Agenda of Regular Meeting

The Board of Trustees
Anahuac Independent School District

A Regular Meeting of the Board of Trustees of Anahuac Independent School District will be held October 26, 2026, beginning at 6:00 PM in the Anahuac Primary School Cafeteria, 2024 Belton Lane, Anahuac, Texas 77514.

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.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

I. Convene in a Quorum and Call to Order; United States and Texas Flags Pledges of Allegiance; Invocation
II. **Vision**: Anahuac ISD will prepare all students for a successful future in a competitive society.
III. **Mission Statement:** Anahuac ISD will provide a safe and productive learning environment through dedicated staff, engaged families and strong community partnerships.
IV. Presentation of AMS House Program
V. STUDENT Recognition
VI. STAFF Recognition
VII. PUBLIC COMMENTS/AUDIENCE PARTICIPATION (Please fill out the form provided at the meeting & present it to the President prior to the beginning of the meeting)
VIII. MONTHLY REPORTS
- A) Emergent Bilingual Program Annual Evaluation Report
- B) Superintendent's Report
- C) Board Goal Report
  - 1) Goal 1 update- Primary and Elementary
- D) Announce Board Members continuing education credit hours
- E) Principal Monthly Board Reports
- F) Presentation of Monthly Financial Reports, Investment Reports, and Budget Update

IX. ACTION ITEMS
- A) Consider and Approve the Certification of Unopposed Candidates for Anahuac Independent School District Board of Trustees Positions 1 and 3, Approve the Order of Cancellation of the Election, and Declare the Unopposed Candidates Elected, Pursuant to Texas Election Code §§ 2.051–2.053.
- B) Consider and approve minutes from the Board Workshop on October 14, 2026
- C) Consent Agenda
  - 1) Consider and approve minutes from the September 28, 2026 regular meeting

2) Consider and approve academic stipends
3) Consider and approve moving the November Regular meeting to November 16, 2026.
4) Consider and approve moving the regular scheduled December meeting to December 14, 2026
5) Consider and approve the repair bid on the Superintendent's house.
6) Consider and approve TASB update 127 (See attached list of policies)

X. DISCUSSION ITEMS
A) Bus camera update

XI. CLOSED SESSION
A) Discussion/Evaluation of Personnel: Texas Government Code 551.074
B) Consultation with Board Attorney Regarding All Matters As Authorized By Law: Texas Government Code Section 551.071

XII. RECONVENE INTO OPEN SESSION

XIII. TAKE ACTION ON ITEM(S) DISCUSSED IN CLOSED SESSION
A) Consider hiring a Director of Transportation

XIV. ADJOURNMENT

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on _____, at _____.

District/Superintendent Goals

Anahuac ISD District Goals 2026-2027

Goal 1: Academics

Anahuac ISD will ensure that every child receives at least one year's growth in a school year. Primary focus areas will include academics, college, career, and military readiness (CCMR).

- The percentage of 3rd-grade students that score at the Meets level or above on STAAR Reading will increase from 40% in June 2026 to 60% by June 2032. (HB3 Goal)
- The percentage of 3rd-grade students that score at the Meets level or above on STAAR Math will increase from 32% in June 2026 to 60% by June 2032. (HB3 Goal)
- The percentage of graduates meeting the CCMR criteria will increase from 93% in June 2026 to 100% by August 2032. (HB3 Goal)

Evidence of Attainment for Goal 1

- Reports and Data from A-F academic accountability ratings report, TPRS, TAPR, and school report card
- Student data from district-administered Interim Assessments will be used to measure academic growth. The superintendent will report to the board, including comparative data for example NWEA Maps testing, BOY, MOY, and other appropriate assessments
- At the end of each semester, the superintendent will report to the board on CTE course offerings, participation, and completed vocational certifications.
- The HB3 goal spreadsheet, which shows each annual goal for the five years and is updated by the district annually, shows progress toward attaining the goals.
- Evidence of the execution and current progress of the 5-Year Strategic Plan will be shared including systems training in LIFT, MTSS, and PBIS
- Training dates from LIFT training dates, RBIS, PBIS, MTSS, etc. on master list/calendar in report form

Goal 2: Safety

- Districtwide, the implementation of programs and improvements to achieve and maintain current compliance with safety and security mandates will continue to be a priority at Anahuac ISD during the
school year.

Evidence of Attainment for Goal 2

- The district will continue working with local law enforcement and TEA to establish procedures and protocols for use during emergencies.

- All staff members and students will be trained on emergency situations in accordance with procedures in our Emergency Operations Procedures guidelines.
- Reports to the Board will include the completed/ implemented student and campus safety programs/improvements for the school year and any other recommendations for further student and/or campus safety enhancements.
- Conduct regular meetings with the Safety and Security Committee and report to the board – Deputy Superintendent will continue coordinating with local law enforcement and TEA while regularly reporting to the Board.
- Staff and students will be trained efficiently on a wide variety of safety drills throughout the school year and will be reported to the Board regularly.

Goal 3: Personnel

Anahuac ISD will attract and retain a highly qualified and diverse staff that reflects the district's student population.

Evidence of Attainment for Goal 3

- Campus administrators will develop procedures for honoring their staff members through in-district and outside organization recognition and will share with the Board through their monthly reports.
- Administrators will plan and implement strategies to support and increase staff morale.
- The recommendations from the 2025 Texas Association of School Boards staff salary study, will continue to be implemented. During the school year, the administration will use this data along, with the data from the new 2026 salary survey data reports to find ways to incentivize salary and benefit plans that will attract and retain high quality staff. The report prepared will be reviewed by the school board to assist in making future plans.
- Progress and execution of the Texas Mentorship Training Grant in Pathways 1 and 2.

Goal 4: Operations & Facilities

Anahuac ISD will have clean and safe facilities that assure a positive learning environment.

Evidence of Attainment for Goal 4

- Prioritize the planning process for future facility improvements and developments with the remaining bond funds in the Series 2022/2023 and the planning process for future facility improvements post Series 2022/2023.
- A report detailing the plan for the unused Series 2022/2023 funds will be presented to the board in writing during the fall 2026 semester.
- A report of recommendations for future capital improvement needs will be submitted during the summer of 2027 or sooner.

AISD · ANNUAL REPORT TO THE BOARD OF TRUSTEES

EMERGENT BILINGUAL PROGRAM EVALUATION

2025–2026

ESL Program, Grades PK–12. Required annual evaluation under TEC §29.053, 19 TAC §89.1265 and ESSA Title III §3121. Presented to the Board of Trustees on October 26, 2026 by Shawntel Cunningham, Director of Federal and Special Programs.

AT A GLANCE

126
EB students (up from 117), including 31 newcomer/immigrant students

8
Students reclassified as English proficient

88.9%
EB graduation rate

0
EB students dropped out

KEY FINDINGS

STRENGTHS

- 58–63% of EBs reached Approaches or above on STAAR in every subject
- Zero dropouts; 88.9% graduation rate
- Monitored students: 90% passed ELA, 83% math
- No ESL waiver needed; 49 ESL-certified teachers

CONCERNS

- TELPAS Advanced/ Advanced High composite fell from 52.5% to 39.8%
- Reading (26%) and writing (27%) at Advanced+ are the weakest domains
- Only 20% gained a TELPAS level; 35 students (28%) are long-term EBs
- Reclassifications fell from 20 to 8

PRIORITIES

- Academic reading and writing in English
- Goal: students advancing at least one TELPAS proficiency level from 20% (25) to 40% in 2026–2027

SECTION 1 · §3121(a)(1) PROGRAM DESCRIPTION

PROGRAM DESIGN & ENROLLMENT

Texas law requires every EB student to have full access to a bilingual or ESL program. AISD serves EB students through an ESL program designed to build English proficiency and grade-level academic success.

117 → 126
EB students, start → end of year

119
Students served in the ESL program

7
Parent denials of ESL services

18
Reclassified students, 1st-year monitoring

19
Reclassified students, 2nd-year monitoring

31
Newcomer/immigrant students (0 unschooled asylees/refugees excused from testing)

PROGRAM MODEL BY GRADE

Grades	Model	Delivery
PK	Content-based ESL	PK teachers are ESL certified and deliver language support through the core curriculum
K–5	ESL pull-out	ESL teacher serves students during intervention time
6–8	ESL pull-out	ESL teacher serves students during a schedule ESL class period.
9–12	ESL pull-out	ESL teacher serves students during a schedule ESL class period.
All	Supplemental	Summit K12 online language program

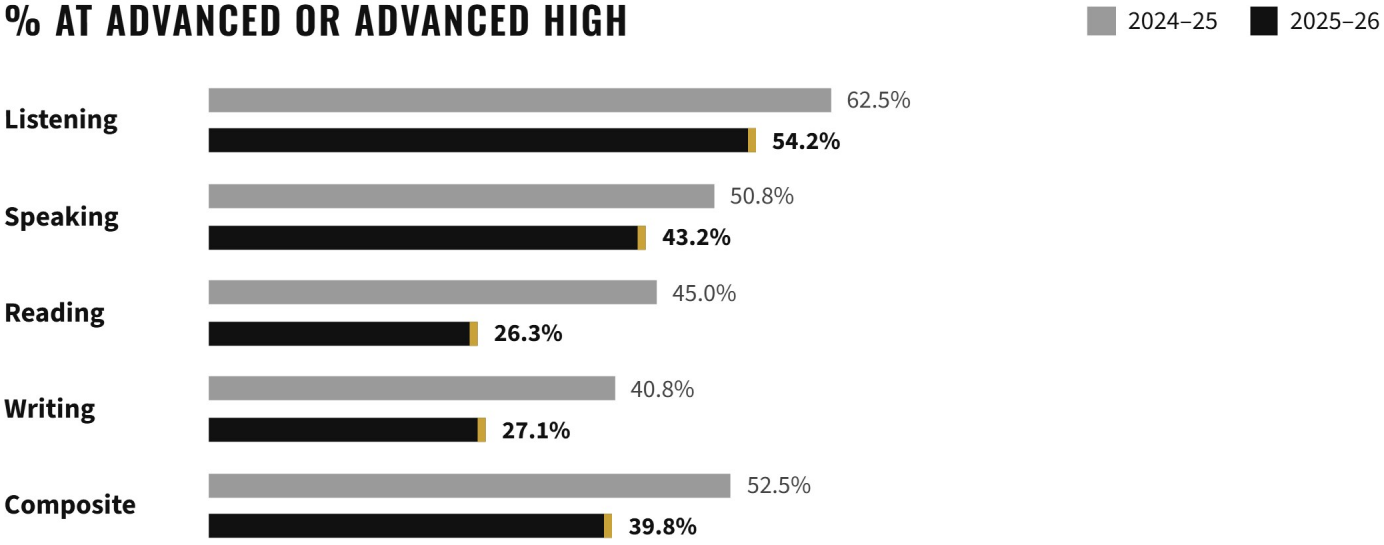
PROGRAM GOALS Students reach English proficiency in listening, speaking, reading and writing; master grade-level content (TEKS); and are reclassified and successful without language supports.

ENGLISH PROFICIENCY — TELPAS

118 EB students (grades K–12) took TELPAS in spring 2026. Counts by proficiency level, ESL program:

Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	13 11%	41 35%	43 36%	21 18%
Speaking	21 18%	46 39%	41 35%	10 8%
Reading	26 22%	61 52%	18 15%	13 11%
Writing	39 33%	47 40%	25 21%	7 6%
Composite	20 17%	51 43%	37 31%	10 8%

% AT ADVANCED OR ADVANCED HIGH



8 · 6.8%
met reclassification criteria (vs. 20 · 15.5% in 2024–25) — §3121(a)(3)

8 · 6.3%
of 126 EBs exited the ESL program — §3121(a)(4)

25 · 20%
gained at least one TELPAS level (progress) — §3121(a)(2)

Takeaway: Listening and speaking remain strongest. Only 20% of students moved up a level. Reading and writing declined most and keep students from reclassifying; the 37 students at Advanced composite are closest to proficiency.

