

Agenda of Regular Meeting

The Board of Trustees Seguin ISD

A Regular Meeting of the Board of Trustees of Seguin ISD will be held August 26, 2025, 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. **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.

3. **Reports/Information Items:**

- A. Personnel Information - Professional Employees 4
- B. Seguin ISD 24-25 & 25-26 Budget Update 7
- C. Financial Statements for July 2025 12
- D. New Vendors 17
- E. Purchases made over \$50,000 19

4. **Action Items:**

- A. Consideration and Possible Action to Delegate Authority to the Superintendent to Negotiate the Agreement between Seguin ISD and San Antonio Will Smith Zoo School 21
- B. Consideration and Approval of the District and Campus Performance Objectives for the 2025-26 School Year 22
- C. Designation of Non-Business Days for Public Information Act (PIA) Requests 143

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.
 - 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.
 - D. Pursuant to Texas Government code Sections § 551.0821 - Deliberation regarding public school student.
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).
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 Special Meeting - July 10, 2025; Regular Meeting - July 22, 2025, and Special Meeting - July 29, 2025. 146
 - B. Approval of Tax Collection Reports for July 2025 165
 - C. Approval of Proposed Budget Amendments August 2025 166
 - D. Approval of Donations Received July 2025 170
 - E. Designate the Chief Financial Officer to Calculate the New Revenue Tax Rate and the Voter Approval Rate for the 2025 Tax Year, in Accordance with Tax Code 26.01(c). Said Officer Previously Prepared and Published All Required Notices and Calculations 172
 - F. Authorization of Agreement Between Seguin ISD and Thrive Learning Services in the amount of \$102,600 173
 - G. 2025–2026 Student Code of Conduct 176
 - H. Consideration and Approval of School Health Advisory Council (SHAC) Annual Report, SHAC Goals and Committee Members 217
 - I. Consideration of Approval of Certified Appraisers for 2025-2026 227
 - J. Acknowledge Public Information Act Requests July-August 2025 229
8. **Action Items**
 - A. Personnel Action - Professional Employees 231
 - B. 2025-2026 Fine Arts Stipend Schedule Recommendation 232

C. 2025-2026 Compensation Plan - Teacher Hiring Table, Pay Grades, and Substitute Pay	241
D. Adoption of Order Setting the Tax Rate for 2025	251
E. Discussion and Possible Action on Homeschool UIL Participation	253
F. First Reading for Consideration or Approval of Local District Update (LDU) – EFB, EIA, FD, FM, and FNCE	255
9. Board Comments and Request	
10. Adjourn	

INFORMATION ITEM: Personnel Information - Professional Employees

RECOMMENDATION: The Board of Trustees recognizes and acknowledges the new professional hires for the 2025–2026 school year and the resignations listed below.

**FOR BOARD'S
ACKNOWLEDGMENT
ELECTIONS
PROFESSIONALS:**

Name	Location	Title	Effective Date
Aguilar, Salvador	Seguin High School	Special Education Inclusion Teacher	8/1/25
Alexander, Ursula	Vogel Elementary	Special Education Intervention Teacher	8/5/25
Barrera, Jeremiah	A.J. Briesemeister Middle School	Assistant Band Director	8/1/25
Busselman, Amanda	Ball Early Childhood Center	Early Childhood Special Education Teacher	8/1/25
Cadena, Ninfa	Jim Barnes Middle School	Digital Multimedia Teacher	8/18/25
Craig, Amanda	A.J. Briesemeister Middle School	8th Grade Science Teacher	8/1/25
DeLaCruz, LeeAnn	Jefferson Elementary	Instructional Coach	7/28/25
Denhollem, John	Weinert Elementary	Special Education Resource Teacher	8/1/25
Flasher, Maria	Jim Barnes Middle School	Reading Language Arts Teacher	8/1/25
Figueroa, Elisa	Weinert Elementary	3rd Grade Teacher	8/11/25
*Gunter, Janiece	Jim Barnes Middle School	6th Grade Social Studies Teacher	8/1/25
Hernandez-Torres, Linda	Weinert Elementary	Instructional Coach	7/28/25
*Jobson, Mathew	Patlan Elementary	Special Education Intervention Teacher	8/11/25
Johnson, Tiyana	McQueeney Elementary	Kindergarten Self-Contained Teacher	8/1/25
*Loeffler, William	Rodriguez Elementary	PE Teacher	8/8/25
Maldonado, Dacia	Ball Early Childhood Center	ECSE Resource Teacher	8/1/25
Martinez, Alejandro	Seguin High School	Art Teacher	8/1/25
Martinez Salas, Sandra	Jefferson Elementary	5th Grade ELAR Teacher	8/1/25
Moore, Rachel	Seguin High School	Choir Director	8/1/25
Newbury, Matthew	Rodriguez Elementary	Special Education Intervention Teacher	8/1/25
Palmer, Lane	Seguin High School	Assistant Band Director	8/1/25
Pedersen, Amy	Seguin High School	English Teacher	8/4/25
Podorsky, Laurie	Jim Barnes Middle School	Math Instructional Coach	8/11/25

Name	Location	Title	Effective Date
Rabinowitz, Alan	A.J. Briesemeister Middle School	7th Gr Math Teacher	8/1/25
Spacek, Adyson	A.J. Briesemeister Middle School	6th Grade Math Teacher	8/1/25
Van Hoose, Cheryl	McQueeney Elementary	5th Grade Math/Science Teacher	8/1/25

*returning employee

**BOARD'S
ACKNOWLEDGEMENT
RESIGNATIONS:**

Blancarte IV, Luis, A.J. Briesemeister Middle School, effective 7/10/25

Mr. Blancarte, Band Director, has resigned to work for another school district.

Mr. Blancarte has 18 years with Seguin ISD.

Brown, Jessica, Vogel Elementary, effective 5/29/25

Ms. Brown, Agricultural Ecology & 5th Grade Science Teacher, has resigned due to personal reasons.

Ms. Brown has 5 years with Seguin ISD.

Bryan, Dennis, Rodriguez Elementary, effective 7/19/25

Mr. Bryan, PE Teacher, has resigned due to other employment.

Mr. Bryan has 3 years with Seguin ISD.

Burrows, Michelle, Weinert Elementary, effective 8/7/25

Ms. Burrows, Essential Academics Teacher, has resigned due to personal reasons.

Ms. Burrows has 4 days with Seguin ISD.

Cervantes, Samantha, Curriculum & Instruction Department, effective 8/15/25

Ms. Cervantes, ACE Coordinator, has resigned due to personal reasons.

Ms. Cervantes has 2 years with Seguin ISD.

Currie, Taylor, Patlan Elementary, effective 7/28/25

Ms. Currie, 5th Grade Science Teacher, has resigned due to other employment.

Ms. Currie has 4 years with Seguin ISD.

Stanfield, Danielle, Koennecke Elementary, effective 5/29/25

Ms. Stanfield, 5th Grade Teacher, has resigned to work for another school district.

Ms. Stanfield has 7 years with Seguin ISD.

RATIONALE: Strategic Goal 4: Seguin ISD will improve student, parent, and staff satisfaction as determined by the district wide survey.

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: Personnel Information

RESOURCE PERSONNEL: Jeremy Nueman, Chief Human Resources Officer

Submitted by:
(Name) Dr. Jack Lee, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date) 08/26/25

INFORMATION ITEM: **Seguin ISD 24-25 & 25-26 Budget Update**

RECOMMENDATION: That the Board of Trustees receive an update on both prior and current fiscal year budgets.

RATIONALE: To provide the Board of Trustees with regular updates on Seguin Independent School District's Budget.

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

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Budget Update Presentation

RESOURCE PERSONNEL: Elizabeth Banks, Chief Financial Officer, RTSBA

Submitted by:
 (Name) Dr. Jack Lee, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614
 (Date) 08/26/25

SEGUIN ISD BUDGET UPDATE AUGUST 26, 2025



2024-2025 UPDATES

Decrease in 2024-2025 Budget Deficit

2024-2025 Deficit		(\$5.6 Million)
Comptroller accepted protest	\$1 million	(\$4.6 Million)
Under budget in payroll	\$1.7 million	(\$2.9 Million)
Under budget in security, ESS, Utilities	\$400,000	(\$2.5 Million)
Transfer to federal at end of year	\$300,000	(\$2.2 Million)
Unspent assigned fund balance	\$500,000	(\$1.7 Million)
Payments to fiscal agent	\$450,000	<u>(\$1.3 Million)*</u>

*Unaudited numbers - subject to change due to unposted journal entries by district and independent auditors



2025-2026 UPDATES

<u>As of August Budget Amendment</u>		<u>25-26 Running deficit</u>
25-26 Original adopted budget		- \$5.8 million
QZAB (Payment 9 of 15)	- \$665,000	- \$6.5 million
Roof water damage deductible	- \$500,000	- \$7 million
Health insurance employer contribution increase	- \$450,000	- \$7.5 million

<u>Planned September / October Budget Amendments</u>		<u>25-26 Running deficit</u>
Found budget savings	+ \$680,000	- \$6.8 million
Increase in revenue due to legislation	+ \$3.5 million	- \$3.3 million
Compensation plan cost (subject to change)	- \$4 million	- \$7.3 million
Possible payroll savings	+ \$1 million	- \$6.3 million

FUND BALANCE UPDATE

Fund Balance Running Balance		
	Change in fund balance	Running balance
End of year 2023-2024 fund balance		\$35 million
Unaudited 2024-2025 estimate	- \$1.3 million	\$33.7 million
Estimated deficit as of August 2025	- \$6.3 million	\$27.4 million

Board policy for minimum fund balance - 25% of annual operating expenditures - About \$21 million



INFORMATION ITEM: **Financial Statements for July 2025**

RATIONALE: The District’s official budget includes the General Fund, Child Nutrition Fund, and Debt Service Fund. The attached 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: None

PAPERWORK IMPACT: None

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

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

Submitted by:
 (Name) Dr. Jack Lee, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614
 (Date) 08/26/25

**Seguin Independent School District
Financial Statements
Debt Service Fund
July, 2025**

Month 1 of 12 8.33%

REVENUE	Adopted Budget	July 31, 2025	July 31, 2025	Budget Remaining	Percent Collected
		Amended Budget	Year to Date Actual Revenues		
Local					
Property Taxes-Current	20,585,821	20,585,821	-	20,585,821	0.00%
Property Taxes-Delinquent	300,000	300,000	69,023	230,977	23.01%
Property Taxes-Penalty & Interest	200,000	200,000	15,724	184,276	7.86%
Interest Income	400,000	400,000	54,432	345,568	
Other Local Income	-	-	-	-	
State	2,100,000	2,100,000	-	-	
Federal	-	-	-	-	
REVENUE	23,585,821	23,585,821	139,179	23,446,642	0.59%
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	July 31, 2025	July 31, 2025	Budget Remaining	Percent Expended
		Amended Budget	Year to Date Actual Expenditures		
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	23,585,821	23,585,821	2,006,725	21,579,096	8.51%
81 - Facilities Acquisition & Construction				-	
93 - Payments to Fiscal Agent/SSA				-	
99 - Intergovmntl Charges (Appraisal Servs)				-	
EXPENSE	23,585,821	23,585,821	2,006,725	21,579,096	8.51%
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	(1,867,546)		
Other Sources	-	-	4,731		
Other Uses	-	-	-		
OTHER SOURCES AND USES	\$ -	\$ -	\$ 4,731		
RESULT OF ACTIVITIES	\$ -	\$ -	\$ (1,862,815)		
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	July 31, 2025	July 31, 2025	Budget Remaining	Percent Expended
		Amended Budget	Year to Date Actual Expenditures		
6100 - Salaries				-	
6144 - TRS On-Behalf Payments				-	
6200 - Purchased & Contracted Services				-	
6300 - Supplies & Materials				-	
6400 - Other Operating Costs				-	
6500 - Debt Service	23,585,821	23,585,821	2,006,725	21,579,096	8.51%
6600 - Capital Outlay				-	
EXPENSE	23,585,821	23,585,821	2,006,725	21,579,096	8.51%

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

99 – Other Governmental Charges – Expenditures for other intergovernmental charges not defined above

Seguin Independent School District
Financial Statements
General Operating Fund
July, 2025

Month 1 of 12

8.33%

REVENUE	Adopted Budget	July 31, 2025	July 31, 2025	Budget Remaining	Percent Collected
		Amended Budget	Year to Date Actual Revenues		
Local					
Property Taxes-Current	36,705,360	36,705,360	-	36,705,360	0.00%
Property Taxes-Delinquent	1,000,000	1,000,000	119,877	880,123	11.99%
Property Taxes-Penalty & Interest	629,000	629,000	28,750	600,250	4.57%
Interest Income	900,000	900,000	103,698	796,302	11.52%
Other Local Income	475,000	475,000	10,720	464,280	2.26%
State	38,615,154	38,615,154	273,410	38,341,744	0.71%
Federal	767,000	767,000	14	766,986	0.00%
REVENUE	79,091,514	79,091,514	536,469	78,555,045	0.68%
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	July 31, 2025	July 31, 2025	Budget Remaining	Percent Expended
		Amended Budget	Year to Date Actual Expenditures		
11 - Instruction	44,994,828	45,879,487	874,993	45,004,494	1.91%
12 - Instructional Resources & Media Svcs	1,093,681	1,093,681	54,760	1,038,921	5.01%
13 - Curr & Instructional Staff Development	592,703	593,303	22,622	570,681	3.81%
21 - Instructional Leadership	2,318,118	2,395,018	158,796	2,236,222	6.63%
23 - School Leadership	5,163,188	5,163,188	174,553	4,988,635	3.38%
31 - Guidance & Counseling Services	3,133,002	3,178,485	85,111	3,093,374	2.68%
32 - Social Work Services	694,724	694,724	29,006	665,718	4.18%
33 - Health Services	918,998	918,998	37,957	881,041	4.13%
34 - Student Transportation	3,672,980	3,629,305	261,360	3,367,945	7.20%
35 - Food Service	-	-	-	-	
36 - Co-curricular Activities	2,278,671	2,278,671	184,641	2,094,030	8.10%
41 - General Administration	3,556,289	3,556,289	288,718	3,267,571	8.12%
51 - Plant Maintenance & Operations	8,838,321	8,838,321	1,448,706	7,389,615	16.39%
52 - Security & Monitoring Services	1,599,854	1,643,529	58,864	1,584,665	3.58%
53 - Data Services	2,379,265	2,304,265	434,199	1,870,066	18.84%
61 - Community Services	26,845	26,845	359	26,486	1.34%
71 - Debt Services	-	665,000	665,000	-	100.00%
81 - Facilities Acquisition & Construction	-	-	-	-	0.00%
93 - Payments to Fiscal Agent/SSA	2,695,312	1,762,670	-	1,762,670	0.00%
99 - Intergovmntl Charges (Appraisal Servs)	954,500	954,500	-	954,500	0.00%
EXPENSE	84,911,279	85,576,279	4,779,645	80,796,634	5.59%
REVENUE OVER/(UNDER) EXPENSE	\$ (5,819,765)	\$ (6,484,765)	(4,243,176)		
Other Sources	-	-	-		
Other Uses	-	-	-		
OTHER SOURCES AND USES	\$ -	\$ -	\$ -		
RESULT OF ACTIVITIES	\$ (5,819,765)	\$ (6,484,765)	\$ (4,243,176)		
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	July 31, 2025	July 31, 2025	Budget Remaining	Percent Expended
		Amended Budget	Year to Date Actual Expenditures		
6100 - Salaries	61,168,017	62,201,542	1,703,487	60,498,055	2.74%
6144 - TRS On-Behalf Payments	5,307,700	5,307,700	273,410	5,034,290	5.15%
6200 - Purchased & Contracted Services	9,736,649	9,538,490	759,209	8,779,281	7.96%
6300 - Supplies & Materials	4,113,799	4,249,862	520,033	3,729,829	12.24%
6400 - Other Operating Costs	4,455,802	3,484,373	858,507	2,625,866	24.64%
6500 - Debt Service	-	665,000	665,000	-	100.00%
6600 - Capital Outlay	129,312	129,312	-	129,312	0.00%
EXPENSE	84,911,279	85,576,279	4,779,645	80,796,634	5.59%

**Seguin Independent School District
Financial Statements
Child Nutrition Fund
July, 2025**

Month 1 of 12 8.33%

REVENUE	Adopted Budget	July 31, 2025	July 31, 2025	Budget Remaining	Percent Collected
		Amended Budget	Year to Date Actual Revenues		
Local					
Property Taxes-Current	-	-	-	-	
Property Taxes-Delinquent	-	-	-	-	
Property Taxes-Penalty & Interest	-	-	-	-	
Interest Income	100,000	100,000	8,442	91,558	8.44%
Other Local Income	340,500	340,500	205	340,295	0.06%
State	55,500	55,500		55,500	0.00%
Federal	7,174,000	7,174,000		7,174,000	0.00%
REVENUE	7,670,000	7,670,000	8,647	7,661,353	0.11%
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	July 31, 2025	July 31, 2025	Budget Remaining	Percent Expended
		Amended Budget	Year to Date Actual Expenditures		
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	7,643,500	7,643,500	296,993	7,346,507	3.89%
36 - Co-curricular Activities	-	-	-	-	
41 - General Administration	-	-	-	-	
51 - Plant Maintenance & Operations	19,500	19,500	1,409	18,091	7.23%
52 - Security & Monitoring Services	7,000	7,000	44	6,956	0.63%
53 - Data Services	-	-	-	-	
61 - Community Services	-	-	-	-	
71 - Debt Services	-	-	-	-	
81 - Facilities Acquisition & Construction	-	-	-	-	
93 - Payments to Fiscal Agent/SSA	-	-	-	-	
99 - Intergovmntl Charges (Appraisal Svcs)	-	-	-	-	
EXPENSE	7,670,000	7,670,000	298,446	7,371,554	3.89%
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	-(289,800)		
Other Sources	-	-	-		
Other Uses	-	-	-		
OTHER SOURCES AND USES	\$ -	\$ -	\$ -		
RESULT OF ACTIVITIES	\$ -	\$ -	-(289,800)		
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	July 31, 2025	July 31, 2025	Budget Remaining	Percent Expended
		Amended Budget	Year to Date Actual Expenditures		
6100 - Salaries	3,181,000	3,181,000	258,456	2,922,544	8.12%
6144 - TRS On-Behalf Payments	-	-	-	-	
6200 - Purchased & Contracted Services	182,900	182,900	12,772	170,128	6.98%
6300 - Supplies & Materials	4,191,000	4,191,000	23,275	4,167,725	0.56%
6400 - Other Operating Costs	65,100	65,100	3,944	61,156	6.06%
6500 - Debt Service	-	-	-	-	
6600 - Capital Outlay	50,000	50,000	-	50,000	0.00%
EXPENSE	7,670,000	7,670,000	298,446	7,371,554	3.89%

INFORMATION ITEM: **New Vendors**

RATIONALE: To provide the Board of Trustees with regular updates on vendors that have responded to Requests for Proposals and are being added to the district's approved vendor list.

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

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Vendor Forms

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

Submitted by:
 (Name) Dr. Jack Lee, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8666
 (Date) 08/26/25

**SEGUIN INDEPENDENT SCHOOL DISTRICT
 BID VENDOR RESPONSES**

VENDOR	REQUEST FOR PROPOSALS	SERVICES PROVIDED
5 J Plumbing	RFP 24-02: Plumbing Systems Maintenance, Equipment, Parts, & Services	Plumbing services
Team Mechanical of Texas, LLC	RFP 24-02: Plumbing Systems Maintenance, Equipment, Parts, & Services	Plumbing services
Team Mechanical of Texas, LLC	RFP 24-03: HVAC Systems Maintenance, Equipment, Parts, & Services	HVAC services
NOVA Therapy Services, PLLC	RFP 24-05: SPED Services	Therapy services
Allison Educational Staffing, LLC	RFP 24-05: SPED Services	Therapy services
Orange Tree Staffing, LLC	RFP 24-05: SPED Services	Therapy services
La Luna Pediatric Therapy, PLLC	RFP 24-05: SPED Services	Speech and language evaluations

Note:

Respondents were evaluated 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

INFORMATION ITEM: **Purchases made over \$50,000**

RATIONALE: To provide the Board of Trustees with regular updates on purchases made greater than \$50,000.

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

BUDGET IMPACT / INFORMATION: None

EXHIBITS: Purchasing Information Form

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

Submitted by:
 (Name) Dr. Jack Lee, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614
 (Date) 08/26/25

SEGUIN INDEPENDENT SCHOOL DISTRICT
PURCHASE INFORMATION FORM

VENDOR/DOLLAR AMOUNT/PO Date	CONTRACT	REFERENCE
Perdue, Brandon, Fielder, Collins & Mott, LLP \$63,177 6/3/2025	Government Code 2254.003 - Professional Services CH(LEGAL)	Attorney
Carnegie Learning, Inc \$844,100 6/12/2025	ESC19 Allied States Purchasing Cooperative	24-7474: Consulting, Instructional, and Training Resources
Trane Company \$230,755 6/2/2025	Buyboard Purchasing Cooperative	720-23: HVAC Equipment, Supplies, and Installation of HVAC Equipment
Trane Company \$84,200 6/25/2025	Buyboard Purchasing Cooperative	720-23: HVAC Equipment, Supplies, and Installation of HVAC Equipment
Tiger Sanitation, Inc \$125,000 6/25/2025	Continuing purchase under a Board approved contract	24-11: Trash and Recycling Services Year 2 of 3
Johnson Controls US Holdings, LLC \$70,000 6/25/2025	Sourcwell Purchasing Cooperative	030421-JHN: Facility Security Systems
Pinnacle Propane, LLC \$50,000 6/26/2025	Education Code 44, Subchapter B CH (LEGAL)	Fuel
Social Studies School Service \$97,789 7/3/2025	Buyboard Purchasing Cooperative	748-24: Instructional Materials and Classroom Teaching Supplies and Equipment
Frontline Education \$107,891 7/3/2025	Buyboard Purchasing Cooperative	759-25: Technology Equipment, Products, Services, and Software
Education Service Center Region 20 \$195,436 7/10/2025	Service Center Interlocal	2025-26 Commitment Forms
Tyler Technologies, Inc \$85,401 7/17/2025	Sourcwell Purchasing Cooperative	060624-TTI: Software and Services for Government and Schools
Holt Truck Centers of Texas, LLC \$50,769 7/17/2025	Buyboard Purchasing Cooperative	722-23: School Buses, Options, and Parts
Toshiba Business Solutions, USA \$72,154 7/21/2025	DIR Purchasing Cooperative	DIR-CPO-4426: Toshiba Products, Services, Lease/Rental Agreements, Managed Print Services
Galligan Restoration Services, Inc \$300,000 7/23/25	Emergency Contract (DBA Servpro)	24-04: Facilities and Grounds Maintenance
MGT Impact Solutions, LLC \$227,123 7/23/25	DIR Purchasing Cooperative	DIR-CPO-5389: Data Storage, Data Communications, & Networking Equipment, Products, and Related Services
Labatt Food Service, LLC \$4,275,000 7/24/2025	Texas 20 Purchasing Cooperative	3315-E2: Main Food
Labatt Food Service, LLC \$262,000 7/24/2025	Texas 20 Purchasing Cooperative	3521: Chemical and Paper
La Costenita Distribuidor, Inc. \$55,000 7/24/2025	Texas 20 Purchasing Cooperative	3419-E1: Ice Cream
Brothers Produce of Austin \$590,000 7/24/2025	Texas 20 Purchasing Cooperative	3320-E2: Produce
Dairy Farmers of America, Inc \$800,000 7/24/2025	Texas 20 Purchasing Cooperative	3418-E1: Milk
New World Bakery, Inc \$205,000 7/24/2025	Texas 20 Purchasing Cooperative	3417-E1: Bread & Tortillas
Imperial Bag & Paper Co., LLC \$405,000 7/24/2025	Texas 20 Purchasing Cooperative	3521-E2: Chemical and Paper

ACTION ITEM: **Consideration and Possible Action to Delegate Authority to the Superintendent to Negotiate the Agreement between Seguin ISD and San Antonio Will Smith Zoo School**

RECOMMENDATION: That the Board of Trustees delegate authority to the Superintendent to negotiate the agreement between Seguin ISD and San Antonio Zoo School.

RATIONALE: This will allow the Superintendent and Seguin ISD administration to authorize final amendments.

REFERENCE and COMPLIANCE: BAA Board Legal Status Powers and Duties

BUDGET IMPACT / INFORMATION: None

EXHIBITS: None

RESOURCE PERSONNEL: Elizabeth Banks, Chief Financial Officer, RTSBA

Submitted by:
(Name) Dr. Jack Lee, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date) 08/26/25

ACTION ITEM: **Consideration and Approval of the District and Campus Performance Objectives for the 2025-26 School Year**

RECOMMENDATION: That the Board of Trustees approves the District and Campus Performance Objectives, as contained in the District and Campus Improvement Plans, for the 2025-26 school year.

RATIONALE: Texas Education Code 11.251(a) states that the Board of Trustees shall annually approve both the district and campus performance objectives. These objectives form the basis of the district and campus improvement plans, with strategies and activities that lead to attainment of the objectives developed by the District and Campus side councils.

REFERENCE and COMPLIANCE: BQ (LEGAL) Planning and Decision-Making Process

PAPERWORK IMPACT: Minimal

BUDGET IMPACT/ INFORMATION: Items contained in the plans are budgeted in the respective campus and district budgets. Copies of the District Performance Objectives are available in the Curriculum & Instruction department at Central Office. Additionally, the Campus Performance Objectives for each campus may be accessed at the principal's office of each campus. Upon approval of District and Campus Performance Objectives by the Board of Trustees, improvement plans will be finalized and provided on district and campus websites.

EXHIBITS: District and Campus Goals & Performance Objectives

RESOURCE PERSONNEL: Monica Lyons, Chief Academic Officer
Kristi Miranda, Director of Accountability & TIA

Submitted by:
(Name) Dr. Jack Lee, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date) 08/26/25

District and Campus Improvement Plans

*August 26, 2025 Board of Trustees Meeting
Presented by Monica Lyons*

Continuous Improvement Process

1. Data Analysis
2. Comprehensive Needs Assessment
 - a. Demographics
 - b. Academic Achievement
 - c. Processes & Programs
 - d. Perceptions
3. District & Campus Improvement Planning
4. Implementation & Evaluation



Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 36% (2024) to 55% by August 2027.

Performance Objective 1

Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 38% (2025) to 47% by June 2026.

Performance Objective 2

Increase the percentage of students achieving Meets Grade Level or above on Grade 3-8 STAAR RLA and English I&II EOC by 6 percentage points, from from 41% (2025) to 47% by June 2026.

[\(TEA data source\)](#)

Performance Objective 3

Increase the percentage of students in grades K-2 projected to meet or exceed Proficiency Rate on the Reading Renstar Assessment from 40% (2025) to 48% by May 2026.
(data source: Renstar)

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% (2024) to 52% by August 2027.

Performance Objective 1

Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 35% (2025) to 41% by June 2026.

Performance Objective 2

Increase the percentage of students in grades 3-8 and Algebra who score meets grade level or above from 28% (2025) to 35% by June 2026.

([TEA data source](#))

Performance Objective 3

Increase the percentage of students in grades K-2 projected to meet or exceed Proficiency Rate on the Math Renstar Assessment from 29% (2025) to 41% by May 2026.

(data source: Renstar)

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58.6% (2024 *SHS) to 80% by August 2027.

