methamphetamine is called "meth." Other names for meth are "**speed,**" "**crystal,**" and "**ice.**"


Methamphetamine

Crystal Methamphetamine

How do people use methamphetamine?

People can smoke methamphetamine or snort the powder up their nose. They can also inject methamphetamine into their bodies with a needle. People use the crystal version of methamphetamine by smoking it in a glass pipe.

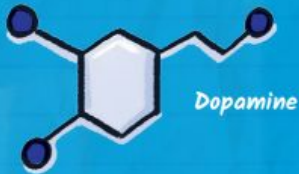
Some people take the drug again and again over a long period of time. This is because the high that people feel from taking methamphetamine doesn't last long. This is called **a binge**.



When people are on a **meth binge**, they might give up **food and sleep** for days.

How does methamphetamine work?

Methamphetamine creates more of the chemical **dopamine** in your brain. These large amounts of dopamine can change the way the brain works and can lead you to look for the drug again and again.

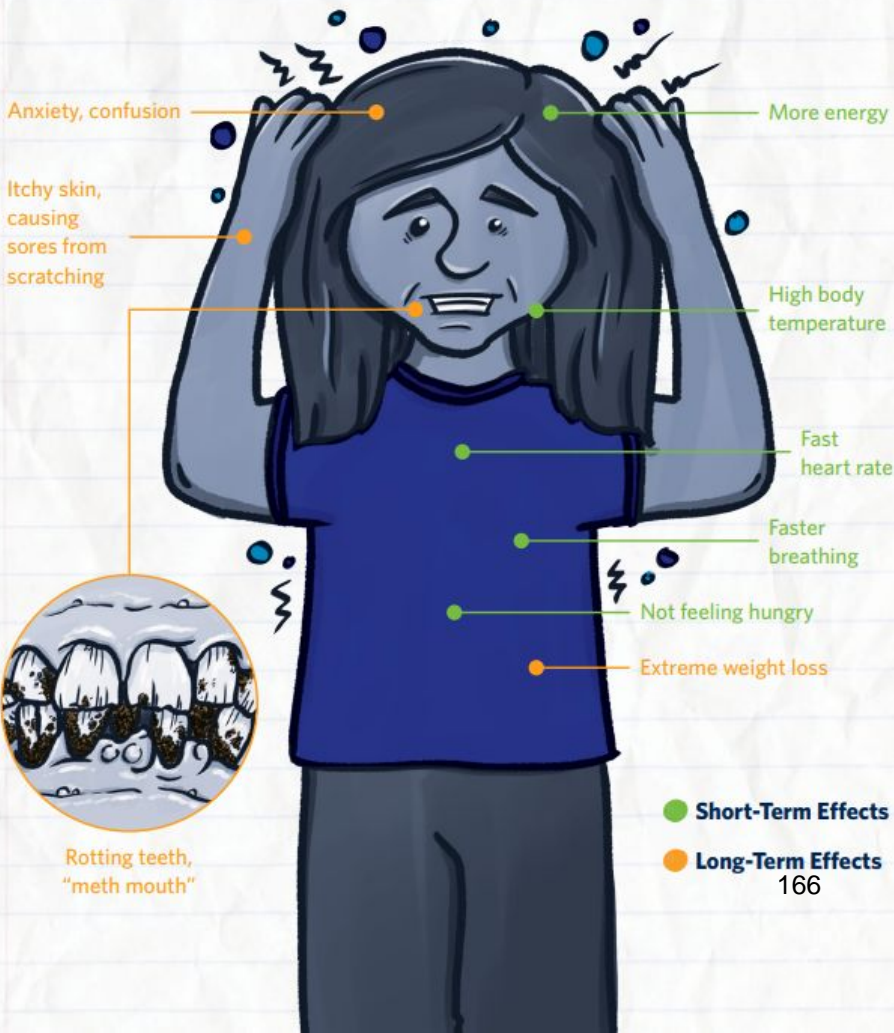


Can you become addicted to methamphetamine?