SECTION 3 · §3121(a)(2), (a)(6)

DUALLY IDENTIFIED & LONG-TERM EBS

35
Dually identified students (EB and special education) tested on TELPAS

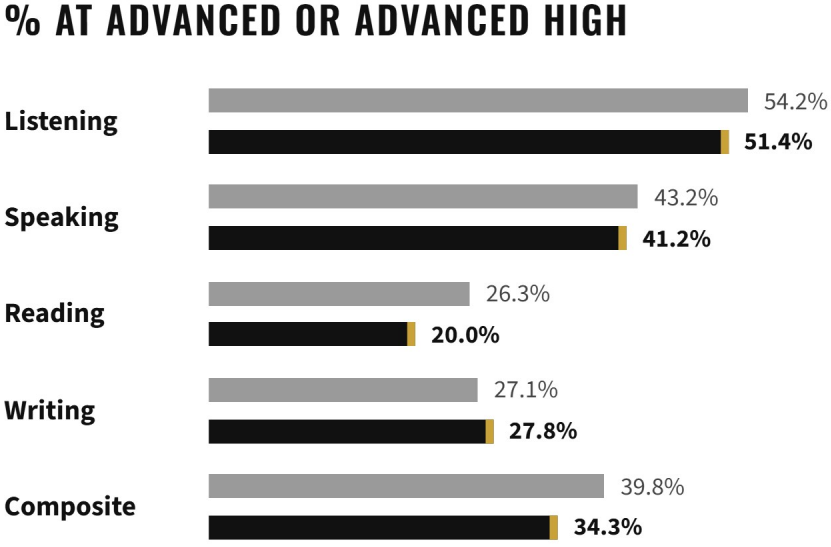
34.3%
at Advanced or Advanced High composite (all EBs: 39.8%)

35 · 28%
Long-term EBs: identified 5+ years without reaching proficiency

TELPAS — DUALLY IDENTIFIED STUDENTS

Domain	Beginning	Intermediate	Advanced	Advanced High
Listening	3 9%	14 40%	14 40%	4 11%
Speaking	5 15%	15 44%	13 38%	1 3%
Reading	8 23%	20 57%	4 11%	3 9%
Writing	10 28%	16 44%	8 22%	2 6%
Composite	4 11%	19 54%	10 29%	2 6%

% AT ADVANCED OR ADVANCED HIGH



Takeaway: Dually identified students trail all EBs (34.3% vs. 39.8% at Advanced+), with the widest gap in reading (20.0%) and only 2 students at Advanced High. More than a quarter of EBs are long-term, which calls for individual language plans and close ARD/LPAC coordination.

SECTION 4 · §89.1265(b)(1),(b)(3) · §3121(a)(5)

ACADEMIC PROGRESS — STAAR

Spring 2026 STAAR/EOC results for current and monitored EB students. All EB students are served in the ESL model, so results reflect the ESL program; instruction and testing are in English.

Subject	2025–26 Approaches+	2025–26 Meets+	2025–26 Masters
Reading / English	**58%**	31%	12%
Mathematics	**59%**	35%	10%
Science	**63%**	38%	22%
Social Studies	**61%**	28%	11%

RECLASSIFIED STUDENTS & OUTCOMES

RECLASSIFICATION — §89.1265(b)(3)

8 students met reclassification criteria and exited the ESL program in 2025–26

6.8% of students tested on TELPAS (20 students, 15.5%, in 2024–25)

MONITORING

37 former EBs monitored: 18 first-year, 19 second-year

90% ELA Approaches+ (28 students)

83% Math Approaches+ (25 students)

FORMER EBs — §3121(a)(5) Monitored students outpaced current EBs at Approaches+: **ELA 90% vs. 58% · Math 83% vs. 59%**

88.9% EB graduation rate

0 EB dropouts in 2025–26

Takeaway: Reclassified students are thriving (90% ELA, 83% math). A majority of current EBs reached Approaches in every subject, but Meets (28–38%) and Masters (10–22%) show the need for deeper academic language, especially in reading and social studies.

SECTION 5 · §89.1265(b)(4), (c), (d), (e)

STAFFING, TRAINING & WAIVERS

49
ESL-certified teachers

14
Teachers trained as TELPAS raters

1
Paraprofessional in language programs

PROFESSIONAL DEVELOPMENT — §89.1265(B)(4)

Training	Trained	Frequency	Scope / results
TELPAS rater training & calibration	14 teachers	Annual (spring)	Holistic rating of K–1 EB students in all four language domains
ESL certification	49 teachers	Ongoing	Certified to provide ESL instruction and second-language strategies

BILINGUAL EXCEPTION / ESL WAIVER — §89.1265(C)

Bilingual exception filed in 2024–25 (grade 5: 20+ EBs with the same home language)	**Yes**
Bilingual exception or ESL waiver in 2025–26 (8 grade 5 EBs reclassified; below threshold)	**No**
Teachers serving under an ESL waiver in 2025–26	**0**
Students temporarily served by alternative methods (teacher not certified)	**0**
Exception or waiver anticipated for 2026–27	**To be determined**

PARENT REPORTING — §89.1265(d)

TELPAS results and annual LPAC review are sent to families in their home language.

CAMPUS PLANS — §89.1265(e)

Each campus improvement plan includes EB performance goals for 2026–27.

COMPLIANCE & RECOMMENDATIONS

Citation	Required component	2025–26 result	Page
ESSA §3121(a)(1)	Programs and activities for EB students	ESL, PK–12; 31 newcomer/immigrant students	2
§3121(a)(2)	Progress toward English proficiency, incl. EBs with disabilities	25 · 20%; 35 dually identified	3–4
§3121(a)(3)	Attaining English proficiency	8 · 6.8%	3
§3121(a)(4)	Exiting the program	8 · 6.3%	3
§3121(a)(5)	Former EBs meeting state standards	ELA 90% · Math 83%	5
§3121(a)(6)	Long-term EBs (not proficient within 5 years)	35 · 28%	4
TAC (b)(1)	Academic progress by program model	STAAR, ESL model	5
TAC (b)(2)	English proficiency by program model	TELPAS, ESL model	3
TAC (b)(3)	Reclassified students and continued progress	8 exited; 37 monitored	5
TAC (b)(4)	Teachers and aides trained	14 raters; 49 certified	6
TAC (c)	Bilingual exception / ESL waiver	None in 2025–26	6
TAC (d), (e)	Report to parents; EB goals in campus plans	Reported	6

RECOMMENDATIONS FOR 2026–27

1. **Reading & writing.** Build academic reading and writing supports into ESL and core classes; track Summit K12 use.
2. **One level of growth.** Raise the share of students advancing at least one TELPAS level from 20% (25) to 40%, with level-specific supports for every student.
3. **Monitored students.** Review grades and STAAR for the 37 monitored students each grading period.
4. **Staff training.** Record ELPS training for all teachers and expand second-language strategies PD.

SUPERINTENDENT'S BOARD REPORT

ANAHUAC INDEPENDENT SCHOOL DISTRICT



Maci Duff & Fallon Havord
-Serving as Honor Guard



Presley Herridge & Roland Kulish
-Top Readers for the 1st Six Weeks

SUMMARY

"For, in the end, it is impossible to have a great life unless it is a meaningful life. And it is very difficult to have a meaningful life without meaningful work." ~ Jim Collins

This month we have been working on reviewing benchmark data and how we can leverage that data. Performance Management has been identifying priorities for ongoing performance management in the areas that need it the most.

Goal setting for growth is underway and should be finalized by November. Formulas were used to ensure that the targets are equitably scaled, ensuring that end-of-year growth expectations are directly customized to the beginning-of-year starting point.

ENROLLMENT AND ATTENDANCE

Date	Enrollment	Last Year 25/26	APS	AES	AMS	AHS
08/07/2026	1429	1464	362	324	321	422
08/11/2026	1489					
08/13/2026	1492		378	339	331	444
8/21/2026	1499		379	340	331	449
8/27/2026	1509		380	343	334	452
09/10/2026	1514		384	342	335	453
09/24/2026	1522		385	344	335	458
10/16/2026	1527		388	343	337	459

Official Snapshot Day this year is Friday, October 30th.

An Example of why Attendance Is Important

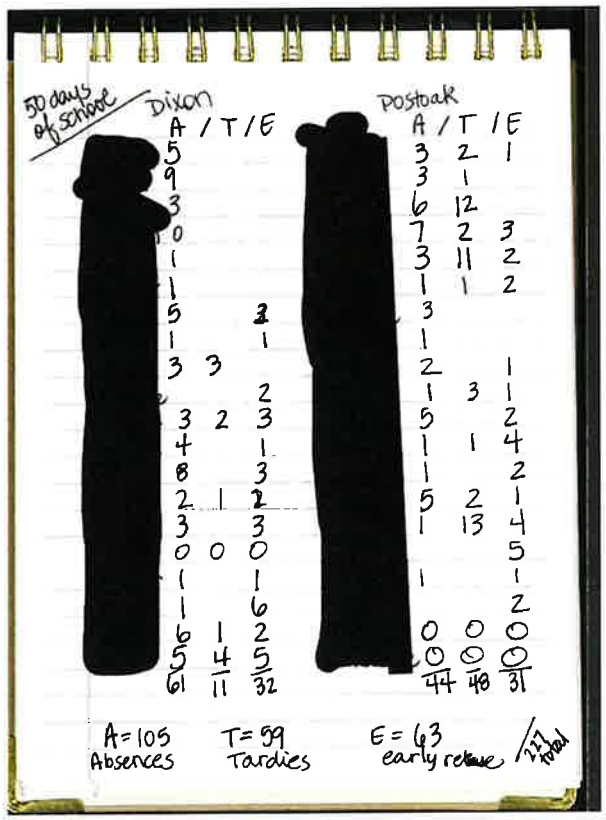
Ms. Dixon and Ms. Postoak are two of our teachers that teach 2nd Grade. This teaching team shares 40 students. During the first 50 days of instruction, there were 227 instances of some type of absence.

Ms. Dixon:

- 61 absences
- 11 tardies
- 32 early checkout/release

Ms. Postoak:

- 44 absences
- 48 tardies
- 31 early checkout/release



Both teachers are feeling the pressure of increasing student outcomes and have been very active and extremely receptive to the feedback and training that is occurring via the LIFT Grant and additional instructional support that is being received from ESC 5.

During the period of 50 days of instruction, there has not been a time where all of the students were present. Additionally, during the recent *mClass* assessment, **their students that have missed the most class had the lowest scores.**

The *mClass* assessments are very important. For reading, it evaluates English foundational reading skills—including phonological awareness, phonics, fluency, accuracy, and comprehension. For math, it evaluates grade-level math thinking, identifying dyscalculia risk in grades K-3.

By the end of 2nd Grade, students should be reading comfortably on grade level at least 90 words per minute with 90%-95% accuracy. They should have a strong command of foundational "science of reading" phonics rules, and automatically recognize a minimum of 300 high-frequency sight words to maintain reading momentum.

In addition to being able to say the words correctly, there must be a level of comprehension. Comprehension Standards include being able to *Retell and Paraphrase* by correctly recalling the *beginning, middle, and end* of a story, maintaining a logical order of events. *Analyze Literary Elements* by describing characters, settings, plot conflicts, and the central lesson or theme of a fiction book. *Navigate Informational Text* by using text features like *headings, captions, maps, diagrams, and indexes* to locate facts and identify the main idea, and lastly being able to *Find Text Evidence* by pointing back to a specific sentence or picture in the book to support their answers to questions.