Performance Objective 1

Increase the percentage of students who are passing the TSI test in Reading from 29% (2025 *SHS) to 42% and the TSI Math from 24% (2025 *SHS) to 32% by June 2026.

Performance Objective 2

Increase the number of students who get a IBC certificate and complete the sequence from 26% (2025 *SHS) to 40% by June 2026.

Performance Objective 3

Increase the number of students who take dual credit from 23% (2025 *SHS) to 37% and AP courses from 9% (2025 *SHS) to 15% by June 2026.

(TEA data source)

Note: CCMR data is lagging.

- ★ 2024 *SHS = annual graduates from 2023
- ★ 2025 *SHS = annual graduates from 2024

Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the Gallup Poll.

Performance Objective 1

Seguin ISD will improve student satisfaction from the fall of 2025 to the fall of 2026 as determined by district survey.

Performance Objective 2

Seguin ISD will improve parent satisfaction from the fall of 2025 to the fall of 2026 as determined by the district survey.

Performance Objective 3

Seguin ISD will improve staff satisfaction from the fall of 2025 to the fall of 2026 as determined by the district survey.

Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.

Performance Objective 1

Increase the percentage of students enrolled in a Tier 1 or Tier 2 campus from 62% to 75% by August 2026.

Performance Objective 2

Seguin ISD will improve district attendance by 2% for the 2025-26 school year as determined by the district's ADA state report.

Performance Objective 3

Seguin ISD will realize a 5% drop in discipline infractions recorded in TEAMS across all campuses for the 2025-26 school year.

Questions?



Seguin Independent School District

District Improvement Plan

2025-2026 Performance Objectives



Mission Statement

To cultivate, inspire and empower students to grow and learn.

Vision

Exceptional students to exceptional citizens

Value Statement

Strategic Priority 1: Creating and Supporting Future Ready Students

Strategic Priority 2: Supporting and Valuing Staff

Strategic Priority 3: Developing Relationships with Families and The Community

Strategic Priority 4: Creating a Thriving Learning Community

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Goal 1: (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.	4
Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.	5
Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58.6% to 80% by August 2027.	6
Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the district survey.	7
Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.	8

Goals

Goal 1: (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.

Performance Objective 1: Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 37% (data source: Cambium) to 47% by June 2026.

HB3 Goal

Performance Objective 2: Increase the percentage of students achieving Meets Grade Level or above on Grade 3-8 STAAR Reading and English I&II EOC (first-time testers) by 6 percentage points, from 41% to 47% by June 2026.

Performance Objective 3: Increase the percentage of students in grades K-2 projected to meet or exceed Proficiency Rate on the Reading Renstar Assessment from 40% (2025) to 48% by May 2026.
(data source: Renstar)

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

Performance Objective 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 33% to 41% by June 2026.

Performance Objective 2: Increase the percentage of students in grades 3-8 and Algebra I (first time testers) who score meets grade level or above from 25% to 35% by June 2026.

Performance Objective 3: Increase the percentage of students in grades K-2 projected to meet or exceed Proficiency Rate on the Math Renstar Assessment from 29% (2025) to 41% by May 2026.
(data source: Renstar)

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58.6% to 80% by August 2027.

Performance Objective 1: Increase the percentage of students who are passing the TSI test in Reading from 32% to 42% and the TSI Math from 27% to 32% by June 2026.

Performance Objective 2: Increase the percentage of students who earn an IBC certificate and complete their Coherent Sequence of CTE Courses from 26% to 40% by June 2026.

Performance Objective 3: Increase the percentage of students who take dual credit and AP courses from 25% to 37% by June 2026.

Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the district survey.

Performance Objective 1: Seguin ISD will improve student satisfaction from the fall of 2025 to the fall of 2026 as determined by district survey.

Performance Objective 2: Seguin ISD will improve parent satisfaction from the fall of 2025 to the fall of 2026 as determined by the district survey.

Performance Objective 3: Seguin ISD will improve staff satisfaction from the fall of 2025 to the fall of 2026 as determined by the district survey.

Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.

Performance Objective 1: Increase the percentage of students enrolled in a Tier 1 or Tier 2 campus from XX% to YY% by June 2026.

Performance Objective 2: Seguin ISD will improve district attendance by 2% for the 2025-26 school year as determined by the district's ADA state report.

Performance Objective 3: Seguin ISD will realize a 5% drop in discipline infractions recorded in TEAMS across all campuses for the 2025-26 school year.

Seguin Independent School District

Seguin High School

2025-2026 Performance Objectives



Mission Statement

Campus Mission Statement

The Future is Now

Vision

Vision

The Future is Now

Value Statement

Value Statement

Seguin ISD believes that:

Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.

The learning experience should be engaging, relevant and collaborative to meet the needs of all.

Parent, community and industry partners are essential for student success.

Teachers foster student curiosity and initiative through meaningful and relevant learning experiences. Relationships that nurture student growth and development are key to success.

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Goals	4
Goal 1: Increase the percentage of students who score meets grade level or above on STAAR English assessments from 42% to 60% by August 2027.	4
Goal 2: Increase the percentage of students who score meets on grade level or above on STAAR Algebra I from 14% to 52% by June 2027.	5
Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58% to 80% by August 2027.	6
Goal 4: Seguin High School will improve student, parent, community, and staff satisfaction as determined by the District Survey by August 2027.	7
Goal 5: Based on the school performance framework (QSA) campus tiering, Seguin High School will be a Tier 1 campus by August 2027.	8

Goals

Goal 1: Increase the percentage of students who score meets grade level or above on STAAR English assessments from 42% to 60% by August 2027.

Performance Objective 1: Increase the percentage of students who score meets grade level or above on the STAAR English I from 42% to 60% by May 2026.

HB3 Goal

Performance Objective 2: Increase the percentage of students who score meets grade level or above on the STAAR English II from 43% to 60% by May 2026.

HB3 Goal

Performance Objective 3: Increase the percentage of students who score masters on STAAR English I from 9% to 15% by May 2026.

Performance Objective 4: Increase the percentage of students who score masters on STAAR English II from 2% to 10% by May 2026.

Performance Objective 5: Increase SPED performance in English I and II STAAR through targeted delivery of instructional services by growing the meets percentage from 16% to 36% by May 2026.

Goal 2: Increase the percentage of students who score meets on grade level or above on STAAR Algebra I from 14% to 52% by June 2027.

Performance Objective 1: Increase the percentage of students who score meets grade level or above on STAAR Algebra I from 14% to 30% by May 2026.

Performance Objective 2: Increase the percentage of students who score masters grade level on STAAR Algebra I from 3% to 6%.

Performance Objective 3: Increase SPED performance in STAAR Algebra I through targeted delivery of instructional services by growing the meets percentage from 18% to 38% by May 2026.

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58% to 80% by August 2027.

Performance Objective 1: By August 2026, the percentage of students who meet TSI/SAT criteria in ELAR and Math will improve from 23% to 35%.

HB3 Goal

Performance Objective 2: By August 2026, the percent of students who are taking the SAT will improve from 11% to 45%

HB3 Goal

Performance Objective 3: By August 2026, the percent of students who earn at least 3 hours of dual credit in ELAR or MATH OR the percent of students who earn at least 9 dual credit course credits in any other subject will improve from 25% to 35%.

HB3 Goal

Performance Objective 4: By August 2025, the percent of students who earn an industry based certification will improve from 26% to 36%.

HB3 Goal

Goal 4: Seguin High School will improve student, parent, community, and staff satisfaction as determined by the District Survey by August 2027.

Performance Objective 1: Increase faculty, student, and parent satisfaction from Fall 2025 to Spring 2026 as determined by the district survey.

Goal 5: Based on the school performance framework (QSA) campus tiering, Seguin High School will be a Tier 1 campus by August 2027.

Performance Objective 1: Improve campus student attendance rate from 89.2% to 92.0% by August 2026.

Performance Objective 3: Improve staff attendance rate by reducing teacher absences from 1251 absences to 1000 teacher absences by August 2025.

Performance Objective 4: Improve teacher retention rate from 80% to 90% by August 2026.

Seguin Independent School District

Mercer-Blumberg Learning Center

2025-2026 Performance Objectives



Mission Statement

Creating Believers. Empowering Graduates. Building Futures.

Vision

At MBLC our learning community is innovative, caring and committed to success today and for the future.

Value Statement

We believe Seguin ISD is at its best when:

- All students are successful
- All students are prepared for life after graduation
- All schools provide a caring and safe environment
- All students and staff feel valued
- Parents, staff, and community are committed to student success

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Goals	4
Goal 1: Increase the percentage of 9-12 grade students who score meet grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 38% to 50% by August 2027. (Strategic Priority 1)	4
Goal 2: Campus will Increase the percentage of 9-12 grade students who score meet grade level or above on STAAR Mathematics from 0% to 15% by August 2027. (Strategic Priority 2)	5
Goal 3: Make all MBLC students future ready by increasing their college, career, and military readiness scores by TSI Reading from 85% to 87% and TSI Math from 67% to 71% to by August 2027. (CCMR) (Strategic Priority 3)	6
Goal 4: Campus will improve student, staff, parent, and community perception as determined by the Gallup Goal by August 2027. (Strategic Priority 4)	7
Goal 5: MBLC will attain Tier 1 Status through August 2027 (Strategic Priority 5)	8

Goals

Goal 1: Increase the percentage of 9-12 grade students who score meet grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 38% to 50% by August 2027. (Strategic Priority 1)

Performance Objective 1: TEACHING AND LEARNING: :By the end of the 2025-2026 school year we will increase the passing rate of all English I continuously enrolled students from 14% to 18% and Non-continually enrolled from 67% to 71%. And the overall English I Campus percentage from 38% to 42%.

Performance Objective 2: TEACHING AND LEARNING: :By the end of the 2025-2026 school year we will increase the passing rate of all English II continuously enrolled students from 26% to 30% and Non-continually enrolled from 25% to 29%. And the overall English II Campus percentage from 26% to 30%.

Goal 2: Campus will Increase the percentage of 9-12 grade students who score meet grade level or above on STAAR Mathematics from 0% to 15% by August 2027. (Strategic Priority 2)

Performance Objective 1: TEACHING AND LEARNING: :By the end of the 2025-2026 school year we will increase the passing rate of Algebra I continuously enrolled students from 20% to 25% and Overall pass percentage from 0% to 20%. *(Note: although this number has not reached the threshold to be accountable, it is a needed objective to complete the Goal).

Goal 3: Make all MBLC students future ready by increasing their college, career, and military readiness scores by TSI Reading from 85% to 87% and TSI Math from 67% to 71% to by August 2027. (CCMR) (Strategic Priority 3)

Performance Objective 1: POST-SECONDARY READINESS: MBLC will increase our campus CCMR score to improve our TSAI-2 scores in 2025-2026 from 85% to 86% in Reading and 67% to 68% in math.

Goal 4: Campus will improve student, staff, parent, and community perception as determined by the Gallup Goal by August 2027. (Strategic Priority 4)

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the parent, student, and staff school perception from fall to spring Gallup polls 2025-2026.

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: MBLC will continue effective communication with parent through the use of social media and Student Messenger (Parent Newsletter)

Goal 5: MBLC will attain Tier 1 Status through August 2027 (Strategic Priority 5)

Performance Objective 1: MBLC leadership will provide opportunities to cultivate leaders, continue STAAR academic success, increase growth in meets standards on EOC tests, and create an environment where student referral rate improves from the previous rate.

Seguin Independent School District

Jim Barnes Middle School

2025-2026 Performance Objectives



Mission Statement

Mission Statement

At Jim Barnes Middle School, we empower students and staff to lead with purpose, think creatively, and act with confidence. Through strong partnerships with families and the community, we foster a culture of belief, willingness, and shared responsibility for success.

Vision

Vision Statement

We inspire a community where students, staff, and families believe in their potential, embrace innovation, and take ownership of their growth to create a future full of possibilities.

Value Statement

Core Commitments

1. Empowerment

We believe in the power of every student and staff member to grow, lead, and make a difference.

2. Innovation

We encourage creativity, curiosity, and new ideas to solve problems and shape the future.

3. Ownership

We take responsibility for our learning, actions, and contributions to our school community.

4. Collaboration

We work together with families, staff, students, and the community to support success for all.

5. Growth Mindset

We approach challenges with resilience, a willingness to learn, and the belief that effort leads to improvement.

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Goals	4
Goal 1: Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 36% to 55% by August 2027.	4
Goal 2: Campus will Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR Mathematics from 15% to 35% by August 2027.	5
Goal 3: Barnes MS will increase the number of activities that introduce and prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school from 25% to 60% by 2027.	6
Goal 4: Campus will improve student, parent, community and staff satisfaction as determined by the district administrative survey by August of 2027.	7
Goal 5: Campus will work to improve school performance so that our (QSA) tier improves from a Tier 3 campus to a tier 2 or better by August 2027.	8

Goals

Goal 1: Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 36% to 55% by August 2027.

Performance Objective 1: Increase the percentage of 6 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 32% to 45% by August 2026.

HB3 Goal

Performance Objective 2: Increase the percentage of 7 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 36% to 42% by August 2026.

HB3 Goal

Performance Objective 3: Increase the percentage of 8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% to 55% by August 2026.

HB3 Goal

Performance Objective 4: To improve English Learners' comprehension of spoken English in both academic and conversational contexts, the campus will implement targeted listening & speaking practice through Summit K12.

Goal 2: Campus will Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR Mathematics from 15% to 35% by August 2027.

Performance Objective 1: Increase the percentage of 6 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 17% to 52% by August 2026.

HB3 Goal

Performance Objective 2: Increase the percentage of 7 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 10% to 25% by August 2026.

Performance Objective 3: Increase the percentage of 8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 0% to 15% by August 2026.

Performance Objective 4: Increase the percentage of Algebra students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 45% to 67% by August 2026.

Goal 3: Barnes MS will increase the number of activities that introduce and prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school from 25% to 60% by 2027.

Performance Objective 1: Campus will follow the district's CCMR expectations for all seventh and eighth grade students in preparation for high school.

Goal 4: Campus will improve student, parent, community and staff satisfaction as determined by the district administrative survey by August of 2027.

Performance Objective 1: Increase Satisfaction on the District Survey for all stake holders to include Students, Parents and Staff.

Performance Objective 2: JBMS will conduct targeted culture events and initiatives to improve staff moral and help build campus culture.

Goal 5: Campus will work to improve school performance so that our (QSA) tier improves from a Tier 3 campus to a tier 2 or better by August 2027.

Performance Objective 1: Jim Barnes Middle School will move from an overall accountability rating of D to B achieving a minimum of a B rating by August 2027.

Performance Objective 2: By the end of the 2025-2026 school year, JBMS will increase attendance from 91.05% to 93.0%.

Performance Objective 3: Reduce the amount of ISS and OSS discipline referrals by 10%.

Performance Objective 4: Increase JBMS staff retention to 85%.

Seguin Independent School District
A.J. Briesemeister Middle School
2025-2026 Performance Objectives



A.J. BRIESEMEISTER
M I D D L E S C H O O L

Mission Statement

To cultivate, inspire and empower the AJB community to grow and learn.

Vision

To have 100% of our students show growth

Motto: To make AJB the place to be!

Value Statement

Collective Commitments

1. We will make AJB an emotionally and physically safe place to be.
2. We will ensure that learning is rigorous, engaging and relevant for all.
3. We will set aside specific time for ourselves to reflect so that we can stay positive and refreshed.
4. We will build relationships through collaboration and communication with our immediate and extended AJB Family.

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Goals	4
Goal 1: Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 44% to 53% by August 2025 to reach our points.	4
Goal 2: The campus will Increase the percentage of 6-8 grade students who score meet grade level or above on STAAR Mathematics from 23% to 33% by August 2025 to reach the points needed.	5
Goal 3: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the Gallup Poll.	6
Goal 4: AJB will engage in activities that prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school.	7
Goal 5: AJB will be a Tier 1 or Tier 2 campus by 2027.	8

Goals

Goal 1: Increase the percentage of 6-8 grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 44% to 53% by August 2025 to reach our points.

Performance Objective 1: Intellectual Prowess: Increase the number of Meets in Reading by 425 students.

HB3 Goal

Goal 2: The campus will Increase the percentage of 6-8 grade students who score meet grade level or above on STAAR Mathematics from 23% to 33% by August 2025 to reach the points needed.

Performance Objective 1: Increase the Intellectual Prowess on campus: Students will increase the number of Meets in Math by 265 students.

Goal 3: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the Gallup Poll.

Performance Objective 1: Increase family participation, a sense of belonging, investment.

Goal 4: AJB will engage in activities that prepare students to meet College, Career, and Military Readiness (CCMR) requirements in high school.

Performance Objective 1: Pathfinding is achieved by engaging in professionalism and making responsible decisions.

Performance Objective 2: Career Exploration Days: Host career fairs where local professionals from various industries (healthcare, tech, engineering, education, etc.) come to discuss their jobs and the pathways to enter these fields.

Goal 5: AJB will be a Tier 1 or Tier 2 campus by 2027.

Performance Objective 1: Increase the percentage of 8th-grade students who score meets grade level or above on Social Studies STAAR from 18% to 26%.

Performance Objective 2: Increase the percentage of 8th-grade students who score meets grade level or above on the science STAAR from 27% to 35%.

Seguin Independent School District
Ball Early Childhood Center
2025-2026 Performance Objectives



Mission Statement

To provide a foundation for learners to become leaders in a safe environment.

Vision

Inspire all to play, love, learn.

Value Statement

We believe Seguin ISD is at its best when:

All students are successful
All students are prepared for life after graduation
All schools provide a caring and safe environment

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Goals	4
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Goals

Goal 1: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in Phonemic Awareness to 94% by August of 2027.

Performance Objective 1: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall phonological awareness from 86% to 90% by August 2026.

HB3 Goal

Performance Objective 2: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall writing from 89% to 90% by August 2026.

HB3 Goal

Goal 2: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in the area of math to 94% by August 2027.

Performance Objective 1: Ball ECC will show an increase in the percentage of students who achieve "on track" for kinder readiness in overall in the area of math from 89% to 90% by August 2026.

Goal 3: Ball ECC will increase college and career readiness events from 2 to 4 by August 2027.

Performance Objective 1: At the Pre-K level, Ball ECC will increase College and Career Readiness by hosting 3 events by August 2026.

Goal 4: Ball ECC will improve student, parent, community, and staff satisfaction as determined by district survey August of 2027.

Performance Objective 1: Ball ECC will increase student, parent, community, and staff satisfaction determined by the district survey from the Fall of 2025 score to Spring of 2026 score.

Performance Objective 2: Ball ECC will decrease the number of bullying reports requested by parents.

Performance Objective 3: Ball ECC will decrease the number of Behavior Threat Assessments

Goal 5: Based on the school performance framework (QSA) campus tiering, Ball ECC will be a Tier 1 Campus by August of 2027.

Performance Objective 1: Ball ECC will recruit, retain, and engage at least 85% of staff by August 2026.

Performance Objective 2: Ball ECC will increase student attendance from 91% to 92%.

Seguin Independent School District

Jefferson Avenue Elementary

2025-2026 Performance Objectives



Mission Statement

Read, Write, Think, and Play

Make Connections Every Day.

Vision

At Jefferson Elementary, we are a welcoming, nurturing community that empowers students, families, and staff through collaboration to achieve high levels of learning.

Value Statement

We believe in Seguin ISD is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

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Goal 5: Campus Goal #5: Jefferson will be a Tier 2 school based on the school performance framework (QSA) by August 2026.	8

Goals

Goal 1: Increase the percentage of 3rd-5th grade students who score meets grade level or above on STAAR Reading from 14% to 25% by August 2027.

Performance Objective 1: Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 15% to 25% by August 2026.

HB3 Goal

Performance Objective 2: Increase the percentage of fourth grade students who score meets grade level or above on STAAR Reading from 12% to 25% by August 2026.

HB3 Goal

Performance Objective 3: Increase the percentage of fifth grade students who score meets grade level or above on STAAR Reading from 19% to 25% by August 2026.

HB3 Goal

Performance Objective 4: Strengthen our Special Education programming by increasing the number of students meeting grade level expectations on STAAR Reading from 5% to 15% by August 2026.

Performance Objective 5: Strengthen the academic performance of low socioeconomic status (SES) students and increase the percentage of students meeting grade-level expectations on the STAAR Reading assessment from 14% to 30% by August 2026.

Goal 2: Increase the percentage of 3rd-5th grade students who score meets grade level or above on STAAR Math from 6% to 20% by August 2027.

Performance Objective 1: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 11% to 20% by August 2026.

HB3 Goal

Performance Objective 2: Increase the percentage of fourth grade students who score meets grade level or above on STAAR Mathematics from 6% to 20% by August 2026.

HB3 Goal

Performance Objective 3: Increase the percentage of fifth grade students who score meets grade level or above on STAAR Mathematics from 3% to 20% by August 2026.

HB3 Goal

Performance Objective 4: Strengthen our Special Education programming by increasing the number of students meeting grade level expectations on STAAR Math from 2% to 15% by August 2026.

Performance Objective 5: Strengthen the academic performance of low socioeconomic status (SES) students and increase the percentage of students meeting grade-level expectations on the STAAR Math assessment from 6% to 25% by August 2026.

Goal 3: Seguin ISD Goal #3 (HB3): Increase the percentage of students who achieve meets grade level or higher for the College, Career, and Military Readiness (CCMR) requirements from 14% to 25% by August 2027.

Performance Objective 1: By the end of the 2025-2026 school year, overall STAAR scores for Jefferson Elementary's 3rd-5th grade students will increase for students in all subjects from 40%/14%/2% to 60%/25%/10% in the areas of approaches, meets, and masters.

Performance Objective 2: Increase students' awareness of college, career, and military readiness by hosting 3 CCMR activities / events during the school year.

Performance Objective 3: By May 2028, the campus will utilize LASO grant funding to develop and implement a foundational STEM initiative by forming a STEM Leadership Team, providing professional development to at least 80% of instructional staff, and launching at least one interdisciplinary, project-based STEM unit or extracurricular program, in order to increase student engagement and access to high-quality STEM learning opportunities.

Goal 4: Campus Goal #4: Campus will improve student, parent, community, and staff satisfaction from Fall 2025 to Spring 2026 as measured by the Gallup Poll.

Performance Objective 1: Increase involvement opportunities on campus for parents and community members.

Goal 5: Campus Goal #5: Jefferson will be a Tier 2 school based on the school performance framework (QSA) by August 2026.

Performance Objective 1: By the end of the 2025-2026 school year, Jefferson will increase attendance from 90.39% to 93%.

Performance Objective 2: Decrease ISS / OSS incidents by 10%.

Performance Objective 3: Increase teacher retention rate from 64% to 85%.

Seguin Independent School District
Rodriguez Elementary School
2025-2026 Performance Objectives

Mission Statement

We empower students to reach their full potential by providing students and families a safe and engaging environment that fosters growth.

Vision

Every student will be equipped to thrive and succeed academically, socially, and emotionally.

Value Statement

We believe all students can learn and grow when there is a caring adult in their lives that motivates and supports them.

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Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.	5
Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58.6% to 80% by August 2027.	6
Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the District Survey.	7
Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.	8

Goals

Goal 1: (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.

Performance Objective 1: Increase the percentage of students achieving Meets Grade Level or above on Grade 4 STAAR Reading by 6 percentage points, from 29% to 35% by June 2026.

Performance Objective 2: By the End of Year (EOY) 2026, the percentage of 1st grade students performing at or above grade level on the RENSTAR Reading assessment will increase by 10% from their Beginning of Year (BOY) performance.

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

Performance Objective 1: Increase the percentage of students achieving Meets Grade Level or above on Grade 4 STAAR Math by 6 percentage points, from 31% to 37% by June 2026.

Performance Objective 2: By the End of Year (EOY) 2026, the percentage of 1st grade students performing at or above grade level on the RENSTAR Math assessment will increase by 10% from their Beginning of Year (BOY) performance.

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 58.6% to 80% by August 2027.

Performance Objective 1: By May 2026, increase the percentage of fifth graders achieving MEETS grade level or above on Science STAAR from 17% to 24%.

HB3 Goal

Performance Objective 2: By May 2026, 50% of fourth grade students score a 3 or above on their ECR (Extended Constructed Response).

HB3 Goal

Performance Objective 3: By May 2026 Increase the percentage of Emergent Bilingual students performing one competency level higher on TELPAS from Xx to XX.

Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the District Survey.

Performance Objective 1: Seguin ISD will improve student satisfaction from the fall of 2025 to the fall of 2026 as determined by the District Survey.

Performance Objective 2: Seguin ISD will improve parent satisfaction from the Fall of 2025 to the Fall of 2026 as determined by the District Survey.

Performance Objective 3: Seguin ISD will improve staff satisfaction from the fall of 2024 to the fall of 2025 as determined by the District Survey.

Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.

Performance Objective 1: By May 2026, decrease staff retention rate from 55% to 30%.

Performance Objective 2: By May 2026, increase student attendance from 93.8 to 94%.

Performance Objective 3: By May 2026 Campus Discipline data will decrease from 6.5% in ISS, OSS, and Incident Reports to 5%.

Seguin Independent School District
Weinert Elementary School
2025-2026 Performance Objectives



Mission Statement

Weinert Elementary proactively creates safe and nurturing opportunities for academic and social success.

Vision

Be the change for a powerful tomorrow.

Value Statement

We believe Weinert Elementary is at its best when:

1. All students are successful.
2. All students are prepared for life after graduation.
3. Our school provides a caring and safe environment.
4. All staff feel valued.
5. The entire community takes pride in our accomplishments.

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Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.	5
Goal 3: Weinert Elementary will support awareness of the College, Career, and Military Readiness (CCMR) requirements by increasing the percentage of students who score meets grade level or above on all STAAR assessments from % to % by August 2026.	6
Goal 4: Weinert Elementary will improve student, parent, community and staff satisfaction as determined through district surveys.	7
Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.	8

Goals

Goal 1: (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 36% to 55% by August 2027.

Performance Objective 1: Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 40% to 45% by May 2026.

Performance Objective 2: Increase the percentage of fourth grade students who score meets grade level or above on STAAR Reading from 43% to 48% by May 2026.

Performance Objective 3: Increase the percentage of fifth grade students who score meets grade level or above on STAAR Reading from 43% to 48% by May 2026.

Performance Objective 4: Increase the percentage of students receiving special education services achieving meets grade level or above on Grades 4 and 5 Reading STAAR from 5% to 10% by August 2026.

Performance Objective 5: Increase the percentage of K-2 students meeting grade-level benchmarks in RENSTAR Reading from % to % by August 2026.

Performance Objective 6: HB1416

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 28% to 52% by August 2027.

Performance Objective 1: Increase the percentage of students who score meets grade level or above on grades 3-5 STAAR Mathematics from 42% to 50%.

HB3 Goal

Performance Objective 2: Raise the percentage of students in grades K-2 who meet grade-level benchmarks in RENSTAR Math from % to % by August 2026.

Performance Objective 3: Increase the percentage of students receiving special education services who score meets grade level or above in grades 4-5 on STAAR Math from 0% to 5% by August 2026.

Performance Objective 4: HB1416

Goal 3: Weinert Elementary will support awareness of the College, Career, and Military Readiness (CCMR) requirements by increasing the percentage of students who score meets grade level or above on all STAAR assessments from % to % by August 2026.

Performance Objective 1: Weinert Elementary will increase the percentage of students who scores meets grade level or above on Science STAAR from 23% to 30% by August 2026.