Yes, you can. Methamphetamine is very addictive. Over time, methamphetamine can change the way your brain works. If you stop using methamphetamine, you can start to feel really sick. This makes it hard to stop. **This is called addiction.**

Anyone can become addicted to methamphetamine. It doesn't matter where you live or how smart you are. There is no way to predict who is likely to become addicted. The right treatment can help someone who is addicted feel better and stop using methamphetamine, but treatment is hard work and it can take many years to recover from addiction. **The best approach is to never start using the drug in the first place.**

How does methamphetamine affect your brain and body?

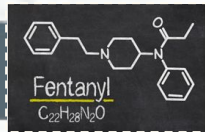


Anyone can become addicted to these drugs. It doesn't matter where you live or what school you go to. There is no way to predict who will become addicted.

Read the statement above. Knowing that dangers of addiction, why do you think people still choose to try drugs and continue to use them.

Turn and share your thoughts with a partner.

Opioids - Fentanyl



- Fentanyl is up to 50 times stronger than heroin and 100 times stronger than morphine.
- Just 2 milligrams of fentanyl, equal to 10 to 15 grains of table salt, is considered a lethal dose.



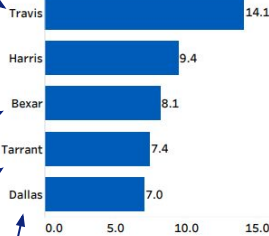
- Criminal drug networks are mass-producing **fake pills** and falsely marketing them as legitimate prescription pills to deceive the American public.
- Fake prescription pills are easily accessible and **often sold on social media**.
- Many fake pills are made to look just like prescription Xanax (bars), Percocet (perk), opioids (painkillers) like Vicodin and Oxycodone (oxy), and stimulants like Adderall (addy).
- You can't smell or taste Fentanyl or tell if it's in a pill by looking at it.

Fentanyl in **OUR** community

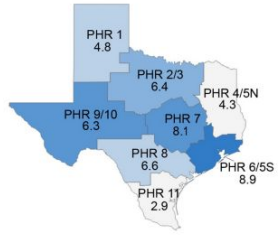
Texas Geographic and Demographic Trends in Fentanyl Poisoning-Related Deaths

In 2022, Travis County had the highest rate of fentanyl poisoning-related deaths out of the top five most populated Texas counties. When looking by Public Health Region, PHR 6/5S, which includes Harris County, had the highest death rate. Rates for Black Non-Hispanic populations per 100,000 people rose over 8 times from 1.09 per 100,000 people in 2019 to 8.88 in 2022. White Non-Hispanic and Hispanic populations saw a rate increase from 1.50 per 100,000 people in 2019 to 9.96 in 2022 (5.97 times) and 0.75 in 2019 to 4.91 in 2022 (6.55 times), respectively.

Fentanyl Poisoning-Related Deaths per 100,000 Population for 2022
By Top 5 Most Populated Counties



By Public Health Region



Austin

Houston

San Antonio

Ft. Worth

Dallas



A lethal dose of fentanyl!!

Be

SMART!



About Medicine & Pills

ONLY take medicine from your parents, guardians, a doctor, or your school nurse.



Medicine or pills from friends or strangers can make you **SICK**.

Some pills may look like candy but they can **HURT** you.

THIS IS NOT CANDY!



Signs of Overdose

- Small, constricted “pinpoint pupils”
- Falling asleep or losing consciousness
- Slow, weak or no breathing
- Choking or gurgling sounds
- Limp body
- Cold and/or clammy skin
- Discolored skin (especially in lips and nails)

WHAT TO DO IF YOU THINK SOMEONE IS OVERDOSING:

It may be hard to tell whether a person is high or experiencing an overdose. If you aren't sure, it's best to treat the situation like an overdose—**you could save a life.**

- 1** Call 911 immediately.
- 2** Administer Naloxone or Narcan, if available.
- 3** Try to keep the person awake and breathing.
- 4** Lay the person on their side to prevent choking.
- 5** Stay with them until emergency workers arrive.