In terms of writing, a typical second grader should comfortably be able to write a *well-structured paragraph or brief composition of roughly 5 to 10 sentences (about 50–100 words)* in a single sitting. **None of this is going to happen without appreciation and value of being in school the whole day.**

Taking a systematic approach to improve attendance, the Leadership Team has begun looking at what can be done to improve attendance.

- Each campus is revisiting its Attendance Incentives and Awards that will entice the respective age levels
- The two Secondary Campuses met with the Justice of the Peace on working together on truancy. The two Primary Campus teams will schedule a meeting for the same purpose.
- As a District, the Leadership Team is exploring what policies can be changed legally so that there is parent/student accountability for attendance.

DAEP INCENTIVE PROGRAM FOR SECONDARY CAMPUSES

As a District, the administration at the Secondary level wanted to have a system in place that could be used on both the Middle School and High School campuses for DAEP. Mrs. Green took on this task and developed an incentive plan whereby students assigned to DAEP can earn back a limited number of days assigned. It is designed to address students' educational and behavioral needs, focus on self-discipline, and help students develop better attitudes, make responsible choices, and become successful academically and socially. The proposed earn-back system reinforces those existing goals by giving students a clear incentive to demonstrate readiness to return to the regular academic setting.

Our legal counsel has reviewed the plan, and the Middle School and High School campus leadership teams have to meet for finalization. The goal is to roll out this plan at the beginning of the 3rd six-week grading period. The drafts of this plan will follow this report.

BUS CAMERA UPDATE

At the September Board meeting, the Board authorized the superintendent with a spending limit to obtain bus camera quotes and to authorize him to select a vendor and purchase bus cameras. The Transportation and IT departments obtained quotes from three vendors.

Thomas Bus Gulf Coast had the lowest bid and is the recommended bid. The package selected was a 5 camera kit with a stop sign camera. It included both interior and exterior cameras. The total price for 20 buses is $88,629.

ANAHUAC ISD

DAEP SECONDARY

PARENT/GUARDIAN LETTER — DAEP EARN-BACK PROGRAM

Date: _____

Dear Parent/Guardian,

Anahuac ISD is committed to helping students learn from disciplinary consequences while continuing to make academic progress. As part of that commitment, students assigned to the Disciplinary Alternative Education Program (DAEP) may have an opportunity to earn back a limited number of days from their original placement by demonstrating consistent academic effort, appropriate behavior, and attendance.

How the Program Works

Students can earn up to 5 points each day. Every 10 points earned allows the student the opportunity to earn back 1 day from the original DAEP placement, subject to the program limits and administrative approval.

Area	Expectation	Points
Assignments	Complete and turn in all assigned work.	2
Behavior	Earn points based on the DAEP demerit system.	0–2
Attendance	Be present, on time, and successfully complete the school day.	1

Behavior Points

Daily Demerits	Points
0 demerits	2
1 demerit	1
2 demerits	0
3 or more demerits	0 + applicable DAEP consequence

The existing DAEP demerit system remains in place. Students may receive demerits for violations such as dress code, talking without permission, leaving their assigned seat, classroom disruption, inappropriate language, failure to complete or turn in work, unauthorized computer use, possession of an electronic device, and other actions requiring disciplinary consequences.

Important Information for Families

- 10 points = Eligible to earn 1 day back.

- The amount that may be earned back is limited to 20% of the original placement.
- Additional days assigned because of behavior while in DAEP cannot be erased by earned-back days.
- Students must continue to meet all DAEP academic, attendance, behavior, and exit requirements.
- Earning points does not guarantee early release; final approval is determined by the appropriate administrator.
- The student must complete the required DAEP reflection assignment before exiting the program.

Example

A student assigned to 20 days who consistently completes assignments, attends DAEP, and maintains appropriate behavior could earn up to 40 points. Under the 20% limit, the student could earn back a maximum of 4 days from the original placement.

The purpose of this opportunity is not to minimize the seriousness of the original behavior. Rather, it gives students a meaningful way to demonstrate accountability, self-discipline, academic responsibility, and readiness to return to the regular school setting.

Our message to students is simple:

COMPLETE YOUR WORK. MAKE GOOD CHOICES. BE PRESENT. EARN YOUR WAY BACK.

Please review these expectations with your student. We appreciate your partnership in helping your student make positive choices and successfully return to the regular academic setting.

Sincerely,

_____

Administrator
Anahuac ISD DAEP

Parent/Guardian Acknowledgment

I have reviewed the DAEP Earn-Back Program with my student and understand that participation is based on the student's daily assignments, demerits/behavior, and attendance.

Student: _____

Parent/Guardian: _____

Signature: _____ Date: _____

ANAHUAC ISD

DAEP SECONDARY

PROPOSAL: DAEP EARN-BACK TIME PROGRAM

Purpose

Establish a consistent, measurable opportunity for students assigned to the Anahuac ISD Disciplinary Alternative Education Program (DAEP) to demonstrate academic responsibility, appropriate behavior, and consistent attendance and earn back a limited portion of their original DAEP placement.

Rationale

The current 2026–2027 DAEP Secondary Handbook states that DAEP is designed to address students' educational and behavioral needs, focus on self-discipline, and help students develop better attitudes, make responsible choices, and become successful academically and socially. The proposed earn-back system reinforces those existing goals by giving students a clear incentive to demonstrate readiness to return to the regular academic setting.

Proposed Point System

Area	Daily Standard	Points
Assignments	All assigned work is completed and turned in.	2
Behavior/Demerits	Points are based on the existing DAEP demerit system.	0–2
Attendance	Present, on time, and successfully completes the DAEP school day.	1

Behavior/Demerit Conversion

Demerits in One Day	Earn-Back Behavior Points
0 demerits	2 points
1 demerit	1 point
2 demerits	0 points
3 or more demerits	0 points + applicable existing DAEP consequence

Existing Demerit System Remains in Effect

The proposal does not replace or change the existing DAEP demerit system. The handbook identifies demerit categories including dress code violations, misuse of school property, candy or gum, talking without permission, leaving the assigned seat, passing items, classroom disruptions, inappropriate language, failure to

complete or turn in work, unauthorized computer use, possession of electronic devices, and other actions requiring disciplinary consequences.

Earning Back Days

Students earn 0–5 points per day. Once a student accumulates 10 points, one day may be potentially earned back from the original DAEP placement.

Earned Points	Potential Days Earned Back
10	1
20	2
30	3
40	4
50	5

Recommended Maximum Days Earned Back

Limit the total number of days a student may earn back to 20% of the student's original DAEP placement, rounded down to the nearest whole day. The student must still meet all applicable DAEP requirements and may not earn back a day that was added as a disciplinary consequence for conduct occurring while assigned to DAEP.

Minimum Placement Consideration

The current handbook establishes a minimum of ten days in attendance for a DAEP assignment. The earn-back program should not reduce a student's required DAEP attendance below the district's established minimum unless specifically authorized by district administration.

Additional Safeguards

- Earning points does not automatically guarantee early release. Final approval should remain with the appropriate campus/district administrator.
- Additional days assigned for DAEP misconduct remain in effect and are not erased by earn-back points.
- A student must remain academically current and meet the existing DAEP exit requirements.
- The existing one-page DAEP reflection letter should remain a requirement prior to exiting DAEP.
- The program should be applied consistently and documented on a daily/weekly tracking sheet.

Recommended Student Message

"Every day in DAEP is an opportunity to demonstrate that you are ready to return. Complete your work, make good choices, and be present. Every 10 points you earn may equal one day earned back."

Implementation Recommendation

If approved, incorporate the earn-back criteria into the DAEP handbook, provide students and parents with the written expectations at the time of placement, and use a standardized tracking form so that students can see their progress toward earning time back.

DRAFT

AISD Test Dates

TESTING WINDOWS	ASSESSMENT	GR / Subject	CAMPUS	26-27 Date	
	mClass	K-2 BOY mClass	PS	Aug 10-28	
	MAPPS	6-8 BOY MAPPS	MS	Aug 11 - 13	
	NWEA	9-12 BOY NWEA	HS	Aug 10 - Sept 17	
	STAAR	Gr 5 STAAR Science 2024 Release	ES	Aug 18	
	NWEA	3-5 BOY NWEA Science	ES	Aug 25	
	NWEA	3-5 BOY NWEA Math	ES	Aug 26	
	NWEA	3-5 BOY NWEA Reading	ES	Aug 27	
	NWEA	Gr 2 BOY NWEA Science	PS	Sept 1	
	NWEA	K-2 BOY NWEA Math	PS	Sept 2	
	NWEA	K-2 BOY NWEA Reading	PS	Sept 3	
	CLI Engage	PK BOY CLI Engage CIRCLE	PS	Sept 1 - 18	
	Benchmark 1	Gr 9-11 Benchmark 1 STAAR EOC subjects	HS	Sept 14 -18	
	Formative	3-5 Rdg Formative Assess 1	ES	Sept 16	
	Formative	3-5 Math Formative Assess 1	ES	Sept 17	
	Formative	3-5 Sci/SS Formative Assess 1	ES	Sept 18	
	mClass	K-2 mClass Progress Monitoring	PS	October 5 - 16	
Sept 29-Oct 2/ Oct 5-9 Oct 13-16 / Oct 19-23 Oct 27-30 / Nov 2-6(no for me)	ACT	ACT Testing Gr 11-12	HS	October 7	
October 1 - 30	PSAT	PSAT Gr 8	MS	October 21	
	PSAT	PSAT Gr 9-10	HS	October 21	
	Formative	3-5 Rdg Formative Assess 2	ES	October 27	
	Formative	3-5 Math Formative Assess 2	ES	October 28	
	Formative	3-5 Sci/SS Formative Assess 2	ES	October 29	
	Benchmark 2	Gr 9-11 Benchmark 2 STAAR EOC subjects	HS	October 26 - 30	
Nov 7	SAT Weekend	Gr 11-12 SAT Weekend	HS	Saturday Nov 7	
November 18-19	ASVAB	Gr 11-12 ASVAB	HS	1st - Nov 18 or 2nd - Nov 19	
	GT	Kinder NNAT 3 Screener for GT	PS	Nov 16, 17, 30 & Dec 3	
	NWEA	9-12 MOY NWEA	HS	Dec 1 - Jan 14	
	NWEA	3-5 MOY NWEA Reading	ES	Dec 1	
	NWEA	3-5 MOY NWEA Math	ES	Dec 2	
	NWEA	3-5 MOY NWEA Science	ES	Dec 7	
	mClass	K-2 MOY mClass	PS	Dec 1 - 17	
	CLI Engage	PK MOY CLI Engage CIRCLE	PS	Dec 1 - 17	
	NWEA	Gr 2 MOY NWEA Science	PS	Dec 8	
	NWEA	K-2 MOY NWEA Math	PS	Dec 9	
	NWEA	K-2 MOY NWEA Reading	PS	Dec 10	
	STAAR	Gr 3-5 STAAR Reading 2025 Release	ES	Dec 8	
	STAAR	Gr 3-5 STAAR Math 2025 Release	ES	Dec 9	
	STAAR	Gr 5 STAAR Science 2025 Release	ES	Dec 10	
	Formative	3-4 Sci Formative Assess 3	ES	Dec 14	
	Formative	3-5 SS Formative Assess 3	ES	Dec 14	
Nov 30 - Dec 11	STAAR	English 1 STAAR EOC	HS	Dec 1	All testing complete by 12/10
		English 2 STAAR EOC	HS	Dec 3	
		Algebra I STAAR EOC	HS	Dec 2	
		Biology STAAR EOC	HS	Dec 3	
		USH STAAR EOC	HS	Dec 2	
	Mock TELPAS	6-8 Mock TELPAS	MS	Dec 1 & 3	
	MAPPS	6-8 MOY MAPPS	MS	Dec 7 - 9	
	Benchmark 3	Gr 9-11 Benchmark 3 STAAR EOC subjects	HS	December 14 - 17	
	GT	Kinder GT	PS	January 19 - Feb 26	
	Benchmark 4	Gr 9-11 Benchmark 4 STAAR EOC subjects	HS	February 8 - 11	
	Mock STAAR	Mock STAAR	MS	February 15 - 17	
February 1-5	SAFT - (Stand Alone Field Test)	4th RLA SAFT	ES	Feb 3	
		5th RLA SAFT	ES	Feb 3	
		6th RLA SAFT	MS	Feb 3	
		8th SS SAFT	MS	Feb 1	
		English 1 SAFT	HS	Feb 3	