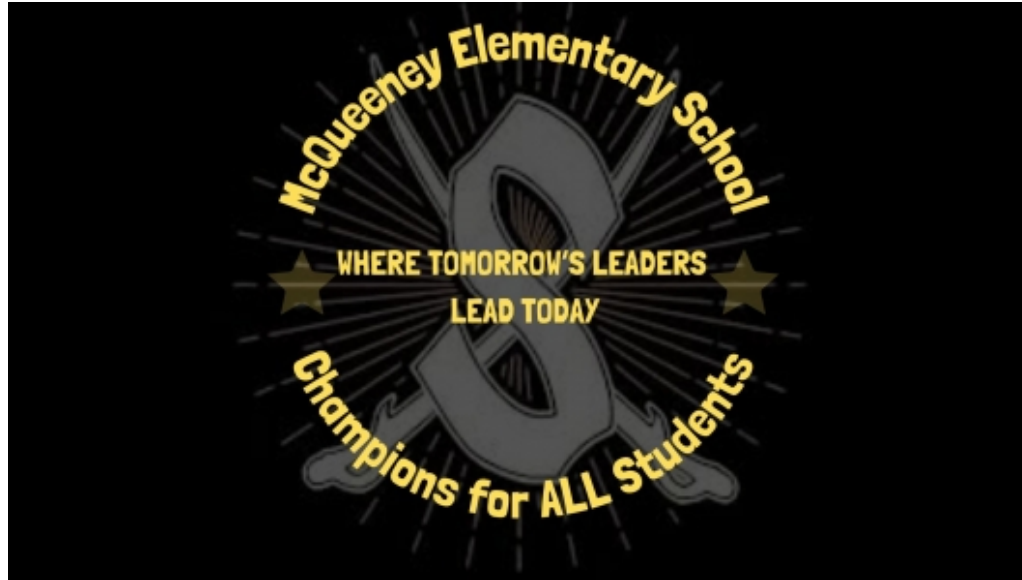
Goal 4: Weinert Elementary will improve student, parent, community and staff satisfaction as determined through district surveys.

Performance Objective 1: By May 2026, Weinert will offer a minimum of five non-academic community engagement opportunities and three academic opportunities for all stakeholders.

Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.

Performance Objective 1: Weinert Elementary, in collaboration with, CIS, will work to decrease ISS placements from 7.22% to 5% and OSS placements from 1.49% to 1% by May 2026.

Seguin Independent School District
McQueeney Elementary School
2025-2026 Performance Objectives



Mission Statement

Building meaningful relationships that
empower our community and
inspire tomorrow's leaders.

Vision

No Excuses. No Exceptions. We Succeed.

Value Statement

Regarding students and learning, we believe ALL students can learn and grow in an engaging and nurturing environment.

Regarding teachers and teaching, we believe in a culture of collaboration that ensures best instructional practices that are rigorous, engaging, and differentiated.

Regarding learning communities, we believe mutual respect will lead to collaborative relationships that help us reach our common goal.

Regarding families and communities, we believe that families and teachers partner together to support our students to become positive, and productive citizens.

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Goal 1: By August 2027, increase the percentage of third-grade students performing at Meets Grade Level or above on the STAAR Reading assessment from 44% to 55%, as measured by state accountability standards.	4
Goal 2: By August 2027, increase the percentage of third-grade students performing at Meets Grade Level or above on the STAAR Mathematics assessment from 49% to 52%, as measured by state accountability standards.	5
Goal 3: By August 2027, increase the percentage of students meeting College, Career, or Military Readiness (CCMR) indicators, as measured by Meets Grade Level or above performance across all tested subjects, from 39% to 50%.	6
Goal 4: McQueeney Elementary School will increase student, parent, staff, and community satisfaction levels, as measured by the Seguin ISD approved survey.	7
Goal 5: McQueeney Elementary School will maintain its Tier 1 designation based on the district-selected evaluation tool.	8

Goals

Goal 1: By August 2027, increase the percentage of third-grade students performing at Meets Grade Level or above on the STAAR Reading assessment from 44% to 55%, as measured by state accountability standards.

Performance Objective 1: Increase the percentage of third through fifth-grade students who score meets grade level or above on STAAR reading from 44% to 50% by August 2026.

Performance Objective 2: Increase the percentage of third through fifth-grade students scoring four or above on STAAR ECR from 23% to 35% by August 2026.

Performance Objective 3: Increase the percentage of students in grades K-5 who achieve Level 3 or higher on the RenStar Reading Assessment by 15%.

Performance Objective 4: Increase the percentage of Special Education students achieving approaches or higher on the Grade 3-5 Reading STAAR from 31% to 40% by August 2026.

Goal 2: By August 2027, increase the percentage of third-grade students performing at Meets Grade Level or above on the STAAR Mathematics assessment from 49% to 52%, as measured by state accountability standards.

Performance Objective 1: Increase the percentage of third through fifth-grade students who score meets grade level or above on STAAR Math from 39% to 45% by August 2025.

Performance Objective 2: Increase the percentage of students achieving Level 3 or higher in grades K-5 on the RenStar Math Assessment by 15%.

Performance Objective 3: Increase the percentage of Special Education students achieving approaches or higher on the third through fifth grade Math STAAR from 49% to 55% by August 2026.

Goal 3: By August 2027, increase the percentage of students meeting College, Career, or Military Readiness (CCMR) indicators, as measured by Meets Grade Level or above performance across all tested subjects, from 39% to 50%.

Performance Objective 1: By the end of the 2025-2026 school year, overall STAAR scores in all subjects for students in grades 3-5 will increase from 39% to 45% for masters.

Performance Objective 2: By the end of the 2025-2026 school year, increase students' awareness of College, Career, and Military Readiness (CCMR) by organizing and hosting at least four school-wide CCMR-focused activities.

Performance Objective 3: By May 2026, 100% of science teachers in grades 3-5 will implement weekly hands-on investigations and explicit academic vocabulary instruction aligned to STAAR-tested concepts, as measured by lesson plans, walkthroughs, and student work.

Goal 4: McQueeney Elementary School will increase student, parent, staff, and community satisfaction levels, as measured by the Seguin ISD approved survey.

Performance Objective 1: By the end of the school year, increase parent and community involvement opportunities at McQueeney Elementary by offering at least four engagement events and initiatives, resulting in a 15% increase in positive satisfaction ratings on the Seguin ISD-approved survey.

Performance Objective 2: By the end of the school year, incorporate Great Expectations principles into daily instruction and campus events by providing training to 100% of staff and implementing at least four school-wide activities that reinforce the Great Expectations framework.

Goal 5: McQueeney Elementary School will maintain its Tier 1 designation based on the district-selected evaluation tool.

Performance Objective 1: McQueeney ES will improve the attendance rate from 92.85% to 95% by the end of the 2025-2026 school year.

Performance Objective 2: During the 2025-2026 school year, McQueeney Elementary will increase support for all faculty and staff by implementing monthly professional development sessions, providing ongoing coaching, and conducting quarterly feedback surveys to monitor and respond to staff needs.

Seguin Independent School District

Patlan Elementary School

2025-2026 Performance Objectives



Mission Statement

To establish a positive, inclusive, collaborative, destination campus!

Vision

Success for All!

Value Statement

Mission: Success for all students.

Our vision is to establish a positive, inclusive, collaborative, destination campus that is accessible to ALL!

We believe Patlan Elementary is at its best when:

1. All students are successful.
2. All students are prepared for life after graduation.
3. Our school provides a caring and safe environment.
4. All staff feel valued.
5. The entire community takes pride in our accomplishments.

Patlan Matadors work hard and never give up.

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Goals	4
Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 42% to 55% by August 2027.	4
Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 44% to 52% by August 2027	5
Goal 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students achieve meets and masters in all subjects from 38% to 48% by August 2027.	6
Goal 4: Patlan will improve students, parent, community and staff satisfaction as determined by a district survey.	7
Goal 5: Patlan will be a Tier 1 school based on the school performance framework (QSA) by August 2027.	8

Goals

Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 42% to 55% by August 2027.

Performance Objective 1: By May 2026, the percentage of emergent bilingual and special education students achieving Approaches or higher on the Reading STAAR will increase by 10 percentage points, supported through integrated language supports, small group intervention, and co-teaching strategies, as monitored through progress monitoring and STAAR outcomes.

Performance Objective 2: By May 2026, 100% of K-5 reading teachers will implement a balanced literacy framework--including guided reading, shared reading, independent reading, and word study--at least four times per week, as measured by lesson plans, instructional walk-throughs, and coaching feedback cycles.

Performance Objective 3: By May 2026, 100% of teachers will implement weekly writing instruction aligned to genre-specific reading TEKS, including modeled writing and ECR practice (Grades 2-5), as measured by lesson plans, writing samples, and instructional walk-throughs.

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Math from 44% to 52% by August 2027

Performance Objective 1: By May 2026, the percentage of emergent bilingual and special education students achieving Approaches or higher on the Math STAAR will increase by 10 percentage points, supported by scaffolded instruction, visual supports, and small-group interventions tailored to language and learning needs.

Performance Objective 2: By May 2026, 100% of K-5 math teachers will implement daily math fluency routines (e.g., number talks, timed fact practice, math stations) to build automaticity in basic math facts, as measured by lesson plans, classroom observations, and fluency progress monitoring.

Performance Objective 3: By May 2026, all students in grades 2-5 will engage in at least two multi-step, real-world word problems weekly, integrated into core instruction, with student work samples and teacher reflections collected monthly to monitor progress in problem-solving strategies.

Goal 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students achieve meets and masters in all subjects from 38% to 48% by August 2027.

Performance Objective 1: By May 2026, 100% of science teachers in grades 3-5 will implement weekly hands-on investigations and explicit academic vocabulary instruction aligned to STAAR-tested concepts, as measured by lesson plans, walkthroughs, and student work.

Performance Objective 2: By May 2026, teachers will use assessment data from common formative assessments, benchmarks, and progress monitoring to plan targeted instruction and interventions, ensuring that 100% of students show academic growth, with a specific focus on closing gaps for underperforming student groups.

Performance Objective 3: By the end of the 2025-2026 school year, 100% of teachers will implement classroom-based enrichment activities--such as project-based learning (PBL), STEM challenges, or career-connected tasks--at least once per semester to boost student engagement and deepen real-world learning across content areas. Additionally, the campus will host school-wide CCMR events like career fairs, guest speakers, and community partnerships to further connect students with college, career, and military opportunities.

Goal 4: Patlan will improve students, parent, community and staff satisfaction as determined by a district survey.

Performance Objective 1: By May 2026, the campus will implement student opportunities--such as student leadership teams, and quarterly feedback cycles through surveys--while continuing to recognize and reward students, emphasize Great Expectations practices, expand student activities, and provide mentoring.

Performance Objective 2: By May 2026, leadership will facilitate regular recognition, collaboration opportunities, and staff input sessions (e.g., pulse checks, suggestion box, surveys). In addition, professional learning communities (PLCs) and ongoing professional development will be tailored to meet teacher needs, and designated planning days will be provided.

Performance Objective 3: By May 2026, the campus will provide monthly parent engagement opportunities--including multicultural academic events, learning sessions, surveys, and consistent follow-up communication--and increase community involvement through partnerships and volunteer opportunities.

Goal 5: Patlan will be a Tier 1 school based on the school performance framework (QSA) by August 2027.

Performance Objective 1: By May 2026, Patlan will increase student attendance to 95% through consistent communication with families, recognition, incentives, attendance contracts for chronic absenteeism, and weekly monitoring, contributing to improved student outcomes and overall campus performance.

Performance Objective 2: By May 2026, implement consistent Tier 1 behavior expectations (Great Expectations), restorative practices, SEL lessons, and positive behavior intervention supports to reduce the number of office discipline referrals by 10% compared to the previous school year.

Seguin Independent School District

Koennecke Elementary School

2025-2026 Performance Objectives



Mission Statement

Excellence Through Equity

#Legado

Vision

Koennecke Champions achieve academic excellence

Value Statement

At Koennecke Elementary, our mission is to build a lasting legacy of academic excellence by empowering every student to achieve their highest potential. We are dedicated to fostering a nurturing and inclusive environment where hard work, respect, and a commitment to academic excellence are the cornerstones of our community.

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Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 37% to 52% by August 2027.	5
Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 50% to 80% by August 2027.	6
Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by district survey.	7
Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.	8

Goals

Goal 1: (HB3): Increase the percentage of third grade students who score meets grade level or above on STAAR Reading from 40% to 55% by August 2027.

Performance Objective 1: Koennecke will increase the percentage of students who score meets grade level or above on STAAR Reading from 37% to 55% by August 2026.

Performance Objective 2: Increase percentage of K-2 students reading in levels 3-5 on the ISIP reading assessment from 47% to 65% by May 2026

Performance Objective 3: Increase percentage of k-2 students reading in levels 3-5 on the ISIP Espanol progress monitoring tool

Performance Objective 4: Increase percentage of students score a 4 or better on the STAAR ECR

Performance Objective 5: Koennecke will increase the number of students who score 4 or better on the STAAR ECR by 25%

Goal 2: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 37% to 52% by August 2027.

Performance Objective 1: Increase the percentage of third grade students who score meets grade level or above on STAAR Mathematics from 23% to 48% by August 2026.

Performance Objective 2: Increase percentage of 5th grade students scoring meets or better on STAAR

Performance Objective 3: Increase percentage of certified bilingual teachers

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 50% to 80% by August 2027.

Performance Objective 1: Increase the percentage of students scoring approaches of better on all tests from 65% to 80% by 2026.

Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by district survey.

Performance Objective 1: Koennecke elementary will improve staff satisfaction related to resource access as determined by district survey.

Performance Objective 2: Koennecke will improve parent and student perceptions as determined by district surveys

Performance Objective 3: Increase the percentage of students scoring meets or above science assessments

Performance Objective 4: Koennecke will improve staff, student, and parent/community satisfaction related to SEL needs including violence prevention and crisis response.

Goal 5: Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.

Performance Objective 1: Based on the school performance framework (QSA) campus tiering, Koennecke will be a Tier 1 campus by August 2026.

Seguin Independent School District

Vogel Elementary School

2025-2026 Performance Objectives



Mission Statement

Empower Students' social and academic growth through engagement and compassion.

Vision

Inspiring life-long learners

Value Statement

Priorities

Creating and Supporting Future Ready Students
Supporting and Valuing Staff
Developing Relationships with Family and the Community
Creating a Thriving Learning Community

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Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 41% to 55% by August 2027.	4
Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 43% to 50% by August 2027.	5
Goal 3: Vogel ES will support awareness of the College, Career, and Military Readiness (CCMR) requirements by increasing the percentage of students who achieve meets grade level or above in all subjects from 36% to 48% by 2027.	6
Goal 4: Vogel will improve student, parent, community, and staff satisfaction determined by The District Survey.	7
Goal 5: Based on the school performance framework (QSA) campus tiering, Vogel will be a Tier 1 campus by August 2027.	8

Goals

Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 41% to 55% by August 2027.

Performance Objective 1: Increase the percentage of students achieving meets grade level or above on Grade 3-5 STAAR Reading by 4 percentage points from 46% to 50% by August 2026.

HB3 Goal

Performance Objective 2: Raise the Percentage of K-2 students meeting grade-level benchmarks in RENSTAR Reading from BOY to MOY.

Performance Objective 3: Increase the percentage of SpEd students achieving meets grade level or above on Grade 4-5 STAAR Reading by 5 percentage points from 15% to 20% by August 2026.

Performance Objective 4: Increase the percentage of HB1416 students achieving meets grade level or above on STAAR Reading from 8% to 16% by August 2026.

Performance Objective 5: Increase the percentage of EB students achieving meets grade level or above on STAAR Reading by 7 percentage points from 43% to 50% by August 2026.

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 43% to 50% by August 2027.

Performance Objective 1: Increase the percentage of students achieving meets grade level or above on Grade 3-5 STAAR Math by 7 percentage points from 43% to 50% by August 2026.

HB3 Goal

Performance Objective 2: Increase the percentage of students achieving Meets or higher in grades K - 2 on the Math screener from BOY to MOY.

Performance Objective 3: Increase the percentage of SpEd students achieving meets grade level or above on Grade 4-5 STAAR Math by 8 percentage points from 24% to 32% by August 2026.

Performance Objective 4: Increase the percentage of HB1416 students achieving meets grade level or above on STAAR Math from 3% to 11% by August 2026.

Performance Objective 5: Increase the percentage of EB students achieving meets grade level or above on STAAR Math by 7 percentage points from 43% to 50% by August 2026.

Goal 3: Vogel ES will support awareness of the College, Career, and Military Readiness (CCMR) requirements by increasing the percentage of students who achieve meets grade level or above in all subjects from 36% to 48% by 2027.

Performance Objective 1: Vogel will increase the percentage of students who score meets grade level or above on the Science STAAR from 24% to 30% by August 2026.

Goal 4: Vogel will improve student, parent, community, and staff satisfaction determined by The District Survey.

Performance Objective 1: By May 2026, Vogel will offer a minimum of five non-academic community engagement opportunities and three academic opportunities for all stakeholders.

Goal 5: Based on the school performance framework (QSA) campus tiering, Vogel will be a Tier 1 campus by August 2027.

Performance Objective 1: By Spring of 2026, Vogel will maintain or improve teacher turnover by 3% from 81.5 to 85%.

Performance Objective 2: By the end of the 2025-2026 school year, Vogel will increase attendance from 94% to 95%.

Seguin Independent School District

DAEP at Saegert

2025-2026 Performance Objectives



Mission Statement

To inspire change with transformative beliefs and inclusive practices.

Vision

Our vision is a culture of excellence within our schools and community.

Value Statement

We believe Seguin ISD is at its best when:

- Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.
- The learning experience should be engaging, relevant and collaborative to meet the needs of all.
- Parent, community and industry partners are essential for student success.
- Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.
- Relationships that nurture student growth and development are key to success.

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Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the Gallup Poll.	7
Goal 5: (SGS Goal): Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.	8

Goals

Goal 1: (HB3): Upon exiting DAEP 90% of students will be passing Reading/ELAR by August 2027.

Performance Objective 1: Upon exiting DAEP 90% of students will be passing Reading/ELAR by August 2025.

HB3 Goal

Goal 2: (HB3): Upon exiting DAEP 90% of students will be passing Math by August 2027.

Performance Objective 1: Upon exiting DAEP 90% of students will be passing Math by August 2025.

HB3 Goal

Goal 3: (HB3): Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 50.9% to 80% by August 2027.

Performance Objective 1: 100% of students attending DAEP will have a transition plan that addresses their career aspirations in CCMR by August 2025.

HB3 Goal

Performance Objective 2: The total credits earned collectively by all students at the JDC will be a minimum of 44 by August 2025.

Performance Objective 3: The total credits earned collectively by all students at the DAEP will be a minimum of 33 by May 22, 2026.

Goal 4: Seguin ISD will improve student, parent, community and staff satisfaction as determined by the Gallup Poll.

Performance Objective 1: Seguin ISD will improve student, parent, community and staff satisfaction from the fall of 2024 to the spring of 2025 as determined by the Gallup Poll.

Goal 5: (SGS Goal): Based on the school performance framework (QSA) campus tiering, 80% or more of SISD students will be enrolled in a campus that is Tier 1 or Tier 2 by August 2027.

Performance Objective 1: Seguin Alternative will maintain quality staff by achieving a teacher turnover rate of less than 15% of quality staff other than advancement by 2025.

Performance Objective 2: Seguin Alternative School will increase attendance from 86.94% to 89% by August 2025. (Strategic Priority 4)

Performance Objective 3: 70 percent of students will have average behavioral points of 80 points or above by August 2025.

ACTION ITEM:

Designation of Non-Business Days for Public Information Act (PIA) Requests

RECOMMENDATION:

In addition to all non-business days defined by §552.0031 of the Texas Government Code, the district designates the following additional 10 non-business days each calendar year:

1. The Monday, Tuesday, and Wednesday of the Spring Break holiday as adopted by the Board of Trustees for each annual academic school calendar.
2. The Monday, Tuesday, and Wednesday of the Thanksgiving holiday as adopted by the Board of Trustees for each annual academic calendar.
3. The first four non-holiday days of the Christmas/Winter Break holiday as adopted by the Board of Trustees for each annual academic school calendar that would otherwise be considered business days for the purposes of complying with Chapter 552 of the Texas Government Code. (NOTE: Christmas falls on a Thursday in 2025.)

RATIONALE:

House Bill (HB) 3033, effective Sept. 1, 2023, states that school boards may designate up to 10 days that the district may consider non-business days under the Texas PIA. The PIA requires governmental entities to respond to information requests within 10 business days, or 15 business days if requesting withholding from the Attorney General. Before HB 3033, school districts did not need to count days in which the district was closed in the timelines required under the PIA. The new law now defines business days as a day other than 1) a Saturday or Sunday; 2) a national holiday under §662.003(a); or 3) a state holiday under §662.003(b).

HB 3033 allows school boards to designate no more than 10 days each calendar year on which the school district's administrative offices are closed or operating with minimum staff as a non-business day.

REFERENCE and COMPLIANCE:

GB(LEGAL): Public Information Program

BUDGET IMPACT:

None

PAPERWORK IMPACT:

None

EXHIBITS:

None

RESOURCE PERSONNEL: Emily Allen, Executive Director of Communications

Submitted by:

(Name) Dr. Jack Lee, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date) 08/26/25

Public Information Act

August 26, 2025



DESIGNATION OF NON-BUSINESS DAYS FOR PUBLIC INFORMATION ACT (PIA) REQUESTS

Before HB 3033, school districts did not need to count days in which the district was closed in the timelines required under the PIA. The law now defines business days as a day other than 1) a Saturday or Sunday; 2) a national holiday under §662.003(a); or 3) a state holiday under §662.003(b). HB 3033 allows school boards to designate no more than 10 days each calendar year on which the school district's administrative offices are closed or operating with minimum staff as a non-business day.

The 10 proposed non-business days for each annual academic school calendar are:

1. The Monday, Tuesday and Wednesday of the Spring Break holiday.
2. The Monday, Tuesday and Wednesday of the Thanksgiving holiday.
3. The first four non-holiday days of the Christmas/Winter Break holiday.

Minutes of Special Meeting

The Board of Trustees

Seguin ISD

A Special Meeting of the Board of Trustees of Seguin ISD was held Thursday, July 10, 2025, beginning at 6:00 p.m. in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Joshua Bright, Lisa Burns, Denise Crettenden, Linda Duncan, William Dwyer, Alejandro R. Guerra, Grace Mueller, and Dr. Jack Lee, Superintendent

Absent: Elizabeth Banks

Also Present: Dr. Ruben Carrillo, Chief Technology and Security Officer; Monica Lyons, Chief Academic Officer; Emily Allen, Executive Director of Communications; Jeremy Nueman, Chief Human Resources Officer; Dr. Kenneth Vogel, Chief of Student Support Services Officer; Nancy Ramirez, Superintendent Secretary, and Media.

1. Call to Order

- A. Mrs. Crettenden called the meeting to order at 6:02 p.m. and a quorum was established.
- B. The meeting of the Seguin ISD was 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.
- C. The pledges were led by Mrs. Crettenden, followed by a moment of silence.

2. Audience with the Board

Alfrieda Leiter signed up to welcome Dr. Jack Lee on behalf of NAMI Guadalupe County.

3. Closed Session: The Board did not go into closed session.

- A. Pursuant to Texas Government Code Section §551.071- 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 – Discussion of superintendent’s contract.

4. Open Session:

A. Discussion and possible action to approve superintendent contract and consulting/moving agreement.

Ms. Duncan moved, seconded by Mr. Bright, to approve the superintendent contract and consulting/moving agreement. The Board welcomed Dr. Jack Lee up to his seat.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, Guerra, and Mueller

Nays: None

5. Adjourn

Mr. Bright moved, seconded by Mr. Dwyer, to adjourn the meeting. The meeting adjourned at 6:07 p.m. The meet and greet with Dr. Jack Lee started right after the meeting adjourned.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, Guerra, and Mueller
Nays: None

Secretary/August 26, 2025

President/August 26, 2025

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, July 22, 2025, beginning at 6:30 p.m. in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Joshua Bright, Lisa Burns, Denise Crettenden, Linda Duncan, William Dwyer, Alejandro R. Guerra, and Dr. Jack Lee, Superintendent

Absent: Grace Mueller

Also Present: Elizabeth Banks, Chief Financial Officer, Dr. Ruben Carrillo, Chief Technology and Security Officer; Monica Lyons, Chief Academic Officer; Jeremy Nueman, Chief Human Resources Officer; Dr. Kenneth Vogel, Chief of Student Support Services; Emily Allen, Executive Director of Communications; Alberto Munoz, Seguin High School Principal; Dr. Samuel Parrott, Fine Arts Coordinator; Robyn Popa, Pfluger Architects; Susan Wetz, Communities in Schools CEO; Lisa Driffill, Communities in Schools Chief Program Officer; and Nancy Ramirez, Superintendent Secretary.

1. Call to Order

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

B. The pledges were led by Mrs. Crettenden, followed by a moment of silence.

C. Superintendent Announcements:

Dr. Lee 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. He also encouraged families to register for the 2025-2026 school year. Dr. Lee thanked the maintenance crews, custodians, and technology teams for all they have done to prepare each campus for the new school year.

D. Board Member Reports:

The Board provided updates and information on recent activities, meetings, conferences, and school events they have participated in or attended and recognized staff from across the district for all they have done during the summer and getting ready for the new school year.

2. Audience with the Board

No one signed up to address the Board.

3. Reports/Information Items:

A. Introduction of Newly Appointed Administrators

The Board of Trustees acknowledged the newly appointed 2025-2026 Administrative Hires:

Name	Location	Title
Alvarez, Joseph	A.J. Briesemeister Middle School	Associate Principal

Bird, Rebecca	Matador Special Services Department	Director of Special Education
Blancarte, Gabriela	A.J. Briesemeister Middle School	Assistant Principal
De La Cruz, Jennifer	Matador Special Services Department	Essential Academics Specialist
Duffek, Dr. Michael	Mercer-Blumberg Learning Center at Saegert	Principal
Falcon, Dr. Jose	Seguin High School	Associate Principal
Gonzales, Ernesto	Jim Barnes Middle School	Assistant Principal
Maier, Sara	Matador Special Services Department	Occupational Therapist
Mason, Andrew	Jim Barnes Middle School	Associate Principal
McFadden, Natalie	Seguin High School	Assistant Principal
Miranda, Kristi	Curriculum & Instruction Department	Director of Accountability & TIA
Molina, Emely	Matador Special Services Department	Speech and Language Pathologist Assistant
Morales, Kathrynn	Matador Special Services Department	Speech Language Pathologist Assistant
Nowlin, Terrie	Seguin High School	CTE Business Teacher and Head Softball Coach
Nueman, Jeremy	Human Resources Department	Chief Human Resources Officer
Parrott, Dr. Samuel	Curriculum & Instruction Department	Fine Arts Coordinator
Ray, Kimberly	Seguin High School	CTE Graphic Design Teacher and Cheer Coach
Swank, Megan	Seguin High School	English Teacher and Head Tennis Coach
Tate, Tracy	Ball Early Childhood Center	ARD Facilitator/Instructional Coach
Tovar, Emily	Matador Special Services Department	Occupational Therapist Assistant
Villa, Justin	Curriculum & Instruction Department	Federal Programs Coordinator
Witherspoon, David	Seguin High School	Band Director

B. Update on Fine Arts Stipends & Teacher Raises The Board of Trustees received an update regarding what the district is doing in regards to fine arts stipends and teacher raises.

