

Minutes of Regular Meeting

The Board of Trustees

Duncanville ISD

A Regular Meeting of the Board of Trustees of Duncanville ISD was held Tuesday, January 20, 2026, at 6:30 PM in the Duncanville ISD Education Plaza, 710 S. Cedar Ridge Drive, Duncanville, TX 75137.

1. CALL TO ORDER AT 6:30 PM

President Jacqueline Culton called the meeting to order at 6:30 p.m. This meeting was called under the Texas Government Code 551.045.

Let the record show a quorum of the Board of Trustees was present, that the meeting has been duly called and that the notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

The following trustees were in attendance: Jacqueline Culton, Carla Fahey, Dr. LaSonja Flowers, Phil McNeely, Cassandra Phillips, Janice Savage-Martin, and Janet Veracruz.

2. OPENING CEREMONIES

A. INVOCATION

Trustee Janet Veracruz

B. PLEDGE TO US FLAG AND TEXAS FLAG

Fairmeadows Elementary Students

C. SUPERINTENDENT'S REPORT

Dr. T. Lamar Goree

1. UPDATE OF CURRENT DISTRICT EVENTS, INFORMATION, OPERATIONS, AND PROGRAMS

Dr. T. Lamar Goree

Dr. Goree presented the superintendent's report. Thank you, Madam President and other trustees. It is certainly my pleasure to present the superintendent's report for this January board meeting.

I'd like to start off by stating that this month, January is school board recognition month and today I would like to recognize our outstanding board of trustees who serve with me each day. I want to thank them for their dedication and commitment to Duncanville ISD. This year's theme, Our Future Is Public, reflects the vital role that each of you play in strengthening our public schools, our workforce, and ultimately our community. Thank you for choosing to serve.

UIL 6A D1 State Championship. I would like to take this opportunity to congratulate our Panthers football team on competing in the UIL 6A Division I State Championship game. We're incredibly proud of these young men, their coaches, and everyone who contributed to this remarkable championship run. It certainly was fun watching them go all the way to the state championship game. Congratulations to our

football program.

2026 District DECA Championships. Congratulations to our Duncanville High School DECA students who competed in the 2026 District DECA competition events. Under the leadership of Dr. Michelle Williams and Dr. Swanda Smith, our students represented Duncanville High School with an exceptional professionalism and sense of pride. 17 students have advanced to the 2026 State DECA competition events taking place February 19th through 21st of 2026, where they will compete for a chance to advance to nationals. Way to go, Panthers. Congratulations to those students.

And last, I'd like to take this opportunity to invite everyone, more specifically and intentionally our families and community members, to attend the Champions Choice School shopping event on Saturday, March 28th from 10:00 to 1:00 PM at Duncanville High School. This event will feature booths from our choice and signature programs across the districts, students' performances, kids' activities, and more. To learn more about this event, I encourage you to visit the Duncanville ISD website at duncanvilleisd.org/choice. If you attended this event last year, you'll certainly put this on your calendar as it is a super fun event for our families and our community to come out to see the wonderful choice opportunities that we have within our school system.

Thank you very much, Madam President and other trustees. That does conclude our superintendent's report for this month.

D. RECOGNITIONS/COMMENDATIONS

Ana Avila

1. SCHOOL BOARD RECOGNITION MONTH

Ms. Ana Avila presented School Board Recognition Month. Once again, good evening, Madam President, trustees, and Dr. Goree. I'd like to report that there are no donations for the month of January, but we will move on to our recognition portion of this meeting.

As you know, January is school board recognition month and to celebrate our trustees and to thank them for their tireless service, we are pleased to share two special performances by Duncanville High School students. First, we are honored to welcome Duncanville High School sophomore, Destiny Davis, who will recite an original poem she wrote, especially for our trustees. Destiny, please come on up.

Destiny Davis read her poem. Hi, my name is Destiny, and today I'm going to present you with a poem I wrote titled "As an Ordinary Student".

As an ordinary student, I worry about homework and deadlines. I rush through the halls just trying to make it on class on time.

As an ordinary student, I'm still trying to figure out who I am and who I want to become. But at Duncanville High School, being an ordinary student comes with extraordinary opportunities.

As an ordinary student, I am challenged by my AP classes that push me to think and aim for a higher future.

As an ordinary student, I'm in band, learning discipline, teamwork, and confidence.

These opportunities don't take away from my ordinary life. They strengthen it. They turn everyday moments into preparation for the future. And that future doesn't just happen by convenience. It happens because of our board of trustees who choose to invest in the lives of ordinary students. They invest time to make decisions about the halls I walk down every day, our safety, our futures.

As an ordinary student who is given the chance to experience a school district so extraordinary, thank you, board of trustees, for the time and care and commitment you give because my future might not be so ordinary.

Ms. Avila added. Thank you so much, Destiny, and thank you Destiny's mom for bringing her out and encouraging her.

President Culton commented. That was wonderful.

Ms. Avila continued. That was wonderful. Trustees, we're going to move on to our second surprise. Please join me in welcoming the Duncanville High School band, saxophone ensemble, for a special performance.

Saxophone ensemble played here.

Ms. Avila added. Amazing. Thank you so much, students. Once again, y'all, round of applause for these amazing performances. We love being able to showcase our talented students.

Ms. Avila added to the presentation. Trustees, I'd also like to point out that the posters in the boardroom are from our campuses. We reached out to all our campuses and asked their art teachers to please get some students to do some fun, creative, beautiful posters so we could display them for the month of January just to thank you and to recognize you. So please, whenever you have a moment after the meeting, go ahead and take some photos, read through them. We are just so grateful to have you all here with us and we're thankful for your leadership.

That concludes this portion of the meeting. Thank you all.

President Culton commented. Thank you all so very much. Thank you, Miss Destiny. Thank you for the ensemble. All the beautiful posters, we're just overwhelmed. And it is truly our pleasure to serve this district. It's my pleasure to serve with each trustee. They're all very special and hold a very special place in my heart, but we all have the same focus. We love the students and the staff of Duncanville ISD. And our goal is that all will excel academically in every way. On the football field, in the band, concerts, and oratorical contests, we just want each one to live up to their highest potential. So, thank you. They're no ordinary students. Yes, yes. They're extraordinary to us. So, with that, I know that we have other trustees who might want to share a word this evening. And I know that Trustee Phillips has shared that she would like to make comments.

2. BOARD MEMBER ANNOUNCEMENTS AND ACKNOWLEDGMENTS

Board Member

Trustee Phillips commented on Board Member Announcements and Acknowledgments. Thank you, Madam President. I just have a few words that I want to share about our coat drive. I wasn't here last month, but I just want to give an update and just share some words. Madam President, members of the board of trustees, Dr. Goree, I would like to take a moment to sincerely thank everyone who has supported our annual coat drive in partnership with our Duncanville ISD Angel Tree over the past eight years.

We began this initiative in 2018 by partnering with more than 20 local businesses. And when COVID required us to pivot, we moved to an online fundraising model through our partnership with Operation Warm. Because of our community's generosity and adaptability, we have been able to provide nearly 900 coats and slightly over a hundred pairs of shoes for our students in need.

And I want to offer a special thank you to our Duncanville ISD family, our community partners, friends, family, and members of the board of trustees for your continued support and leadership. This is a powerful example of what we can accomplish when a community comes together for its children. Thank you all for your generosity, your time, your leadership, and your heart for our students. Thank you.

President Culton commented. Thank you, Secretary Phillips.

Oh, we have a birthday. Dr. Flowers, happy birthday! And you're sharing it with us.

3. CONDUCT A PUBLIC HEARING ON THE 2025 DISTRICT ANNUAL TEXAS ACADEMIC PERFORMANCE REPORT (TAPR)

Dr. Sam Nix presented the Public Hearing on the 2025 District Annual Texas Academic Performance Report (TAPR). Good evening. Madam President, members of the board, Dr. Goree, and happy birthday, Dr. Flowers.