AISD Test Dates

TESTING WINDOWS	ASSESSMENT	GR / Subject	CAMPUS	26-27 Date		
	Formative	3-4 Sci Formative Assess 4	ES	Feb 8		
	Formative	3-5 SS Formative Assess 4	ES	Feb 8		
	STAAR	Gr 3-5 STAAR Reading 2026 Release	ES	Feb 9		
	STAAR	Gr 5 STAAR Science 2026 Release	ES	Feb 10		
	STAAR	Gr 3-5 STAAR Math 2026 Release	ES	Feb 16		
	mClass	K-2 mClass Progress Monitoring	PS	February 22 - March 4		
February 15 - March 26	TELPAS	TELPAS Practice	Primary	Dec 1-4	Summit K12 MOY	
		2 TELPAS RW	Primary	Feb 22		
		2 TELPAS LS	Primary	March 1		
		3 TELPAS RW	ES	Feb 23		
		4 TELPAS RW	ES	Feb 24		
		5 TELPAS RW	ES	Feb 25		
		3 TELPAS LS	ES	March 2		
		4 TELPAS LS	ES	March 3		
		5 TELPAS LS	ES	March 4		
		6-8 TELPAS Practice	MS	Dec 1 & 3	Summit K12 MOY	
		6-8 TELPAS RW	MS	March 2		
		6-8 TELPAS LS	MS	March 4		
		9-12 TELPAS Practice	HS	Dec 1 & 3	Summit K12 MOY	
		9-12 TELPAS RW	HS	March 2		
		9-12 A/AH TELPAS LS	HS	Feb 23		
		9-12 B/I TELPAS LS	HS	March 9		
	GT	GT	MS	March 3 & 10		
	GT	GT	HS	March 1-11		
March 1	STAAR ALT 2	STAAR ALT 2 PREVIEW WINDOW OPENS	ES, MS, HS			
		STAAR ALT 2	MS	TBD		
		STAAR ALT 2	HS	TBD		
Feb 23-26	ACT	ACT Testing Gr 11-12	HS	Feb 25	11th/12th Grade	no science, no writing
March 1 - April 30	SAT School Day	Gr 11-12 SAT School Day	HS	March 11	11th/12th Grade	
	Benchmark 5	Benchmark 5 STAAR E1/E2 subjects	HS	March 8 - 11		
	Benchmark 5	Benchmark 5 STAAR A1/Bio/USH Subjects	HS	March 22 - 25		
	GT	Gr 1-2 GT	PS	March 22 - April 30		
	GT	Gr 3-5 GT	ES	March 22 - April 30		
	Formative	3-4 Sci Formative Assess 5	ES	Mar 30		
	Formative	3-5 SS Formative Assess 5	ES	Mar 30		
April 5 - 16	STAAR	3-5 RLA STAAR	ES	April 6	Tues	
		6-8 RLA STAAR	MS	April 6	Tues	
		English 1 STAAR EOC	HS	April 13	Tues	
		English 2 STAAR EOC	HS	April 14	Wed	
April 12 - 23	STAAR	5 Science STAAR	ES	April 13	Tues	
		8 Science STAAR	MS	April 13	Tues	
		8 SS STAAR	MS	April 20	Tues	
		Biology STAAR EOC	HS	April 20	Tues	
		USH STAAR EOC	HS	April 21	Wed	
April 19 - April 30	STAAR	3-5 Math STAAR	ES	April 20	Tues	
		6-8 Math STAAR	MS	April 27	Tues	
		8 Alg 1 STAAR EOC	MS	April 27	Tues	
		HS Alg 1 STAAR EOC	HS	April 28	Wed	
	NWEA	NWEA	HS	April 26 - May 20		
	mClass	K-2 EOY mClass	PS	April 26 - May 13		
	CLI Engage	PK EOY CLI Engage CIRCLE	PS	April 26 - May 13		
	NWEA	Gr 2 EOY NWEA Science	PS	April 27		
	NWEA	K-2 EOY NWEA Math	PS	April 28		
	NWEA	K-2 MOY NWEA Reading	PS	April 29		
May 3-7	ESL Testing IOWA	1-2 IOWA (ESL)	APS	May 3		
		1-2 IOWA (ESL)	APS	May 4		
		11-12 IOWA (ESL)	AHS	May 4		During their ESL class periods

Benchmark 4: 2/8-2/11	
Benchmark 4: 2/6-2/11	

AISD Test Dates

TESTING WINDOWS	ASSESSMENT	GR / Subject	CAMPUS	26-27 Date	
		11-12 IOWA (ESL)	AHS	May 5	During their ESL class periods
	NWEA	3-5 EOY NWEA Science	ES	May 4	
	NWEA	3-5 EOY NWEA Math	ES	May 5	
	NWEA	3-5 EOY NWEA Reading	ES	May 6	
	MAPPS	EOY MAPPS	AMS	May 10 - 12	
May 3 - 14	AP	AP Government	HS	May 4	
		AP English Literature & Composition	HS	May 5	
		AP World History	HS	May 6	
		AP United States History	HS	May 7	
		AP English Language & Composition	HS	May 12	
June 14 - June 25	STAAR	English 1 STAAR EOC	HS	June 21	Mon
		English 2 STAAR EOC	HS	June 22	Tues
		Algebra I STAAR EOC	HS	June 23	Wed
		Biology STAAR EOC	HS	June 22	Tues
		USH STAAR EOC	HS	June 23	Wed
Nov 2-4	TEXAS ASSESSMENT CONFERENCE		ES	Alli	
Registration $225			MS	Lauren	
Rooms: $250			HS	Rebecca	
			District	Shawntel	

Governor Abbott Announces Over $20 Million In Career Training Grants Across Texas

October 12, 2026 | Austin, Texas | Press Release

Governor Greg Abbott today announced 84 Jobs and Education for Texans (JET) grants totaling over $20 million have been awarded to Texas public junior, state, and technical colleges; school districts; and open-enrollment charter schools.

The JET grants, awarded through the Texas Workforce Commission (TWC), will help schools buy equipment to start or improve career and technical education (CTE) training programs that lead to high-demand careers. In the first year alone, the new equipment will help train more than 7,400 students.

"Students deserve a clear and affordable path to high-paying careers," said Governor Abbott. "Through more than $20 million in career training grants, Texas students will have the opportunity to earn licenses, certificates, or college degrees that lead to high-wage jobs. By investing in our students today, we are building a stronger Texas for generations to come."

"A skilled workforce is essential to the success of Texas businesses and the strength of our economy," said TWC Chairman Joe Esparza. "With more than $20 million in funding for career and technical education programs, TWC is investing

the skills young Texans need to build their careers and ensure employers have the talent pipeline they need to thrive."

The 2026 JET grants will be used to purchase and install equipment at the following public junior, technical, and state colleges:

- Alamo College (Northwest Vista College): a $375,000 grant to train 300 students as data scientists.
- Angelina Jr College District: a $305,116 grant to train 100 students as registered nurses.
- Brazosport College: a $222,509 grant to train 80 students as registered nurses.
- Coastal Bend College: a $350,987 grant to train 38 students as radiologic technologists and technicians.
- College of the Mainland: a $355,686 grant to train 146 students as registered nurses.
- Collin College: a $346,697 grant to train 120 students as welders.
- El Paso County Community College District: a $283,385 grant to train 12 students as electrical and electronic engineering technologists and technicians.
- Galveston College: a $293,886 grant to train 320 students as welders.
- Grayson College: a $375,000 grant to train 75 students as HVAC mechanics and installers.
- Lamar State College Orange: a $97,026 grant to train 80 students as emergency medical technicians.
- Lamar State College Port Arthur: a $141,907 grant to train 10 students as welders.
- Lee College: a $97,964 grant to train 15 students as engineering technologists and technicians.
- Lone Star College: a $49,667 grant to train 120 students as engineering technologists and technicians.

- Midland College: a $319,043 grant to train 420 students as automotive service technicians and mechanics.
- Navarro College: a $361,209 grant to train 30 students as industrial machinery mechanics.
- North Central Texas College: a $317,136 grant to train 25 students as electrical and electronic engineering technologists and technicians.
- Paris Junior College: a $362,697 grant to train 40 students as HVAC mechanics and installers.
- San Jacinto Community College: a $130,643 grant to train 83 students as captains, mates, and pilots of water vessels.
- South Texas College: a $216,293 grant to train 200 students as licensed practical and vocational nurses.
- Southwest Texas College: a $311,125 grant to train 36 students as aircraft mechanics and service technicians.
- Tarrant County College District: a $55,673 grant to train 140 students as welders.
- Temple College: a $354,112 grant to train 38 students as diagnostic medical sonographers.
- Texas State Technical College: a $339,480 grant to train 254 students as automotive service technicians and mechanics.
- Vernon College: a $295,447 grant to train 94 students as registered nurses.
- Weatherford College: a $66,500 grant to train 24 students as engineering technologists and technicians.
- Western Texas College: a $192,500 grant to train 30 students as heavy and tractor-trailer truck drivers.
- Wharton County Junior College: a $329,091 grant to train 35 students as HVAC mechanics and installers.

JET grants awarded in 2026 will also be used to purchase and install equipment at the following Texas school districts and open-enrollment charter schools:

- Agua Dulce Independent School District (ISD): a $195,823 grant to train 20 students as petroleum pump system operators, refinery operators, and gaugers in partnership with Del Mar College.
- Anahuac ISD: a $356,250 grant to train 100 students as health technologists and technicians in partnership with Lee College.
- Archer City ISD: a $76,617 grant to train 5 students as medical assistants in partnership with Vernon College.
- Austin ISD: a $209,288 grant to train 15 students as HVAC mechanics and installers in partnership with Austin Community College.
- Benavides ISD: a $155,056 grant to train 23 students as electricians in partnership with Del Mar College.
- Blooming Grove ISD: a $168,084 grant to train 88 students as licensed practical and licensed vocational nurses in partnership with Navarro College.
- Blue Ridge ISD: a $346,185 grant to train 135 students as welders in partnership with Collin College.
- Booker ISD: a $356,112 grant to train 42 students as registered nurses in partnership with Frank Phillips College.
- Brownsboro ISD: a $353,699 grant to train 75 students as electrical and electronic engineering technologists and technicians in partnership with Trinity Valley Community College.
- Carrizo Springs Consolidated Independent School District (CISD): a $355,991 grant to train 150 students as registered nurses in partnership with Southwest Texas College.
- Celeste ISD: a $322,736 grant to train 49 students as welders in partnership with Paris Junior College.
- Chester ISD: a $59,123 grant to train 111 students as machinists in partnership with Lamar State College Orange (LSCO).
- Como-Pickton CISD: a $350,467 grant to train 60 students as welders in partnership with Northeast Texas Community College.
- Dawson ISD: a $200,207 grant to train 40 students as licensed practical and licensed vocational nurses in partnership with Navarro College.