C. Personnel Information – Professional Employees The Board of Trustees received information regarding the following resignations and acknowledged the new professional hires for the 2025-2026 school year listed below:

New Hire Elections:

Name	Location	Title
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Alvarez, Joseph	A.J. Briesemeister Middle School	Associate Principal
Bird, Rebecca	Matador Special Services Department	Director of Special Education
Blancarte, Gabriela	A.J. Briesemeister Middle School	Assistant Principal
De La Cruz, Jennifer	Matador Special Services Department	Essential Academics Specialist
Duffek, Dr. Michael	Mercer-Blumberg Learning Center at Saegert	Principal
Falcon, Dr. Jose	Seguin High School	Associate Principal
Gonzales, Ernesto	Jim Barnes Middle School	Assistant Principal
Maier, Sara	Matador Special Services Department	Occupational Therapist
Mason, Andrew	Jim Barnes Middle School	Associate Principal
McFadden, Natalie	Seguin High School	Assistant Principal
Miranda, Kristi	Curriculum & Instruction Department	Director of Accountability & TIA
Molina, Emely	Matador Special Services Department	Speech and Language Pathologist Assistant
Morales, Kathryn	Matador Special Services Department	Speech Language Pathologist Assistant
Nowlin, Terrie	Seguin High School	CTE Business Teacher and Head Softball Coach
Nueman, Jeremy	Human Resources Department	Chief Human Resources Officer
Parrott, Dr. Samuel	Curriculum & Instruction Department	Fine Arts Coordinator
Ray, Kimberly	Seguin High School	CTE Graphic Design Teacher and Cheer Coach
Swank, Megan	Seguin High School	English Teacher and Head Tennis Coach
Tate, Tracy	Ball Early Childhood Center	ARD Facilitator/Instructional Coach
Tovar, Emily	Matador Special Services Department	Occupational Therapist Assistant
Villa, Justin	Curriculum & Instruction Department	Federal Programs Coordinator
Witherspoon, David	Seguin High School	Band Director

*returning employee

Resignations:

Aguilar, Jessica, Seguin High School, effective 5/29/25

Ms. Aguilar, Special Education Teacher & Coach, has resigned due to personal reasons.

Ms. Aguilar has 6 years with Seguin ISD.

Bland, Christopher, Jim Barnes Middle School, effective 5/29/25

Mr. Bland, Special Education Interventionist, has resigned due to personal reasons.

Mr. Bland has 6 years with Seguin ISD.

Cawley, Rebecca, Seguin High School, effective 5/29/25

Ms. Cawley, Art Teacher, has resigned due to personal reasons.

Ms. Cawley has 2 years with Seguin ISD.

Comparato, Kari, A.J. Briesemeister Middle School, effective 5/29/25

Ms. Comparato, Math Teacher, has resigned due to personal reasons.

Ms. Comparato has 1 year with Seguin ISD.

Dean, Perry, Seguin High School, effective 5/29/25

Mr. Dean, Choir Director, has resigned due to personal reasons.

Mr. Dean has 3 years with Seguin ISD.

Donsbach, Connie, Seguin High School, effective 12/31/25

Ms. Donsbach, Counselor, has resigned and elected to retire.

Ms. Donsbach has 24 years with Seguin ISD.

Dudley, Abigail, Weinert Elementary, effective 5/29/25

Ms. Dudley, Teacher, has resigned and elected to retire.

Ms. Dudley has 11 years with Seguin ISD.

Frazier, Wayne, Seguin High School, effective 5/29/25

Mr. Frazier, Social Studies Teacher, has resigned due to family reasons.

Mr. Frazier has 1 year with Seguin ISD.

Garcia, Gabriella, McQueeney Elementary, effective 5/29/25

Ms. Garcia, Kindergarten Teacher, has resigned due to other employment.

Ms. Garcia has 1 year with Seguin ISD.

Garza, Daniel, A.J. Briesemeister Middle School, effective 6/10/25

Mr. Garza, Counselor, has resigned due to other employment.

Mr. Garza has 3 years with Seguin ISD.

Gonzales, Tracee, A.J. Briesemeister Middle School, effective 6/30/25

Ms. Gonzales, Academic Dean, has resigned due to personal reasons.

Ms. Gonzales has 9 years with Seguin ISD.

Gunter, Janiece, A.J. Briesemeister Middle School, effective 5/29/25

Ms. Gunter, Teacher, has resigned due to medical reasons.

Ms. Gunter has 4 years with Seguin ISD.

Gustafson, Gwendolen, Matador Special Services Department, effective 5/29/25

Ms. Gustafson, Dyslexia Interventionist, has resigned due to family reasons.

Ms. Gustafson has 8 years with Seguin ISD.

Gutierrez, Ray, Seguin High School, effective 5/29/25

Mr. Gutierrez, Special Education Interventionist & Head Girls Soccer Coach, has resigned due to personal reasons.

Mr. Gutierrez has 2 years with Seguin ISD.

Hale, Cynthia, A.J. Briesemeister Middle School, effective 5/29/25

Ms. Hale, English Teacher, has resigned to work for another school district.

Ms. Hale has 13 years with Seguin ISD.

Hell, Kennedy, Weinert Elementary, effective 5/29/25

Ms. Hell, 2nd Grade Teacher, has resigned due to personal reasons.

Ms. Hell has 3 years with Seguin ISD.

Hollinger, Elizabeth, Jim Barnes Middle School, effective 5/29/25

Ms. Hollinger, Theatre Arts Teacher, has resigned to work for another school district.

Ms. Hollinger has 2 years with Seguin ISD.

Kirchner, Kendall, Jefferson Elementary, effective 5/29/25

Ms. Kirchner, Instructional Coach, has resigned due to personal reasons.

Ms. Kirchner has 11 years with Seguin ISD.

Madera, Samantha, Seguin High School, effective 5/29/25

Ms. Madera, Science Teacher & Soccer Assistant Coach, has resigned due to other employment.

Ms. Madera has 1 year with Seguin ISD.

Martinez, Miranda, Koennecke Elementary, effective 5/29/25

Ms. Martinez, 1st Grade Teacher, has resigned to work for another school district.

Ms. Martinez has 5 years with Seguin ISD.

Meier, Grace, McQueeney Elementary, effective 5/29/25

Ms. Meier, Teacher, has resigned due to personal reasons.

Ms. Meier has 2 years with Seguin ISD.

McCollum, Hayley, Seguin High School, effective 5/29/25

Ms. McCollum, English Teacher, has resigned due to personal reasons.

Ms. McCollum has 8 years with Seguin ISD.

Mendez, Cynthia, Rodriguez Elementary, effective 5/29/25

Ms. Mendez, 1st Grade Dual Language Teacher, has resigned due to family reasons.

Ms. Mendez has 1 year with Seguin ISD.

Mummert, Jason, Curriculum & Instruction Department, effective 7/4/25

Dr. Mummert, Executive Director of School Leadership and Development, has resigned to work at another school district.

Dr. Mummert has 2 years with Seguin ISD.

Neuse, Kolton, Seguin High School, effective 6/20/25

Mr. Neuse, Agriculture Science/Mechanics Teacher, has resigned to work at another school district.

Mr. Neuse has 1 year with Seguin ISD.

Ortiz, Jacob, Jim Barnes Middle School, effective 5/29/25

Mr. Ortiz, Physical Education Teacher, has resigned to work at another school district.

Mr. Ortiz has 5 years with Seguin ISD.

Pond, Amanda, Jim Barnes Middle School, effective 5/29/25

Ms. Pond, Math Instructional Coach, has resigned to work at another school district.

Ms. Pond has 7 years with Seguin ISD.

Post, Tracy, A.J. Briesemeister Middle School, effective 5/29/25

Dr. Post, 6th Grade Math Teacher, has resigned due to personal reasons.

Dr. Post has 9 years with Seguin ISD.

Pron, Cheryl, Matador Special Services Department, effective 6/5/25

Ms. Pron, ARD Facilitator, has resigned due to personal reasons.

Ms. Pron has 2 years with Seguin ISD.

Rabideau, Natasha, Seguin High School, effective 5/29/25

Ms. Rabideau, Special Education Interventionist & Department Lead, has resigned due to personal reasons.

Ms. Rabideau has 3 years with Seguin ISD.

Reyes, Cecilia, Rodriguez Elementary, effective 6/10/25

Ms. Reyes, Assistant Principal, has resigned to work at another school district.

Ms. Reyes has 2 years with Seguin ISD.

Roberts, Trevor, A.J. Briesemeister Middle School, effective 5/29/25

Mr. Roberts, Boys Athletic Coordinator, has resigned to work at another school district.

Mr. Roberts has 5 years with Seguin ISD.

Romero, Meredith, Jim Barnes Middle School, effective 5/29/25

Ms. Romero, Technology Applications Teacher, has resigned to work due to personal reasons.

Ms. Romero has 4 years with Seguin ISD.

Ross, Kelsey, Weinert Elementary, effective 6/5/25

Ms. Ross, Instructional Coach, has resigned due to personal reasons.

Ms. Ross has 7 years with Seguin ISD.

Saldaña, Cristobal, Seguin High School, effective 6/30/25

Dr. Saldaña, Associate Principal of Operations, has resigned due to other employment.

Dr. Saldaña has 2 years with Seguin ISD.

Sanchez, Oscar, Matador Special Services Department, effective 6/17/25

Mr. Sanchez, Special Education Program Supervisor, has resigned due to personal reasons.

Mr. Sanchez has 1 year with Seguin ISD.

Schepp, Lauren, Seguin High School, effective 5/29/25

Ms. Schepp, Science Teacher, has resigned to work for another school district.

Ms. Schepp has 17 years with Seguin ISD.

Schriewer, Cheryl, Jim Barnes Middle School, effective 6/30/25

Ms. Schriewer, Academic Dean, has resigned to work at another school district.

Ms. Schriewer has 24 years with Seguin ISD.

Shepherd, Samantha, Jim Barnes Middle School, effective 5/29/25

Ms. Shepherd, Math Teacher, has resigned to work at another school district.

Ms. Shepherd has 3 years with Seguin ISD.

Torrez, Paulina, Koennecke Elementary, effective 5/29/25

Ms. Torrez, 2nd Grade Teacher, has resigned due to personal reasons.

Ms. Torrez has 3 years with Seguin ISD.

Whitehead, Bianca, A.J. Briesemeister Middle School, effective 5/29/25

Ms. Whitehead, 8th Grade Science Teacher, has resigned due to other employment.

Ms. Whitehead has 2 years with Seguin ISD.

Wilburn, Sydney, Matador Special Services Department, effective 6/5/25

Ms. Wilburn, Psychologist, has resigned due to other employment.

Ms. Wilburn has 6 years with Seguin ISD.

Yañez, Alejandro, Jim Barnes Middle School, effective 05/29/25

Mr. Yañez, Assistant Band Director, has resigned due to relocation.

Mr. Yañez has 1 year with Seguin ISD.

D. Long-Range Facility Plan Final Presentation The Board of Trustees received a final presentation regarding the committee's recommendations for the Board.

E. Financial Statements for May 2025

The Board of Trustees received an update regarding the financial statements for the General Fund, Child Nutrition Fund, and Debt Service Fund for May 2025.

F. New Vendors

The Board of Trustees received an update regarding vendors that have responded to requests for proposals and are being added to the district's approved vendor list.

G. Discussion of Status of A.J. Briesemeister Middle School Construction Project

This is an update to the status of this project. There is a corresponding item for closed session to allow the Board to consult with an attorney.

4. Action Item:

A. Review and Approval of the 2025-2026 Optional Flexible School Day Program application for Seguin High School and Mercer-Blumberg Learning Center's Flexible School Day Program and the Application for the Mercer-Blumberg Learning Center with Graduation Alliance

Mrs. Burns moved, seconded by Mr. Bright, to approve the 2025-2026 Optional Flexible School Day Program. The Optional Flexible School Day Program (OFSDP) allows Seguin ISD to provide flexible hours and days of attendance for students who meet at least one of the requirements of the Texas Education Code §29.0822(a). The goal of the program is to improve graduation rates for students who are in danger of dropping out of school, have poor attendance patterns, are returning dropouts, or are behind in credits. This program is commonly referred to as FSD and operates at both Seguin High School and the Mercer-Blumberg Learning Center.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

The Board recessed from 7:45 p.m. until 7:51 p.m.

5. **Closed Meeting** –The Board went into closed session at 7:52 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.
 1. Emergency Operations and Safety Protocols (closed session)
 - B. Pursuant to Texas Government Code Section § 551.074 – Consultation with legal counsel regarding legal issues related to the A.J. Briesemeister construction project.
 - C. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of an employee(s).
 - D. Pursuant to Texas Government Code Section § 551.072 - Discuss the sale, purchase, exchange, lease, or value of real property.
 - E. Pursuant to Texas Government Code Section § 551.0821 – Deliberation regarding public school student.
6. **Reconvene to Open Meeting:** The Board recessed from 9:14 until 9:20 and reconvened at 9:20 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.
7. **Consent Agenda Items – Consider and Possible Approval:**
 - A. **Approval of Board Minutes for:**
Public Meeting, June 17, 2025
Regular Meeting, June 17, 2025
Special Meeting, June 30, 2025
 - B. **Approval of Tax Collection Reports for June 2025**
The Board of Trustees approved the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for June 2025. 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.
 - C. **Approval of Proposed Budget Amendments for July 2025**
The Board of Trustees approved the proposed budget amendments for the Child Nutrition Fund as of July 2025.
 - D. **Adoption of Resolution Stating Review of Investment Policy and Designation of Investment Officers**
The Board of Trustees adopted the resolution stating review of investment policy and investment strategies for the Seguin Independent School District and naming Investment Officers for the District. The Board of Trustees has reviewed the investment policy, and names the Superintendent, the Chief Financial Officer, and the Comptroller as the District's investment officers. The investment policy of the District primarily emphasizes safety or principal and liquidity with additional consideration of diversification of the portfolio and investment yield. Authorized investments are designated and are all authorized by the Texas Public Funds

Investment Act. Policies CDA (Legal) and CDA (Local) have been reviewed by the Chief Financial Officer. There have been no legislative changes to CDA (Legal) and no changes are recommended for CDA (Local).

E. Approval of Investment Report for the Fourth Quarter Ended June 30, 2025

The Board of Trustees approved the Investment Report for the Fourth Quarter Ended June 30, 2025. 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 Fourth Quarter Ended June 30, 2025. The District's earnings rates, investment position, and yield information are presented for the period. The District currently invests exclusively in inter-local 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 Investment Report.

F. Approval of Investment Report for the Year Ended June 30, 2025

The Board of Trustees approved the Investment Report for the Year Ended June 30, 2025. 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 Year Ended June 30, 2025. The District's earnings rates, investment position, and yield information are presented for the period. The District currently invests exclusively in inter-local 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 Investment Report.

J. County Extension Agents as Adjunct Staff Members

The Board of Trustees approved the following Guadalupe County Extension Agents as adjunct staff members of the Seguin I.S.D.: Travis Franke, Jeff Hanselka, Matthew Miranda, and Dru Benavides. 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.

L. Acknowledge Public Information Act Requests May-June 2025

The Board of Trustees received information regarding the Public Information Act requests received since May 24, 2025. The purpose of this agenda item is to keep trustees apprised of the District's Public Information Program.

Ms. Duncan moved, seconded by Mr. Bright, to approve the Consent Agenda items, excluding items G, H, I and K:

A. Approval of Board Minutes for:

Public Meeting, June 17, 2025

Regular Meeting, June 17, 2025

Special Meeting, June 30, 2025

B. Approval of Tax Collection Reports for June 2025

C. Approval of Proposed Budget Amendments for July 2025

D. Adoption of Resolution Stating Review of Investment Policy and Designation of Investment Officers

E. Approval of Investment Report for the Fourth Quarter Ended June 30, 2025

F. Approval of Investment Report for the Year Ended June 30, 2025

J. County Extension Agents as Adjunct Staff Members

L. Acknowledge Public Information Act Requests May-June 2025

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

Mrs. Crettenden requested to pull Agenda Item 7. G., 7. I., and 7. K. out for further discussion.

Mrs. Burns requested to pull Agenda Item 7. H. out for further discussion.

G. Approval of Agreement with Communities in Schools (CIS) Services for 2025-2026 School Year

Ms. Duncan moved, seconded by Mr. Bright, to approve the agreement with Communities in School Services for 2025-2026 school year. This agreement runs from August 1, 2025 through August 31, 2026. CIS provides services at Seguin High School, Jim Barnes Middle School, A.J. Briesemeister Middle School, Jefferson, Patlan, Weinert and Rodriguez Elementaries. The total amount for the 25-26 school year is \$309,579.35. Communities in Schools of South Central Texas is a non-profit organization with a 24-year history of partnering with local school districts to provide integrated support services to students needing additional support to stay in school and achieve in life. The Texas Education Agency monitors the program performance of CIS. The agreement is a continuation of the agreement originally approved by the School Board on July 25, 2017.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

H. First Reading for Consideration or Approval of the Texas Association of School Boards (TASB) Policy Update 125, Affecting LEGAL and LOCAL Policies

Ms. Duncan moved, seconded by Mr. Dwyer, to approve the first reading for consideration the Texas Association of School Boards TASB Policy Update. The Board reviewed updated (LEGAL) policies and replace, delete, or add (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 125 and Local District Updates (LDU) FD(LOCAL) and FM (LOCAL). Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change. Members of the Superintendent's Leadership Team, as pertinent, have received policies applicable to their functional areas and have reviewed the policies with their staff as appropriate. Update 125 includes revisions to legal framework documents based on regulatory changes, including amendments to the Texas Administrative Code. Changes to local policies offered for consideration address the following topics: election of board officers; board committees; advisory committees; partial academic credit; school safety transfers; and attendance for credit. The update includes twenty-seven (27) LEGAL policies, and seven (7) LOCAL policies.

REPLACE:

AIA(LEGAL) – Accountability: Accreditation and Performance Indicators

AIE(LEGAL) – Accountability: Investigations

CONT'D

B(LEGAL) – Local Governance

BBD(LEGAL) – Board Members: Training and Orientation
 BDAA(LOCAL) – Officers and Officials : Duties and Requirements of Board Officers
 BDB(LEGAL) – Board Internal Organization: Board Committees
 BDB(LOCAL) – Board Internal Organization: Board Committees
 BDF(LEGAL) – Board Internal Organization: Advisory Committees
 BDF(LOCAL) – Board Internal Organization: Advisory Committees
 BJB(LEGAL) – Superintendent: Recruitment and Appointment
 CBA(LEGAL) – State and Federal Revenue Sources: State
 CKA(LEGAL) – Safety Program/Risk Management: Safety and Security Audits and Monitoring
 CKC(LEGAL) – Safety Program/Risk Management: Emergency Plans
 CLA(LEGAL) – Buildings, Grounds, and Equipment Management: Security
 CMD(LEGAL) – Equipment and Supplies Management: Instructional Materials Care and Accounting
 CNB(LEGAL) – Transportation Management: District Vehicles
 CNC(LEGAL) – Transportation Management: Transportation Safety
 DEAB(LEGAL) – Compensation Plan: Wage and Hour Laws
 DECA(LEGAL) – Leaves and Absences: Family and Medical Leave
 DECB(LEGAL) – Leaves and Absences: Military Leave
 DMA(LEGAL) – Professional Development: Required Staff Development
 EHBAA(LEGAL) – Special Education: Identification, Evaluation, and Eligibility
 EHBAD(LEGAL) – Special Education: Transition Services
 EHBAF(LEGAL) – Special Education: Video/Audio Monitoring
 EHBE(LEGAL) – Special Programs: Bilingual Education/ESL
 EHDE(LEGAL) – Alternative Methods for Earning Credit: Distance Learning
 EI(LOCAL) – Academic Achievement
 EIF(LEGAL) – Academic Achievement: Graduation
 FDA(LEGAL) – Admissions: Interdistrict Transfers
 FDE(LOCAL) – Admissions: School Safety Transfers
 FEC(LOCAL) – Attendance: Attendance for Credit
 FFAC(LEGAL) – Wellness and Health Services: Medical Treatment
 FFAC(LOCAL) – Wellness and Health Services: Medical Treatment
 FFB(LEGAL) – Student Welfare: Crisis Intervention
 FOC(LEGAL) – Student Discipline: Placement in a Disciplinary Alternative Education Setting
 FOF(LEGAL) – Student Discipline: Students with Disabilities

I. Extracurricular Activity Listing for 2025-2026

Mr. Dwyer moved, seconded by Mr. Bright, to approve the extracurricular activity listing for 2025-2026. The Board approved the updated list of organizations in which student participation during the school day will result in an excused absence. Each local Board of Trustees must approve the organizations for which participation in activities sponsored by these organizations would result in an excused absence, in accordance with Board-approved provisions for extracurricular absences. If the Board chooses not to recognize an organization on the list, students would not be entitled to excused absences for participation in the organization’s activities. Such an organization, in turn, would not be expected to enforce the “no pass – no play” rule.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra
Nays: None

K. Approval of Agreement with Strategic Training and Consulting, LLC for Security Services for the 2025-2026 School Year

Mr. Bright moved, seconded by Ms. Duncan, to approve the agreement with Strategic Training and Consulting, LLC for security services for the 2025-2026 school year. The District seeks to enhance campus safety and support daily security operations through contracted services with a licensed private security firm. This agreement is in alignment with state safety mandates and addresses district wide needs for monitoring, incident response, and personnel coverage.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

8. Action Items

A. Personnel Action - Professional Employees.

Mr. Bright moved, seconded by Mr. Dwyer, to accept the Administration's recommendation for the Educational Diagnostician.

8.A.1. Educational Diagnostician – Evelia Garcia-Winfrey

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

Mr. Dwyer moved, seconded by Mrs. Burns, to accept the recommendation for the Rodriguez Assistant Principal.

8.A.2. Rodriguez Assistant Principal – Stephanie Trowbridge

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

Mr. Bright moved, seconded by Mr. Dwyer, to accept the Administration's recommendation for the District Testing Coordinator.

8.A.3. District Testing Coordinator – Jessica Lee

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

Mr. Guerra moved, seconded by Ms. Duncan, to approve item 8.A.4. Essential Academics Specialist.

8.A.4. Essential Academics Specialist – Jacquelyn Winters

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

B. Consider and Approve Potential Compromise and/or Change Order to Resolve Outstanding Project Closeout Issues on AJB Project

The Board did not take action on this item. This will give the board the option to take action after closed session if necessary.

C. Consideration and Possible Approval of an Increase to the Employer Contribution for Employee Health Insurance

Mrs. Burns moved, seconded by Ms. Duncan, to approve an increase to the Employer Contribution for Employee Health Insurance for a \$49.00 increase.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

D. Nominate Candidate for the TASB Board of Directors

Mr. Bright moved, seconded by Ms. Duncan, to nominate Rich Sena for the TASB Board of Directors. The term of Region 20, position D of the TASB Board of Directors is expiring and would like the Board of Trustees' endorsement.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

E. Designate Official Voting Delegate and Alternate to the 2025 TASB Delegate Assembly in Houston, Texas on September 11th – 14th, 2025

Mr. Bright moved, seconded by Ms. Duncan, to designate Denise Crettenden as the delegate and Lisa Burns as the alternate at the 2025 TASB Delegate Assembly held in Houston.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

9. Board Comments and Request

Mr. Bright commented on the difference in anticipated state funding for school security as compared to the total cost to the district. He encouraged the community to call their representatives to push for additional funding in the future, given the district's deficit budget and the security measures required by the State.

Mrs. Burns and the board expressed their gratitude to Elizabeth Banks for her work and leadership as interim superintendent, as well as the superintendent's leadership team for their work before Dr. Lee's hiring and arrival.

All prior Board requests have been addressed.

10. Adjourn

Ms. Duncan moved, seconded by Mr. Dwyer, to adjourn the meeting. The meeting adjourned at 10:15 p.m.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Guerra

Nays: None

Secretary/August 26, 2025

President/August 26, 2025

Minutes of Special Meeting

The Board of Trustees

Seguin ISD

A Special Meeting of the Board of Trustees of Seguin ISD was held Tuesday, July 29, 2025, beginning at 6:00 p.m. in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Joshua Bright, Lisa Burns, Denise Crettenden, Linda Duncan, William Dwyer, Alejandro R. Guerra, Grace Mueller, and Dr. Jack Lee, Superintendent

Absent:

Also Present: Elizabeth Banks, Chief Financial Officer; Monica Lyons, Chief Academic Officer; Dr. Kenneth Vogel, Chief of Student Support Services Officer; Maria Guerra, Jefferson Elementary principal; Kristi Miranda, Director of Accountability; Pete Silvius, Director of Whole Child Initiatives; Kim Erlanson, Jefferson Elementary teacher, and Nancy Ramirez, Superintendent Secretary.

1. Call to Order

A. Mrs. Crettenden called the meeting to order at 6:00 p.m. and a quorum was established.

B. The meeting of the Seguin ISD was 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.

C. The pledges were led by Mrs. Crettenden, followed by a moment of silence.

2. Audience with the Board

No one signed up to address the Board.

3. Reports/Information Items:

A. 2025 A-F Accountability

The Board of Trustees received a comprehensive overview of the A-F Accountability System. Board members must understand how accountability ratings are calculated under the A-F Accountability system. This presentation will provide the context needed to interpret preliminary data and support improvement initiatives across all campuses

4. Consent Agenda Items – Consider and Possible Approval:

A. Authorization of Agreement Between Seguin ISD and Eye Shine Educational Vision Services in the amount of \$50,000

The Board of Trustees approved an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2025-2026 school year.

B. Authorization of Agreement Between Seguin ISD and Marty Leavitt in the amount of \$78,000

The Board of Trustees approved an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2025-2026 school year.

C. Authorization of Agreement Between Seguin ISD and Megan Vallejo in the amount of \$115,000

The Board of Trustees approved an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2025-2026 school year.

D. Authorization of Agreement Between Seguin ISD and Platicamos Speech Therapy in the amount of \$130,000

The Board of Trustees approved an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2025-2026 school year.

Ms. Duncan moved, seconded by Mr. Bright, to approve the Consent Agenda Items:

A. Authorization of Agreement Between Seguin ISD and Eye Shine Educational Vision Services in the amount of \$50,000

B. Authorization of Agreement Between Seguin ISD and Marty Leavitt in the amount of \$78,000

C. Authorization of Agreement Between Seguin ISD and Megan Vallejo in the amount of \$115,000

D. Authorization of Agreement Between Seguin ISD and Platicamos Speech Therapy in the amount of \$130,000

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, Guerra, and Mueller

Nays: None

5. Action Item:

A. Update to Contract for Early Childhood Partnership - Zoo School San Antonio

Mr. Dwyer moved, seconded by Ms. Duncan, to approve the updated contract for Early Childhood Partnership – Zoo School San Antonio.

Ayes: Bright, Crettenden, Duncan, Dwyer, Guerra, and Mueller

Abstains: Burns

Nays: None

B. Consider and Adopt Resolution Authorizing Emergency Procurement Procedures for Flood Remediation and Repair of Central Administrative Offices, and Delegation of Authority to Administration to Procure Construction Services Necessary to Restore Effective School Operations

Mr. Bright moved, seconded by Mr. Guerra, to adopt the resolution authorizing emergency procurement procedures for flood remediation and repair as presented.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, Guerra, and Mueller

Nays: None

C. Possible Action to Grant Superintendent Temporary Hiring Authority for Certified Personnel

Mr. Dwyer moved, seconded by Ms. Duncan, to grant superintendent temporary hiring authority for the positions discussed.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, Guerra, and Mueller

Nays: None

The Board recessed from 6:41 p.m. until 7:18 p.m. Mr. Guerra left during the recess.