Resources

Centers for Disease Control and Prevention -

<https://www.cdc.gov/stopoverdose>

Hays CISD Fighting Fentanyl -

<https://www.hayscisd.net/fentanyl>

Hays County Fentanyl Resource Page -

<https://hayscountytx.com/hays-county-fentanyl-resource-page/>

DrugRehab.com -

<https://www.drugrehab.com/teens/middle-school/>

National Institute on Drug Abuse - <https://nida.nih.gov/>

Just Think Twice - justthinktwice.gov



Hays HopeLine

Hays Hope Line - <https://www.hayscisd.net/hopeline>

SAMHSA

Substance Abuse and Mental Health
Services Administration

<https://www.samhsa.gov/find-help>

1-800-662-HELP

ACTION ITEM: **Approval of the General Contractor for the Additions and Renovations at Barnes Middle School (RFCSP #: 24-08)**

RECOMMENDATION: That the Board of Trustees authorize the Superintendent to negotiate and possibly execute a contract with Koehler Company as the General Contractor of the Additions and Renovations project at Barnes Middle School (RFCSP #: 24-08).

RATIONALE: A Requests for Proposals (RFCSP#: 24-08) was issued on February 13, 2024, for the Additions and Renovations at Barnes Middle School. The bid was competitively solicited in compliance with Board Policy and Sections 2269.151-.155 of the Government Code.

District administration makes this recommendation based on the following construction related matters as authorized by the Board of Trustees on December 13, 2022:


1. Procurement Method: Competitive Sealed Proposal
2. Respondents must use prevailing wage rates established by the United States Department of Labor in accordance with the Davis-Bacon Act (40 U.S.C. Section 276a et seq.), and its subsequent amendments, as applicable to the project.
3. Weighted Selection Criteria:
 - * 20 points - Price
 - * 8 points - Overall Experience
 - * 2 points - Experience with SISD
 - * 10 points - Last 5 Projects
 - * 5 points - Project Team
 - * 5 points - Safety Record
 - * 5 points - Overall Grasp of Project
 - * 5 points - Sub Contractors to be Used
 - * 60 points - Maximum Overall Score

REFERENCE and COMPLIANCE: CH (LEGAL) and CH(LOCAL) Purchasing and Acquisition

BUDGET IMPACT / INFORMATION: Funds to be provided by the Capital Improvement Fund (Bond 2022).

EXHIBITS: Bid Tabulation & Recommendation

RESOURCE PERSONNEL: Elizabeth Oaks, Chief Financial Officer
Jennifer Raske Martinez, Purchasing Coordinator, RTSBA
James Pizana, Construction Project Manager

Submitted by: Veronica V  Date Submitted: 04/23/24
(Signature) Dr. Veronic Vijil, Superintendent
(Name) 1221 E. Kingsbury St., Seguin, TX 78155
(Address) (830) 401-8614
(Telephone)

Seguin ISD
Bid Tabulation Summary
Barnes Middle School Additions & Renovations (RFCSP: 24-08)

TYPE	PROJECT TITLE
RFCSP	Barnes Middle School Additions & Renovations
NUMBER	ISSUING DEPARTMENT
24-08	Maintenance