- Dilley ISD: a $270,696 grant to train 30 students as licensed practical and licensed vocational nurses in partnership with Southwest Texas College.
- Early ISD: a $145,870 grant to train 176 students as medical assistants in partnership with Ranger College.
- Fannindel ISD: a $134,714 grant to train 30 students as welders in partnership with Paris Junior College.
- Fayetteville ISD: a $355,176 grant to train 40 students as welders in partnership with Blinn College District.
- Florence ISD: a $328,799 grant to train 70 students as registered nurses in partnership with Central Texas College.
- Freer ISD: a $237,077 grant to train 175 students as licensed practical and licensed vocational nurses in partnership with Del Mar College.
- Garrison ISD: a $342,190 grant to train 64 students as welders in partnership with Panola College.
- Grandview ISD: a $211,323 grant to train 88 students as registered nurses in partnership with Hill College.
- Gunter ISD: a $367,490 grant to train 20 students as welders in partnership with Grayson College.
- Harmony Public Schools Central Texas: a $317,870 grant to train 250 students as electro-mechanical/mechatronics technicians in partnership with Austin Community College.
- Harmony Public Schools North Texas: a $185,297 grant to train 100 students as industrial engineers in partnership with Dallas College.
- Hooks ISD: a $345,548 grant to train 50 students as registered nurses in partnership with Texarkana College.
- Krum ISD: a $92,959 grant to train 147 students as registered nurses in partnership with North Central Texas College.
- La Joya ISD: a $353,686 grant to train 30 students as HVAC mechanics and installers in partnership with South Texas College.
- Lasara ISD: a $321,328 grant to train 80 students as HVAC mechanics and installers in partnership with Texas Southmost College.

- Leggett ISD: a $166,277 grant to train 40 students as food service managers in partnership with Lamar State College Orange.
- Lindale ISD: a $229,240 grant to train 301 students as registered nurses in partnership with Tyler Junior College.
- Livingston ISD: a $255,955 grant to train 120 students as welders in partnership with Lamar Institute of Technology.
- Lubbock-Cooper ISD: a $200,545 grant to train 170 students as HVAC mechanics and installers in partnership with South Plains College.
- Marshall ISD: a $306,403 grant to train 75 students as computer numerically controlled tool programmers in partnership with Texas State Technical College.
- Mercedes ISD: a $272,556 grant to train 14 students as HVAC mechanics and installers in partnership with South Texas College.
- Paducah ISD: a $320,234 grant to train 35 students as first-line supervisors of production and operating workers in partnership with South Plains College.
- Paradise ISD: a $256,675 grant to train 60 students as registered nurses in partnership with Weatherford College.
- Petrolia CISD: a $128,370 grant to train 60 students as welders in partnership with Vernon College.
- Raymondville ISD: a $198,973 grant to train 50 students as registered nurses in partnership with Texas Southmost College.
- Rice ISD: a $67,352 grant to train 105 students as welders in partnership with Navarro College.
- Roby CISD: a $355,583 grant to train 52 students as welders in partnership with Cisco College.
- Rockdale ISD: a $278,064 grant to train 100 students as nursing assistants, including patient care technician and certified nurse aide in partnership with Temple College.
- Rogers ISD: a $163,784 grant to train 26 students as medical assistants in partnership with Temple College.

- Sabinal ISD: a $297,298 grant to train 30 students as registered nurses in partnership with Southwest Texas College.
- San Diego ISD: a $175,275 grant to train 15 students as heavy and tractor-trailer truck drivers in partnership with Coastal Bend College.
- Santa Gertrudis ISD: a $88,136 grant to train 26 students as medical assistants in partnership with Del Mar College.
- Somerset ISD: a $271,225 grant to train 140 students as welders in partnership with St. Philips College.
- Sulphur Bluff ISD: a $258,613 grant to train 79 students as welders in partnership with Paris Junior College.
- Troup ISD: a $346,280 grant to train 50 students as medical assistants in partnership with Tyler Junior College.
- Tyler ISD: a $186,830 grant to train 50 students as electricians in partnership with Tyler Junior College.
- Waskom ISD: a $81,106 grant to train 66 students as medical assistants in partnership with Panola College.
- Weatherford ISD: a $205,608 grant to train 458 students as health technologists and technicians in partnership with Weatherford College.
- Weimar ISD: a $155,562 grant to train 100 students as welders in partnership with Blinn College.
- West Rusk County CISD: a $193,398 grant to train 16 students as welders in partnership with Kilgore College.
- Windham School District - Plane: a $351,792 grant to train 66 students as industrial machinery mechanics.
- Woodson ISD: a $80,496 grant to train 15 students as software developers in partnership with Cisco College.
- Zapata County ISD: a $348,037 grant to train 50 students as registered nurses in partnership with Laredo College.

Through funding provided by the Texas Legislature, TWC uses JET grants to defray start-up costs to develop career and technical education programs for eligible applicants. Equipment funded through JET grants must be used to train

students for jobs in high-demand occupations.

TWC will release the 2027 JET grant Request For Applications (RFA) later this fall. Texas public junior, state, and technical colleges, school districts, open-enrollment charter schools, the Texas Juvenile Justice Department (TJJD), and Probation Departments may apply.

Once posted, the complete JET application packet can be downloaded from the TWC Procurement Portal website. To receive notifications about this and other procurement opportunities, interested parties can subscribe through Granicus Communications. Learn more about TWC's JET grant program.

Contact

Office of the Texas Governor
P.O. Box 12428
Austin Texas 78711
(512) 463-2000

October 16, 2026

PRINCIPAL'S REPORT

ANAHUAC PRIMARY SCHOOL



Mrs. Ordaz's Kindergarten Class actively engaged in working on math concepts using hands-on activities.

Summary

"Success is the sum of small efforts, repeated day in and day out." — Robert Collier

In preparation for our first Region 5 RLA professional development for our teachers, on October 22nd, Mrs. Burns sent the following snapshot of our BOY Literacy data:

PreK CLI CIRCLE

Rapid Letter Naming - 64% Need Support 36% On Track

Phonological Awareness - 67% Need Support 33% On Track

Kindergarten mClass

Above Benchmark 17%

At Benchmark 17%

Below Benchmark 23%

Well Below Benchmark 44%

Kindergarten NWEA Reading

Grade Level Average Percentile 65th

1st Grade mClass

Above Benchmark 17%

At Benchmark 32%

Below Benchmark 24%

Well Below Benchmark 27%

1st Grade NWEA Reading

Grade Level Average Percentile 56th

2nd Grade mClass

Above Benchmark 18%

At Benchmark 30%

Below Benchmark 17%

Well Below Benchmark 35%

2nd Grade NWEA Reading

Grade Level Average Percentile 55th

After looking over the information, the Region 5 program coordinator replied back to us and said that she noticed some phonological awareness needs in the data, and asked what

our teacher's exposure to phonological awareness is. Our teachers have not had solid training on phonological awareness, so this is where we have asked the coordinator to focus on during the first meeting.

The window for progressing monitoring has opened, so that we are able to gather more screener data to analyze, along with classroom data.

Our 2nd grade and Kindergarten teachers have completed their first math assessment in DMAC. 1st grade will complete theirs in the next couple of weeks. 2nd grade had 80.56% of students pass with an average score of 80.6. Kindergarten had 95.12% of students pass with an average score of 87.5.

ENROLLMENT AND ATTENDANCE

EE-5

Attendance: 80%

PK-60

Attendance 97%

KG-86

Attendance 93%

1st-118

Attendance 95%

2nd-119

Attendance 95%

Total students: 388 as of 10/13 Attendance 94%

Currently, there are no consequences per se for student tardies/absences. Student tardies and absences are hindering the progress of quite a few students. One of our 2nd grade teachers broke down classroom data between her and her switch class, for our first 50 days of school and it is as follows:

Teacher 1: 61 student absences, 11 tardies, 32 early checkout/release

Teacher 2: 44 student absences, 48 tardies, 31 early checkout/release

DISCIPLINE / CAMPUS SAFETY

The discipline system at APS focuses a lot on teachable moments. For many of our students, we are teaching them how to operate in a classroom setting and how to appropriately interact with other students. We are also teaching them social skills and SEL.

September Disciplinary Referrals

Disciplinary Infraction	Amount
Aggressive Behavior	5
Obscene Behavior/ Language	0
Violation of Student Code of Conduct	8
Bus Referral	20
Disruptive Behavior	8
Disrespect	2
Left Class	1
Fighting	2

September Disciplinary Interventions

Interventions	Amount
Warning	2
Conference	3
Corporal Punishment	1
ISS	1

OSS-sent home for the day	2
Bus Removal	0
Other- Social Skills Intervention	3

September Discipline Referrals by Grade Level

Grade	**Amount**
PK	9
K	10
1st	16
2nd	11

COMMUNICATION

Parent & Community Communication

Our ECSE teacher has been out for an extended period of time. We have communicated with ECSE families on two different occasions to keep them updated. We will continue to communicate, if needed. We have our ABU teacher going into the classroom in the morning and the afternoon, for academics, additional support, and consistency.

CAMPUS TIDBITS

STRENGTHS & SUCCESSES

We hosted our Open House/Title 1 night on October 8th. It aligned with the last days of the Scholastic Book Fair. We had a great turnout!! We also had an anonymous donor pay for 57 students to attend the book fair.

This month, we will recognize our students for the character trait responsibility. Each teacher will nominate a student.

At the end of last month, we presented our first Roar Award, for the year! The Roar Award is given to a student who has shown tremendous growth. The growth shown can be in any area: academics, behavior, attendance, attitude, effort, anything! We believe that all of our Little Panthers have the ability to grow in all areas of their life. This gives us the opportunity to go out in the community to our kid's home and reward them for their effort.

Our staff member of the month is Ms. Shirley Desormeaux and our teacher of the month is Mrs. Cora "Heather" Maris.

GOALS / ACHIEVEMENTS

APS Mission: strengthen literacy and ensure that every child becomes a confident and capable reader.

APS Goals:

- Increase the percentage of students on grade level reading by 70 percent.
- Use collected data in a more meaningful way.
- Build phonological awareness through engaging activities throughout the day.
- Be consistent with using SEL and build relationships to decrease the amount of behavior issues.
- Try new things.

PROFESSIONAL DEVELOPMENT & PERSONAL GROWTH

- Region 5 Math Support
- John Wink 9/30
- LIFT - Observation/Feedback 10/6
- LIFT - Observation/Feedback 10/13
- Principal Support Systems- with Region V Educational Service Center 10/15

UPCOMING DATES

- Wednesday, November 11th- Veterans Day Parade
- Thursday, November 19th- Thanksgiving Lunch (PK 10:00-10:30) (K 10:50-11:20) (1st 11:40-12:10) (2nd 12:30-1:00)

CONCLUSION or Reminders

October, 2026

PRINCIPAL'S REPORT

ANAHUAC ELEMENTARY SCHOOL



AES October Campus Update

October has been a busy and exciting month at Anahuac Elementary School! Our students and staff continue to work hard academically while also enjoying opportunities that extend learning beyond the classroom.

🎶 AES Treble Panther Honor Choir & UIL

Our AES Treble Panther Honor Choir is well underway, and our students have been working hard during rehearsals. UIL Academic practices are also in full swing as students prepare to represent AES. We are proud of our students for taking advantage of these opportunities to showcase their talents and abilities!