- 6. Closed Session:** The Board adjourned into closed session at 7:19 p.m.
- A. Pursuant to Texas Government Code Section §§§§ 551.071, 551.074, 551.0821, and 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. To hear Level III parent grievance.

The Board followed proper procedures to hear the Level III parent grievance from L. Rocha.

- 7. Executive Session:** The Board went into executive session at 7:29 p.m.
- A. Pursuant to Texas Government Code Section §§§§ 551.071, 551.074, 551.0821, and 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. Deliberation regarding Level III parent grievance.

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).

- 8. Open Session:** The Board reconvened into open session at 7:34 p.m.
- A. Possible action on professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of a public employee(s). The Board did not take action on this item.
- B. Possible action, if any, to be taken in response to the Level III parent grievance. Mr. Bright moved, seconded by Mr. Dwyer, to uphold the administration's decision on the Level II decision.

Ayes: Bright, Crettenden, Duncan, Dwyer, and Mueller

Abstains: Burns

Nays: None

- 9. Closed Session:** The Board adjourned into closed session at 7:36 p.m.
- A. Pursuant to Texas Government Code Section §§§§ 551.071, 551.074, 551.0821, and 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. To hear Level III parent grievance.

The Board followed proper procedures to hear the Level III parent grievance from L. Rocha.

- 10. Executive Session:** The Board went into executive session at 7:48 p.m.
- A. Pursuant to Texas Government Code Section §§§§ 551.071, 551.074, 551.0821, and 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. Deliberation regarding Level III parent grievance.

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).

11. Open Session: The Board reconvened into open session at 7:53 p.m.

A. Possible action on professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of a public employee(s). The Board did not take action on this item.

B. Possible action, if any, to be taken in response to the Level III parent grievance. Mr. Dwyer moved, seconded by Mr. Bright, to deny the Level III grievance in full.

Ayes: Bright, Crettenden, Duncan, Dwyer, and Mueller

Abstains: Burns

Nays: None

12. Adjourn

Mr. Bright moved, seconded by Mr. Dwyer, to adjourn the meeting. The meeting adjourned at 7:55 p.m.

Ayes: Bright, Burns, Crettenden, Duncan, Dwyer, and Mueller

Nays: None

Secretary/August 26, 2025

President/August 26, 2025

ACTION ITEM:

Approval of Tax Collection Reports for July 2025

RECOMMENDATION:

That the Board of Trustees approves the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for July 2025.

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 July 2025:

Current	\$	-
Delinquent		188,900
Penalty and Interest		44,474
Total Monthly Collections	\$	<u>233,374</u>
Total Tax Collections Year to Date	\$	<u>233,374</u>
Delinquent Tax Levy		3,751,325
Percent Collected through July 2025	6.22%	
Percent of Tax Levy Collected last year	8.39%	

EXHIBITS:

None

RESOURCE PERSONNEL:

Elizabeth Banks, Chief Financial Officer, RTSBA
Sally Eckhart, Budget Coordinator

Submitted by:

(Name)

Dr. Jack Lee, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, TX 78155

(Telephone)

(830) 401-8614

(Date)

08/26/25

<u>ACTION ITEM:</u>	<u>Approval of Proposed Budget Amendments for August 2025</u>
<u>RECOMMENDATION:</u>	That the Board of Trustees approve the proposed budget amendments for the General Fund, Child Nutrition Fund, and Debt Service Fund as of August 2025.
<u>RATIONALE:</u>	<p>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.</p> <p>This amendment will budget the General Operating funds necessary to cover costs of the Board Approved increase in the employer paid amount of the district's medical insurance contribution as well as increasing insurance recovery revenue and expenditures resulting from roof and water damage during the July weather event.</p>
<u>REFERENCE and COMPLIANCE:</u>	<p>CE (LEGAL) and CE (LOCAL) Annual Operating Budget</p> <p>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).</p>
<u>PAPERWORK IMPACT:</u>	None
<u>BUDGET IMPACT / INFORMATION:</u>	Budget amendments reflected in this report require approval by the Board of Trustees.
<u>EXHIBITS:</u>	Proposed Budget Amendments for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund are attached.
<u>RESOURCE PERSONNEL:</u>	<p>Elizabeth Banks, Chief Financial Officer, RTSBA</p> <p>Sally Eckhart, Budget Coordinator</p>

Submitted by:

(Name)	<u>Dr. Jack Lee, Superintendent</u>
(Address)	<u>1221 E. Kingsbury St., Seguin, TX 78155</u>
(Telephone)	<u>(830) 401-8614</u>
(Date)	<u>08/26/25</u>

**SEGUIN ISD
GENERAL FUND
PROPOSED BUDGET AMENDMENT
August, 2025**

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	\$ 39,709,360	\$ 2,000,000	\$ 41,709,360
58XX	State Revenue	\$ 38,615,154	\$ -	\$ 38,615,154
59XX	Federal Revenue	\$ 767,000	\$ -	\$ 767,000
	Revenue Budget	\$ 79,091,514	\$ 2,000,000	\$ 81,091,514
Expense:				
11 -	Instruction	\$ 45,879,487	\$ 229,957	\$ 46,109,444
12 -	Instructional Resources & Media Svcs	\$ 1,093,681	\$ 6,011	\$ 1,099,692
13 -	Curr & Instructional Staff Development	\$ 593,303	\$ 4,435	\$ 597,738
21 -	Instructional Leadership	\$ 2,395,018	\$ 13,963	\$ 2,408,981
23 -	School Leadership	\$ 5,163,188	\$ 35,038	\$ 5,198,226
31 -	Guidance & Counseling Services	\$ 3,178,485	\$ 13,504	\$ 3,191,989
32 -	Social Work Services	\$ 694,724	\$ 3,935	\$ 698,659
33 -	Health Services	\$ 918,998	\$ 5,358	\$ 924,356
34 -	Student Transportation	\$ 3,629,305	\$ 25,905	\$ 3,655,210
35 -	Food Service	\$ -	\$ -	\$ -
36 -	Co-curricular Activities	\$ 2,278,671	\$ 2,127	\$ 2,280,798
41 -	General Administration	\$ 3,556,289	\$ 13,184	\$ 3,569,473
51 -	Plant Maintenance & Operations	\$ 8,838,321	\$ 2,584,187	\$ 11,422,508
52 -	Security & Monitoring Services	\$ 1,643,529	\$ 3,541	\$ 1,647,070
53 -	Data Services	\$ 2,304,265	\$ 8,855	\$ 2,313,120
61 -	Community Services	\$ 26,845	\$ -	\$ 26,845
71 -	Debt Services	\$ 665,000	\$ -	\$ 665,000
81 -	Facilities Acquisition & Construction	\$ -	\$ -	\$ -
93 -	Payments to Fiscal Agent/SSA	\$ 1,762,670	\$ -	\$ 1,762,670
99 -	Intergovernmental Charges (Appraisal Servs)	\$ 954,500	\$ -	\$ 954,500
	Expenditure Budget	\$ 85,576,279	\$ 2,950,000	\$ 88,526,279
	Assigned Fund Balance	\$ -	\$ -	\$ -
	Unassigned Fund Balance (Budget Deficit)	\$ (6,484,765)	\$ (950,000)	\$ (7,434,765)

**SEGUIN ISD
CHILD NUTRITION
PROPOSED BUDGET AMENDMENT
August, 2025**

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	\$ 440,500	\$ -	\$ 440,500
58XX	State Revenue	\$ 55,500	\$ -	\$ 55,500
59XX	Federal Revenue	\$ 7,174,000	\$ -	\$ 7,174,000
Revenue Budget				
		\$ 7,670,000	\$ -	\$ 7,670,000
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	\$ 7,643,500	\$ -	\$ 7,643,500
36	Co-curricular Activities	\$ -	\$ -	\$ -
41	General Administration	\$ -	\$ -	\$ -
51	Plant Maintenance & Operations	\$ 19,500		\$ 19,500
52	Security & Monitoring Services	\$ 7,000	\$ -	\$ 7,000
53	Data Services	\$ -	\$ -	\$ -
61	Community Services	\$ -	\$ -	\$ -
71	Debt Services	\$ -	\$ -	\$ -
81	Facilities Acquisition & Construction	\$ -	\$ -	\$ -
93	Payments to Fiscal Agent/SSA	\$ -	\$ -	\$ -
99	Intergovernmental Charges (Appraisal Servs)	\$ -		\$ -
Expenditure Budget				
		\$ 7,670,000	\$ -	\$ 7,670,000
Assigned Fund Balance				
		\$ -	\$ -	\$ -
Unassigned Fund Balance (Budget Deficit)				
		\$ -	\$ -	\$ -

**SEGUIN ISD
DEBT SERVICE
PROPOSED BUDGET AMENDMENT
August, 2025**

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	\$ 21,485,821	\$ -	\$ 21,485,821
58XX	State Revenue	\$ 2,100,000	\$ -	\$ 2,100,000
59XX	Federal Revenue	\$ -	\$ -	\$ -
Revenue Budget		\$ 23,585,821	\$ -	\$ 23,585,821
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	\$ 23,585,821	\$ -	\$ 23,585,821
81 -	Facilities Acquisition & Construction	\$ -	\$ -	\$ -
93 -	Payments to Fiscal Agent/SSA	\$ -	\$ -	\$ -
99 -	Intergovernmental Charges (Appraisal Servs)	\$ -	\$ -	\$ -
Expenditure Budget		\$ 23,585,821	\$ -	\$ 23,585,821
Assigned Fund Balance		\$ -	\$ -	\$ -
Unassigned Fund Balance (Budget Deficit)		\$ -	\$ -	\$ -

ACTION ITEM:

Approval of Donations Received July 2025

RECOMMENDATION:

That the Board of Trustees approve donations received by the District during the month of July 2025.

RATIONALE:

District Board policy CDC (Local) states "any (unsolicited) gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval."

REFERENCE and COMPLIANCE:

CDC (LOCAL) - Other Revenues: Gifts and Solicitations

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

None

EXHIBITS:

Proposed Donations

RESOURCE PERSONNEL:

Elizabeth Banks, Chief Financial Officer, RTSBA
Sally Eckhart, Budget Coordinator

Submitted by:

(Name)
(Address)
(Telephone)
(Date)

Dr. Jack Lee, Superintendent
1221 E. Kingsbury St., Seguin, TX 78155
(830) 401-8614
08/26/25

**Donations Received By Seguin ISD
During the 2025-26 School Year**

Donor	Purpose	Campus Receiving Donation	Date Rcvd	Amount/Value	Board Approval
Faith Lutheran Church	Family support fund donation	Student Support Services	07/17/25	\$ 500.00	pending

NOTE: This listing includes only documented, unsolicited donations received by the District during July 2025. Additional donations may have been received by campuses and subsequently deposited by the campus or student group without providing detailed documentation to the Business Department.

ACTION ITEM: **Designate the Chief Financial Officer to Calculate the New Revenue Tax Rate and the Voter Approval Rate for the 2025 Tax Year, in Accordance With Tax Code 26.01(c). Said Officer Previously Prepared and Published All Required Notices and Calculations**

RECOMMENDATION: That the Board of Trustees designate the Chief Financial Officer to calculate the No New Revenue Tax Rate and the Voter Approval Rate for the 2025 Tax Year.

RATIONALE: According to Texas Tax Code section 26.04 (c) school districts are now required to designate an officer to calculate the tax rate.

COMPLIANCE: BAA (LEGAL), Board Legal Status, Powers and Duties

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: None

EXHIBITS: None

RESOURCE PERSONNEL: Elizabeth Banks, Chief Financial Officer, RTSBA

Submitted by:
(Name) Dr. Jack Lee, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date) 08/26/25

ACTION ITEM: **Authorization of Agreement Between Seguin ISD and Thrive Learning Services in the amount of \$102,600**

RECOMMENDATION: That the Board of Trustees authorize an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2025-2026 school year.

RATIONALE: Specialized services are required as per Individualized Education Plan.

REFERENCE and COMPLIANCE: EHBAC (LEGAL) Special Education
EHBA (LEGAL) Special Programs

PAPERWORK IMPACT: None

BUDGET IMPACT / INFORMATION: Funds are provided in the 2025-26 budget

EXHIBITS: Contract

RESOURCE PERSONNEL: Elizabeth Banks, Chief Financial Officer, RTSBA
Monica Lyons, Chief Academic Officer
Rebecca Bird, Director of Special Education

Submitted by:
(Name) Dr. Jack Lee, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date) 08/26/25

**SEGUIN INDEPENDENT SCHOOL DISTRICT
Contract for Services Other Than Construction**

The following contract is entered into between Seguin Independent School District, hereinafter referred to as SISD, and Thrive Learning Services, LLC, hereinafter referred to as Contractor.

ARTICLE 1. SERVICES

1. Ongoing Services

The Contractor shall provide those services listed in Attachment A. The contractor is not and will not be considered an employee of the District.

ARTICLE 2. COMPENSATION TO CONTRACTOR

2. Fee Basis

The compensation for services under the terms of this contract is described in Attachment B. Payment is processed at Net 30 Terms.

ARTICLE 3. TERM

3. Term

The term of this Agreement shall be for the following specific dates
Start Date: August 12, 2025 End Date: May 22, 2025
This agreement does not provide contract rights under Chapter 21 of the Texas Education Code.

ARTICLE 4. AUTHORITY

4. AUTHORITY OF PARTIES

The Superintendent or the Chief Financial Officer of the SISD is the designated representative to administer and sign this Agreement.

ARTICLE 5. ADDITIONAL PROVISIONS

5.1 Compensation In Event Of Termination

In the event of termination not the fault of the Contractor, the Contractor shall be paid its compensation for services performed to the date of termination, including reimbursable expenses as set forth elsewhere in this Agreement.

5.2 Miscellaneous Provisions Of Agreement

5.2.1 Governing Law

This Agreement shall be governed by and construed in accordance with the laws of the State of Texas and the County of Guadalupe.

5.2.2 Extent Of Agreement

This Agreement represents the entire Agreement between SISD and the Contractor and supersedes all prior negotiations or agreements, either written or oral. This Agreement may be amended only by written instrument, and signed by both SISD and the Contractor.

Seguin Independent School District:

By: _____

Name: _____

Title: _____

Date: _____

Department Approval:

By: _____

Name: _____

Budget: _____

Contractor:

By: _____

Name: _____

Title: _____

Date: _____

SSN or EIN: _____

(Note: No payment will be made unless
SSN or EIN provided on IRS form W-9.)

**SEGUIN INDEPENDENT SCHOOL DISTRICT
Contract for Services Other Than Construction**

Attachment A

Description of Services to be rendered by Contractor

Services to be rendered by Contractor to SISD are as follows (include all reports / documents to be completed and provided to SISD by Contractor):

SLP - therapy, SLP-A supervision, IEP's, progress reports, evaluations, re-evaluations,
Medicaid, etc Services to be provided both virtually and in person

Attachment B

Fees for Services to be rendered by Contractor

Vendor invoices must include an invoice number, invoice date, description of services rendered, unit price, invoice total and purchase order number printed on each invoice. Payment is processed at Net 30 terms.

Fee for services will be based upon the following:

\$ 90.00 _____ per (Choose one) Hour Day (Eight (8) hour day) Month Year

or Other Terms: Not to exceed 30 hours per week

There will will not, be a maximum fee for the term of this contract. If a maximum fee has been agreed to, this maximum fee is \$ 102,600.00.

Contractor will will not, be reimbursed for other costs incurred. If contractor is to be reimbursed they will be reimbursed for the following expenses at the following rates:

- _____ Mileage - at district employee reimbursed rate
- _____ Fares: Air, bus, etc.- Actual cost
- _____ Lease Vehicles - Actual cost
- _____ Lodging - Actual cost, not to exceed Standard Rate allowed by State of Texas
- _____ Meals - at actual cost, but not to exceed District's per diem allowance
- _____ Other - Please describe below the expense and method of calculating reimbursement

Description

Method of Calculating Reimbursement

ACTION ITEM: **2025–2026 Student Code of Conduct**

RECOMMENDATION: Recommend that the Board of Trustees approve revisions to the Student Code of Conduct for the 2025 - 2026 school year.

RATIONALE: Administrative staff along with the District Educational Improvement Council (DEIC), as presented on August 18, 2025, recommends TASB Model Code of Conduct changes as indicated.

REFERENCE and COMPLIANCE: TEC §11.252(a)(3)(E); §37.001(a); FO (LEGAL; LOCAL) Student Discipline

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: No significant impact.

EXHIBITS: The proposed Student Code of Conduct is provided as an exhibit.

RESOURCE PERSONNEL: Monica Lyons, Chief Academic Officer

Submitted by:
 (Name) Dr. Jack Lee, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614
 (Date) 08/26/25

SEGUIN ISD STUDENT CODE OF CONDUCT

2024~~5~~ - 2025~~6~~ School Year

The SISD Board of Trustees adopted the following *Student Code of Conduct* (the *Code*) at a meeting held August ~~29, 2023~~.

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact 830-372-5771.

Purpose

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

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

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

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

Not later than the first day of the 2025-2026 school year, the Texas Education Agency (TEA) shall prepare and provide to each school district a report identifying each law relating to school discipline that was amended or added by the 89th Legislature, Regular Session, 2025. A school district shall provide to each student and the parent of or person standing in parental relation to the student the prepared report.

Because the Code of Conduct is adopted by the district’s board of trustees, it has the force of policy. In the event of conflict between the Code of Conduct and the Student Handbook, the Code of Conduct shall prevail.

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

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

1. During the regular school day;
2. While the student is traveling on district transportation;
3. During lunch periods in which a student is allowed to leave campus;
4. At any school-related activity, regardless of time or location;
5. For any school-related misconduct, regardless of time or location;
6. When retaliation against a school employee, board member, or volunteer occurs or is threatened, regardless of time or location;
7. When a student engages in cyberbullying, as defined by [Education Code 37.0832](#);
8. When criminal mischief is committed on or off school property or at a school-related event;
9. For certain offenses committed within 300 feet of school property as measured from any point on the school's real property boundary line;
10. For certain offenses committed while on school property or while attending a school-sponsored or school-related activity of another district in Texas;
11. When the student commits a felony, as provided by [Education Code 37.006](#), [37.007](#), or [37.0081](#); and
12. When the student is required to register as a sex offender.

Campus Behavior Coordinator

As required by law, a [single](#) person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. [Additional staff members may assist the CBC in the performance of the CBC's duties, provided that the CBC personally verifies that all aspects of Chapter 37, Subchapter A are appropriately implemented.](#) The CBC is primarily responsible for maintaining student discipline. [The CBC shall monitor disciplinary referrals and report the following behavior to the campus's threat assessment and safe and supportive school team:](#)

- [Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;](#)
- [Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;](#)
- [Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and](#)
- [Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.](#)

The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at www.seguinisd.net.

Threat Assessment and Safe and Supportive School Team

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

Searches

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

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

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

Reporting Crimes

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

Security Personnel

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

The law enforcement duties of district security personnel are to protect the safety and welfare of any person and the property of the school district.

'Parent' Defined

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

Participating in Graduation Activities

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

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

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

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-

of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

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

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

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

See ~~DAEP—~~ **Restrictions During Placement** on page [130](#) for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on [In-School Suspension](#), [Out-of-School Suspension](#) on page [124](#), [Disciplinary Alternative Education Program \(DAEP\) Placement](#) on page [125](#), [Placement and/or Expulsion for Certain Offenses](#) on page [132](#), and [Expulsion](#) on page [134](#), those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page [123](#).

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (~~For assault, s~~See **DAEP— Placement and/or Expulsion for Certain Offenses** on page [132](#) for assault.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in any behavior that violates the Student Code of Conduct and is motivated by antisemitism. [see Glossary]
- Engage in bullying, cyberbullying, harassment, or making hit lists. [See **Glossary** for all four terms.]
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student’s consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. [see **Glossary**]
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. [see **Glossary**]
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (~~For felony criminal mischief, s~~See **DAEP— Placement and/or Expulsion for Certain Offenses** on page [132](#) for felony criminal mischief.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft even if it does not constitute a felony according to the Penal Code. [~~For felony robbery, aggravated robbery, and theft, s~~See **DAEP— Placement and/or Expulsion for Certain Offenses** on page [132](#) for felony robbery, aggravated robbery, and theft.]
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;

- [A short barrel firearm](#);
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products ([including nicotine pouches](#)), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

~~*For weapons and firearms, s~~ See **DAEP– Placement and/or Expulsion for Certain Offenses** on page [132](#) ~~for weapons and firearms~~. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of ~~Telecommunications~~ Personal Communication ~~or Other Electronic Devices~~

Students shall not:

- Use a ~~telecommunications~~ personal communication device, including a cellular telephone, or other electronic device on school property during the school day and shall store the device in accordance with the method of storage established by the district ~~in violation of district and campus rules~~.
- The district may authorize the use of a personal communication device for the following reasons:
 - To implement an individualized education program (IEP) or for a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C Section 794) or a similar program or plan;
 - With documented need based on a directive from a qualified physician; or
 - To comply with a health or safety requirement imposed by law or as part of the district's safety protocols.

Inappropriate use of a personal communication device during the school day will result in disciplinary action in accordance with this Code of Conduct.

~~For safety purposes, the district permits students to possess personal mobile telephones. However, these devices must remain turned off during the instructional day (from first bell to end of day bell), including during all testing, unless they are being used for approved instructional purposes or unless principal has allowed at other times or locations.~~

~~The use of mobile telephones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.~~

~~In the case of confiscated telecommunications devices, a \$15 administrative fee will be assessed and collected before the device is returned. On the first infraction, the device will be confiscated and returned to the student at which time the \$15 fee is collected. For the second infraction and thereafter, the device will be confiscated and returned to the parent, at which time another \$15 fee will be collected.~~

~~For other electronic devices (including, but not limited to, laptops, tablets, e-readers, iPods, MP3 players, ear buds, and head phones), on the first infraction, the device will be confiscated and returned to the student at the end of the day. For the second infraction and thereafter, the device will be confiscated and returned to the parent.~~

~~Unclaimed telecommunication/electronic devices will be held by the district until the end of the school year, at which time the district will then dispose of unclaimed devices. The district is not responsible for any damaged, lost, or stolen confiscated electronic devices.~~

~~Students may also face disciplinary consequences for the exhibition or use of telecommunication/electronic devices at prohibited times.~~

~~When there is reasonable suspicion that the student has violated school rules, school authorities maintain the right to review electronic information stored in the telecommunications device.~~

Should a student be found in violation of this policy and their device is confiscated/documentated, they may face the following consequences.

Please note that in this policy, a "listed parent/guardian" must be listed as such for that student in the school's information system.

A "detention hall" can also include lunch detention, before school or after-school detention, ISS room, or as determined by the campus.

First Offense: Student picks up the phone from the front desk at the end of the day.

Second Offense: Only a listed parent/guardian may pick up the phone.

Third Offense: Only a listed parent/guardian may pick up the phone.
The student must also serve one detention hall.

Fourth Offense: Only a listed parent/guardian may pick up the phone.
The student must also serve the equivalent of two detention halls.

Fifth Offense: In addition to parent/guardian pickup, this offense will also be treated as gross insubordination towards the district policy and administrators; warnings, and, therefore, a mandatory behavior contract will be issued to the student.

1. This contract can include, but is not limited to: Loss of privileges, field trip, school events during or outside of the school day, ISS/OSS, a DAEP placement, and/or loss of extracurricular or UIL activity (decision made in conjunction with sponsor, director, and/or coach).

2. Note: This contract will be tailored to the individual needs of the student, and may also consider other behavior infractions.

Note: [Full cellphone and person communication devices guidelines can be found here.](#)

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [~~Also s~~See [Disciplinary Alternative Education Program \(DAEP\) Placement](#) on page 125 and [Expulsion](#) on page 134 for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See **Glossary** for “paraphernalia”]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. [See **Glossary** for “abuse”]
- Abuse over-the-counter drugs. [See **Glossary** for “abuse”]
- Be under the influence of prescription or over-the-counter drugs that causes impairment of the physical or mental faculties. [See **Glossary** for “under the influence.”]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal, including cyberbullying and “sexting,” either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- [Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.](#)

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a

- school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

- Violate dress and grooming standards as communicated in the Student Handbook.
- Engage in academic dishonesty, which includes cheating or copying the work of another student, [unauthorized use of artificial intelligence](#), plagiarism, and unauthorized communication between students during an examination.
- Gamble.
- Falsify records, passes, or other school-related documents.
- Engage in actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Repeatedly violate other communicated campus or classroom standards of conduct.

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

Discipline Management Techniques

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

First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette

An appropriate administrator may place a student in a disciplinary alternative education program for the first-time offense of possession or use of a nicotine delivery product or e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).

If a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under [Education Code 37.008](#), the student shall be placed in in-school suspension for a period of at least 10 school days.

Students with Disabilities

The discipline of students with disabilities is subject to applicable state and federal law in addition to the Code of Conduct. In the event of any conflict, the district shall comply with federal. For more information regarding discipline of students with disabilities, see policy [FOF\(LEGAL\)](#).

In accordance with the [Education Code](#), a student who receives special education services may not be disciplined [in a manner that results in a change to the student's educational placement](#) for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see

Glossary] until an Admission, Review and Dismissal (ARD) committee meeting has been held to review the conduct.

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- For any general conduct violation, a student may be restricted or prohibited from attending and/or participating in field-trips or school-sponsored or school-related activities.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in **In-School Suspension** on page 124.
- Out-of-school suspension, as specified in the **Out-of-School Suspension** on page 124.
- Placement in a DAEP, as specified in the **Disciplinary Alternative Education Program (DAEP) Placement** on page 125.
- Explosion and/or placement in an alternative educational setting, as specified in the **Placement and/or Expulsion for Certain Offenses** on page 132.
- Expulsion, as specified in the **Expulsion** on page 134.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

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

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy [FO\(LOCAL\)](#).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.
- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student by the use of physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of the [Education Code 30.0012\(d\)](#).

A good faith effort shall be made to provide written notice of disciplinary action to the student, on the day the action was taken, for delivery to the student's parent. If the parent has not been reached by telephone or in person by 5:00 p.m. of the first business day after the day the disciplinary action was taken, the CBC shall send written notification by U.S. Mail. If the CBC is not able to provide notice to the parent, the principal or designee shall provide the notice.

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

Parental Involvement

The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a disciplinary

alternative education program (DAEP) or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student.

The behavioral agreement must specify the responsibilities of the student and parent/guardian. If followed, the agreement may result in a reduced disciplinary placement period, as outlined in the agreement. Reduction in the disciplinary placement period does not entitle the student to different disciplinary placement. The decision to reduce, revoke, or amend the disciplinary placement period is at the sole discretion of the school administration. Compliance with the agreement is required for the reduction to remain valid.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy [FNG\(LOCAL\)](#). A copy of the policy may be obtained from the ~~principal's office, the CBC's office, or the~~ central administration office or ~~through Policy On Line at the following address:~~ online at <http://pol.tasb.org/Policy/Code/550>.

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

Removal from the School Bus

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

To transport students safely, the vehicle operator must focus on driving and not be distracted by student misbehavior. Therefore, when appropriate disciplinary management techniques fail to improve student behavior or when specific misconduct warrants immediate removal, the principal or the (CBC) may restrict or revoke a student's transportation privileges, in accordance with law.