	DATE 1	DATE 2
POSTING	02/14/24	02/21/24
PRE-BID	02/23/24	N/A
CLOSING	04/02/24	N/A
BOARD	04/23/24	N/A

														AVERAGE SCORE								
														(% deviation x 0.5)								
														MAX	MAX	MAX	MAX	MAX	MAX	MAX	MAX	MAX
														20	8	2	10	5	5	5	5	5
RESPONDENT (Alphabetical Order)				Base Bid	Alternates	PRICE (Grand Total)	PRICE (SCORE)	Vendor Reputation/Expe rience	Vendor Reputation/Exp erience w/ SISD	Last 5 Projects	Organizatio n/Team Structure	Safety Record	Grasp of Project	Subcontract ors	TOTAL <i>(*rounded averages)</i>							
D. Wilson Construction Co				\$ 15,786,000	\$ 7,742,700	\$ 23,528,700	20	5	1	9	4	4	4	5	48							
Koehler Company				\$ 17,000,000	\$ 7,533,000	\$ 24,533,000	19	7	2	9	5	4	5	5	52							
							-								-							
															-							
															-							
															-							

RECOMMENDATION	SCORE	PRICE	JUSTIFICATION FOR THIS RECOMMENDATION
Koehler Company	52	\$ 24,533,000	The evaluation team, consisting of five staff members representing various areas of District operations, considers the Koehler Company's proposal to be the best value for this project. The decision is based on the comprehensive evaluation of all criteria listed in the Request for Proposals.

ACTION ITEM:

Approval of the General Contractor for the new McQueeney Elementary School (RFCSP #: 24-09)

RECOMMENDATION:

That the Board of Trustees authorize the Superintendent to negotiate and possibly execute a contract with Nunnely General Contractors as the General Contractor of the new McQueeney Elementary School (RFCSP #: 24-09).

RATIONALE:

A Requests for Proposals (RFCSP#: 24-09) was issued on February 13, 2024, for the new McQueeney Elementary School. The bid was competitively solicited in compliance with Board Policy and Sections 2269.151-.155 of the Government Code.

District administration makes this recommendation based on the following construction related matters as authorized by the Board of Trustees on December 13, 2022:

1. Procurement Method: Competitive Sealed Proposal
2. Respondents must use prevailing wage rates established by the United States Department of Labor in accordance with the Davis-Bacon Act (40 U.S.C. Section 276a et seq.), and its subsequent amendments, as applicable to the project.
3. Weighted Selection Criteria:
 - * 20 points - Price
 - * 8 points - Overall Experience
 - * 2 points - Experience with SISD
 - * 10 points - Last 5 Projects
 - * 5 points - Project Team
 - * 5 points - Safety Record
 - * 5 points - Overall Grasp of Project
 - * 5 points - Sub Contractors to be Used
 - * 60 points - Maximum Overall Score

REFERENCE and COMPLIANCE:

CH (LEGAL) and CH(LOCAL) Purchasing and Acquisition

BUDGET IMPACT / INFORMATION:

Funds to be provided by the Capital Improvement Fund (Bond 2022).

EXHIBITS:

Bid Tabulation & Recommendation

RESOURCE PERSONNEL:

Elizabeth Oaks, Chief Financial Officer
Jennifer Raske Martinez, Purchasing Coordinator, RTSBA
James Pizana, Construction Projects Manager

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)

Veronica Vijil

Date Submitted: 04/23/24

Dr. Veronic Vijil, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Seguin ISD
Bid Tabulation Summary
McQueeney Elementary School (RFCSP: 24-09)

TYPE	PROJECT TITLE
RFCSP	McQueeney Elementary School
NUMBER	ISSUING DEPARTMENT
24-09	Maintenance

	DATE 1	DATE 2
POSTING	02/14/24	02/21/24
PRE-BID	02/23/24	N/A
CLOSING	04/02/24	N/A
BOARD	04/23/24	N/A

RESPONDENT (Alphabetical Order)	Base Bid	Alternates	PRICE (Grand Total)	AVERAGE SCORE										TOTAL (*rounded averages)
				(% deviation x 0.5)	MAX 8	MAX 2	MAX 10	MAX 5	MAX 5	MAX 5	MAX 5	MAX 5	MAX 60	
				PRICE (SCORE)	Vendor Reputation/Experience	Vendor Reputation/Experience w/ SISD	Last 5 Projects	Organization/Team Structure	Safety Record	Grasp of Project	Subcontractors			
Flintco	\$ 43,993,890	\$ 3,520,608	\$ 47,514,498	19	5	1	5	3	5	5	5	4	44	
Nunnally General Contractors	\$ 41,785,000	\$ 3,121,500	\$ 44,906,500	20	7	2	10	5	5	5	5	4	54	
													-	
													-	
													-	
													-	