Tonight, I will be presenting the Texas Academic Performance Report commonly referred to as the TAPR. As we know, this is an annual report that we are required to give within 90 days of receiving the TAPR. We received our TAPR December the 19th, the day before we went on break. It's important to note that TAPR is a descriptive report, not a rating system. It compiles data from multiple sources in multiple years, including STAAR performance, graduation rates, CCMR indicators, and student group outcomes. TAPR does not provide direct accountability labels, and much of the data reflected in the TAPR report is outcomes from previous school years. This is lag data, and some of the data is from multiple years ago. And so, it's important to note that. As a result, TAPR should be reviewed as a historical snapshot that informs us of our current and future strategies, rather than a real-time performance report.

So here on slide one, you'll see that this is the TAPR report process that we're going through. They get the information from PEIMS. Of course, it's communicated through the Texas Education Agency, and it's given to the districts in two ways. They post it on a website for everyone to see. And then of course, they provide the campus principals and the district with a PDF with more intricate data per student to look at. So those are the two ways that the data is provided to a district. I want to pause here just to make the board aware that we are required and we have, as of now, updated the TAPR report to not

only our district website, but to also every campus website. So, all the information is posted on each campus and district websites.

What you see here, board, is the cover page for the 24/25 TAPR report that was released. If you notice, you'll see two things that stand out to me anyway, and that's that the district score is a C and that for 2025, special education determination status is Needs Intervention. You get that Needs Intervention status once a district reflects that one or more state performance indicators were not met.

I want to just communicate that here in Duncanville ISD, I'm proud to present that all the metrics for our special education department were met in terms of our processes and our procedures. For example, there was nothing that was procedural. For example, how we conduct our ARDs, our constitutions, our processes, all those things met standard. The reality is that everything that we're doing for our general ed students pertains to our special education students, and our students just must perform. And so, the indicator that wasn't met was performance. We have been working diligently on just making sure all students, not just special education, but have what they need to perform. So that's the indicator that must continue to improve.

Here is a slide that this chart is based on the TAPR information released in December, and it simply indicates where we failed in relation to several of our surrounding districts. As you can see here, our student demographic data, which has remained pretty much consistent for the past three years. In addition, we see our economically disadvantaged populations at 78.1%. And just to be clear, these are families that qualify for free and reduced lunch. As well as we see, our at-risk population is very high. These are state-defined criteria to show if a student is more likely to struggle, this is what at-risk means. The state defines at-risk as a student who's maybe failing a class, or a student who has chronic absences, or a student who's over-aged, or a student who's economically disadvantaged. And what the state says is that this student is at risk of not graduating on time. So, as you can see, our at-risk and economically disadvantaged population are quite high.

For the 24/25 STAAR performance data, here we see that our performance for all grades and all subjects in comparison to the state and the region relating to approaches to Meets and to Masters. The qualification there is just to make sure that we are clear about... Did Not Meet is not on here, but when a student has Did Not Meet, that means that they did not meet the criteria for the test. Approaches means that they pass the test, but the state looks at the Meets level. Meets meaning you're on grade level. The state looks at the Meets level for calculation when it comes to domains one, two, things of that nature. Approaches is a part of the accountability system for some of the domains, but where we want is our students at grade level.

Students can get at Approaches, but that's not what we're looking at. We don't want to approach the grade level. We want them to learn on grade level. And then of course, when you have Masters, that means that students are mastering the content. They can move on without a lot of intervention. They're going to be fine. That's where we want to see our students in that Meet and Masters category.

For this slide, you'll see a breakdown of our STAAR performance by content area and performance level in comparison to the state and to the region. It's a high-level overview of kind of where we sit in each of those categories.

For graduation rate, this is a breakdown. It's important to remember that this is lag data. All this data is

lag data, if you will, meaning that it has already occurred, which tells us how students perform in the past. It looks backwards and shows results after the learning has already happened, such as graduation rates, things of that nature. Our graduation rate is, as you can see, on par with the state. When you see that Texas CHSE, I just want to be clear that that means that that's the Texas certificate high school equivalency, much like a GED. Our students who dropped out, our graduates and our graduates and continuers. What really helps us here is PACE to make sure that we capture all our students and that our graduation rate continues to climb.

This shows our CCMR, College Ready. The Texas Success Initiative is a program that helps determine whether a student is ready for college level coursework in reading, in writing, and in math. And then you can see there we have the AP/IB. We don't offer IB in our district right now. AP is, of course, is advanced placement, criteria in any subject, and our associate's degrees, and how we as a district compared to both to the state and to the region. And then it has a multi-year comparison there.

In addition to academics, the TAPR report also includes a PEIMS financial standards report. The TAPR report includes the 2023-2024 actual financial data. The financial data in the TAPR report is one year behind the current fiscal year, and this includes revenues and expenditures for the school district, disbursements, tax rates, and the fund balance. There's a link on all our systems for our stakeholders to assess that report as is required by the state.

And just as a reminder to the board, the board approved the annual financial report that's being presented to the TAPR for the 23/24 school year during the board meeting on November the 18th, 2024. Once again, this is a requirement. This has already been approved and vetted by the board.

The final component is a report of violent or criminal incidents, and as you can see, for a multi-year trend where we are falling for the exhibit or use, possess a firearm, you see that for the 24/25 school year, there were three incidents. Now, looking into this, I have researched that this was one incident with three students for that particular year.

When we look at use, exhibit or possess a prohibited weapon, that was one incident that occurred within 300 feet of one of our campuses. So, the way that works, it's considered on campus.

Aggravated assault on a school employee, zero there. Aggravated assault on a student, we had one incident. Felony controlled substance violation, there was one incident there. Aggravated robbery, zero. Deadly conduct, zero. And then arson, of course, there are not any situations there.

Board, as required, we have just shared the TAPR report for the public hearing and it is my pleasure to answer any question that I may answer. And if I'm not able to answer, I'll have to shift over whether it's PEIMS or something to one of my colleagues to help me to answer. So, it's my pleasure to answer any questions that you may have at this time.

Trustee Dr. Flowers asked and commented. Dr. Nix, will you go back to slide 23, please? I wanted to say a couple of things for clarity because I think the sentence that's next to approaches can be a little misleading. With approaches, yes, the state considers that passing, but what that also means is this student has several gaps and needs a tier three intervention to be successful in that next class. So, it's not like having a C and you understand and pretty solid. The percentage students that we have in approaches, they have several gaps and they are not likely to pass the next class without intervention.

Dr. Nix replied. Thank you for that clarity, Dr. Flowers. Absolutely correct. 100%.

Trustee Dr. Flowers commented. I just don't want us to think that 60% is the state minimum for passing, but that doesn't really describe those students, that group of students.

Dr. Nix replied. Absolutely. Thank you.

President Culton commented. My understanding is approaches means not on grade level, you're at least one grade level behind.

Dr. Nix replied. At least. Yes. And you could be up to two grade levels. And to Dr. Flowers' point, one of the reasons why the state is looking at Meets instead of Approaches, to Dr. Flower's point, the state is saying if you're at approaches, you're going to require a certain level of intervention.

And the more students that we have that require intensive intervention, it takes away opportunities for that student. It really creates an environment for us where we must create all these intervention periods, intervention times, and we must have all the intervention support at the campuses, which is not a problem.

But the more that we have to do that, the more it takes away from that tier one quality instruction opportunity. And that's where we're trying to get. We want our students to get it right the first time. And we want our quality instruction to be focused on that first time instruction.

What we hate to do is limit students' opportunities for electives, all kinds of things because of the interventions. They're there, we support them, but that should not drive our instruction.

Dr. Goree added. One thing I'd like to add to that too, and to support the comments made, is that even when you look at our district improvement plans, we design all our goals around Meets standard, because again, our goal is for all of our students to be on grade level.

And that's pretty much, if you look at the work that we're doing, even in our most struggling schools, that tier one instruction, that first teach has been our primary focus in what we've looked at. And you'll see that as we start to look at our preliminary benchmark data as well.

Trustee Dr. Flowers asked. When was the last time we had a special education audit?