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Teacher Removal

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

1. The student's behavior ~~has been documented by~~ repeatedly interferes with the teacher as repeatedly interfering with the teacher's ability to teach the class or with the student's classmates' ability to learn, ~~or~~
2. ~~The~~ A student demonstrates behavior that is ~~so~~ unruly, disruptive, or abusive ~~that~~ toward the

teacher, another adult, or ~~cannot teach, and the~~ another students in the classroom ~~cannot learn~~.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.

A teacher, CBC, or other appropriate administrator must notify a parent or person standing in parental relation to the student of the formal removal. A teacher may remove a student from class based on a single incident of behavior.

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

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

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

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

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

Returning a Student to Classroom

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

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's written consent ~~if~~ unless the placement review committee determines that the teacher's class is the best or only alternative ~~available, and not later than the third class day after the student was removed from class, a conference in which the teacher was provided an opportunity to participate has been held.~~ The student may not be returned to the teacher's class unless the teacher provides written consent for the student's return or a return to class plan has been prepared for the student.

Appeals of Formal Teacher Removals

A student may appeal the teacher's removal of the student from class to the school's placement review committee or the campus's threat assessment and safe and supportive school team, in accordance with a district policy providing for such an appeal to be made to this team.

In-School Suspension

An in-school suspension is not subject to any time limit.

A school's principal or other appropriate administrator shall review the in-school suspension of a student at least once every 10 school days after the date of the suspension begins to evaluate the educational progress of the student and to determine if continued in-school suspension is appropriate.

During in-school suspension, a student shall receive appropriate behavioral support services and comparable educational services as the student would receive in the classroom. If the student receives special education services, the student must continue to receive special education and related services specified in the student's individualized education program (IEP) and continue to have an opportunity to progress in the general curriculum.

[See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for limitations to the general rule.]

Process

Before being suspended, a student shall have an informal conference with the CBC or appropriate administrator, who shall inform the student of the alleged misconduct and give the student an opportunity to respond to the allegation before the administrator makes a decision.

The CBC shall determine the number of days of a student's suspension.

In deciding whether to order in-school suspension, the CBC shall take into consideration:

1. Self-defense [see **Error! Reference source not found.**];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

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

Out-of-School Suspension

Misconduct

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

The district shall not use out-of-school suspension for students ~~in grade 2 or below~~ below grade 3 unless the conduct meets the requirements established in law.

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

- Conduct that contains the elements of a weapons offense, as provided in [Penal Code section 46.02 or 46.05](#);
- Conduct that threatens the immediate health and safety of other students in the classroom ~~contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or~~

- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

Process

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

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

The CBC shall determine the number of days of a student’s suspension, not to exceed three school days.

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

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

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

Alternative Assignment

A parent or person standing in parental relation to the student may submit a written request to the principal or other appropriate administrator to reassign a student placed in out-of-school suspension. The parent or person standing in parental relation to the student must provide information and documentation that they are unable to provide suitable supervision for the student during school hours during the period of the suspension. It is the sole discretion of the principal or other appropriate administrator to reassign the student placed in out-of-school suspension.

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn’t require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity ~~to complete~~ before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP classroom with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten–grade 5 and secondary classification shall be grades 6-12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

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

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student **may** be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any one of the following offenses:

- Engaging in bullying that encourages a student to die by ~~commit or attempt to commit~~ suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [See **Glossary**]
- Involvement in criminal street gang activity. [See **Glossary**]
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.

- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081, Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.
- ~~Committing or assisting in a burglary, robbery or theft over \$50.~~
- ~~Possessing, using, giving, selling, or purchasing look-alike drugs or items attempted to be passed off as drugs and contraband.~~
- ~~Possessing, using, giving, selling, or purchasing drug paraphernalia related to a prohibited substance.~~
- ~~Purchasing but not possessing a drug.~~
- ~~Possessing any object used in a way to threaten or inflict bodily injury to another person, including but not limited to a knife, a pellet/air/BB/stun gun, a “look-alike” weapon, a razor or razor blade, a box cutter, or a chain.~~
- ~~Hazing.~~
- ~~Engaging in inappropriate physical or sexual contact or conduct directed toward another student, district employee, or visitor.~~
- ~~Engage in conduct that constitutes sexual harassment or sexual abuse, whether by word, gesture, or any other conduct, directed toward another person, including a district student, employee, or volunteer.~~
- ~~Engage in the elements of retaliation against contracted service providers to the school district, including but not limited to counselors, employees of the county juvenile probation department, peace officers, etc.~~

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent’s designee has reasonable belief [see **Glossary**] that the student has engaged in conduct punishable as a felony, ~~other than aggravated robbery or those listed as offenses in Title 5 (see glossary) of the Penal Code,~~ that occurs off school property and not at a school-sponsored or school-related event, if the student’s presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see **Glossary**] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. [See **Glossary**]
- Commits the following offenses on school property or within 300 feet of school property as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.

- Commits an assault [see **Glossary**] under [Penal Code 22.01\(a\)\(1\)](#).
- Except as provided by [Education Code 37.007\(a\)\(3\)](#), Ssells, gives, or delivers to another person, or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in **Expulsion** on page [134](#).] [See **Glossary** for “under the influence”, “controlled substance,” and “dangerous drug.”]
- Sells, gives, or delivers to another person, or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision.
- Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
- Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
- Sells, gives, or delivers to another person ~~or possesses or uses~~ an e-cigarette, as defined by [Section 161.081, Health and Safety Code](#).
- Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [See **Glossary**]
- Engages in conduct that contains the elements of an offense of harassment against an employee under [Penal Code 42.07\(a\)\(1\), \(2\), \(3\), or \(7\)](#).
 - Engages in expellable conduct and is six to nine years of age.
 - Commits a federal firearms violation and is younger than six years of age.
 - Engages in conduct that contains the elements of the offense of retaliation under [Penal Code 36.06](#) against any school employee or volunteer on or off school property. (~~Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page [134](#).~~)
 - Engages in conduct that contains the elements of harassment under [Penal Code 42.07](#) against any school employee or volunteer on or off of school property.
 - ~~Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:~~

The student receives deferred prosecution [see **Glossary**], or a court or jury finds that the student has engaged in delinquent conduct on or off school property [see **Glossary**], or the superintendent or designee has a reasonable belief [see **Glossary**] under [Section 53.03, Family Code](#), for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under [Title 5](#);
 2. The offense of deadly conduct under [Section 22.05](#);
 3. The felony offense of aggravated robbery under [Section 29.03](#);
 4. The offense of disorderly conduct involving a firearm under [Section 42.01\(a\)\(7\) or \(8\)](#); or
 5. The offense of unlawfully carrying weapons under [Section 46.02](#), except for an offense punishable as a Class C misdemeanor under that section.
- ~~6.—A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or~~
~~7.—The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.~~

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled

individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and

- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

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

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

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

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

Placement Order

After the conference, if the student is placed in the DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by [Section 52.04 of the Family Code](#).

If the student is placed in the DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

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

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

Coursework Notice

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

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee hearing officer must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior [see **Glossary**] that violates the district's Code of Conduct.

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy [FNG\(LOCAL\)](#). A copy of this policy may be obtained from the ~~principal's office, CBC's office, the~~ central administration office ~~or through Policy Online at the following address:~~ online at <http://pol.tasb.org/Home/Index/550>.

Appeals shall begin at Level One with the CBC or principal.

The district shall not delay consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions during Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which

placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence and no formal proceedings, deferred adjudication [see **Glossary**], or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty, or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the

district has the right to place the student in the DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. See policy [FOCA\(LEGAL\)](#) for more information.

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the [Education Code](#) provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interest of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Student

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

~~Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 (see **glossary**) of the Penal Code. The student must have:~~

- ~~• Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;~~
- ~~• Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;~~
- ~~• Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;~~
- ~~• Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or~~
- ~~• Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.~~

~~The district may expel the student and order placement under these circumstances regardless of:~~

- ~~1. The date on which the student's conduct occurred;~~
- ~~2. The location at which the conduct occurred;~~
- ~~3. Whether the conduct occurred while the student was enrolled in the district, or~~
- ~~4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.~~

Hearing and Required Findings

~~The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:~~

- ~~1. Threatens the safety of other students or teachers;~~
- ~~2. Will be detrimental to the educational process, or~~
- ~~3. Is not in the best interest of the district's students.~~

~~Any decision of the board or the board's designee under this section is final and may not be appealed.~~

Length of Placement

~~The student is subject to the placement until:~~

- ~~1. The student graduates from high school,~~
- ~~2. The charges are dismissed or reduced to a misdemeanor offense, or~~
- ~~3. The student completes the term of the placement or is assigned to another program.~~

Placement Review

~~A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.~~

Newly Enrolled Students

~~A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.~~

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

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

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [See [Disciplinary Alternative Education Program \(DAEP\) Placement](#) on page 125.]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to ~~commit or attempt to commit~~ [die by](#) suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- ~~Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.~~
- ~~Conduct that contains the elements of a terroristic threat under Penal Code 22.07.~~
- Criminal mischief, if punishable as a felony.
- ~~Engaging in conduct that contains the elements of one of the following offenses against another student:~~
 - ~~— Aggravated assault.~~
 - ~~— Sexual assault.~~
 - ~~— Aggravated sexual assault.~~

- ~~— Murder.~~
- ~~— Capital murder.~~
- ~~— Criminal attempt to commit murder or capital murder.~~
- ~~— Aggravated robbery.~~
- Breach of computer security. [see **Glossary**]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school’s real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by [Chapter 487 of the Health and Safety Code](#) does not violate this provision. [See **Glossary** for “under the influence.”]
- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- ~~— Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.~~
- Engaging in deadly conduct. [see **Glossary**]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as define by federal law, while within 300 feet of school property, as measured from any point on the school’s real property boundary line.

~~A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school’s real property boundary line:~~

- ~~— Aggravated assault, sexual assault, or aggravated sexual assault.~~
- ~~— Arson. (See **glossary**.)~~
- ~~— Murder, capital murder, or criminal attempt to commit murder or capital murder.~~
- ~~— Indecency with a child.~~
- ~~— Aggravated kidnapping.~~
- ~~— Manslaughter.~~
- ~~— Criminally negligent homicide.~~
- ~~— Aggravated robbery.~~
- ~~— Continuous sexual abuse of a young child or disabled individual.~~
- ~~— Felony controlled substance or dangerous drug offenses, not including THC.~~
 - ~~— Unlawfully carrying on or about the student’s person a handgun or a location restricted knife, as these terms are defined by state law. (See **glossary**.)~~
 - ~~— Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)~~
 - ~~— Possession of a firearm, as defined by federal law. (See **glossary**.)~~

Property of Another District

A student **may** be expelled for committing any offense that is a state-mandated expellable offense if

the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by [Penal Code 1.07](#); or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);
 - b. Indecent exposure under [Penal Code 21.08](#);
 - c. Criminal mischief under [Penal Code 28.03](#);
 - d. Hazing under Education [Code 37.152](#); or
 - e. Harassment under Penal [Code 42.07\(a\)\(1\)](#), of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur ~~on school property or while attending a school-sponsored or school-related activity~~ on or off school property.

Under Federal Law

~~—~~Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see **Glossary**]

Note: Mandatory expulsion under the [federal Gun Free Schools Act](#) does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by [Penal Code 46.02](#):
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see **Glossary**] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy [FNCG\(LEGAL\)](#).]
 - A location-restricted knife, as defined by state law. [see **Glossary**]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see **Glossary**]
- [Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.](#)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. [see **Glossary**]

- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- [Kidnapping or a](#)Aggravated kidnapping.
- [Burglary, robbery, or a](#)Aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- [Engaging in conduct that contains elements of assault against a school employee or volunteer.](#)
- ~~Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.~~

Under Age Ten

When a student under the age of ten engages in behavior that is expellable behavior, the student shall not be expelled, but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student’s placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student’s return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under [Education Code 37.0081 or 37.007\(a\), \(d\), or\(e\).](#)

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student’s parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

- Another appropriate classroom
- ISS
- Out-of-school suspension
- DAEP

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district^{5.2};
2. An opportunity to testify and to present evidence and witnesses in the student's defense^{5.2}; and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the superintendent or designated hearing officer authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense [see **Glossary**]^{5.2};
2. Intent or lack of intent at the time the student engaged in the conduct^{5.2};
3. The student's disciplinary history^{5.2};
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct^{5.2};
5. A student's status in the conservatorship of the Department of Family and Protect Services (foster care)^{5.2} or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the superintendent or designated hearing officer shall deliver to the juvenile court a copy of the expulsion order and the information required by [Section 52.04 of the Family Code](#).

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on to the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent or other appropriate administrator may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal during Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions during Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another

district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order; and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees; or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. [Emergency expulsion may be ordered based on a single incident of behavior by the student.](#) Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than ten years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies [FOCA\(LEGAL\)](#) and [FODA\(LEGAL\)](#) for more information.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see **Error! Reference source not found.**] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or

- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

GLOSSARY

The glossary provides legal definitions and locally established definitions. It is intended to help the user understand terms related to the Code of Conduct.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by [Penal Code 29.03\(a\)](#) when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
 - a. 65 years of age or older, or
 - b. A disabled person.

Antisemitism is defined by [Government Code section 448.001](#) as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the [International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.](#)

Armor-piercing ammunition is defined by [Penal Code 46.01](#) as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by [Penal Code 28.02](#) as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
 - a. Any vegetation, fence, or structure on open-space land; or
 - b. Any building, habitation, or vehicle:
 - 1) Knowing that it is within the limits of an incorporated city or town;⁵
 - 2) Knowing that it is insured against damage or destruction;⁵
 - 3) Knowing that it is subject to a mortgage or other security interest;⁵
 - 4) Knowing that it is located on property belonging to another;⁵
 - 5) Knowing that it has located within it property belonging to another;⁵ or
 - 6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. Intentionally starting a fire or causing an explosion and in so doing:
 - a. Recklessly damages or destroys a building belonging to another;⁵ or
 - b. Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by [Penal Code 22.01](#) as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of Computer Security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in [Penal Code 33.02](#), if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by [Penal Code 46.01](#) as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by [Penal Code 46.01](#) as an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in [Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act](#). The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by [Agriculture Code 121.001](#), or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by [Penal Code 71.01](#) as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by [Education Code 37.0832](#) as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of

telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an **I**nternet website, or any other internet-based communication tool.

Dangerous drug is defined by [Health and Safety Code 483.001](#) as a device or a drug that is unsafe for self-medication and that is not included in [Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act](#). The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by [Section 71.0021 of the Family Code](#).

Deadly conduct under [Penal Code 22.05](#) occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by [Penal Code 46.01](#) as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False **Alarm or **R**eport** under [Penal Code 42.06](#) occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;

2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by [federal law \(18 U.S.C. 921\(a\)\)](#) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
 2. The frame or receiver of any such weapon;
 3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
 4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.
- Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by [Penal Code 46.01](#) as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies [DIA\(LOCAL\)](#) and [FFH\(LOCAL\)](#);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in ~~Section 37.001(b)(2) of the~~ [Education Code 37.001\(b\)\(2\)](#); or
3. Conduct that is punishable as a crime under [Penal Code 42.07](#), including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
 - a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
 - b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
 - c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
 - d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - e. Making a telephone call and intentionally failing to hang up or disengage the connection;
 - f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
 - g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
 - h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or

torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or

- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by [Education Code 37.151](#) as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in [Education Code 37.151](#), including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in [Education Code 37.001\(b\)\(3\)](#) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by [Penal Code 46.01](#) as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by [Penal Code 21.08](#) as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by [Civil Practices and Remedies Code 98B.001](#) and [Penal Code 21.16](#) as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by [Penal Code 46.01](#) as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by [Penal Code 46.01](#) is any firearm that is capable of shooting more than

two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Possession means to have an item on one's person or in one's personal property, including but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle;
3. ~~Telecommunications~~ Personal communication devices or electronic devices; or
4. Any school property used by the student, including but not limited to, a locker or desk.

Prohibited weapon under [Penal Code 46.05\(a\)](#) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice: ~~An explosive weapon;~~
 - a. [An explosive weapon;](#) or
 - b. [A machine gun;](#)
 - b. ~~A short-barrel firearm;~~
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by [Penal Code 21.07](#) as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in [Education Code 37.121\(d\)](#) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under [Code of Criminal Procedure Article 15.27](#).

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by ~~Section 1.07~~, [Penal Code Section 1.07](#); or
4. Conduct that constitutes the offense of:
 - a. Public lewdness under [Penal Code 21.07](#);
 - b. Indecent exposure under [Penal Code 21.08](#);
 - c. Criminal mischief under [Penal Code 28.03](#);
 - d. Hazing under [Penal Code 37.152](#); or
 - e. Harassment under [Penal Code 42.07\(a\)\(1\)](#) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by [Penal Code 46.01](#) as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by [Penal Code 22.07](#) as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by [Penal Code 46.01](#) as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more vehicle's tires.

Title 5 felonies are those crimes listed in [Title 5 of the Penal Code](#) that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under [Sections 19.02-.05](#);
- Kidnapping under [Section 20.03](#);
- Trafficking of persons under [Section 20A.02](#);
- Smuggling or continuous smuggling of persons under [Sections 20.05-.06](#);
- Assault under [Section 22.01](#);
- Aggravated assault under [Section 22.02](#);
- Sexual assault under [Section 22.011](#);
- Aggravated sexual assault under [Section 22.021](#);
- Unlawful restraint under [Section 20.02](#);
- Continuous sexual abuse of a young child or disabled individual under [Section 21.02](#);
- Bestiality under [Section 21.09](#);
- Improper relationship between educator and student under [Section 21.12](#);
- Voyeurism under [Section 21.17](#);
- Indecency with a child under [Section 21.11](#);
- Invasive visual recording under [Section 21.15](#);
- Disclosure or promotion of intimate visual material under [Section 21.16](#);
- Sexual coercion under [Section 21.18](#);
- Injury to a child, an elderly person, or a disabled person of any age under [Section 22.04](#);
- Abandoning or endangering a child under [Section 22.041](#);
- Deadly conduct under [Section 22.05](#);
- Terroristic threat under [Section 22.07](#);
- Aiding a person to ~~commit~~ die by suicide under [Section 22.08](#); and
- Tampering with a consumer product under [Section 22.09](#).

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one’s body, by any means, a prohibited substance.

Zip gun is defined by [Penal Code 46.01](#) as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

ACTION ITEM: **Consideration and Approval of School Health Advisory Council (SHAC) Annual Report, SHAC Goals and Committee Members**

RECOMMENDATION: Recommended that the Board of Trustees approve the annual SHAC report and appoint the SHAC membership roster.

RATIONALE: Texas Education Code Chapter 28, Section 28.004 requires school boards to appoint a minimum of 5 members to the School Health Advisory Council. The majority of the members appointed must be Seguin ISD parents who are not employed by the district. One appointed member must serve as the chair or co-chair of the council.

In addition, the board of trustees is required to receive annually a written report on SHAC recommendations and activities for the past year.

REFERENCE and COMPLIANCE: **EHAA (LEGAL)- Basic Instructional program: Required Instruction (All Levels)**

PAPERWORK IMPACT: Routine paperwork is required to update the district website.

BUDGET IMPACT/ INFORMATION: No significant impact.

EXHIBITS:
Exhibit 1- 2024-2025 SHAC Annual Report
Exhibit 2- 2025-2026 SHAC Membership applicant list
Exhibit 3- 2025-2026 SHAC Membership applications
Exhibit 4- SHAC Bylaws
Exhibit 5- SHAC Wellness Plan

RESOURCE PERSONNEL: Pete Silvius, Director of Whole Child Initiatives

Submitted by:
(Name) Dr. Jack Lee, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date) 08/26/25

**Seguin ISD
School Health Advisory Council
2024-2025 Annual Report**

The Seguin ISD SHAC Chair- Mark Dibble.

Ongoing SHAC goals

- 1.) Promote student nutrition**
- 2.) Increase opportunities and access to physical activity for all students, staff and community.**
- 3.) Increase parental/community involvement to include support of coordinated school health and the SHAC.**
- 4.) Educate the whole child with health and wellness at the center of academic achievement.**

Notable achievements of 2024-2025

- **SHAC completed a Tri-Annual Assessment of the existing Wellness Plan.**

The SHAC utilized the WellSAT 3.0 to review and assess the current Wellness Plan.
(SHAC Goal 1, 2, 3, 4)

- **SHAC completed an edit and revision of the Wellness Plan.**

Based on the evidence from the WellSAT Assessment the SHAC provided edits and revisions to the Wellness Plan.
(SHAC Goal 1, 2, 3, 4)

- **SHAC membership**

The SHAC welcomed several SISD Board appointed community members to the SHAC. Their participation and input is appreciated and valued.
(SHAC Goal 3)

2024-2025 SISD School Health Advisory Council Members

Mark Dibble
Angela Sjolander
Edith Zeisloft
Cecily Dwyer
Trixie Ferguson
Courtney Jansen

Yesenia Rizo
Katie Weatherly
Christine Dyer
Melissa Roman
Elizabeth Wilson
Sarah Anderson

Veronica Blair
Michele Meehan
Rebecca Schroeder
Stormy Ellis
Amanda Rodriguez
Gina Richardson

Julie Steele
Kara Hall
Elizabeth Moore

Ariann Marie Canales
Jacob Galvan
Pete Silvius

- **SHAC supports the efforts of the Child Nutrition Department**

The SHAC continued to provide support to the efforts of the Child Nutrition Department, offering input related to menus and operations.

(SHAC Goal 1, 3, 4)

2025-2026 SISD School Health Advisory Council Applicants

	<u>Name</u>	<u>Current SISD Parent</u>	<u>Representation</u>
1	Angela Sjolander	Yes	
2	Trixie Ferguson	Yes	PTC- Weinert
3	Sarah Anderson	No	South Texas Pregnancy Center
4	Rebecca Schroeder	No	Nurse-Texas Department of State Health Services
5	Katie Weatherly	Yes	
6	Cecily Dwyer	Yes	PTC-Patlan
7	Aaron Ramos	Yes	
8	Mercedes Cordoway	No	
9	Mark Dibble	Yes	
10	Shawntey Michelle Sanchez	Yes	
11	Yakelin Loma	Yes	
12	April Bustamante	Yes	Challengers Division-Seguin Little League
13	Martina Alvarado	Yes	
14	Celina McCown	Yes	
15	Elizabeth Wilson	Yes	
16	Stephanie Tate	Yes	Top Notch Performance Sports Club
17	Krystal Castillo	Yes	
18	Jenifer Cirilo	Yes	
19	Angela Davis	No	Pediatric Nurse Practitioner-Seguin Family Health
20	Jaime Ranft	No	Seguin ISD Employee
21	Kristine Edwards	Yes	Seguin ISD Employee

Seguin Independent School District

Bylaws of the School Health Advisory Council

Article I: Authority

Section One. Statute and Policy. Each school district in the State is required in Chapter 28.004 of the Texas Education Code to establish and maintain a district-level school health advisory council. The School Health Advisory Council (SHAC) of the Seguin Independent School District is specifically authorized by the Board of Trustees in district policy BDF(Legal).

Section Two. Limitations. The SHAC shall be an advisory body, and shall serve to provide guidance, counsel, and other assistance to the Board of Trustees and district administration as is specifically listed in state law and district policy. The SHAC shall have no power to expend public funds, enter into contracts, or otherwise place obligation or liability upon the district.

Section Three. Staff Support. School District Administration shall identify an appropriate staff member to serve as SHAC Coordinator (the Coordinator).

Section Four. Bylaws. It shall be the responsibility of the SHAC Coordinator in consultation with the SHAC, and upon any direction given by the Board of Trustees, to establish and amend the SHAC bylaws. The SHAC shall observe the bylaws.

Article II: Responsibilities

Section One. Responsibilities. According to state law, district policy, and the direction of the Board of Trustees and district administration, the SHAC shall have the following responsibilities:

- A. To hold at least four regular meetings per year.
- B. To meet the requirements of Chapter 28.004 of the Texas Education Code and district policy, including recommending:
 1. The number of hours of instruction to be provided in health education;
 2. Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, Type 2 diabetes, and mental health concerns through coordination of:
 - A. Health education;
 - B. Physical education and physical activity;
 - C. Nutrition services;
 - D. Parental involvement;
 - E. Instruction to prevent the use of e-cigarettes and tobacco;
 - F. School health services;
 - G. Counseling and guidance services;
 - H. A safe and healthy school environment; and

1. School employee wellness;
 3. Appropriate grade levels and methods of instruction for human sexuality instruction;
 4. Strategies for integrating the curriculum components specified by subdivision (2) with the following elements in a coordinated school health program for the district:
 - A. School health services;
 - B. Counseling and guidance services;
 - C. A safe and healthy school environment; and
 - D. School employee wellness; and
 5. If feasible, joint use agreements or strategies for collaboration between the school district and community organizations or agencies.
- C. To consult as necessary or appropriate with the Superintendent and district administration regarding the planning, implementation, and evaluation of the district's health education or curriculum instruction per Education Code 28.004 (b).
 - D. To establish a physical activity and fitness planning subcommittee to consider issues relating to student physical activity and fitness and make policy recommendations to increase physical activity and improve fitness among students per Education Code 28.004(1-1).
 - E. To develop a wellness plan to implement the district's nutrition guidelines and wellness goals and to review and revise the plan on a regular basis and recommend revisions to the policy when necessary per FFA (Local).
 - F. To consult with the Superintendent and district administration in advance of submitting issues, concerns, reports, and recommendations to the Board of Trustees.
 - G. To present a written annual report in a meeting of the Board of Trustees on or before September 1 of each year.

Article III: Meetings

Section One. Regular Meetings. The Coordinator shall work with the Chair to establish the regular meeting schedule of the SHAC.

Section Two. Cancellation of Meetings. If necessary, the Coordinator and Chair may cancel any meeting of the SHAC with good cause (i.e., inclement weather or other adverse conditions), and determine if the meeting should be rescheduled. Members shall be given the reason for meeting cancellations and be given sufficient notice of canceled or rescheduled meetings.

Section Three. Open Meetings. All meetings of the full SHAC shall be open to the public, and the public shall have reasonable opportunity to provide comment. The Chair may limit the time given to speakers. Subcommittee meetings may be open to the public at the discretion of the subcommittee chair.

Section Four. Quorum. For meetings of the full SHAC, a quorum shall be the majority of the current membership. Meetings may still be held without a quorum for purposes of presentations or discussion. However, no actions or voting may take place without a quorum.

Section Five. Attendance. Member attendance shall be monitored by the Coordinator and Chair who shall work with members to try and resolve any attendance problems.

Section Six. Attendance Via Teleconference. Members may virtually participate in meetings through various means, to the extent they are readily available to the Coordinator. Members in attendance via teleconference may vote.

Section Seven. Decision-making. Members shall attempt to reach decisions by consensus. However, if a clear consensus cannot be obtained, members shall reach a decision by majority vote. Proxy voting shall not be permitted.

Section Nine. Agendas. Agendas shall be provided for all full SHAC meetings, and posted on the SHAC website at least 72 hours in advance of meetings. Agenda items shall normally be determined by the Chair. However, a majority of the SHAC may vote to place an item on an upcoming agenda. In addition, items determined by the district administration to be of an urgent nature may be placed on the agenda by the SHAC Coordinator in consultation with the Chair.