RECOMMENDATION	SCORE	PRICE	JUSTIFICATION FOR THIS RECOMMENDATION
Nunnally General Contractors	54	\$ 44,906,500	The evaluation team, consisting of six staff members representing various areas of District operations, considers the Nunnally General Contractors' proposal to be the best value for this project. The decision is based on the comprehensive evaluation of all criteria listed in the Request for Proposals.

ACTION ITEM:

Approval of the General Contractor for Safety and Security (RFP #: 24-10)

RECOMMENDATION:

That the Board of Trustees authorize the Superintendent to execute a contract with MTX General Contractors, LLC as the General Contractor of the Safety and Security Projects at Ball Early Childhood Center, Saegert, AJ Briesemeister, Seguin High School, and six (6) Elementary Schools (RFP #: 24-10).

RATIONALE:

A Requests for Proposals (RFP#: 24-10) was issued on March 8, 2024, for fencing and cameras at Ball Early Childhood Center, Saegert, Seguin High School, AJ Briesemeister Middle School, Jefferson and Weinert Elementaries, and cameras only at Koennecke, Patlan, Rodriguez, and Vogel Elementaries. The bid was competitively solicited in compliance with Board Policy and Sections 2269.151-155 of the Government Code.

District administration makes this recommendation based on the following construction related matters as authorized by the Board of Trustees on December 13, 2022:

1. Procurement Method: Request for Proposal
2. Respondents must use prevailing wage rates established by the United States Department of Labor in accordance with the Davis-Bacon Act (40 U.S.C. Section 276a et seq.), and its subsequent amendments, as applicable to the project.
3. Weighted Selection Criteria:
 - * 20 points - Price
 - * 10 points - Vendor Reputation
 - * 10 points - Quality of Goods/Services
 - * 10 points - Meets District Needs
 - * 10 points - Experience with Seguin ISD
 - * 60 points - Maximum Overall Score

REFERENCE and COMPLIANCE:

CH (LEGAL) and CH(LOCAL) Purchasing and Acquisition

BUDGET IMPACT / INFORMATION:

Funds to be provided by the Capital Improvement Fund (Bond 2022).


EXHIBITS:

Bid Tabulation & Recommendation

RESOURCE PERSONNEL:

Elizabeth Oaks, Chief Financial Officer
Jennifer Raske Martinez, Purchasing Coordinator, RTSBA
James Pizana, Construction Projects Manager
Robert Gonzales, Maintenance Director

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Date Submitted: 04/23/24
Dr. Veronica Vijil, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Seguin ISD

Bid Tabulation Summary

Safety and Security (RFP: 24-10)

TYPE	PROJECT TITLE
RFP	Safety and Security
NUMBER	ISSUING DEPARTMENT
24-10	Maintenance

	DATE 1	DATE 2
POSTING	03/10/24	03/17/24
PRE-BID	N/A	N/A
CLOSING	04/09/24	N/A
BOARD	04/23/24	N/A

RESPONDENT (Alphabetical Order)	PRICE (Grand Total)	AVERAGE SCORE					TOTAL (*rounded averages)
		(% deviation x 0.5)					
		MAX 20	MAX 10	MAX 10	MAX 10	MAX 10	
	PRICE (SCORE)	VENDOR REPUTATION	QUALITY OF GOODS/SER VICES	MEETS DISTRICT NEEDS	PAST RELATIONS HIP WITH SISD		
Dawson Construction, LLC	\$ 1,959,654	14	10	10	10	8	52
Gerloff Company, Inc	\$ 2,742,627	2	7	7	8	7	32
Moeller Ranch Fences	\$ -	-	-	-	-	-	-
MTX General Contractors, LLC	\$ 1,654,000	19	10	10	10	10	59
OKOS	\$ -	-	-	-	-	-	-
RL Rhode General Contracting, Inc.	\$ 1,618,756	20	7	5	8	6	46
Sergio's Construction, LLC	\$ 1,597,139	20	7	8	8	7	50
							-