Dr. Nix replied. We were audited this year. For RDA, we were audited this year and at the end of last year, we were visited by TEA for an actual site visit audit for our special education.

Dr. Goree and I were a part of that at the ending of last year to tie into action steps for the beginning of this year. That's why I said this year. TEA came, visited and worked with us on our strategic plan to not only meet the needs intervention challenge, but also our outcome focused measures for SPED. So that was very recent.

President Culton asked and stated. Are there any other questions or comments from trustees? Are there any public comments on the 2025 district annual Texas Academic Performance Report? We do not have

any public comments and the hearing has ended.

4. COMMUNICATIONS FROM CITIZENS

There was no communication from citizens.

5. CLOSED SESSION as authorized by the Texas Open Meetings Act, Texas Government Code Chapter 551.

The board went into closed session at 7:07 p.m.

A. CONSULTATION WITH THE BOARD ATTORNEY (§551.071)

Private Consultation with the Boards' attorney with respect to pending or contemplated litigation, settlement offers, and matters where the attorney's duty to the Board, pursuant to the code of professional responsibility of the State Bar of Texas, clearly conflicts with the provisions of the Open Meetings Act.

B. PURCHASE, EXCHANGE, LEASE, OR VALUE OF REAL PROPERTY (§551.072)

C. PERSONNEL (§551.074)

Appointments, Discipline, Dismissals, Duties, Employment, Evaluations, Extensions, Leaves of Absences, Non-Renewals and Proposals for Non-Renewals, Renewals, Reassignments, Retirements, and Settlements

1. SUPERINTENDENT CONTRACT

2. CONSIDERATION AND ACTION ON THE SUPERINTENDENT'S RECOMMENDATION TO APPOINT AND HIRE A DIRECTOR OF TRANSPORTATION

Pamela Brown

3. CONSIDERATION AND ACTION ON THE SUPERINTENDENT'S RECOMMENDATION TO APPOINT AND HIRE A CHIEF FINANCIAL OFFICER

Pamela Brown

6. RECONVENE IN OPEN SESSION AT 9:41 PM

7. TAKE ACTION ON ITEMS DISCUSSED IN CLOSED SESSION

A. CONSIDER AND TAKE POSSIBLE ACTION TO AMEND OR SUPPLEMENT THE SUPERINTENDENT'S CONTRACT

No action was taken on Consider and Take Possible Action to Amend or Supplement the Superintendent's Contract.

Trustee Savage-Martin made a motion to approve the superintendent's recommendation to hire and issue a one-year contract to Jeremy Greco for the position of director; Trustee Fahey seconded the motion. Motion passes 7-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Janet Veracruz	X		
Cassandra Phillips	X		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Carla Fahey	X		
Janice Savage-Martin	X		

Trustee Savage-Martin made a motion to approve the superintendent's recommendation to hire and issue a one-year contract to Shonna Pumphrey for the position of chief financial officer; Trustee Fahey seconded the motion. Motion passes 7-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Janet Veracruz	X		
Cassandra Phillips	X		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Carla Fahey	X		
Janice Savage-Martin	X		

8. CONSIDER APPROVAL OF CONSENT AGENDA ITEMS (ALL ITEMS MAY BE ACTED UPON AT THE SAME TIME BY THE BOARD OF TRUSTEES)

President Culton stated. A trustee has requested that items 8D, Clint Q. Smith Early Learning Academy change order number one, and item 8E, approval of purchase over 50,000 be moved from the consent agenda to the action agenda.

Trustee Savage-Martin made a motion to approve the consent agenda items 8A, 8B, and 8C; Trustee Phillips seconded the motion. Motion passes 7-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Janet Veracruz	X		
Cassandra Phillips	X		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Carla Fahey	X		
Janice Savage-Martin	X		

A. MEETING MINUTES

Jody Lofton

B. FINANCIAL REPORT

Tellauance Graham

C. APPROVAL OF ADMINISTRATOR OUTSIDE SERVICE CONTRACT

Tellauance Graham

D. CLINT Q. SMITH EARLY LEARNING ACADEMY - CHANGE ORDER #1

Mari Zamora

Moved to Action Agenda.

E. APPROVAL OF PURCHASE OVER \$50,000

Tellauance Graham

Moved to Action Agenda.

9. CONSIDER APPROVAL OF ACTION AGENDA ITEMS

Moved from Consent Agenda Item 8D.

Ms. Mari Zamora presented Clint Q. Smith Early Learning Academy – Change Order #1. Good evening. President Culton, board of trustees and Dr. Goree. In accordance with the board policy, CV, and legal and local construction contracts with change orders valued at 50,000 or above shall require board approval. In August 2025, you all approved, the board authorized the district to enter an agreement with Nash Industries for the renovations at Clint Q. Smith Early Learning Academy.

And tonight, we're coming with a change request to the original contract by a cost not to exceed \$700,000. The change order will address unforeseen conditions, additional needed abatement that we discovered during demo, interior sanitary sewer replacement, renovations to sanitary sewer requested by the city, additional demolition of interior walls due to deteriorating conditions and exterior building upgrades due to the existing conditions of inadequate weather protection.

This is to meet energy code compliance for the exterior building envelope. Even with this additional cost of \$700,000, Smith Elementary is still \$3 million under its estimated renovated budget.

Therefore, we're recommending the board take possible action to approve change order request number one for Clint Q. Smith Early Learning Academy. Please let me know if you have any questions. Also, here tonight is our architect from Huckabee, Elaisa Camacho, and our bond management company, LAN.

President Culton asked. Would you please provide additional information regarding the additional scope for this project?

Ms. Zamora replied. Yes. I want to call our architect. And the \$700,000, that is an estimate. We have estimates on some of the items, but not all. We believe the \$700,000 will be the max we would need to cover all those issues that we listed.

I'm going to have Elaisa Camacho explain some of the issues that we've encountered.

Ms. Camacho asked. Sorry, the question was what is the additional scope?

President Culton asked. The additional scope like there's an additional asbestos abatement discovered during demolition. Can you provide more details regarding each of the five items that you've mentioned?

Ms. Camacho replied. So for the additional abatement, I will [inaudible 00:43:37] to come over and explain that because Huckabee did not handle the abatement part. For the interior sanitary sewer replacement, they were found like a lot of problems in the existing sanitary line.

Also, the city, as part of the city's comments, requested a replacement of the existing sanitary line because they were aware of those problems and the revision of the sanitary line requested by city of Duncanville. They also requested an upgrade.

Currently, the existing sanitary line connection is four inches in diameter, and now they requested to upgrade to six inches the connection to the main city line. That's part of the scope. That was a city request.

Demolition of interior doors during the abatement process and the demolition, it was found that a lot of the walls that we thought were in good shape and were structurally sound, they were not. When they removed all the gypsum walls, it was found that they didn't have any braising. They were built on top of carpet. So, we must make the decision to demolish all the existing cement walls that were planned to remain initially.

And then the fourth one, the exterior building upgrades. So as part of the scope, we didn't have any upgrades on the exterior. When they took all the interior walls covering the building envelope, it was found that a lot of the area behind the metal fascia of that building didn't have any weather protection. So, we need to not only bring that to code, but for the building's performance, it needs to be replaced. That's part of the scope. Mr. Kamar Haque can talk about the abatement.

Mr. Kamar Haque added to the presentation. Good evening board members and Dr. Goree.

The abatement, we studied the abatement prior to the bid. We investigated as much as we could go and take the walls down and do sampling, but there are some areas which were hidden behind and we couldn't enter those. So once those were uncovered, we discovered additional abatement. They were tested and they were in.

So that's the surprise we got on the abatement and once we know it, we must do it. We don't have a choice. Contractor is already there. We had budgeted some amount, but it's above and beyond, and that's the reason we're asking for more funds.

President Culton asked. The 700,000, is that the contractor's estimate or does it have a little contingency?

Mr. Haque replied. It has some contingency built in, but it is an estimate at this time, including all those items that we have mentioned. We are confident that this will cover, and that's the reason we're coming one time. We're not making five different trips. These are unforeseen conditions that we encountered.