Section Ten. Minutes. The Coordinator shall ensure that minutes are kept for all regular SHAC meetings. Minutes are records of meeting highlights and are not intended to provide a high level of detail. At a minimum, minutes shall include: attendance of members, the time the meeting was called to order and adjourned; the outcome of any votes or other actions; and a brief synopsis of the meeting proceedings. Minutes for regular meetings shall be approved by the SHAC and posted on the SHAC website.

Article IV: Membership

Section One. Membership Criteria. Membership of the SHAC will strive to reflect the geographic, ethnic, gender, disability, and economic diversity of the district. The SHAC will consist of no more than 21 members and no fewer than 11 members. The membership composition of the SHAC shall comply with the following:

- A. Parents must be a custodial parent or guardian of a student currently enrolled in a district school. Parents may not also be employees of the district.
- B. The majority of the SHAC shall consist of parents, as defined above.
- C. The membership of the SHAC may also include: teachers, administrators, students, health care professionals, business community, law enforcement, senior citizens, clergy, nonprofit health organizations, and local domestic violence programs.
- D. A representative of the Board of Trustees may serve in an ex-officio (non-voting) capacity.

Section Two. Term of Service. The term of service for an appointment shall be one year, normally beginning the first SHAC meeting of the year. Members may serve multiple terms. In filling vacancies, members may serve partial terms.

Section Seven. Conflict of Interest. Conflicts of interest shall include, but are not necessarily limited to, the following:

- Having a pecuniary interest in any discussions or recommendations of the committee.
- Involvement in any litigation or procedural challenges against the district.
- A vendor of the District.

Any cases or possible cases of conflict of interest shall be referred to the Chair who may consult with the SHAC membership as necessary, for appropriate action. If a member is determined to have a conflict of interest, appropriate action may include:

- Required recusal from a particular agenda item or items.
- Required recusal from a particular meeting or meetings.
- Removal from the committee.

Section Eight. Role of the Board Representative. The Board may designate a Trustee to serve as a representative to the SHAC. The role of the Board Representative is to observe without vote the deliberations and activities of the SHAC. The Board Representative shall not speak for the Board of Trustees unless a majority of the Board in a public meeting in accordance with the Texas Open Meetings Act has so directed. The Board Representative may actively participate in discussions by providing guidance as may be appropriate and by responding to questions to the best of his/her ability. The Board Representative will provide updates, verbal or written, to the Board as desirable; however, these updates shall not supplant the annual report to the Board of Trustees.

Section Nine. Code of Conduct. The district welcomes freedom of expression and debate. However, SHAC members shall conduct themselves, in meetings and at all other times, with courtesy and respect to fellow members, district parents and students, district staff and Trustees, and members of other district advisory committees. In meetings, members must be recognized by the Chair before speaking, and otherwise respect the order maintained by the Chair. Unless otherwise authorized by the SHAC, members shall not speak for the SHAC; and, unless otherwise authorized by the administration, members shall not speak for the district. Members, by their comments and/or actions, shall not reflect badly on the SHAC. Violation of this code of conduct may result in reprimand or dismissal by the Coordinator.

Section Ten. Undue Advantage. SHAC members shall not use their position to gain or attempt to gain an undue advantage for themselves or anyone else. Violation of this requirement may result in dismissal by the Chair. (As examples, it would be considered an undue advantage if a person included his or her membership in the SHAC in the reasoning for allowing a student transfer or for allowing a student entry into a particular program; however, it would not be considered an undue advantage for a person to include SHAC membership on his or her resume.)

Article V: Officers

Section One. Officers and Terms of Service. The SHAC shall annually elect a Chair who must be a parent. The Chair shall be elected and installed at the first meeting of the year. No officer shall be an employee of SISD.

Section Two. Option for Co-Chairs. The SHAC may choose to elect two Co-Chairs, one of whom must be a parent, and one of whom is not required to be a parent.

Section Three. Responsibilities. The responsibilities of the SHAC Chair is as follows:

- A. The responsibilities of the Chair (or Co-Chairs) shall be to:
 1. Preside at all meetings of the SHAC and ensure that commonly accepted parliamentary procedure is followed.
 2. Serve as an ex officio member of all subcommittees without vote.
 3. Represent the SHAC, and sign all letters, reports, and other communications on behalf of the SHAC.
 4. Perform other responsibilities as may be prescribed by the SHAC, which are in accordance with SHAC's authorizing statute, district policy, and direction of the Board.

Section Four. Mid-Term Vacancies. If a vacancy occurs after the Chair's term has commenced, the SHAC shall elect a new Chair to serve for the remainder of the term.

Section Five. Removal of Chair. The Chair serves at the will of the SHAC. A two-thirds majority of the SHAC may at any time remove an Officer. Such action in itself does not equate to dismissal from the SHAC.

Article VII: Subcommittees

Section One. Establishment. Subcommittees may be standing or ad hoc, and shall be established or altered by the SHAC. Subcommittees may address any topics as designated by the SHAC. However, pursuant to statutory requirements, there shall be a standing subcommittee maintained to address Physical Education and Activity.

Section Two. Operations. Subcommittees shall have the following operational criteria:

- A. The Chair (or Co-Chairs) shall oversee the activities of all subcommittees, and ensure that assigned topics are appropriately addressed.
- B. Subcommittee chairs and their terms of service shall be appointed by the Chair with the advice of the Vice-Chair.
- C. Subcommittee chairs shall appoint the members of their subcommittees.
- D. Subcommittees facilitate the SHAC's decision-making process. They are the focal point for SHAC activity. Broad community participation is sought for subcommittees. Subcommittees gather information, analyze available data, and make recommendations to the SHAC through the Executive Committee for consideration and possible action.

- E. Not all subcommittee members are required to be SHAC members. SISD employees may be appointed to subcommittees. School Health Services staff may also be appointed to subcommittees.
- F. The Coordinator shall serve as a resource to all subcommittees.
- G. Subcommittee chairs shall be members of the SHAC. If the subcommittee chair is not a parent of an SISD student, a parent shall be designated as subcommittee co-chair.
- H. Subcommittees shall be composed of at least three members. However, subcommittees shall not constitute a quorum of the SHAC membership, and therefore can take no action.
- I. For any subcommittee established jointly with other organizations, the SHAC may determine certain operational criteria in addition to or different from the above criteria.
- J. Unless otherwise specified by the SHAC, subcommittees are not required to have regular meeting schedules, and shall meet at the discretion of subcommittee chairs. Unless otherwise specified by the SHAC, subcommittees are not required to provide minutes or attendance records of meetings. However, any findings or recommendations of subcommittees must be prepared for forwarding to the SHAC. Only if it is decided that subcommittee meetings are open to the public shall posted agendas (under Article III, Section Nine) be required.

Article VIII: SHAC Coordinator

Section One. Responsibilities. Responsibilities of the Coordinator shall include, but are not limited to:

- A. Ensuring that adequate facilities arrangements and staff support are secured for all meetings.
- B. Providing members and support staff with agendas and background materials prior to meetings.
- C. Serving as custodian of all SHAC records. Agendas and minutes of regular meetings must be maintained for a minimum of two years. In addition, the Coordinator shall keep a record of member term expirations and length of member service.
- D. Promoting public awareness of the SHAC and consulting a database of persons interested in service as SHAC members.
- E. Providing staff support in the development and submission of SHAC's annual report.
- F. Monitoring member attendance
- G. Facilitate maintenance of the SHAC website.
- H. Providing such other assistance as requested in accordance with the SHAC authorizing statute, district policy, and the direction of the Board of Trustees.

ACTION ITEM:**Consideration of Approval of Certified Appraisers for 2025-2026****RECOMMENDATION:**

That the Board of Trustees approves the following administrators as certified appraisers for the Texas Teachers Evaluation Support System (T-TESS) or to conduct formal goal-setting known as the Annual Teacher Review in the 2025-2026 school year.

Barnes Middle School	Briesemeister Middle School
Jay Law, Principal	Linda Guzman, Principal
Andrew Mason, Associate Principal	Joseph Alvarez, Associate Principal
Ernesto Gonzales, Assistant Principal	Gabriela Blancarte, Assistant Principal
Stacy Thomas, Assistant Principal	Roger Gonzales, Assistant Principal
Seguin High School	Learning and Leadership
Alberto Muñoz, Principal	Monica Lyons, Chief Academic Officer
Diana Farris, Associate Principal	Cyndi Perez, RTI Specialist
Christopher Podorsky, Assistant Principal	Adrienne Flores, Elementary Coordinator
Dr. Raye White, Assistant Principal	Sergio Jaurrieta, Director of CTE
Natalie McFadden, Assistant Principal	Nilda Vella, Secondary Science Coordinator
Jessica Jordan, Assistant Principal	Pete Silvius, Director of Whole Child
Ball Early Childhood Center	Bianca Duvall, Early College HS/P-Tech Director
Debra Reiley, Principal	
Genaro Mendoza, Assistant Principal	
Koennecke Elementary	Jefferson Elementary
Lesli Mahaffey, Principal	Maria Guerra, Principal
Amanda Santos, Assistant Principal	Erica Villarreal, Assistant Principal
Human Resources	Patlan Elementary
Shantill Vann, New Teacher Specialist	Annaliza Rangel, Principal
	Tanya Webb, Assistant Principal
McQueeney Elementary	Rodriguez Elementary
Trisha Eckols, Principal	Ofelia Santiago, Principal
Sharon Johnson, Assistant Principal	

Weinert Elementary	Vogel Elementary
Tiffany Wehe, Principal	Rhonda Trainer-Garcia, Principal
Jessica Castro, Assistant Principal	Emilie Rohde, Associate Principal
Matador Special Services	Saegert MBLC and District Alternative School
Dawn Lynn, Special Education Coordinator	Aaron Hannah, MBLC/DAEP Principal
Allison Higginbotham, Special Education Compliance Coordinator	

**REFERENCE
& COMPLIANCE:**

DNA (LEGAL)(LOCAL), Performance Appraisal: Evaluation of Teachers

**BUDGET IMPACT/
INFORMATION:**

This item will have no impact on the budget.

**PAPERWORK
IMPACT:**

Approval of this item will have a small impact on paperwork.

**RESOURCE
PERSONNEL:**

Jeremy Nueman, Chief Human Resources Officer

Submitted by:

(Name) Dr. Jack Lee, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614
 (Date) 08/26/25

INFORMATION ITEM: **Acknowledge Public Information Act Requests July-August 2025**

RECOMMENDATION: That the Board of Trustees acknowledges Public Information Act requests received since July 1, 2025.

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: July 1, 2025 – August 15, 2025 Public Information Act request roster

RESOURCE PERSONNEL: Dr. Jack Lee, Superintendent
Emily Allen, Executive Director of Communications

Submitted by:
 (Name) Dr. Jack Lee, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614
 (Date) 08/26/25

Seguin ISD PIA Requests received from July 1, 2025 - August 15, 2025				
Date	Requester	Requested Document	Status	Action
001 July 2, 2025	Sharmayne Soliman	Employee names, work locations, titles, and district email addresses	Completed	Document shared
002 July 7, 2025	Reuben Tebar, Liberty Paper	Quote tabulation for project bids on white paper	Completed	Document shared
003 July 21, 2025	Tim Lee, Texas Retired Teachers Association	Contact information for all retiring employees	Completed	Document shared
004 July 25, 2025	Greg Smith	Employee names, work locations, titles, district email addresses, age, and salary	Completed	Document shared
005 July 25, 2025	David Mercado, Uvalde Leader-News	Information on former employee	Completed	Documents shared
006 August 12, 2025	Greg Smith	Most recent Compensation Manual	Completed	Document shared
007 August 12, 2025	Crystal Truong, Wonder Theater	Contact information for Seguin ISD fine arts staff	Completed	Document shared

ACTION ITEM: **Personnel Action - Professional Employees**

RECOMMENDATION: Recommended that Board of Trustees approve the appointment of contractual employees recommended in August 2025.

RATIONALE: Strategic Goal 4: Seguin ISD will improve student, parent, and staff satisfaction as determined by the district wide survey.

REFERENCE and COMPLIANCE: DC (LOCAL), Employment Practices - The Board retains final authority for employment of contractual personnel in a position other than teacher, librarian, school counselor, or school nurse. The Board delegates to the Superintendent the authority to employ teachers, librarians, school counselors, and school nurses.

BUDGET IMPACT/ INFORMATION: New hires associated with replacement of personnel have been budgeted prior to the hiring process.

PAPERWORK IMPACT: Minimal

EXHIBITS: Personnel Information

RESOURCE PERSONNEL: Jeremy Nueman, Chief Human Resources Officer

Submitted by:
(Name) Dr. Jack Lee, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date) 08/26/25

ACTION ITEM: **2025-2026 Fine Arts Stipend Schedule Recommendation**

RECOMMENDATION: The Board approves the 2025-2026 Fine Arts stipend schedule as recommended for all district employees.

RATIONALE: Revisit of Fine Arts Stipends from the May 2025 Board meeting to ensure Seguin ISD will remain competitive, attract, and retain talented employees.

REFERENCE and COMPLIANCE: DEAA (LEGAL) and DEAA (LOCAL) Compensation Plan, Incentives and Stipends

BUDGET IMPACT/ INFORMATION: None

PAPERWORK IMPACT: Revisions made to update the SISD Compensation Handbook.

EXHIBITS: 2025-2026 Fine Arts Stipend Presentation

RESOURCE PERSONNEL: Jeremy Nueman, Chief Human Resources Officer

Submitted by:
 (Name) Dr. Jack Lee, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614
 (Date) 08/26/25

SEGUIN ISD 2025-2026 PROPOSED FINE ARTS STIPENDS

JEREMY NUEMAN, CHIEF HUMAN RESOURCES OFFICER
DR. SAMUEL PARROTT, FINE ARTS COORDINATOR



FINE ARTS STIPEND PROPOSAL INFORMATION

1. An evaluation of ALL Fine Arts Stipends has not been completed in many years.
2. The proposed Stipend Schedule moves **away from duty days**.
3. **Held harmless** is built into the new proposed stipends.



GOALS OF FINE ARTS STIPEND PROPOSAL

1. To show our Fine Arts Team that we value and **appreciate** their work.
2. To show our employees and our community that **Fine Arts is important to Seguin ISD.**



STIPEND CHANGES TO PROPOSED STIPENDS FROM MAY

1. There are several increases to what was presented in May.
 - Band Director- Head HS
 - Band Director- Asst HS
 - Theatre Arts- Asst HS
 - Ballet Folklorico
 - Band Director- Head MS
 - Mariachi MS
 - Theatre Arts- Head MS
 - Cheerleading- Head HS
 - Cheerleading- Asst HS
 - Dance Head HS
 - Dance Assistant HS
2. There is one decrease to what was presented in May, however it is an increase to the current stipend schedule.
 - Secondary Visual Arts
3. There is one addition to what was presented in May.
 - Color Guard



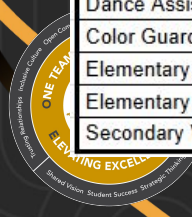
FINE ARTS STIPEND SCHEDULE

Positions	Quantity of Stipends	Current Stipend	Proposed In May	New Proposed Stipends	% Increase from Current
Band Director- Head HS	1	\$8,000	\$11,000	\$16,000	100.00%
Band Director- Asst HS	3	\$7,000	\$7,000	\$9,500	35.71%
Choir Director- HS	1	\$4,000	\$5,000	\$5,000	25.00%
Theatre Arts- Head HS	1	\$4,000	\$5,000	\$6,000	50.00%
Theatre Arts- Asst HS	1	\$1,500	\$2,500	\$4,000	166.67%
Mariachi HS	1	\$3,000	\$7,000	\$7,000	133.33%
Ballet Folklorico	1	\$3,000	\$4,000	\$5,000	66.67%
Band Director- Head MS	2	\$4,000	\$8,000	\$9,250	131.25%
Band Director- Asst MS	2	\$3,000	\$6,000	\$6,000	100.00%
Choir Director- MS	2	\$2,000	\$3,000	\$3,000	50.00%
Mariachi MS	2	\$1,000	\$2,500	\$3,000	200.00%
Theatre Arts- Head MS	2	\$1,250	\$1,250	\$2,000	60.00%
Cheerleading- Head HS	1	\$3,600	\$5,000	\$6,500	80.56%
Cheerleading- Asst HS	1	\$2,100	\$3,500	\$4,000	90.48%
Cheerleading- Head MS	1	\$900	\$2,000	\$2,000	122.22%
Cheerleading- Asst MS	1	\$500	\$1,000	\$1,000	100.00%
Dance Head HS	1	\$3,600	\$5,000	\$8,500	136.11%
Dance Assistant HS	1	\$2,100	\$3,500	\$3,850	83.33%
Dance Head MS	1	\$900	\$2,000	\$2,000	122.22%
Dance Assistant MS	1	\$500	\$1,000	\$1,000	100.00%
Color Guard	1	\$0	\$0	\$2,000	New
Elementary Music	7	\$0	\$500	\$500	New
Elementary Visual Arts	1	\$0	\$500	\$500	New
Secondary Visual Arts	8	\$0	\$1,200	\$750	New

Current Stipend Schedule	\$134,295
Proposed in May	\$133,600
New Proposal	\$157,350
Difference from proposed in May	\$23,750
Difference from current	\$23,055

New proposed stipend schedule is an increase of **\$23,055** to the current.

Current Stipend Schedule amount includes the cost of duty days. 239



SEGUIN ISD 2025-2026 PROPOSED FINE ARTS STIPENDS

BY INVESTING IN OUR FINE ARTS TEAM, WE ARE TAKING A KEY STEP TOWARD MAINTAINING A THRIVING FINE ARTS PROGRAM AT SEGUIN ISD.

QUESTIONS?



ACTION ITEM: **2025-2026 Compensation Plan - Teacher Hiring Table, Pay Grades, and Substitute Pay**

RECOMMENDATION: Board of Trustees approve the 2025-2026 compensation plan, which includes adjustments to changes to the Teacher Hiring Table, Compensation increases, and Pay Grades adjustments.

RATIONALE: The rationale to the recommendation to adjust our teacher hiring table to align with the Teacher Retention Allotment from House Bill 2. This includes increases to compensation and adjustments to pay grades, with the goal of both rewarding our current employees and remaining competitive with other local school districts. These proactive steps are intended to improve teacher retention and attract high-quality talent, ultimately benefiting the long-term success of our district.

REFERENCE and COMPLIANCE: DEAA (LEGAL) and DEAA (LOCAL) Compensation Plan, Incentives and Stipends

BUDGET IMPACT/ INFORMATION: General Operating Fund

PAPERWORK IMPACT: Revisions made to update the SISD Compensation Handbook.

EXHIBITS: 2025-2026 Employee Compensation Plan Presentation
2025-2026 Teacher Hiring Table
2025-2026 Compensation Pay Scales

RESOURCE PERSONNEL: Jeremy Nueman, Chief Human Resources Officer
Elizabeth Banks, Chief Financial Officer

Submitted by:
 (Name) Dr. Jack Lee, Superintendent
 (Address) 1221 E. Kingsbury St., Seguin, TX 78155
 (Telephone) (830) 401-8614
 (Date) 08/26/25

SEGUIN ISD 2025-2026 EMPLOYEE COMPENSATION PLAN

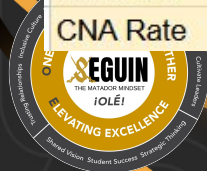
ELIZABETH BANKS, CHIEF FINANCIAL OFFICER
JEREMY NUEMAN, CHIEF HUMAN RESOURCES OFFICER



SUBSTITUTE RATES

Current Rates	
Seguin ISD	
High School Diploma Rate-HS (PK5)	\$100.00
High School Diploma Rate-HS (6-12)	\$110.00
Some College (60+) Rate (PK5)	\$105.00
Some College (60+) Rate (6-12)	\$115.00
Degreed Rate (PK5)	\$110.00
Degreed Rate (6-12)	\$120.00
Certified Teacher Rate (PK5)	\$115.00
Certified Teacher Rate (6-12)	\$125.00
Aide Rate	\$90.00
Long-Term Some College (60+) Rate	\$115.00
Long-Term Degreed Rate	\$120.00
Long-Term Certified Teacher Rate	\$155.00
Long-Term Certified Full Semester	\$205.00
RN Rate	\$125.00
LVN Rate	\$115.00
CNA Rate	\$90.00

Recommended Rates	2024-2025	2025-2026
Certified Rate	\$115 - \$125	\$130.00
Non Certified Rate	\$100 - \$120	\$120.00
Long Term Certified Rate	\$155.00	\$160.00
Long Term Non Certified Rate	\$115 - \$120	\$135.00
Aide Rate	\$90.00	\$90.00
RN Rate	\$125.00	\$135.00
LVN Rate	\$115.00	\$120.00
CNA Rate	\$90.00	\$95.00



NURSES, LIBRARIANS, COUNSELORS, INST COACHES

- Nurses, Librarians, and Instructional Coaches to P1 scale
- Counselors to P2 scale
- Straight 2% raise on daily rate for 2025-2026 (not off the midpoint)
- TASB (Texas Association of School Board) Salary Study to be done in 2025-2026 school year for all staff pay



CLASSROOM TEACHER SCALE

- Step plus Teacher Retention Allotment for Classroom Teachers
- Teachers at Step 0, 1 and 2 will receive a \$1,250 increase
- New uncertified teachers hired after **Sept 1, 2025** will be compensated at **\$55,000** until they are certified. Current uncertified teachers compensation will be **frozen for 2026-2027 until certified.**

[Sheets link](#) - See attached exhibits



OTHER STAFF / STIPEND / FINANCES

- 2% midpoint raise to all other staff - paraprofessionals, clerical, auxiliary, support staff, administration
- \$500 stipend to all full time employees
- \$250 stipend to all part time employees
- Monthly employees will receive on Nov 21st
- Semi monthly employees will receive on Nov 14th

Approximate cost to general fund budget **\$4 million**



MIDPOINT

- Why the midpoint?

Pay Range: \$8.00 | \$10.00 (Midpoint) | \$12.00

Raise 2% of midpoint (\$0.20/hour)

<u>Employee</u>	<u>Current Pay</u>	<u>Raise</u>	<u>New Pay</u>
Below Midpoint	\$9.00	\$0.20	\$9.20
Above Midpoint	\$11.00	\$0.20	\$11.20



QUESTIONS?



Classroom Teachers			Classroom Teachers			
2024-2025			2025-2026			
State Step / Years of Experience	2024-2025 Salary	Daily Rate Based on 187 day calendar	State Step / Years of Experience	Teacher Retention Allotment	2025-2026 Salary	Daily Rate Based on 187 day calendar
0	\$57,000	\$304.81	0	\$0	\$58,250	\$311.50
1	\$57,150	\$305.61	1	\$0	\$58,400	\$312.30
2	\$57,300	\$306.42	2	\$0	\$58,550	\$313.10
3	\$57,450	\$307.22	3	\$2,500	\$59,950	\$320.59
4	\$57,648	\$308.28	4	\$2,500	\$60,148	\$321.65
5	\$57,871	\$309.47	5	\$5,000	\$62,871	\$336.21
6	\$58,095	\$310.67	6	\$5,000	\$63,095	\$337.41
7	\$58,324	\$311.89	7	\$5,000	\$63,324	\$338.63
8	\$58,547	\$313.09	8	\$5,000	\$63,547	\$339.82
9	\$60,405	\$323.02	9	\$5,000	\$65,405	\$349.76
10	\$60,986	\$326.13	10	\$5,000	\$65,986	\$352.87
11	\$61,452	\$328.62	11	\$5,000	\$66,452	\$355.36
12	\$61,685	\$329.87	12	\$5,000	\$66,685	\$356.60
13	\$62,151	\$332.36	13	\$5,000	\$67,151	\$359.10
14	\$62,850	\$336.10	14	\$5,000	\$67,850	\$362.83
15	\$63,082	\$337.34	15	\$5,000	\$68,082	\$364.07
16	\$63,316	\$338.59	16	\$5,000	\$68,316	\$365.33
17	\$63,898	\$341.70	17	\$5,000	\$68,898	\$368.44
18	\$64,479	\$344.81	18	\$5,000	\$69,479	\$371.55
19	\$64,771	\$346.37	19	\$5,000	\$69,771	\$373.11
20	\$65,645	\$351.04	20	\$5,000	\$70,645	\$377.78
21	\$65,791	\$351.82	21	\$5,000	\$70,791	\$378.56
22	\$65,902	\$352.42	22	\$5,000	\$70,902	\$379.16
23	\$66,228	\$354.16	23	\$5,000	\$71,228	\$380.90
24	\$66,519	\$355.72	24	\$5,000	\$71,519	\$382.45
25	\$66,810	\$357.27	25	\$5,000	\$71,810	\$384.01
26	\$67,100	\$358.82	26	\$5,000	\$72,100	\$385.56
27	\$67,450	\$360.70	27	\$5,000	\$72,450	\$387.43
28	\$68,716	\$367.47	28	\$5,000	\$73,716	\$394.20
29	\$70,292	\$375.89	29	\$5,000	\$75,292	\$402.63
30	\$70,700	\$378.07	30 +	\$5,000	\$75,700	\$404.81
31	\$71,339	\$381.49				
Master's Degree Stipend - \$1,000 Instructional Coach Stipend - \$3,000			Master's Degree Stipend - \$1,000 Instructional Coach Stipend - \$3,000 Current uncertified teachers for the 2026-2027 school year will be frozen until they are certified. New uncertified teachers hired after Sept 1, 2025 will be compensated at \$55,000 until they are certified. Retirees capped at Step 25			

CURRENT

2024-2025

PROFESSIONAL	DAILY		
	Min	Mid	Max
P1	\$290	\$350	\$400
P2	\$310	\$370	\$430
P3	\$320	\$380	\$450
P4	\$340	\$400	\$470
P5	\$370	\$440	\$520
P6	\$400	\$480	\$560
P7	\$445	\$537	\$629
P8	\$568	\$685	\$803

2024-2025

CLERICAL	HOURLY		
	Min	Mid	Max
C1	\$14.90	\$17.90	\$20.90
C2	\$15.50	\$18.60	\$21.70
C3	\$17.00	\$21.00	\$24.50
C4	\$19.00	\$22.20	\$25.90
C5	\$21.00	\$25.20	\$29.40
C6	\$23.50	\$28.80	\$33.60
C7	\$25.50	\$31.20	\$36.40
C8	\$27.00	\$33.00	\$38.50
TEMP	\$15.00	-	-

2024-2025

MAINTENANCE	HOURLY		
	Min	Mid	Max
M1	\$16.00	\$19.20	\$22.40
M2	\$18.00	\$20.40	\$23.80
M3	\$21.00	\$24.00	\$28.00
M4	\$22.00	\$26.40	\$30.00
M5	\$23.00	\$27.60	\$32.20
TEMP	\$15.00	-	-

2024-2025

TRANSPORTATION	HOURLY		
	Min	Mid	Max
T1	\$14.00	\$17.00	\$20.00
T2	\$20.70	\$24.00	\$27.00
T3	\$21.50	\$25.80	\$30.00
Sub Driver	\$17.00	-	-
Driver inTraining	\$14.00	-	-

2024-2025

CHILD NUTRITION	HOURLY		
	Min	Max	Max
F1	\$17.00	\$21.25	\$25.50
F2	\$18.00	\$22.50	\$27.00
F3	\$19.00	\$23.75	\$28.50
F4	\$20.00	\$25.00	\$30.00
F5	\$22.00	\$27.50	\$33.00
F6	\$24.00	\$30.00	\$36.00
F7	\$26.00	\$32.50	\$39.00
F8	\$28.00	\$35.00	\$42.00
TEMP	\$15.00	-	-

PROPOSED

2%
2025-2026

PROFESSIONAL	DAILY		
	Min	Mid	Max
P1	\$297	\$352	\$407
P2	\$317	\$377	\$437
P3	\$328	\$393	\$458
P4	\$348	\$413	\$478
P5	\$379	\$454	\$529
P6	\$410	\$490	\$570
P7	\$456	\$548	\$640
P8	\$582	\$699	\$817

2025-2026

CLERICAL	HOURLY		
	Min	Mid	Max
C1	\$15.26	\$18.26	\$21.26
C2	\$15.87	\$18.97	\$22.07
C3	\$17.42	\$21.17	\$24.92
C4	\$19.44	\$22.89	\$26.34
C5	\$21.50	\$25.70	\$29.90
C6	\$24.08	\$29.13	\$34.18
C7	\$26.12	\$31.57	\$37.02
C8	\$27.66	\$33.41	\$39.16
TEMP	\$15.00	-	-

2025-2026

MAINTENANCE	HOURLY		
	Min	Mid	Max
M1	\$16.38	\$19.58	\$22.78
M2	\$18.41	\$21.31	\$24.21
M3	\$21.48	\$24.98	\$28.48
M4	\$22.53	\$26.53	\$30.53
M5	\$23.55	\$28.15	\$32.75
TEMP	\$15.00	-	-

2025-2026

TRANSPORTATION	HOURLY		
	Min	Mid	Max
T1	\$14.34	\$17.34	\$20.34
T2	\$21.18	\$24.33	\$27.48
T3	\$22.02	\$26.27	\$30.52
Sub Driver	\$17.00	-	-
Driver inTraining	\$14.00	-	-

2025-2026

CHILD NUTRITION	HOURLY		
	Min	Max	Max
F1	\$17.43	\$21.68	\$25.93
F2	\$18.45	\$22.95	\$27.45
F3	\$19.48	\$24.23	\$28.98
F4	\$20.50	\$25.50	\$30.50
F5	\$22.55	\$28.05	\$33.55
F6	\$24.60	\$30.60	\$36.60
F7	\$26.65	\$33.15	\$39.65
F8	\$28.70	\$35.70	\$42.70
TEMP	\$15.00	-	-

ACTION ITEM:

Adoption of Order Setting the Tax Rate for 2025

RECOMMENDATION:

That the Board of Trustees adopt tax rates for 2025 as follows: \$0.6778 or Maintenance and Operations, and \$0.405 for Interest and Sinking, for a Total Combined Rate of \$1.0828.