RECOMMENDATION	SCORE	PRICE	JUSTIFICATION FOR THIS RECOMMENDATION
MTX General Contractors, LLC	59	\$ 1,654,000	The evaluation team, consisting of four staff members representing various areas of District operations, considers the MTX General Contractors, LLC proposal to be the best value for this project. MTX's pricing and experience with Seguin ISD were key factors leading to this recommendation. Two contractors did not receive scores. Moeller submitted their bid after the cutoff time and OKOS was incomplete.

ACTION ITEM:

**Adoption of Resolution Regarding Wage Payments During
Emergency School Closing (No Premium Payments)**

RECOMMENDATION:

That the Board of Trustees adopt the attached resolution stating to continue wage payments to all regular employees effective for a one day closure on Monday, April 8, 2024.

RATIONALE:

The attached resolution will aim to help alleviate rising concerns surrounding transportation and attendance during what promises to be an awe-inspiring experience. This decision reflects our commitment to the safety and well-being of our students, staff, and families.

**REFERENCE and
COMPLIANCE:**

DEA LEGAL and DEA LOCAL

PAPERWORK IMPACT:

None

**BUDGET IMPACT /
INFORMATION:**

None


EXHIBITS:

Resolution

RESOURCE PERSONNEL:

Elizabeth Oaks, Chief Financial Officer

Submitted by:
(Signature)
(Name)
(Address)
(Telephone)



Date Submitted: 04/23/24

Dr. Veronica Vijil, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614

Resolution of the Board Regarding Wage Payments during Emergency School Closings (No Premium Payment)

WHEREAS, the Board is authorized by Texas Education Code section 45.105 to expend funds of Seguin Independent School District for purposes necessary in the conduct of the public schools as determined by the Board;

WHEREAS, the Board acknowledges that during an emergency closing, all District employees are instructed not to report for work to alleviate rising concerns surrounding transportation and attendance during the solar eclipse on Monday, April 8, 2024;

WHEREAS, the Board finds that a need exists to address wage payments for employees who are not reporting for work;

WHEREAS, the Board determines that employees who are instructed not to report to work may suffer a loss of pay if the District is closed; and

WHEREAS, the Board concludes that continuing wage payments to all regular employees—contractual and noncontractual, salaried and non-salaried—who suffer a loss in pay due to an emergency closing serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when schools reopen;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Seguin Independent School District authorizes continued wage payments to all regular employees—contractual and noncontractual, salaried and non-salaried—who are instructed not to report to work during an emergency closing.

The authority granted by this resolution to continue wage payments to all employees is effective for a closure with a maximum duration of **one** day unless the Board takes action to authorize payment for a longer duration.

Adopted this 23rd day of April, 2023, by the Board of Trustees.

Signature of President, Board of Trustees

Attest:

Signature of Secretary, Board of Trustees

ACTION ITEM: **Approval of Authorized Representatives for First Commercial Bank, N.A., Lone Star Investment Pool, TexPool, LOGIC, and Texas Class - MBIA**

RECOMMENDATION: That the Board of Trustees approve the addition of Elizabeth Oaks, Chief Financial Officer as an authorized representative for First Commercial Bank, N.A., Lone Star Investment Pool, TexPool, Local Government Investment Cooperative (“LOGIC), and Texas CLASS – MBIA.