Some of the city items that the architect mentioned, we discussed during the design phase and they

said it's okay. But then when we went to the final detail, "Oh, change this from four to six, change this to do this." It's for the betterment, for the campus, and some of the existing lines back design 10 months ago when we did that, they didn't have all these configured. So, the city is also making some changes to accommodate this new line. The sanitary line has been an issue from the records, from the maintenance records we have got for the last 15-20 years. So, this has been an ongoing issue that we need to fix it. Once you fix the line, you fix the connection and you do everything as you know. It involves a lot of items, but by the time we are done, there are a lot of things happen.

The fascia, the architect talked about it, didn't have any waterproofing, didn't have anything. It's not like the previous regime didn't follow. Some of the details didn't follow 25 years ago, 30 years ago. We have no idea. But again, these things were on the drawing, but not physically there. We don't know what happened, but we are making sure once we find out, we must make it to the current code and the energy requirement. So that's the added cost for all this.

Ms. Camacho added. When they demolished a lot of the existing partitions, we also realized that there was a lot of water intrusion because it didn't have water protection. So, some of the exterior framing must be replaced as well. And that's embedded as part of the scope.

President Culton asked. When is construction going to be completed?

Mr. Haque replied. We're still predicting to finish by end of July. It'll take a little bit longer. So yes, the original schedule has moved a little bit forward, but it's still to open in August for the school. We're still targeted for that. We're expediting few things and we're working in phases. We're doing some abatement here while the construction is going on there. Multiple activities are happening at the same time.

President Culton commented. And then I know that you all are cutting costs as much as you can on our behalf as far as these projects are concerned.

Mr. Haque replied. This project came under budget before. So we are still under budget, but we're making sure that the building is built properly to the current codes and we don't have any issues in the future, 25 years later. And that's the intent to make sure that these are all sound buildings.

Trustee Savage-Martin made a motion that we approve the change order number one for the Clint Q. Smith Early Learning Academy; Trustee Phillips seconded the motion. Motion passes 7-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Janet Veracruz	X		
Cassandra Phillips	X		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Carla Fahey	X		
Janice Savage-Martin	X		

Moved from Consent Agenda Item 8E.

Mr. Tellauance Graham presented Approval of Purchase Over \$50,000. Dr. T. Lamar Goree. Madam President, to all trustees and to Dr. Goree, district policy mandates that all purchases that exceed \$50,000 receive board approval to maintain transparency and fiscal responsibility. These purchases support a variety of programs and needs across the department. Each recommended purchase has been reviewed by the appropriate departments and adheres to the procurement standards.

Today, we only have one item on the vendor list, and that's Tutor by Teacher, online tutoring for all elementary schools and one middle school, and \$144,980. All purchases will be made via the operating funds for Title I. At this time, if you have any specific questions about the program, I will bring up Dr. Nix about specific questions about the program.

President Culton asked. Is this a new program?

Mr. Graham replied. This is a new contract, yes.

Dr. Goree requested. Dr. Nix, you want to step up? It's a program that we utilized last year too. This is a new contract, but it is a program that the district utilized probably about this time last year to support some schools, quite frankly, where we need higher capacity support in the classroom. Dr. Nix, you want to speak to it, and I'll be happy to help you.

Dr. Nix added to the presentation. This is a program that we used and partnered with at the end of last year. As we know, once we got to the end of last year, these are Title funds. So, this is not local funds. These are not funds that'll hit our local budget. These are funds that must be spent, and these are funds that are spent out of Title funds for tutoring and intervention purposes.

We used this company last year with three of our campuses. All three of those principals felt as though that if they had more time, if they had more quality instruction, that they would have seen even larger gains. So now you see more campuses wanting to partner. This company came to present to our principals at the beginning of the year.

The limitations were just the Title I funding. Funds have been released. They now have the funds to do that, and that's what they're wanting to do to support some of the students with intervention now.

President Culton asked. How many campuses?

Dr. Nix replied. We had all elementaries and one middle school, I believe.

President Culton asked. Can you provide additional information regarding the operation of the program?

Dr. Nix replied. We can get that to the board. In terms of operation, how does the program work or what that looks like?

President Culton replied. Yes.

Dr. Nix replied. Absolutely. I can share it now and if you need additional information, we can get it to you. Tutor by Teachers is a virtual program, and so they work with students one-on-one or in groups of about five, where there is an actual personal tutor virtually set for a group of students that works with them with specialized and individualized learning, knowing specifically where those kids are, specifically what they need to work on.

Then in those small groups, ideally, it's three times for 30 minutes per week. That's the ideal timeline that they would work with the cohorts. For each campus, it's no more than about a hundred kids that they work with. They're specially, they're identified, and then it's online for those students.

Trustee Culton asked. How is progress monitored?

Dr. Nix replied. Progress is monitored in several ways. First is a pre and post test. They pretest the students with what they know prior to the intervention, to the learning, to the lessons. Then after that, there's a post test to see if there was growth, intervention things of learning, and things of that nature.

There's also the MAP test that's used, looking at the beginning, middle, and end of the year. And then from the middle to the end of the year, trying to see if the TEKS and things that were covered, if there's growth there, and then of course, there's STAAR, but that's a finality.

President Culton asked. So, there is pre and post test. What frequency is that?

Dr. Nix replied. Every lesson.

President Culton commented. Every lesson. Oh, that's good. And then that way you know if they're getting the information or if you need to repeat something.

Dr. Nix replied. Absolutely. There's no sense in moving on if they didn't get it.

Dr. Goree added. One thing I'll add though is when we began the conversation last year around the Tutor by Teacher, this organization, this company, they recruit highly certified teachers, all certified teachers. And the conversation came last year as we approached the test and had concerns around really changing our modality of providing intervention to students.

As we go into this year and as we look at our preliminary data, really looking at how can we be more intentional, quite frankly, with our teacher shortages that we face to make sure that we are putting high quality certified teachers in front of our most fragile students as much as we can.

And again, we're trying to get this started quicker this year. I agree with Dr. Nix, the respect that there's some limitations when we've received some title dollars, because technically we should have started this sooner, but we're trying to start this as soon as we can.

President Culton asked. So, the funding that we received last year, was it just for the end of school?

Dr. Goree asked. You want to explain how those rollover funds work?

Dr. Nix replied. Absolutely. And thank you. Keep in mind, we have a new person in position this year that is over our federal funding. Our campuses had not used or allocated properly their title funds last year. So, this time last year, they hadn't planned for the expenditures. They had a lot of money to spend, if you will. And so, they had the funds to purchase. Well, that's not how that should work. Campuses should plan for the year, if you will.

And at the semester, we have what's called rollover funds, funds that have not been used that the state still owes us. That's what we received. That's what the campuses will be spending on tutoring. They're going to be spending money... They were going to spend local funds on tutoring anyway. So, the title fund rollover funds just came in at the perfect time to help with that.

Dr. Goree asked. I just had a conversation with Ms. Hernandez about the TEKS that we'd identified. If you're comfortable with presenting that, Ms. Hernandez, would you please come and present that information around how we've been so specific as to identify exactly what they're going to work with our students on?

Ms. Hernandez: What we did this year was a couple of different things. We identified our lowest and high leverage TEKS. These are the TEKS that we feel are power standards. So, we do these eight TEKS. And we're successful with them. We're most likely to move kids from Do Not Meets to Approaches, from Approaches to Meets, and from Meets to Masters. We're very strategic. We have 525 kids. We've identified the different groupings.

So, 525 kids in total, five per group. Each campus has anywhere between 10 to 21 groups, Byrd being the largest. They have 21 groups because Byrd is middle school and we have four subjects. We've identified the teachers. We will be doing this during win time, so we're very specific about the time. Each campus has 30 minutes to 60 minutes, depending on how we use the win time. So, we've identified the win time, the three days for each of the seven campuses.