📚 WIN – What I Need

Our teachers have worked collaboratively as grade-level teams to intentionally plan for our daily WIN (What I Need) time. Using student data, teachers are identifying areas where students need additional support and providing targeted instruction to help close learning gaps. WIN gives us another opportunity each day to meet students where they are and help them continue to grow.

🚒 Fire Prevention Week

AES celebrated Fire Prevention Week with a special visit from our local fire department. Our students enjoyed learning important fire-safety lessons directly from our local firefighters. We appreciate our community partners for taking the time to educate our students and make learning fun!

➗ Math Fun Day Coming Soon!

We are super excited to welcome Anahuac High School math students to AES at the end of October for a special Math Fun Day! Our elementary students will have the opportunity to participate in

engaging math activities alongside our high school students. We love opportunities that bring our Panthers together across campuses while making learning fun.

⭐ 4th Grade – Texas History Comes to Life

Our 4th grade students had an incredible opportunity to attend the unveiling of the historic Travis Letter from the Alamo at the Chambers County Courthouse. The experience included reenactments and connections to local and Texas history, providing students with a memorable opportunity to see history come to life outside the classroom.

🌾 5th Grade – Texas Rice Festival

Our 5th grade students attended a field trip to the Texas Rice Festival, where they visited the Rice Education Tent and learned more about the rice industry and its importance to our local community. This was a great opportunity for students to connect classroom learning with an industry that has played an important role in our area's history and economy.

🦁 3rd Grade – Houston Zoo

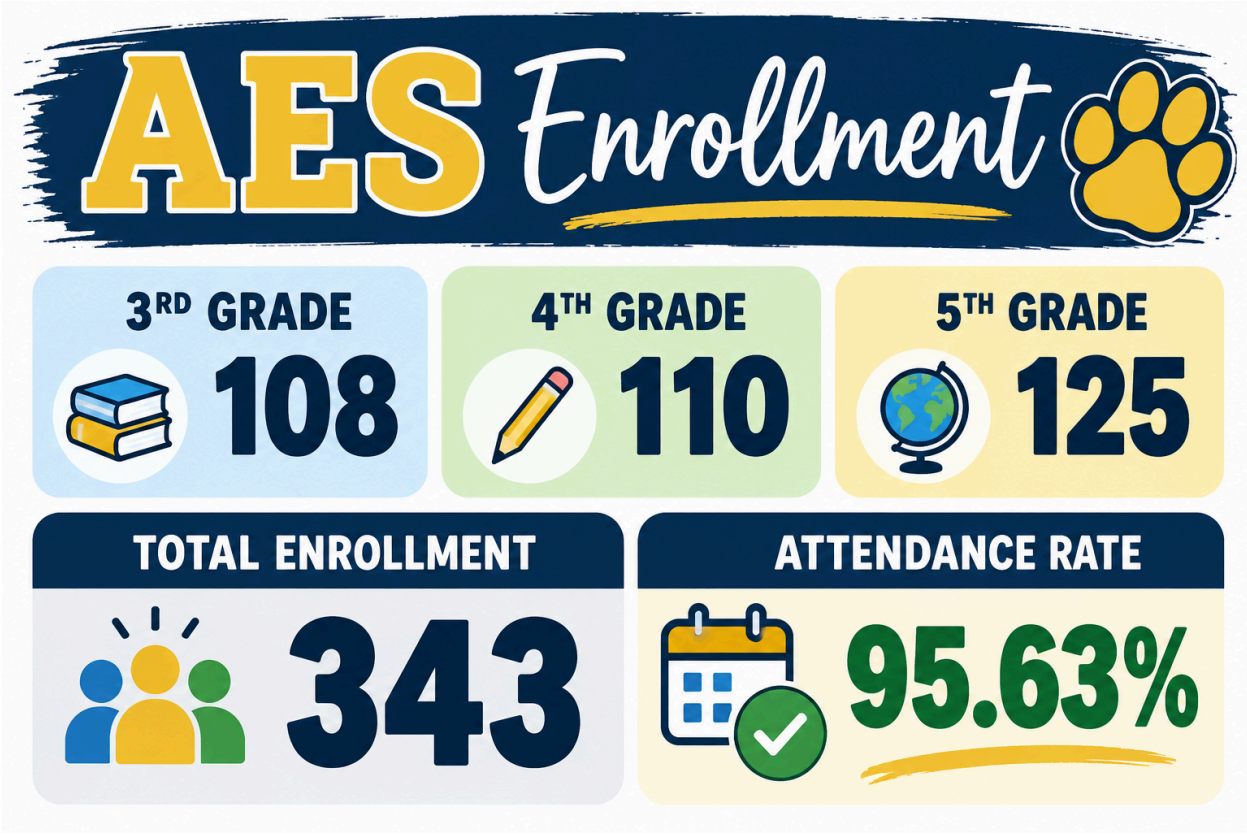
Our 3rd grade students are looking forward to an upcoming field trip to the Houston Zoo! We are hoping for some cooler weather so our students can enjoy the day and see plenty of animals in action. This will be another exciting opportunity to take learning beyond the walls of AES.

🐾 We Are AES!

October continues to remind us of the many ways our students learn, grow, and connect with their community. From targeted academic support and UIL practices to music, history, agriculture, fire safety, and upcoming field trips, there are great things happening at AES!

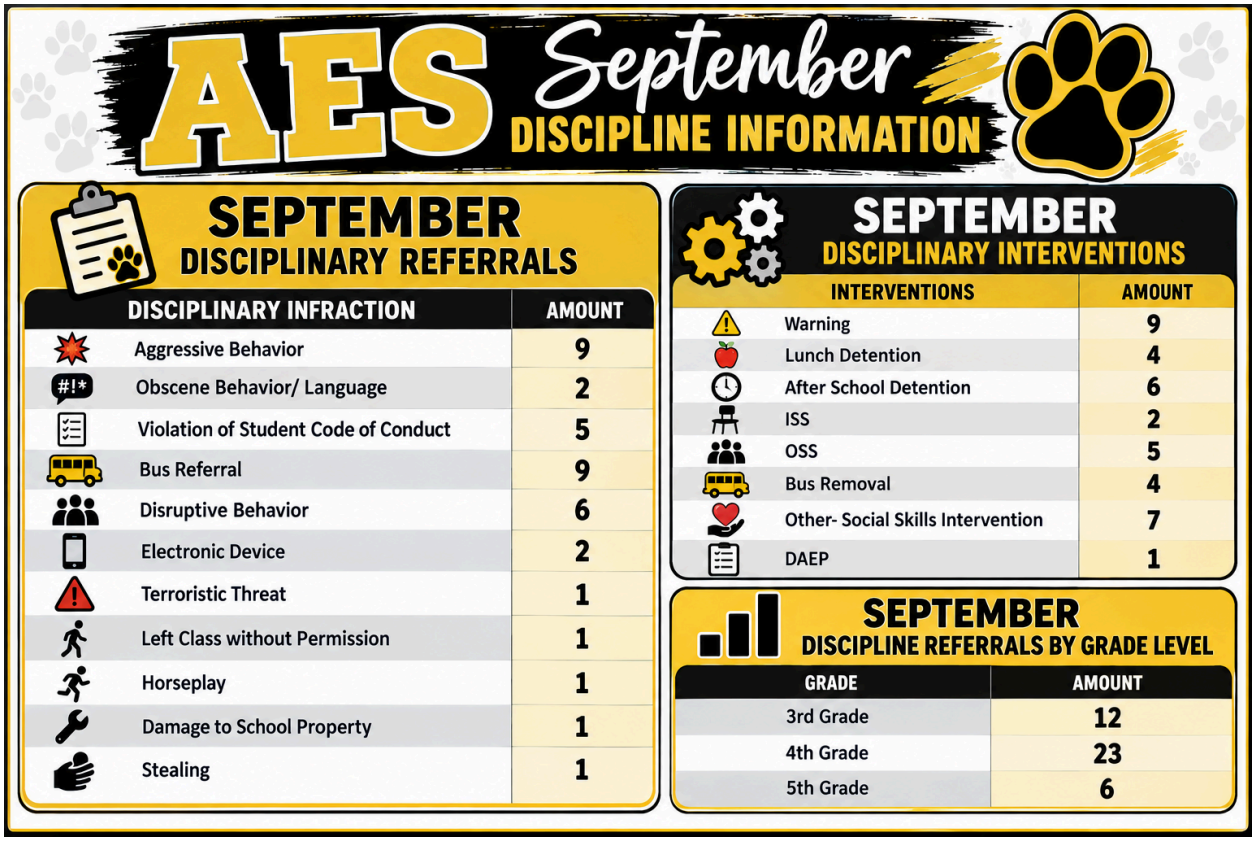
Believe. Achieve. Succeed.

ENROLLMENT DASHBOARD



DISCIPLINE / CAMPUS SAFETY

In terms of campus discipline, we operate off of a tiered system. Our system consists of three different tiers. Tier one is considered excessive classroom managed behaviors such as off-task behavior, excessive talking, class disruption, etc. Tier two consists of more serious disciplinary actions such as: minor aggression, explicit remarks, stealing, etc. Tier three is deemed our most severe category containing issues such as: fighting, threats, elopement, etc. Each tier follows a sequential disciplinary action for each category.



COMMUNICATION

Parent & Community Communication

We continue to focus on keeping AES families informed and connected. Our weekly Panther News highlights important campus information, upcoming dates, reminders, and student and staff shout-outs.

Teachers are also becoming more comfortable using the Rooms app to connect with families. It has been especially helpful as an additional way to reach parents when we are unable to connect by phone.

We are looking forward to our Parent Conference Day on Friday, November 6th. This will give teachers and families dedicated time to discuss student progress, celebrate successes, and identify areas where additional support may be needed.



INSTRUCTIONAL LEADERSHIP TEAM

Our Instructional Leadership Team (ILT) continues to maintain a strong presence in classrooms and provide ongoing instructional support to teachers. To date, the team has completed 59 classroom observations, providing teachers with timely, supportive feedback focused on strengthening instruction and celebrating effective practices.

The ILT meets every two weeks to review observation trends, discuss areas of strength, and identify common instructional needs across the campus. These conversations help guide our next steps and allow us to respond to campus-wide trends with targeted support, resources, and professional learning. Our goal is to create a continuous cycle of observation, feedback, reflection, and support that ultimately strengthens Tier 1 instruction and improves student outcomes. I am including a copy of our ILT Meeting agenda to give you an even more detailed view of our team's focus.

Instructional Leadership Team MEETING AGENDA

AES

OCTOBER 9, 2026

We are AES. Believe. Achieve. Succeed.

1 WINK UPDATES

Valid Data Matters!

Our instructional decisions are only as strong as the data we are using. Valid, reliable data is a must.

4TH GRADE READING

- Students not finishing the test and leaving us without reliable data is not an option.
- How do we address this moving forward?
  - Finish testing during Science/Social Studies?
  - Allow two days for testing?
  - Other solutions?
- What will our expectation/process be moving forward?

PRIORITIZING TEKS

- We need to focus on the TEKS that are most frequently assessed.
- We have already done this to some extent—do we need to make adjustments?
- Are teachers spending enough instructional time on the highest-priority TEKS?
- What changes, if any, do we recommend?

2 REGION 5 MATH VISIT

I felt the day was productive. I especially appreciated the time Region 5 spent connecting with teachers and asking what support would be most beneficial to them. I also received positive feedback from teachers.

TEAM DISCUSSION

- What were your thoughts about the visit?
- What did you hear from teachers?
- What should we continue?
- What would make the next visit even more beneficial?