RATIONALE: The Business Department will officially notify the District’s depository bank and investment pools that the authorized investment representatives for Seguin Independent School District will be Dr. Veronica Vijil, Superintendent, Elizabeth Oaks, Chief Financial Officer, and Perla Nevarez, Comptroller. These representatives will be authorized to conduct all banking transactions and business on behalf of Seguin ISD. However, only the Board President and Secretary will have authority to sign checks.

REFERENCE and COMPLIANCE: CE (LEGAL) and CE (LOCAL) Annual Operating Budget

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: None

RESOURCE PERSONNEL: Elizabeth Oaks, Chief Financial Officer

Submitted by: Veronica Vijil Date Submitted: 04/23/24
(Signature)
(Name) Dr. Veronica Vijil, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

ACTION ITEM: **TEA Instructional Materials Adoption**

RECOMMENDATION: That the Board of Trustees adopts the instructional materials as outlined in the Instructional Materials Adoption List. The final selection must be recorded in the Board minutes.

RATIONALE: Proclamation 2024 includes instructional materials for the following courses: Science (K-12); Technology Applications (K-8); CTE.

The instructional materials adopted under this proclamation are scheduled to be implemented beginning in the 2024-2025 school year. The instructional materials will be ordered by school districts and open-enrollment charter schools through the Texas Education Agency's (TEA) Educational Materials (EMAT) system.

The science teachers provided feedback after the instructional materials showcase which were available for public viewing upon Board review as part of the adoption process.

REFERENCE and COMPLIANCE: EF (Legal) and (Local) and EFA (Legal); TEC §31.022

PAPERWORK IMPACT: Place order through the TEA Educational Materials (EMAT) system.

BUDGET IMPACT/ INFORMATION: IMA allotment

EXHIBITS: Instructional Materials Adoption Exhibit

RESOURCE PERSONNEL: Monica Lyons, Chief Academic Officer
Nilda Vella, Science Coordinator

Submitted by: (Signature) Veronica Vigil Date Submitted: 04/23/24
(Name) Dr. Veronica Vigil, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614