Identified the time they're going to push in, the mentor buddy that's going to be with the online person, so there's someone teaching maybe at the small group, the table, the main teachers teaching at the table. 10 kids are doing their i-Ready pathway, and then the online with the five kids in the group. Then we identified the focus TEKS. I worked with teaching and learning with our math and reading, because we're only focused on math and reading for the elementary. And we identified about six to seven, and it varies per grade level, six to seven high leverage TEKS that they will only focus on.

Because last year, they were using their program. We kind of got ahead of it this year and we said, "Based on our data in Duncanville, this is what we need to be taught." So, we're very strategic with that time. We have it mapped out for every grade level and every subject. We have a spreadsheet that has every kid already grouped. We have our EB kids, we have our SPED kids that we want to work with, because our DA SPED is our area, as you saw earlier, that Dr. Nix identified.

From the school leadership side, we wanted to pick certain kids that we know just need some extra one-on-one time. So, we have SPED kids, we have EB kids. And then we have, like Dr. Flowers was saying earlier, that approaches aren't working for us. How do we get them to meet? So, really being specific with those groups that we really could get those eight points on the table for us, and we can close those gaps. It's very strategic, very student driven.

And this year, Dr. Nix's charge was, "Hernandez, how are you going to monitor it?" So, we picked the TEKS for them, which is why we didn't start a week ago, because we're starting February. Let me give you the dates because I think you asked. February 2nd to April 6th. And the reason why is that they need three weeks to do it, but also, we identified our TEKS, unlike other districts. They have a pre-written program. We wanted to be very fine-tuned with what we were doing with kids, so it took us a little longer. We just didn't want them to give us the normal recipe. We wanted our Duncanville special recipe.

We asked them, "Hey, this is what our babies really need. Can you meet us there?" So, they're doing some programming for us. And we want to make sure when we start, we have the rooms, we have everything, we're rocking and rolling. I walked the spaces with our principals. We just want to make sure it's tighter this year. And we will be monitoring an exit ticket every week with those TEKS. So, we'll be able to track, "Hey, we taught inferencing for all three grade levels. How are we doing on inferencing?" Which is one of the lowest TEKS that we want to target. Does that make sense? Did that help? Was that helpful?

Dr. Goree added. That was very helpful, Ms. Hernandez. One thing too I'll add is that the company, because this is online and everything is itemized, they provide reports almost constantly around how the students are performing. So, it really can be very intentional about how we support students.

President Culton commented. I appreciate the details and the information.

Trustee Savage-Martin made a motion to approve the item as presented for the purchase of online tutoring system for more than \$50,000; Trustee Fahey seconded the motion. Motion passes 7-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Janet Veracruz	X		
Cassandra Phillips	X		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Carla Fahey	X		
Janice Savage-Martin	X		

A. APPROVAL OF 2025-2026 BOARD OPERATING PROCEDURES

Dr. Lamar Goree

Approval of 2025-2026 Board Operating Procedures was not discussed or acted upon.

B. TO CALL THE SCHOOL BOARD ELECTION FOR MAY 2, 2026, TO ELECT TRUSTEES FOR PLACES 4 and 5

Tellauance Graham

Mr. Tellauance Graham presented To Call the School Board Election for May 2, 2026, to Elect Trustee for Places 4 and 5. Good evening once again to president, to all trustees, and to Dr. Goree. This item is to call the Duncanville ISD school board election for May the 2nd, 2026 for the purpose of electing

trustees in places four and five. As required by the Texas Education Code, the board must formally order the election to fill trustees' positions whose term expires. The action tonight ensures we remain in full compliance with state law and allows Dallas County Elections Department sufficient time to administer the election.

The proposed election order includes the following components. The election date is Saturday May the 2nd, 2026. Positions on the ballot are trustee place four and five. Applications must be filed by February 13th, 2026, at 5:00 PM. The early voting period is April 20th through April 28th, 2026, including the required weekday and weekend voting dates. The dates and times are located on page 61 of your board book.

At this time, the board president will authorize and execute the election order and any other required contract or documents on behalf of the board. If there are no further questions, the administration recommends approval of the order calling for the May 2nd, 2026, trustee election, including the early voting dates as authorized by the Dallas County Election Committee.

Trustee Savage-Martin made a motion that the trustee election be called as presented in the election order establishing the trustee election for May 2nd, 2026, and early voting for April 20th through April 28th, 2026 with Dallas County Election Board conducting the election in all precincts, and the board president or designee be authorized to sign on behalf of the board of trustees; Trustee Fahey seconded the motion.

President Culton commented. We need to correct it to say that an election is hereby ordered to be held on May 2nd, 2026, for the purpose of electing two school board trustees for three-year terms. So, we just need to make that change.

Motion passes 7-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Janet Veracruz	X		
Cassandra Phillips	X		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Carla Fahey	X		
Janice Savage-Martin	X		

C. 2025-2026 TARGET IMPROVEMENT PLANS (TIP)

Rosa Hernandez

Ms. Rosa Hernandez presented 2025-2026 Target Improvement Plans (TIP). Good evening, Board President Culton, board trustees, Superintendent Dr. Goree, and guests. Today, I present to you two additional target improvement plans for Central Elementary and Brandenburg Intermediate. I'm going to apologize for my voice. I'm kind of losing it, but I think we'll make it. And happy board appreciation and happy birthday, Dr. Flowers.

In alignment with board policy, AIG (LEGAL), and TEA guidelines, district and campus leaders have

collaboratively developed, reviewed, and refined these target improvement plans to ensure strong alignment with the district improvement plan and our strategic priorities. These plans serve as a comprehension framework to design and straighten our educational and instructional systems, accelerate student achievement, and build sustainability through leadership capacity across our district. Today's plan intentionally reflects the unique context of Central Elementary and Brandenburg Intermediate.

While both campuses are operating offline this school year, our students continue to be served across four campuses. Central Elementary students are primarily at Hardin Elementary with a few sprinkled across our district, but predominantly at Hardin. Our Brandenburg Intermediate students are spread across our three campuses, Byrd Middle School, Kennemer, and Reed. Due to the unacceptable accountability ratings in 24-25 for Central and Brandenburg and a significant number of students, we are required to report a TIP plan for these campuses and track those students. TEA requires us to submit a TIP plan, which I'm presenting tonight, to monitor and report the accountability data and the milestones for these four campuses with those specific students in mind.

This monitoring that the state requires will ensure that we provide high quality instruction to all impacted students regardless of where they landed and maintains accountability status for all students that were previously enrolled in these two campuses. The TIP strategies presented tonight specifically address how we're ensuring quality tier one instruction at the four campuses. Again, these four campuses are not TIP campuses, but we're following the students that are on these campuses to ensure that they all receive quality tier instruction, targeted academic support, and a commitment from the district in supporting all kids who previously were zoned to Central Elementary and Brandenburg Intermediate.

These plans demonstrate our unwavering commitment and consistency to ensure every student, regardless of where the campus they land, receives high quality instruction, strong leadership, and meaningful learning opportunities. That's the context. So tonight, in compliance with board policy AIG (LEGAL), these following campuses have been identified as unacceptable for two consecutive years by TEA, and we are required to submit a turnaround plan or a target improvement plan. And for this purpose, it's a target improvement plan for Central and Brandenburg.

This slide identifies the specific students TEA will be asking us to track. That's about 253 students at Hardin Elementary, 52 students at Byrd Middle School, 66 students at Reed Middle School, and 43 students at Kennemer. So, a total of 161. We will be tracking these kids. I'll be working closely with Dr. Wyatt as the other deputy chief as we pull data every time we benchmark.

What's really great is that Dr. Wyatt and I have been working in partnership throughout the year, so many of the things you're going to hear we presented last time at the November board meeting, and we're working very closely. The things that we're doing for school improvement are very similar to things we're doing with non-school improvement, because good instruction is good instruction. Good tier one leadership is good tier one leadership. And we're trying to ensure that quality is at every campus, and that every child receives that.