3 REGION 5 ELAR/SS VISIT

SOCIAL STUDIES

- The Social Studies portion was very beneficial for our teachers.
- We discussed having Social Studies teachers complete an SCR using the RACES strategy twice per week.
- We now have an SCR Student Self-Check for students.

Decision Needed: Do we want to put the 2 SCRs per week using RACES expectation in writing and make it a firm campus non-negotiable?

ELAR

- The ELAR portion felt more redundant and not as beneficial.
- Much of the information had already been presented, and engagement seemed lower.

TEAM DISCUSSION

- What do our ELAR teachers need right now?
- How can we make future Region 5 support more targeted and useful?
- What specific skills, TEKS, strategies, modeling, or planning support would provide the most value?

4 CAMPUS WIGS

MATH

- Daily Math warm-ups focused on priority TEKS clusters.
- What feedback are we hearing?
- Are they being implemented consistently?
- Are they helping?
- Do we need to adjust anything?

ELAR

- Two Revising & Editing sentences each day.
- What feedback are we hearing?
- Are we seeing consistent implementation?
- Are students transferring these skills into their writing?
- Do we need to make any adjustments?

5 CLASSROOM VISITS

You guys have rocked the classroom visits! Our teachers are feeling supported and welcoming with you guys coming in. That trust matters!

- Up to this point, we have focused primarily on providing Glows when you go in.
- Check out the AES Glow & Grow Bank.
- We need to begin thinking about adding one simple Grow along with your Glow.

A Grow should be:

- Simple
- Actionable
- Positive
- Easy to implement
- Focused on improving student learning

TEAM DISCUSSION

- Do you feel comfortable providing a Grow along with your Glow?
- What would help you feel confident doing this?
- How do we ensure feedback continues to feel supportive rather than evaluative?
- What should our expectations be moving forward?

6 REAL TALK

Campus Vibe

THE GOOD

- What is going well?
- What are you seeing or hearing that we should celebrate?
- Where are you seeing growth in our teachers or students?

NEEDS IMPROVEMENT

- What isn't working as well as it should?
- Where are teachers struggling?
- Are there systems, expectations, or routines we need to tighten up?

AREAS OF CONCERN

- Is there anything on your radar that needs our attention?
- Are there teachers, teams, students, or instructional areas that may need additional support?
- Is there something we need to address now before it becomes a bigger issue?

GOALS

Anahuac Elementary School will increase its overall accountability rating to an A by increasing student achievement across all performance levels.

Our goal is to increase the percentage of students performing at Approaches Grade Level, Meets Grade Level, and Masters Grade Level by 10 or more percentage points.

To accomplish this goal, AES will maintain a strong focus on consistent, high-quality Tier 1 instruction, intentional practice, student accountability, and the use of data to guide instructional decisions.

AES COMMITMENT

Our accountability goal is not about a single test or a single day.

It is about what we do every day.

By establishing consistent expectations, providing intentional practice, monitoring student progress, and responding quickly when students struggle, we will create the conditions necessary for every student to grow.

Spotlight Focus – Math

As we continue working toward increased student mastery in mathematics, AES has identified three instructional priorities designed to provide consistent practice, strengthen problem-solving skills, and address our highest-need TEKS.

Priority 1: Daily Spiral Review

Goal:

Provide students with daily opportunities to revisit previously taught skills so that learning is maintained throughout the year.

What Does It Look Like?

Teachers intentionally incorporate previously taught concepts into daily instruction and review. Rather than teaching a skill and moving on, important concepts are continually spiraled back into practice. This provides repeated exposure and helps students strengthen retention and build connections between skills.

Evidence of Progress:

Teachers are consistently incorporating spiral review into instruction. Classroom observations, student work, and assessment data are being used to monitor student understanding and identify concepts that need additional review.

Priority 2: Think Sheets

Goal:

Strengthen students' mathematical reasoning and problem-solving by requiring students to show and organize their thinking.

What Does It Look Like?

Students use Think Sheets to show their work for each math problem rather than relying only on a final answer. Students are expected to work through the problem, record their thinking, and use appropriate strategies to demonstrate how they arrived at their answer.

Evidence of Progress:

Think Sheets are becoming part of students' regular problem-solving routines. Teachers are able to use the work shown on Think Sheets to identify misconceptions, provide targeted feedback, and determine where students need additional support.

Priority 3: Math Warm-Ups in Science

Goal:

Increase student mastery of the four highest-need TEKS clusters through additional daily practice across content areas.

What Does It Look Like?

Students complete a four-question math warm-up during Science each day. Questions are intentionally centered around the four major TEKS clusters identified through student performance data. This provides students with additional math practice without taking away from their core math instructional block.

Evidence of Progress:

The four-question warm-up has created another consistent opportunity for students to practice priority skills. Teachers are monitoring student responses to identify trends, reinforce areas of growth, and determine which TEKS require continued intervention and reteaching.

Our Focus Moving Forward

Our goal is to move beyond simply exposing students to mathematical concepts and ensure that students can retain, apply, and explain their learning. Through daily spiral review, Think Sheets, and targeted Math warm-ups, students are receiving multiple opportunities throughout the week to practice the skills that will have the greatest impact on their mathematical growth.

PROFESSIONAL DEVELOPMENT & PERSONAL GROWTH

Professional learning continues to be an important part of our work at AES as we focus on strengthening both instructional leadership and campus systems. Through our continued LIFT work, we are taking a deeper look at our curriculum, instructional practices, and the systems we have in place to support student achievement.

We also continued our work with John Wink, analyzing data from our first formative assessments. Mr. Wink helped us interpret our results, identify instructional “hot spots,” and determine priority areas where additional focus and support are needed.

Through the Region 5 Principal Support Cohort, we meet monthly with other area principals to collaborate and discuss relevant topics, programs, challenges, and best practices facing campus leaders. These meetings provide valuable opportunities to learn from one another and bring new ideas and strategies back to AES.

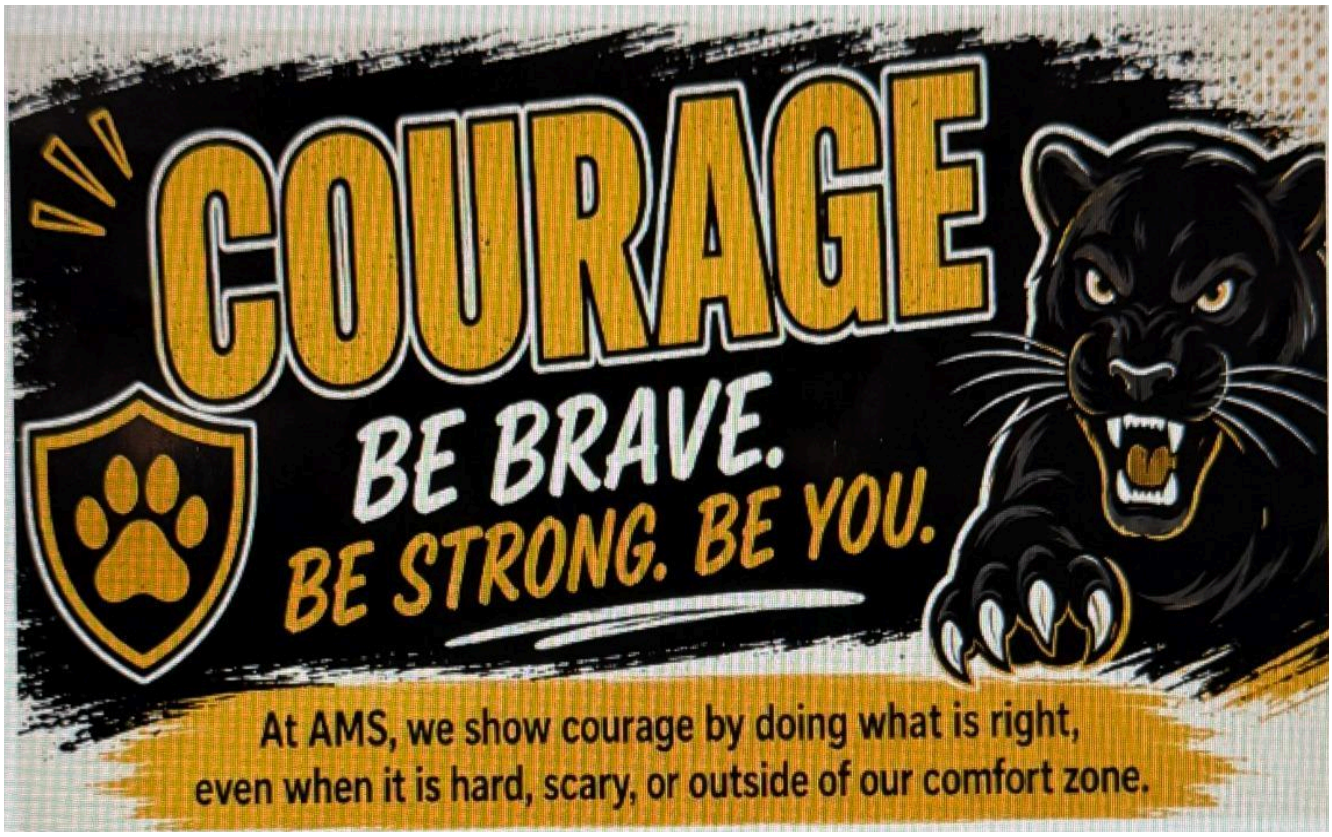
Finally, we continue to move forward with our Observation Feedback training with Region 5. This work is helping us strengthen our classroom observation and feedback process so that teachers receive meaningful, actionable support that promotes continued instructional growth.


Every classroom.
Every teacher.
Every student.
Every day.
Always growing.

October, 2026

PRINCIPAL'S REPORT

ANAHUAC MIDDLE SCHOOL



Character of the Month – Brendon King, Kyler Garrison, Anna Claire Roggenbuck

Scholar of the Month – Gwyneth Looney, Johana Pena Velasquez, Harper Rivon

Teacher of the Month – Mrs. Erin Norman

Staff Member of the Month – Mrs. Jessica Carley

AMS OCTOBER CAMPUS UPDATE

AMS math and reading teachers have implemented intervention stations to provide targeted instruction based on each student's individual needs. These stations allow students to work at their own level, strengthen essential skills, and build confidence.

Teachers are also using IXL for personalized practice that reinforces classroom learning and helps close skill gaps. Students can use IXL in class and at home, extending opportunities to practice targeted skills and make progress at their own pace.

AMS administration continues working with Region 5 through the Effective Schools Framework, School Improvement, LIFT, and observation and feedback work to strengthen instruction and student engagement.

ENROLLMENT AND ATTENDANCE

6TH GRADE	7TH GRADE	8TH GRADE	TOTAL	ATTENDANCE
113	**114**	**110**	**337**	**96.03%**

We continue to encourage daily attendance while reminding families when students should stay home due to illness. Our classroom ADA attendance incentive will launch the first week of the third six weeks.

Attendance Incentive: Focuses on students being present during 3rd period, our official ADA attendance time. Teachers will lead the incentive within their classes, and students will have a voice in selecting the reward they are working toward. Our goal is to make attendance a shared priority while creating positive, student-centered motivation for being at school and ready to learn each day.

CAMPUS DISCIPLINE

We continue to reinforce clear expectations, build relationships with students, and respond consistently when redirection is needed. We take pride in supporting students and staff by creating a positive classroom environment where high expectations and meaningful support go hand in hand.

We use SWIS and Skyward to track discipline and look for patterns in behavior, location, and time of day. This information helps us adjust supervision, plan student supports, and identify where staff may need additional help.