Instructional Materials Proclamation 2024

Seguin ISD Board Meeting
April 23, 2024

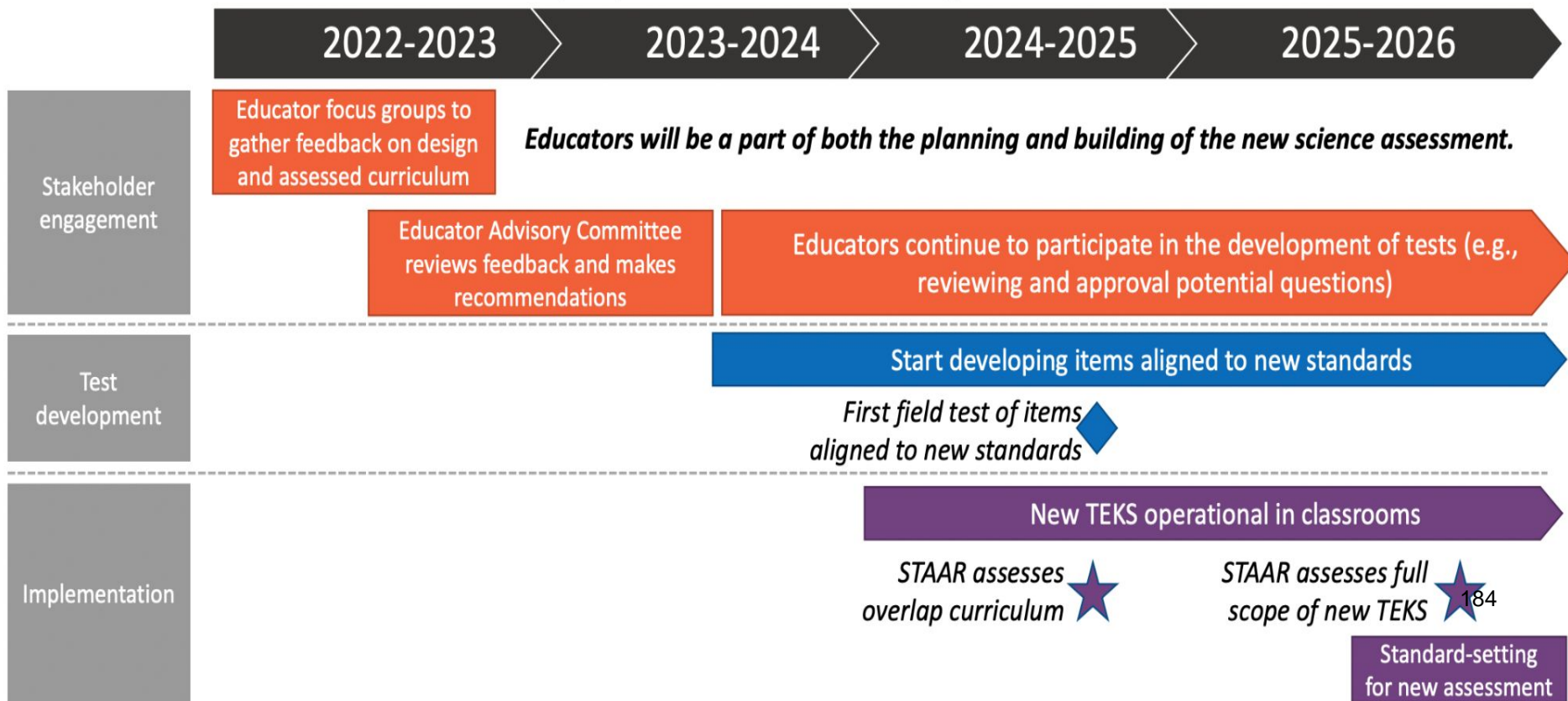
Proclamations

- Proclamation 2024 - Science (K-12); Technology Applications (K-8); CTE (TBD)
- Proclamation 2025 - Social Studies (K-12); CTE (TBD)
- Proclamation 2026 - Mathematics (K-12); CTE (TBD)

Timeline for implementing the new science TEKS in the state assessment program

Timeline for implementing the new science TEKS in the state assessment program

In 2020-2021, the SBOE has adopted revised TEKS for science in grades K-12. TEA will work with Texas educators to update the science STAAR tests to assess the newly adopted standards on the following timeline.



Proclamation 2024

- The State Board of Education (SBOE) approved the new Texas Essential Knowledge and Skills (TEKS) for Science kindergarten-high school during the 2020-2021 school year.
- Implementation of the new Science TEKS will be during the 2024-2025 school year.

Proclamation Committee

Instructional Materials Steering Committee

- Composed of SISD central office staff and campus teachers
- Reviews nominations and selection of the Instructional Materials
- Organized information sessions such as Publisher Showcase
- Supports teachers and community members with questions concerning the adoption process

Proclamation Timeline

September 2023	View Proclamation 2024 Pre-Adoption Samples
October	Review Proclamation 2024 Pre-Adoption Samples w/logins
October	Notified Principals about the upcoming Science Instructional Materials Preview at ESC Region 20
November	Emailed Principals for selection committee nominations
November	Teachers registered for the Region 20 Instructional Materials Preview
January 2024	Region 20 Science Instructional Materials Preview
February	Survey sent out for gathering feedback on preferences (selected top 3 choices)
March	Science Instructional Materials Showcase
March	Emailed survey to rank the top choices for Seguin ISD
April	Science Material Selection

Adoption

- The new adoption selected for science will be Savvas curriculum formerly known as Pearson
- Adoption grades: Kindergarten-High school

Proclamation

Implications of the New TEKS

- 2024-2025 - Implications for STAAR/EOC
 - test overlapping TEKS
- 2025-2026 - STAAR/EOC
 - 100% new TEKS tested

Questions?