With that in mind, our TIP plan aligns with the district and campus CIPs and strategic goals. The four district priorities, student academic success, student, families, and community, personnel and professional development, and physical stewardship, serve as our foundation of our work. Our school

improvement plan outlines systems, structures, and instructional actions we will implement with consistency and fidelity across our campuses. In short, our plan consistently creates sustainability and impact across our district, providing a unified roadmap for supporting principals, coaching teachers, and accelerating student outcomes regardless of where our students attend. All our campuses are getting this.

And I just wanted to lay out the four areas of the focus, because nothing's really changing from the November meeting. We're just really extending those same four key priorities to these schools. And again, we're already doing it at Byrd, because Byrd is a turnaround plan. So, they have already a plan in place. These kids have already been getting it specifically at Byrd because Byrd is a turnaround campus, and everyone else has been getting it indirectly because Dr. Wyatt and I, when we provide professional development, we do that together as a team, and it's district wide. So, we're all taking fault.

Well, let me go through all of them. So, number one, foundation of leadership practices and systems. Two of the main ones that we're doing within this focus area is building leadership structures and leadership capacity. And we do that through our principal meetings, our AP meetings, our professional development, and we're doing that to all kids, elementary and middle school. Then we're setting up strong progress monitoring systems from the Tutor by Teachers that we just approved, to professional development, to each campus having a data tracking system that not only monitors the campus data, but also each individual student, so that whether Dr. Wyatt's supervising them or I'm supervising them, we can talk to every student within Duncanville.

Second, we're going into data driven instructional practices. That monitoring flows into our data driven instructional practice and student cycles. We're doing fall and spring data conferences regardless, so adding this won't add any additional burden to these three schools. We're already doing it regardless of whether the state asked for it. It was an easy conversation with Dr. Alexander, at TEA, because we're already doing it for all campuses. We're making quality instruction our standard across all campuses.

The third one is LASO capacity building supports. And that really is our SustainED partnership and building PLCs, making sure that our teachers are unpacking the standards and really understanding, how do I deliver that tier one instruction, and how do I do it quality the first round, so hopefully we don't have to do tier two and tier three? If we deliver it the first time and our teachers understand how to do that, then we're building their capacity. Our partnership will continue. These schools already receive two half days of partnership with Teaching & Learning and SustainED.

Last is our performance management site. So, this is going to look just a little bit different because, again, these schools are not target improvement schools, but we're tracking the kids. So, what that means with TEA is that when I have those TEA visits, I bring that data into our conversations. I report out, "Okay, we had fall benchmarks. Besides the seven schools I presented in November, I'll add where these kids are going." And we've pulled those students, we've started creating a tracker, and then we'll pull the data.

I have a TEA meeting with them later this week and I'll get more information, but basically, we're tracking that data for them and those milestones. Did you hold the spring conferences? Did you hold the data conferences? Are Dr. Wyatt and you walking to those campuses? And then I must fill out some of those data. And so, we have submitted that. And then, making sure Dr. Wyatt and I are providing effective coaching cycles, that each of those schools and principals are receiving weekly coaching visits

and feedback. So basically, what we presented in November, a shorter version, we're extending our family out to those four schools.

And then, finally, I am presenting the TIP plan today. And with that, we must outline four assurances. So as the DCSI, which is the District Coordinator for School Improvement, I assure that I have met and conducted a needs assessment and met the requirements in section 39A.053 of the Texas Educational Code. As a DCSI, I assure you that we had a campus intervention team that created a public meeting, and those were held last week for all campuses, and that we involve campus members, campus leaders, and parents in this community meeting. It was virtual.

Three, as a DCSI, I assure you that all written notices of public meetings were posted on our school website. In fact, you can go there today, and you'll see Central and Brandenburg. We've received a good amount of feedback that we will be uploading to TEA. And then, last, once you guys approve tonight, I will submit an approval that the board presented, and that you have approved the plans. At this time, I will be happy to answer any questions or comments that you guys have regarding the new submission of plans.

Trustee McNeely made a motion to approve the 2025-2026 Target Plans (TIP) for Duncanville ISD; Trustee Phillips seconded the motion. Motion passes 7-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Janet Veracruz	X		
Cassandra Phillips	X		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Carla Fahey	X		
Janice Savage-Martin	X		

D. CONSIDER ANNUAL APPROVAL OF DHS PANTHERS IMPACT SUMMER COLLEGE TOUR ON JULY 18TH - AUGUST 1, 2026

Dr. Sam Nix

Dr. Sam Nix presented Consider Annual Approval of DHS Panthers Impact Summer College Tour on July 18-August 1, 2026. President Culton, members of the board, Dr. Goree, it's always my pleasure to bring for your consideration and approval the opportunity for our students to travel to Ivy League colleges, universities, HBCUs across the nation. And what that allows us to do is provide students with opportunities that they would not normally have. And so, the information is here for you to review the fact that we have so many opportunities for our students to visit these colleges.

Year after year, we have students who, when they visit these colleges and universities, end up going to these colleges and universities. And the exposure, just the pure exposure to these universities is mind-blowing for our students. In the past, we only included 11th graders. I believe it was one of our trustees that asked for the expansion of that to be 9th, 10th, and 11th, and we have just seen tremendous opportunities for our students.

Mr. Kane is here every year because he just wants to make sure that he can speak to, answer whatever

questions you may have about the trip itself, but I love every year when I get a text from Mr. Kane, "Hey, we're headed out." And then I get those updates and those pictures, and when they make it back, just to hear the stories. And of course, he wants to bring so many kids. "I can bring a room full of kids to talk about it." I said, "No, the board knows how amazing this opportunity is." So, board, once again, just a pleasure to bring to you for your consideration to approve of the opportunity for our students for this trip. No school days are lost. It's all in the summer.

And to be clear, what is different about this trip is there's a flight element. In the past, everything has been traveled by bus. And as you can imagine, that's wonderful. But Mr. Kane talked about just maximizing the time. So, traveling there by bus, and then ending the trip in Washington and flying back. And so, that's the only amendment to years past. Board, it would be my pleasure to answer any questions that you may have. Or specifically, if I could bring Mr. Kane up to answer any questions about them.

Dr. Goree asked. Mr. Kane, why don't you come up just so we can give you an opportunity to just say something because you've put so much time and effort into this.

Mr. Kane added to the presentation. Good evening, President Culton, board. Dr. Goree. First, happy board appreciation, happy birthday. Obviously, if you can tell from the photos, the beauty of this trip, as Dr. Nix loved to put it, is the kids that go, we saw it last year, three of the kids that went on this trip end up going to Princeton. Giselle's right there in front of the gates. She's there now. I just talked to her a week ago. She's doing great, Dean student, right? Preston is at Columbia. That's him there in the back, at Columbia University. Playing in the snow. I saw his mom's post.

Guys, that's what it's about. We can't expect students to dream big if we don't give them that dream. And what I try to do every year is give these students the opportunity to dream big. And once again, like Dr. Nix said, really the only change on the trip this year, obviously we'll go on our SUVs from Dallas, leave from here, but I really want to try to maximize as many colleges as possible that we visit.

So, because of that flight back, a normal trip, we visit anywhere from 18 to 20. This year, we were able, because of that flight, to visit 24 campuses. So, we're getting an extra four or five campuses, two a day, right? And then, obviously bringing it to the board early, that gives us more time as a district to promote, because I know that's one of the things that I've talked to y'all about. "Well, I didn't even know the trip was happening." So now that I've got it early, we can promote the parent meeting at the end of this month.

And then, also the thing that's most to my heart, it gives parents more time to find the funds to pay for the trip. Instead of coming to the board in March or April and the trip is in July, then it's like, "Oh, you only have three months to come up with the funds." Now they'll have almost six months to come up with the funds. So, if you have any questions, I'd be happy to answer them for you.

I talked to Mr. Colbert today. I'm like, "Hey, can we send an email tomorrow morning if the board approves it, trying to find chaperones?" One thing that was added this year is adding CPE hours for the chaperones that go. We visit two campuses, and we take a tour, and we sit through an hour presentation on that campus. We should be able to give our chaperones some CPE hours for visiting those 24 campuses.