RATIONALE:

Seguin ISD and TEA has performed all calculations as required by law and published the District's Maximum Compressed Rate (MCR). The proposed rate is the same as the prior year.

REFERENCE and COMPLIANCE:

CCG (LEGAL) and CCG (LOCAL) Local Revenue Sources-Ad Valorem Taxes

PAPERWORK IMPACT:

None

BUDGET IMPACT / INFORMATION:

No budget impact

EXHIBITS:

Exhibit - Tax Levy Ordinance

RESOURCE PERSONNEL:

Elizabeth Banks, Chief Financial Officer, RTSBA

Submitted by:

(Name)

Dr. Jack Lee, Superintendent

(Address)

1221 E. Kingsbury St., Seguin, TX 78155

(Telephone)

(830) 401-8614

(Date)

08/26/25

ORDER LEVYING THE TAX RATE
FOR THE SEGUIN INDEPENDENT SCHOOL DISTRICT
FOR THE YEAR 2025 AND DIRECTING THE ASSESSMENT
AND COLLECTION THEREOF

BE IT ORDERED by the Board of Trustees of the Seguin Independent School District that,

We, the Board of Trustees of the Seguin Independent School District, do hereby adopt the tax rate of \$100 valuation for this school district for the year 2023 as follows:

\$0.6778 For the purpose of maintenance and operation fund

\$0.4050 For the payment of interest and sinking debt fund

\$1.0828 Total Tax Rate

The Tax Assessor-Collector is hereby authorized to assess and collect the taxes for the Seguin Independent School District.

Denise Crettenden, President
Board of Trustees
Seguin Independent School District

ATTEST:

Grace Mueller, Secretary
Board of Trustees
Seguin Independent School District

(Seal)

ACTION ITEM: **Discussion and Possible Action on Homeschool UIL Participation**

RECOMMENDATION: That the Board of Trustees approve the district’s decision to opt out of allowing homeschool student participation in University Interscholastic League (UIL) activities for the 2025–2026 school year, in accordance with the requirements of state law.

RATIONALE: HB 547 allows homeschool students to participate in UIL activities unless the Board takes annual action to opt out. Seguin ISD opted out for the 2024–2025 school year, and continuing this decision for 2025–2026 maintains consistency and prioritizes resources for full-time enrolled students.

REFERENCE and COMPLIANCE: HB 547; FM(LEGAL) Student Activities

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: No significant impact.

EXHIBITS: Resolution

RESOURCE PERSONNEL: Dr. Jack Lee, Superintendent

Submitted by:
(Name) Dr. Jack Lee, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date) 08/26/25

**SEGUIN ISD BOARD RESOLUTION
NON-ENROLLED STUDENT PARTICIPATION IN UNIVERSITY
INTERSCHOLASTIC LEAGUE ACTIVITIES**

WHEREAS, Section 33.0832(c-2) of the Texas Education Code authorizes the Board of Trustees of a school district to adopt a policy declining to grant non-enrolled students the opportunity to participate in University Interscholastic League (“UIL”) activities; and

WHEREAS, the Board of Trustees of Seguin I.S.D. desires to opt out of granting non-enrolled students the opportunity to participate in UIL activities;

NOW, THEREFORE, the Seguin I.S.D. Board of Trustees at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby confirm and ratify the following actions taken and adopt the following Resolution:

BE IT HEREBY RESOLVED THAT:

The Board of Trustees of Seguin ISD declines to grant non-enrolled students the opportunity to participate in league activities.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF TRUSTEES OF SEGUIN I.S.D. ON THE ___ DAY OF _____ 2025.

President

Vice-President

Secretary

Trustee

Trustee

Trustee

Trustee

ACTION ITEM: **First Reading for Consideration or Approval of Local District Update (LDU) – EFB, EIA, FD, FM and FNCE**

RECOMMENDATION: Recommended that the Board of Trustees approve the amended (LOCAL) board policies EFB, EIA, FD, FM and FNCE.

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have had advance written notice of the proposed change.

RATIONALE: (LOCAL) policy revisions to EFB and FNCE are TASB recommended to aligning with recent legislative changes. EIA(LOCAL) is updating prekindergarten from twelve week grading periods to nine weeks that aligns with kindergarten through grade 12. FD and FM (LOCAL) have clarifying language added in regards to UIL participation.

REFERENCE and COMPLIANCE: BF(LOCAL) BOARD POLICIES

PAPERWORK IMPACT: None

BUDGET IMPACT/ INFORMATION: Minimal

EXHIBITS: (LOCAL) Policy Comparisons

RESOURCE PERSONNEL: Monica Lyons, Chief Academic Officer

Submitted by:
(Name) Dr. Jack Lee, Superintendent
(Address) 1221 E. Kingsbury St., Seguin, TX 78155
(Telephone) (830) 401-8614
(Date) 08/26/25

PROPOSED REVISIONS

Persons Age 21 and Over	The District shall not admit into its public schools any person age 21 or over unless otherwise required by law.
Registration Forms	The student's parent, legal guardian, or other person having lawful control shall annually complete registration forms. A student who has reached age 18 shall be permitted to complete these forms.
Proof of Residency	In accordance with administrative regulations, the parent, guardian, or other person having lawful control of the student under order of a court shall present proof of residency. The District may investigate stated residency as necessary.
Minor Living Apart	A minor student residing in the District but whose parent, guardian, or other person having lawful control under a court order does not reside in the District shall present a power of attorney or an authorization agreement as provided in Chapter 34 of the Family Code assigning responsibility for the student in all school-related matters to an adult resident of the District.
Person Standing in Parental Relation	
Misconduct	A minor student living apart who has engaged in misconduct that results in any of the consequences found in Education Code 25.001(d) shall not be permitted to attend a District school.
Exceptions	Based on an individual student's circumstance, the Superintendent shall have authority to grant exceptions to the requirement for a power of attorney or authorization agreement and to the exclusion for misconduct.
Extracurricular Activities	The Superintendent shall determine whether a minor student living apart is present in the District for the primary purpose of participating in extracurricular activities.
<u>Students Not Enrolled</u>	A student enrolled in a private school, including a homeschool, shall not be eligible for concurrent enrollment in the District nor for participation in curricular or extracurricular activities. [See EEL and FM]
Nonresident Student in Grandparent's After-School Care	<p>The parent and grandparent of a nonresident student requesting admission under Education Code 25.001(b)(9) shall provide to the Superintendent the required information on the grandparent's residency and complete a form provided by the District describing the extent of after-school care to be provided by the grandparent.</p> <p>The Superintendent shall have authority to approve or deny such admissions requests in accordance with criteria approved by the Board.</p>
"Accredited" Defined	For the purposes of this policy, "accredited" shall be defined as accreditation by TEA, an equivalent agency from another state, or an

accrediting association recognized by the commissioner of education.

Grade-Level Placement

Accredited Schools

The parent, guardian, or other person having lawful control of a student enrolling in a District school from an accredited public, private, or parochial school shall provide evidence of the prior schooling outside the District. The student shall be placed initially at the grade level reached elsewhere, pending observation by the classroom teacher, guidance personnel, and the principal. On the basis of these observations and results of tests that may be administered by appropriate District personnel, the principal shall determine the final grade placement.

Nonaccredited Schools

A student enrolling in a District school from a nonaccredited public, private, or parochial school, including a homeschool, shall be placed initially at the discretion of the principal, pending observation by classroom teachers, guidance personnel, and the principal. Criteria for placement may include:

1. Scores on achievement tests, which may be administered by appropriate District personnel.
2. Recommendation of the sending school.
3. Prior academic record.
4. Chronological age and social and emotional development of the student.
5. Other criteria deemed appropriate by the principal.

Transfer of Credit

Accredited Texas Public Schools

Credit toward state graduation requirements earned in an accredited public school district in Texas shall be transferable and recognized by the District.

Other Accredited or Nonaccredited Schools

Before recognizing credit in a course earned in an accredited non-public school, an accredited school outside of Texas, or a nonaccredited school, appropriate personnel shall evaluate a student's records and transcript. The District may require the student to demonstrate mastery of the content or use alternative methods to verify course content for the award of credit.

Transition Assistance

In accordance with law, when a student who is identified as homeless or in substitute care enrolls in the District, the District shall assess the student's available records and other relevant information to ensure credit, including proportionate credit, is awarded appropriately for all subjects and courses taken prior to enrollment.

[See EI]

Withdrawal

A parent or guardian wishing to withdraw a minor student shall present a signed statement that includes the reason for the withdrawal. A student who is 18 or older may submit a withdrawal statement without a parent's or guardian's signature.

[For District withdrawal of students no longer in attendance, see FEA(LOCAL).]

PROPOSED REVISIONS

Extracurricular Activity Absences

The District shall make no distinction between absences for UIL activities and absences for other extracurricular activities approved by the Board. A student shall be allowed 20 extracurricular absences per school year for competition at any level.

For competition above the District level, [an eligible](#) student shall be allowed additional absences as necessary to compete, subject to ~~No Pass, No Play rules and~~ the provisions below.

Exempt Courses

A student shall be exempt from grade eligibility requirements only for a grade no lower than 60 in any honors course listed in FM(LEGAL).

In addition, a student shall be granted exemption from grade eligibility requirements only twice per semester for a grade no lower than 60 in only one of the courses identified as Advanced in District publications. [See EIC(LOCAL)]

In addition, a middle school student shall be granted exemption from grade eligibility requirements only twice per semester for a grade no lower than 60 in Algebra I, Geometry, or Spanish.

Use of District Facilities

School-sponsored student groups may use District facilities with prior approval of the appropriate administrator. Other student groups may use District facilities in accordance with FNAB.

[\[For eligibility of a private school student, including a homeschool student, to participate in extracurricular activities, see FD\(LOCAL\).\]](#)

PROPOSED REVISIONS

Note: For searches of personal communication devices or other personal electronic devices, see FNF.

Personal Communication Devices

A student shall not use a personal communication device on school property during the school day. While on school property, the student shall store any personal communication device in accordance with administrative regulations.

A student who violates this policy or any regulations shall be subject to discipline in accordance with the Board-adopted Student Code of Conduct.

An authorized District employee shall confiscate a student's personal communication device that is used in violation of this policy or any applicable regulations.

The District shall not dispose of the personal communication device. The District shall provide appropriate notice, and devices that are not retrieved shall be stored according to administrative regulations.

Exceptions

A student shall be authorized to use a personal communication device on school property during the school day only under the following circumstances:

1. The student's use is necessary for implementation of the student's individualized education program, a 504 plan, or a similar program or plan;
2. The student's use is required due to a documented need based on a directive from a qualified physician; or
3. The student's use is necessary to comply with a health or safety requirement imposed by law or as part of the District or campus safety protocols.

Implementation

The Superintendent shall develop regulations to implement this policy.

Compliance

Annually, the Superintendent shall report to the Board on the implementation and compliance of this policy.

Note: ~~For searches of personal telecommunications devices or other personal electronic devices, see FNF.~~

STUDENT CONDUCT
PERSONAL TELECOMMUNICATIONS/ELECTRONIC DEVICES

FNCE
(LOCAL)

Personal Use

~~Telecommunications
Devices~~

~~An authorized District employee may confiscate a personal telecommunications device, including a mobile telephone, used in violation of applicable campus rules.~~

~~A confiscated personal telecommunications device shall be released for a fee determined by the Board. In accordance with the student handbook, the student or the student's parents may retrieve the device after paying the fee.~~

~~If a personal telecommunications device is not retrieved, the District shall dispose of the device after providing notice required by law.~~

~~Other Electronic
Devices~~

~~Guidelines regarding other personal electronic devices shall be addressed in the student handbook.~~

Instructional Use

~~A student shall obtain prior approval before using personal telecommunications or other personal electronic devices for on-campus instructional purposes. The student shall also acknowledge receipt and understanding of applicable regulations and shall sign the appropriate user agreements. [See CQ]~~

PROPOSED REVISIONS

Note: For information related to the selection of instructional materials, see EFA.

Collection Development Policy

The purpose of this policy is to ensure that the District provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. This policy also provides standards for collection development and the selection and evaluation of library materials.

In this policy, "library materials" is defined by law and may include printed and electronic library acquisitions, including online catalogs, and other ancillary or supplementary materials maintained in a campus library. [See EFB(LEGAL)]

The library collection development standards shall apply to all library materials available for use or display, including material contained in school libraries, classroom libraries, ~~and online catalogs~~ online catalogs, library mobile applications used in the District, and any other library catalog a student may access.

In developing library collections, the District shall consider the age groups, grade levels, and access to library material by all students on a campus.

Responsibility

The District shall ensure librarians, professional library staff, and other designated professional staff are trained or receive information on the proper collection development standards ~~select and acquire library materials in accordance with state law and rules, this collection development policy, and administrative procedures.~~

The Superintendent shall develop administrative procedures to ensure that library collections comply with applicable law, library standards, and the District's collection development purpose and goals.

Collection Development Goals

In addition to the requirements in state law and rules, the District's library collections shall:

1. Present multiple viewpoints related to controversial issues [see EMB regarding instruction about controversial issues].
2. Provide a wide range of background information that will enable students to make intelligent decisions in their daily lives.
3. Include accurate and authentic factual content from authoritative sources.

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LIBRARY MATERIALS

EFB
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4. Have a high degree of potential user appeal and interest.
5. Offer a global perspective that promotes equity of access, including print and nonprint materials such as electronic and multimedia, to meet the needs of individual learners.
6. Represent diverse viewpoints and ~~cultures appropriate~~cultural groups of the state and their contributions to ~~each campus~~the state, the nation, and the world, to ensure the collection embodies the ~~unique~~ background of ~~its student population~~all students.

~~Selection~~Recommen
dation and
~~Evaluation~~Procurem
ent of Materials

Library materials shall be ~~selected~~recommended and ~~acquired~~procured in accordance with guidelines adopted by the Texas State Library and Archives Commission and the District standards and priorities expressed in this policy.

~~When selecting, acquiring, and evaluating library materials,~~Librarians and other professional staff shall develop recommendations to be presented to the Board. The librarians and other professional staff shall ensure that the materials:

1. Enrich and support the TEKS and the state and local curriculum, taking into consideration students' varied interests, maturity levels, abilities, and learning styles.
2. Foster growth in factual knowledge, literary appreciation, aesthetic values, and societal standards.
3. Encourage the enjoyment of reading, foster high-level thinking skills, support personal learning, and encourage discussion based on rational analysis.
4. Represent ethnic, religious, and cultural groups of the state and their contributions to the state, the nation, and the world.

The Superintendent shall ensure that administrative procedures regarding the ~~selection~~development of recommendations of library materials consider at least two of the following factors:

1. Recommendations from students, parents or guardians, teachers, and District ~~community members~~residents.
2. Consultation with District teachers and library staff.
3. Consultation with library staff from other districts.
4. Extensive review of the library material.
5. Context of the library material, including overall fit within the existing collection and support of District curriculum.

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6. Reviews of the library material from sources such as professional journals in library science, recognized professional education or content journals with book reviews, national and state award recognition lists, library science field experts, and highly acclaimed author and literacy expert recommendations.
7. Coverage of topics, authors, series, or genres that fill gaps in the school library collection.

The Board shall consider the list of library materials that have been donated or proposed by the administration for procurement. Each Board member may propose changes before the Board takes action on the list of donated or proposed library materials.

The Board shall either approve or reject the library materials that have been donated or proposed for procurement.

Donated and
Proposed
Procurement List

At least 30 days prior to the Board's vote to accept donated library materials or approve procurement of library materials, the Superintendent shall make accessible to the public the list of library materials in accordance with law.

Access Plan

The District shall allow efficient parental access to the District's library and any available online catalogs.

Online catalogs shall be publicly available. The District shall publish information about library material titles, including how and where material can be accessed.

Each campus shall communicate the following to parents and guardians:

- Access to policies relating to school libraries and library materials;
- Consistent access to library materials and resources; and
- Opportunities for students, parents and guardians, educators, and community members to provide feedback on library materials and services.

Parental
Involvement

Parents and guardians are the primary decision-makers regarding their ~~student's~~child's access to library material. In general, a student is afforded the opportunity to self-select library materials as part of literacy development and the library program. District staff may assist a student in selecting library material; however, the ultimate determination of appropriateness remains with the student and parent or guardian. Parents and guardians are encouraged to communicate with the campus librarian and their child's teacher about special considerations regarding library materials self-selected by their ~~student~~child.

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In accordance with state law and administrative procedures, parents or guardians may [submit to the principal or a staff member designated by the principal a list of library materials that the parent's or guardian's child shall not be allowed to check out or access for use outside of the school library. The Superintendent shall develop procedures that permit a parent or guardian to submit the request in at least one of the methods permitted by law.](#)

[The parent or guardian may](#) select alternative library materials for their ~~student~~child. [For information on parental rights regarding instructional materials and other instructional resources, see EFA(LLEGAL).]

The District shall focus on maximizing transparency with parents while meeting student needs and providing enrichment opportunities with library materials. Parental involvement in library acquisition, maintenance, and campus activities is encouraged.

Access
Procedures

School Library

A parent or guardian who wishes to access a school's library shall first submit a request to the principal. The principal or a staff member designated by the principal shall work with the parent or guardian to determine a time to access the library that will not interfere with the delivery of instruction or disrupt student use of library services.

~~Online~~Library
Catalog

A parent or guardian who wishes to access ~~an online~~[the catalog of library materials for any school in the District](#) shall submit a written request to the [school's](#) principal. The principal or a staff member designated by the principal shall respond to the request in accordance with administrative procedures.

Protection from
Inappropriate
Material

[In accordance with law and guidance from the Texas State Library and Archives Commission, library materials shall not include "harmful material" as defined by Penal Code 43.24\(a\)\(2\); "obscene" material as defined by Penal Code 43.21\(a\)\(1\);](#); any library material that is pervasively vulgar or educationally unsuitable ~~as referenced in Board~~; [any library material containing indecent or profane content; any library material that refers a person to a website, including by use of Education v. Pico a link or QR code, containing content legally prohibited under law](#); or any other material legally prohibited from inclusion in a public school library. [See EFB(LLEGAL)]

Obscene material is not protected by the First Amendment to the United States Constitution.

Library materials shall comply with the ~~Children's~~Children's Internet Protection Act (CIPA), including technology protection measures. [See CQ]

Reconsideration Challenge of Library Material

Guiding Principles

A District employee ~~or~~, a parent or guardian of a District student, ~~or District resident~~ may ~~request the reconsideration of a challenge~~ library material maintained in the District's library program.

The following principles shall guide the review of a ~~request to reconsider a challenge of~~ library material:

1. An individual may ~~raise an objection to a challenge~~ library material used in the District's library program, despite the fact that the professional staff ~~selecting and the materials were qualified to make the selection,~~ Board followed the proper procedure, and adhered to the objectives and criteria for ~~recommending and procuring~~ library materials set out in this policy.
- ~~2. A parent's or guardian's ability to exercise control over instruction and instructional resources, including library materials, extends only to his or her own child as set forth in Education Code Chapter 26.~~
- ~~3.2.~~ Access to ~~a~~ challenged material shall ~~not~~ be restricted during the ~~reconsideration challenge~~ process, ~~except the District may deny access to a student if requested by the student's parent or guardian.~~

In addition to compliance with state law and this policy, a criterion for the final decision on challenged library materials is the appropriateness of the material for its intended use. No challenged library material shall be removed solely because of the ideas expressed in the library material or the personal background of the library material's author or the personal background of the characters in the material.

Informal
Reconsideration Challenge

When the District or a campus receives an objection to the appropriateness of a library material, the appropriate librarian or administrator shall try to resolve the matter informally. The librarian or administrator shall explain the selection process and discuss the intended purpose for the library material.

The librarian or administrator shall offer a concerned parent or guardian an alternative library material to be used by the child in place of the material and, if requested, shall restrict the child's access to the material objected to by the parent or guardian.

If the individual wishes to make a formal challenge, the administrator shall make available to the individual a copy of this policy and ~~at the~~ form to request a formal ~~reconsideration challenge~~ of the library material.

Formal ~~Request for~~
~~Reconsideration~~
Challenge

The District shall make ~~a~~the Texas Education Agency form to ~~request reconsideration of~~challenge library material available ~~in the District's administrative office.~~on the District's website.

If ~~an~~a District employee ~~or,~~ a parent or guardian of a District student, ~~or a District resident~~ wishes to ~~request reconsideration of~~a challenge library material, they shall follow the procedures to complete and submit the ~~request for reconsideration~~challenge form.

After a ~~request for reconsideration~~challenge form is submitted, the form shall be provided to the Superintendent. Copies of the form shall be provided to the school librarian, the Board, and any other staff designated in administrative procedures.

~~Reconsideration~~
Challenge
Committee

~~For purposes of this policy, "days" shall mean District business days, unless otherwise noted.~~

The principal shall appoint a ~~reconsideration~~challenge committee and notify committee members ~~within 10 days of receiving the request for reconsideration form~~in accordance with administrative procedures.

The ~~reconsideration~~challenge committee shall include the librarian and at least one member of the instructional staff who is familiar with the material's content. Other members of the committee may include District-level staff, secondary-level students, parents or guardians, and any other appropriate individuals.

~~Within 10 days of appointment of the committee the~~The District shall provide members of the committee the relevant materials to review. ~~If additional time is~~ in accordance with the deadlines established in administrative procedures and in accordance with law.

Any meeting of the committee must comply with the meeting requirements under Education Code 33.024(g) and (h), including ~~required to obtain and distribute the materials for review, all members notices, meeting minutes, audio or video recordings, and submission of minutes and audio or video recordings of the committee shall be informed that a reasonable extension of time is needed~~meeting to the District.

All members of the committee shall review the challenged library material in its entirety and determine whether the material conforms to this policy and whether the material will continue to be available in the library. The committee shall prepare a written report of its findings.

~~Absent extenuating circumstances, the written report shall be provided to the administration within 60 days of the District providing~~

~~the material to the committee members. In calculating timelines under this policy, the day the committee is provided the materials is "day zero." The following business day is "day one."~~

~~Extensions of time due to extenuating circumstances shall take into consideration the time necessary to convene the committee members, the amount of material being reviewed, and any other pending reconsideration requests being handled by the committee.~~

~~An extension of any deadline shall be promptly communicated to the individual who submitted the request for reconsideration.~~

The Superintendent, the school librarian, the individual submitting the ~~request for reconsideration~~challenge, and any other appropriate ~~administrators~~staff shall receive a copy of the committee's report.

Appeal

An individual who submitted a ~~request for reconsideration~~challenge may appeal the decision ~~of~~to the ~~reconsideration committee~~Board. The individual must provide the notice of appeal in accordance with ~~appropriate complaint policies, starting at the level immediately preceding Board consideration of a complaint. [See DGBA~~administrative procedures.

The Board shall hear the appeal and FNG]render a decision in accordance with the timelines established in law.

When considering the appeal, the Board shall consider the factors in Education Code 33.027(f). The Board shall consider appeals in accordance with timelines set out in law.

Frequency of Review

After a library material has been ~~reviewed through~~challenged and the reconsideration processBoard determines not to remove the library material from a school library catalog, it shall~~may~~ not be ~~re-viewed~~challenged again ~~within two calendar years~~before the second anniversary of the ~~reconsideration committee's~~Board's final decision not to remove the material.

Removal of Library Materials

If a challenge to a library material results in the removal of the library material from the school library catalog, each teacher assigned as the classroom teacher at the grade level for which the library material was removed shall be notified and instructed to remove any copy of the library material from the teacher's classroom library, if applicable.

Maintenance of Library Materials

In accordance with state guidelines and District administrative procedures, collections shall be evaluated and updated regularly based on the collections' age, relevance, diversity, and variety. The Superintendent shall ensure administrative procedures are established for regular maintenance of the library collection on each

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campus. Standard maintenance procedures for any library collection include repair, replacement, and removal of materials as necessary. Regular maintenance shall also include scheduled inventories of the collection. Disposal of any District-owned library materials shall be in accordance with District policy and procedures. [See CI]

Gifts and Donations

The ~~District~~[Board](#) shall accept gifts and donations of library materials with the understanding that the use and disposition of the materials and monies will be in accordance with District policy and the selection criteria noted above. [See CDC]

Policy Review

This policy shall be reviewed at least every three years and revised as necessary.

PROPOSED REVISIONS

Relation to Essential Knowledge and Skills

The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

Guidelines for Grading

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

Progress Reporting

The District shall issue grade reports/report cards every nine weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

~~Using a form approved by the Superintendent or designee, the District shall issue grade reports/report cards for students in prekindergarten every 12 weeks and for students in kindergarten-grade 12 every nine weeks. Performance shall be measured in accordance with this policy and the standards established in EIE.~~

Interim Reports

Interim progress reports shall be issued for all students after the third and the sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.

~~Interim progress reports shall be issued for students in prekindergarten after the sixth week of each grading period and for students in kindergarten-grade 12 after the third and the sixth week of each grading period. Supplemental progress reports may be issued at the teacher's discretion.~~

Conferences

In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed.

**Academic
Dishonesty**

A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.