Trustee Phillips commented. Mr. Kane, you are amazing. Thank you so much for what you're doing for our students because you're right. If they can't get there and see it, they probably will never get there. So, thank you. Yeah, I'm so emotional because I wish there was something like this when I was growing up. We didn't have opportunities or people like you to step up and take charge and say, "You know what? No. Our students deserve better." So, thank you. Thank you, thank you. And I might be on your list of chaperones.

Mr. Kane replied. I do expect you at that parent meeting on January 29th. But I think you have a granddaughter at the high school that's a sophomore now and ready to go.

Trustee McNeely commented. I think this is one of our best programs. And no, I don't want to go with you.

Mr. Kane replied. Hey, you spent many a year chaperoning kids.

Trustee McNeely commented. I'll listen to your stories when you get back.

Mr. Kane continued. But once again, I know y'all are thanking me but thank you for continuous support. This is year six of doing this. I mean, it literally started six years ago with one student, me and his dad, and then, from there, grew to what it is now. And like Dr. Nix said, my dream one day is... And some of you all know, to be able to get that charter bus. And be able to raise the funds to take 50 or 60 kids. Because more kids we expose, more kids we allow to dream.

President Culton commented and asked. I think it's a wonderful program. And thank you very much for all your time. Because it's bigger than a trip. You must do so much planning to get them there. We just are seeing the end result, but it's hours and probably weeks of time. But I do have a question regarding the airfare. Will you purchase group airfare on your district credit card?

Mr. Kane replied. Well, that's the thing. We don't have a district credit card. So, we had the same problem two years ago when we took the Amtrak train. We realized that Amtrak isn't a board approved vendor. And the district doesn't have a credit card that we can say, okay, buy this. So, what we had to do was I put it on my credit card and the CTE department... Obviously we're raising money throughout. But on that point, they were able to refund me the money. Same thing. I checked with Southwest Airlines already. Obviously, they're not our approved vendor, right. The district still doesn't really have a credit card to purchase it. So obviously I have no problem putting it on my credit card and getting reimbursed. If that's what we must do to make the trip work, then that's fine.

Dr. Goree replied. I think we can help you with that. Yeah, we can help you with that. We should be able to help with some of the credit card part of that. Yeah. I have no problem with that. We'll take care of that part.

But just think about it. Wow. How incredible that you're willing to put that on your personal expense card. Mr. Kane, just publicly, thank you, thank you, thank you. For all that you do for our children every day.

Mr. Kane replied. Like I said, thank you all for your support, can't do it without you. So, like I said, with one thing, if you talk to people in the community, let them know about the trip. Let them know about the Pathways to College class, senior year. Like I was talking to Mr. Graham earlier. People perish from lack of knowledge. And the more knowledge you have, the more exposure you have, right. Greater things you can do.

Trustee Savage-Martin made a motion to approve the DHS Panthers Impact Summer College tour as presented; Trustee Phillips seconded the motion. Motion passes 7-0.

Board Member Vote	Yea	Nay	Abstain
Jacqueline Culton	X		
Janet Veracruz	X		
Cassandra Phillips	X		
Dr. LaSonja Flowers	X		
Phil McNeely	X		
Carla Fahey	X		
Janice Savage-Martin	X		

10. INFORMATION/DISCUSSION AGENDA

A. ACADEMIC CALENDAR PLANNING PROCESS FOR 2026-2027 SCHOOL YEAR

Dr. Sam Nix

Dr. Sam Nix presented Academic Calendar Planning Process for 2026-2027 School Year. It is that time of year again where we start to plan for our academic calendar for the next school year. So, all I'm providing for you today is an overview, a timeline so that you are aware. Of course, I'll be ready to answer any questions that you may have as we start our process. As you well know, the most important thing for us is voice. Voice from our educators. Voice from our community, from our parents, from our students. And our goal ultimately is just to have a quality calendar for our students for the 26-27 school year.

So, what that means is there are a couple of non-negotiables for a calendar. We must adopt a calendar of 75,600 minutes. That equates to about 7.5 hours a day, 440 minutes a day, 168, at least per year. Three teacher workdays. 175 instructional days and 187 teacher contract days. This is simply a timeline of what this looks like for us as we move forward. Today, of course, we're bringing it to you as an information item. As we move forward tomorrow morning at eight o'clock, we are ready to send information to invite committee members. We always have to invite more because not everybody shows up all the time and we want good representation. Right now, we have a list of over 65 individuals. Which includes teachers and principals and parents and students at every level. There are just so many stakeholders.

The first calendar meeting will be February 3rd where we start to look at our process and vet out all the information. February 4th- 9th is when we'll go back and capture all that information, start to massage all that, bring it together. And then we'll go back to the committee on February the 10th with all the revised calendars. Then they will give us our feedback. And then from February the 13th-28th, we'll of course partner with communications because that information will then go out to our community as a

survey. We usually put that on all our media. Our websites, our posts. Working with communications to send out surveys. Just so that we can get as much voice as possible to vote on those calendars. And then on March the 23rd board, we bring that back to you to let you know what our stakeholders have said. To let you know what the overall opinions are of our stakeholders. And then you ultimately approve the calendar or share with us what needs to happen.

So that's an overview of our timeline. It will be my pleasure to answer any questions that you may have about that timeline.

Trustee Dr. Flowers stated. I just wanted to remind the committee to include Dallas College.

Dr. Nix replied. Thank you. Yes, absolutely. We have three representatives that we are inviting from Dallas College. And really, I believe it was your recommendation last year that really helped us with the alignment piece.

Trustee Dr. Flowers replied. It was.

Dr. Nix replied. Absolutely. So great job. And we have three of those individuals that we're inviting for this year.

President Culton commented. I have a request. Considering what we're doing academically, and I don't know how we would go about doing it, but I think our calendar needs to reflect our goals. And if there is a way to add additional instructional minutes within the school year, if it aligns with what the superintendent is trying to do. I think that that would be a great idea. So, my request is that we prioritize more instructional minutes. And I know last year, I believe a schedule was presented that, I guess, the proposed schedule had less instructional minutes than some of the others. That's not a good thing for us, where we are now, and the goals that we're trying to achieve. So, if you could just keep that at the forefront, we need more instructional time. And then I don't know if the participants in the discussion are fully aware. I know school staff are, but with some of the other community partners, I don't know if they're fully aware of where we are academically. So, if that information could be shared with them in conjunction with us designing our schedule, I think it would be a good idea.

Dr. Goree added. And one thing I'd like to add, just to appreciate that, even at the administrative level, before we go to the committee. We are looking at when our breaks are and how we're organizing those to maximize time. Because again, we want our instructional minutes pretest to be as large as they can be.

B. DISTRICT RECONFIGURATION PLAN — PHASE 2

Tellauance Graham

Mr. Tellauance Graham presented District Reconfiguration Plan – Phase 2. Greetings once again to Madam President Culton, to all trustees and to Dr. Goree. Seems like I am in between everyone and their bed tonight. So, I'll try to be as brief as possible. Again, I don't think I did say happy birthday to Dr. Flowers and happy board of appreciation week to everyone.

Today, I get to present phase two of our Building the Future Raising Champions plan. And this is a recommended plan that we want you to see tonight and all our community to see tonight. As we will bring it back to the board on February 16th board meeting for approval.

Before we get into the actual plan, let's review where we've come from. Last year we did phase one of this particular plan. In that phase one, the goal was to look at these \$170 million that the Duncanville community gave to Duncanville ISD. To ensure that we renovate, reconfigure, and rezone our district. Some of the renovations that we did last year, or the reason for those renovations, was to ensure that all schools received up-to-date and state-of-the-art areas in those particular schools.

Next, we transformed some schools into specialized campuses, and of course, we established our school choice and academies and signature programs. We now understand the difference between those three. We know that our signature programs are programs that belong to that particular campus and students on that campus attend those programs. Our choice programs are programs where any student in the district can provide their own transportation if they are applied to that particular program. And then finally, our choice schools, of course. Or our new schools. Which will be our Central fine arts that will open next year. It does not have an attendance zone and it's by application only. So now we do have those because of that phase one of this plan.

Next, in the reconfiguration of the plan, we took all the elementary campuses and we added fifth grade. That way, reducing the number of intermediate campuses. In fact, eliminating the intermediate campuses in our district. We also added sixth grade to our middle schools this year and rezoned the entire district to ensure that there are efficiencies in our transportation department. And easier ways for our community to get to our schools. All of that supported the instructional and fiscal and operational efficiencies of our district.

Now, let's look at the renovation updates. Our maintenance and operation team led by Ms. Zamora has completed approximately 75% of the renovations that we started back in the fall for these particular campuses. We are well on target to complete all those campuses before we start next year. You can see the campuses that have been completed. You can look at the renovations that have happened on the campuses. The new flooring, the paint, HVAC replacements, restroom upgrades. And many other items that they have completed.

Currently, we have several campuses that are still undergoing renovations, and you can see that it's Smith, Duncanville High School, and Brandenburg. All of those are scheduled to be completed, of course, by July of 2026. Today, we'll talk about a few other future renovations that we look forward to having. Which is the Duncanville Community Support Hub and the Merrifield Educational Complex.

Our next part is to talk about the recommended reconfiguration plan for Duncanville ISD. We know that this year, Central Elementary is offline. Brandenburg Intermediate will no longer be Brandenburg Intermediate. It's offline as well. And Smith is offline for renovations. Merrifield is currently a pre-K through fifth grade. PACE High School is currently that ninth through 12th grade, and we know where it's located next door to Reed Middle School. And of course, the Summit Educational Center is our DAP. Well, our proposed changes for next year involve one, taking that number of buildings, of which we have six there currently down to five buildings. As we look at efficiency, we want to ensure that we're saving money in several different ways going into next year.

First, things that will not take board approval have already been approved. We look at Central Fine Arts Academy that will open next year. Also, Smith Early Learning Academy, the Pre-K3 campus. That's three-year olds, not third grade, will open next year as well. And I'll talk a little bit more about that in the future. Brandenburg Elementary is our first new campus that will open next year, which is a pre-K4 through fifth grade. The Merrifield Education Complex, which will involve taking the Mary E. Smithey PACE building and the Summit building, and putting them on one campus, which is our new Merrifield education complex. And we'll talk about how that will happen.

Next, the Duncanville ISD Community Support Hub is at the old PACE campus. Since we're moving PACE High School to the Merrifield campus, that building became open. And we want to form our new Duncanville Community Support Hub. And then finally there, you have that the Summit building right now will be offline for future repurpose.

Now let's talk about each one of these individually. Again, the first campus, you've heard several times, has been approved, and this campus will open next year as Central Fine Arts Academy. It will open as a K through five, kindergarten through fifth grade campus next year. With the plan to add a grade level each year, six through eight. For it to become a kindergarten through eighth grade campus in three years. This building has been renovated and updated with all the fine arts themes, state of the art fine arts theme. The school is by application and has no attendance zone. And again, it is one of two current choice campuses on our district. Collegiate High School is our other choice campus. Transportation will be provided for all students in district to Central Fine Arts Academy. Again, that will open next fall.

The next campus is our new Smith Early Learning Academy. Again, this campus will open next year, and it will be a pre-K3 campus with 18 new classrooms. You can see that in those 18 new classrooms you have the experiential learning environment. And when you have that, you have the themes that each room will show. These are some of the themes that each room will show. From the farmer's market, the zoo animals, the plants, the community, the space and transportation. A few board meetings ago, Ms. Zamora and the team went through and showed how each one of these rooms will look. The renderings look very nice and we're looking forward to filling those rooms with our wonderful three-year-old students.

Now let's get to the new items that are coming to phase two of this Building the Futures Plan. First is the new Brandenburg Elementary. Brandenburg Elementary will be formed by simply taking all the Merrifield students and staff and moving them to Brandenburg. We will rezone the entire Merrifield zone to Brandenburg Elementary. Why are we doing that? Merrifield is one of our older and smaller campuses, and now these students will get a state-of-the-art campus, a newer campus. Also, that particular area in our district is one of the fastest growing, is one of the only growing parts of our district. In fact, if we look at the demographic report from last semester that Zonder presented, you'll know that we only have two areas in the district that's growing. When we look at the enrollment numbers, we look at the number of students that did not return to Duncanville. And most of them came from that area around Brandenburg, which was closed last year.

So, it's very important that we ensure that a campus is open in the very east portion of our district. The part of the district that is growing. Currently, we will have a signature program called the Collegiate Academy at this campus. With future planning for this to become a full collegiate school with no attendance zone and application.

The next new complex is our Merrifield Education Complex that will house both the Mary E. Smithey PACE High School and the Summit Educational Complex. One of the major goals is to ensure that we optimize staffing through campus consolidations. Both of those are very small campuses. And to support a campus that has a small number of kids, we must ensure that we have both campuses together. Now, some of those staff can be shared. Students will have access to a full cafeteria and a gym. Today I presented this information to the Summit, and it was presented to PACE. They are excited about the opportunities that they'll have now that they'll have gym and a cafeteria for those students. The renovations will include separate wings. The wings on the east side will be for Summit. The wing on the west side will be for the PACE campus.

There'll be separate wings with separate entrances, and we'll have the glass store dividers on the campus that students and staff will have to badge to move throughout the building. It will be completely separated by those dividers at the campus.

Next, I'm very happy to announce that the current PACE building will be transformed into our new Duncanville ISD Community Support Hub. And this will allow our community to first have a one-stop attendance enrollment facility. Right now, if you have a student in Duncanville ISD and you have multiple students, you must go to multiple campuses to enroll each child. We also have normally many parents that wait until the first three days of school to enroll. Our goal now, if we have this enrollment center throughout, parents can come enroll their students and get one-on-one support for help and help with enrolling their students throughout the year. Which could eliminate some of the large number of parents we have at the beginning of the year. And it also definitely helps them when they have multiple students going to multiple campuses.

Next, you'll also have the family and community support such as the food pantry that's currently at Merrifield. This will give the food pantry a larger area, more privacy for our patrons, and just a store-like feel when you come in. That's the plan for the pantry at the Duncanville ISD Community Support Hub. We'll also have specialized district services. When a student enrolls, if they need SPED services, if they need bilingual help, if they need counseling support. All those things will be right on hand, and we can give that parent the supports they need as they enroll. Which will eliminate some of the time that students are out of school. And finally, for the future for this program, we would like to add a school-based health clinic to this area.

This will provide wellness visits for our employees for minimal price. Possibly partner with health service students to allow them to rotate and help in the clinic. Immunizations and routine sick visits for our students. And possibly a low-cost pharmacy. All these things are being worked on as we try to negotiate with several different providers to try to get them to participate in this health clinic. Now, this will not open at the beginning of the year. This Duncanville Support Hub will open in January of 2027.

Finally, what does the timeline for these items look like? Today, we met with all the campus staff that will be impacted by this change. The initial communication and next steps, again, are being presented to our board tonight. And tomorrow we will hold our naming committee meeting for the campuses that are impacted. Such as the Merrifield Educational Complex. And the Duncanville ISD Community Support Hub. Both of those are recommended names for those. And again, they'll go through the naming committee starting tomorrow.

In February, we'll look at our community meetings. We have two of them scheduled for next month.

We'll look at finalizing the rezoning boundaries. Again, we're looking at the facility usage in February as well. So, we can have everything prepared for you for final approval on February 16th, 2026. After that board meeting, we will mail out notification letters to all impacted families. And of course, launch our district-wide communication campaign in March. At this time, I will accept questions that you may have.

11. ADJOURNMENT AT 10:56 PM

Trustee Phillips made a motion to adjourn. Trustee McNeely seconded the motion.

Dr. T. Lamar Goree
Superintendent of Schools

Board President

Board Secretary