DISCIPLINE OFFENSE	OCCURRENCES
Violation of Student Code	1
Aggressive Behavior	2
Bus Referral	2
Disrespect	4
Horseplay	7
Insubordination	2
Tardy	10
REPORT TOTAL	28

INTERVENTION	OCCURRENCES
In School Suspension	5
Out of School Suspension	1
Detention - After School	14
Detention - Lunch	5
Conference	3
REPORT TOTAL	28

STUDENT BADGES AND SAFETY

All students received their new 2026–2027 AISD student ID badges on Monday, October 12. Most students now have two district-issued badges available to wear.

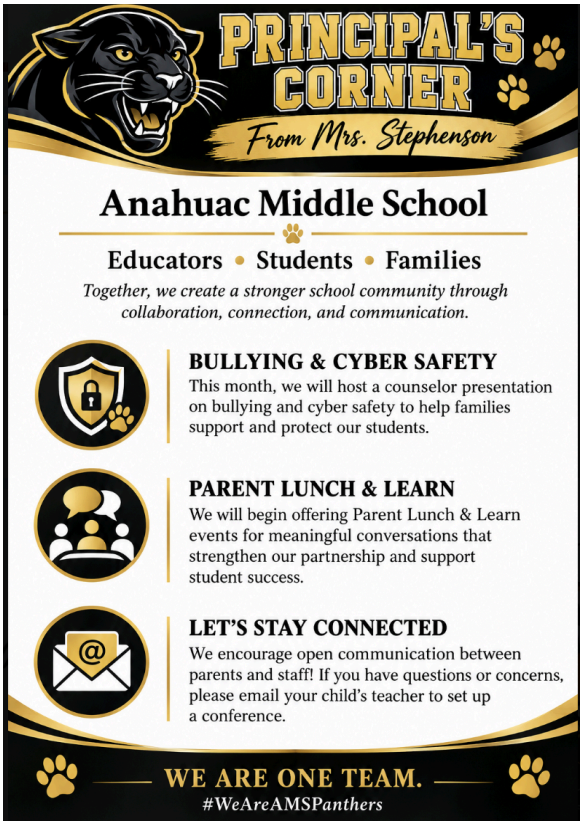
The majority of students wear their badges each day, with only a handful of students repeatedly needing reminders and follow-up. We will continue reinforcing this expectation to support student responsibility and campus safety. Parents/Guardians are contacted each time their student is out of compliance with our student badge requirement.

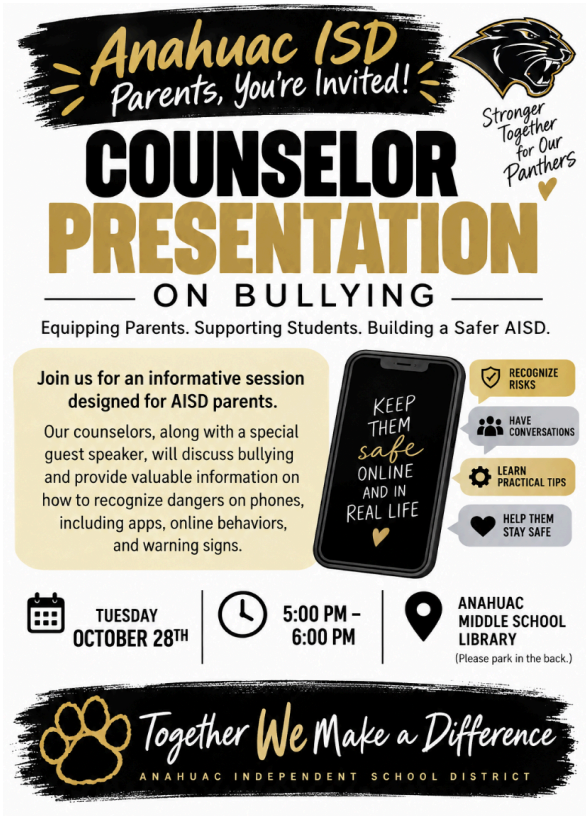
COMMUNICATION

We continue keeping families informed through Apptegy/Thrillshare, social media, Skyward announcements, parent notifications, and direct communication from teachers and administrators.

During October, we have expanded our use of Thrillshare to share campus updates, reminders, student accomplishments, and upcoming events. As staff become more comfortable with the platform, we are working toward more consistent use of its features.

Our monthly campus newsletter gives families another way to stay connected. It includes updates from administration, counseling, and other campus departments. We are also using our communication platforms to reinforce attendance and badge expectations and celebrate positive student habits.





PBIS UPDATE

AMS students had the opportunity to spend their earned PBIS points on rewards from our PBIS store, reinforcing positive behavior and responsible choices. We were fortunate to have two parent volunteers run the store during student lunch periods. We appreciate their time and support in making this a rewarding experience for our students!

STRENGTHS AND SUCCESSES

Our math teachers continue to devote endless time and effort to implementing Bluebonnet Learning, keeping instruction aligned with the TEKS and STAAR expectations. Ongoing support from Region 5 helps teachers plan lessons and adjust pacing to meet student needs.

Under the dedicated leadership and guidance of Patti Nauman and team lead, Erin Norman, our ELAR teachers are working with Region 5 to review assessment data, guide instruction, and develop strategies to strengthen students' extended written responses.

ESL Update

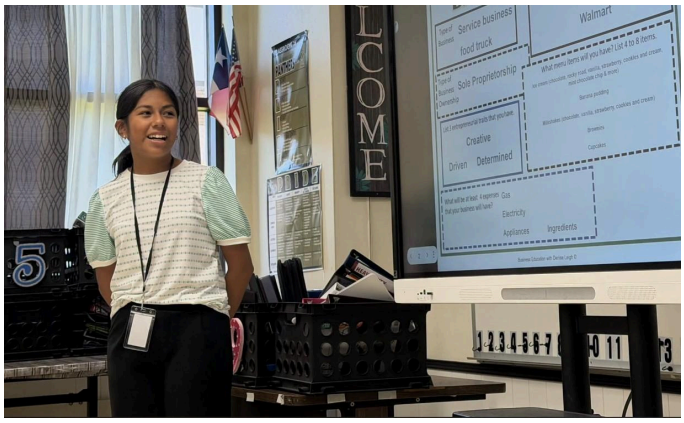
Mrs. Dianne White and Mrs. RosaLinda Campbell bring years of experience to the classroom and are working closely together to promote cognitive academic language proficiency (CALP) with our kiddos.

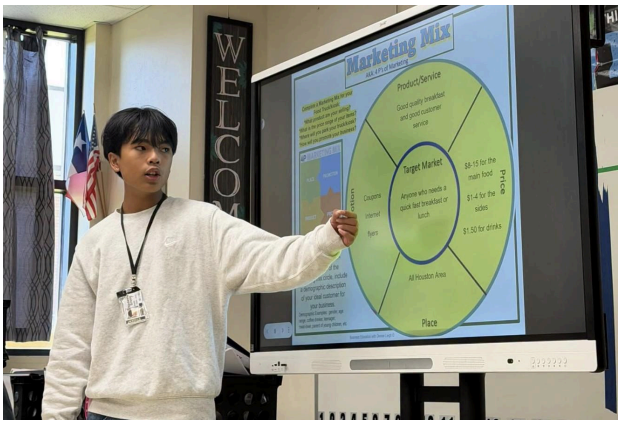
These ladies are both incorporating teacher-led lessons daily while having the students draft, revise and edit, and record themselves with writing and speaking prompts. They then listen to the recordings and provide them with immediate feedback and grades - the kids eagerly await the feedback and results. Students currently receive grades but will soon be receiving grades AND ratings (beginner, intermediate, advanced, advanced high) to help promote more desire to grow. They created a grade/rating equivalency chart for their classrooms. They are also working on their testing set-up in the library, and Mrs. Campbell is listening to and reading all speaking and writing samples to give more accurate feedback to the students (this is with daily assignments, tests, and the upcoming MOY benchmark).

Teachers recently went over their prior year scores and had the students set goals for themselves prior to the MOY benchmark. After scoring the benchmark, students will create new goals for themselves for the TELPAS test in the spring.

CLASSROOM HIGHLIGHTS

Students in **Mrs. Rose's Principles of Business** class created impressive food truck business proposals, combining creativity with critical thinking. This project challenged students to think like entrepreneurs as they developed their business ideas and applied classroom learning to a real-world opportunity.





Students in **Mrs. Wilkins's seventh-grade science class** participated in several hands-on labs this month, applying scientific concepts through experimentation. A student favorite was the dilution lab, which sparked enthusiasm and provided an engaging opportunity to put their learning into practice.





Students in **Mr. Page's eighth-grade science class** have been hard at work in the lab this year. Wearing their safety equipment, students conducted experiments to create and observe chemical reactions, bringing classroom concepts to life through hands-on learning.



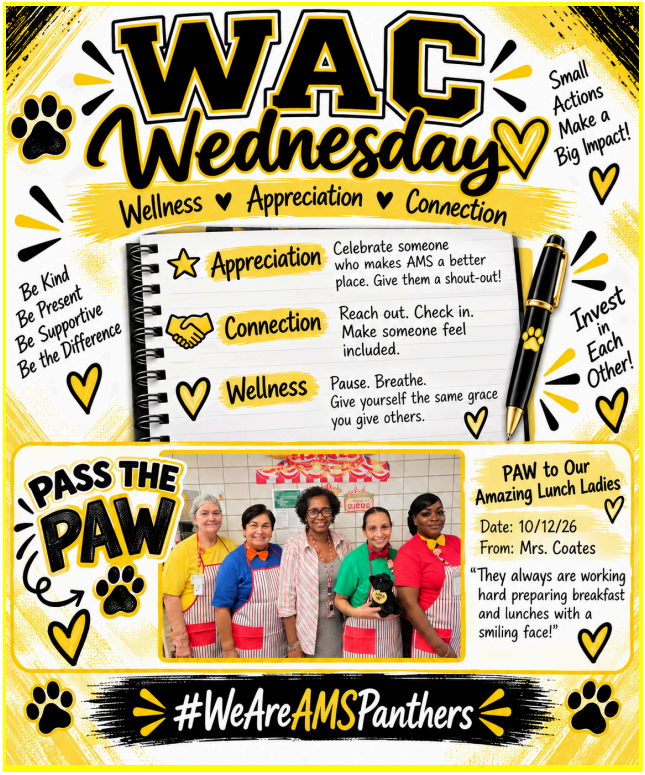
Creativity is flowing in our **AMS art classes!** Students have already produced several impressive pieces of artwork, which are proudly displayed in the front office and library. These displays celebrate our students' talents and bring creativity and color to our campus.





STAFF RECOGNIZING STAFF

Our Sunshine Committee provides opportunities to recognize staff and strengthen relationships. (WAC Wednesdays)



PARAPROFESSIONAL SUPPORT

Supporting our hardworking paraprofessionals is a priority. We are incorporating lunch support meetings led by Mrs. Torres so our paraprofessionals have dedicated time to ask questions, discuss needs, and receive support in their daily work. The first lunch meeting was held on October 14.

OPPORTUNITIES FOR IMPROVEMENT

The extended sixth- and seventh-grade reading and math blocks provide additional time for intervention, enrichment, and acceleration. They have also created scheduling challenges as we balance inclusion support, dyslexia instruction, honors courses, band, and electives.

We will use what we have learned to start next year's scheduling process earlier. A committee with department heads and representatives from band, athletics, and special education will help us consider options while protecting instructional time. Our first meeting is scheduled for November 11.

STUDENT SUPPORT AND ACCOUNTABILITY

Some students need additional time and support to complete their assignments. Our ZAP program provides structured time during the school day for students to catch up on missing work while reinforcing responsibility and accountability. We have seen a decrease in the number of zeros in the gradebook as ZAP creates a sense of urgency for students to complete and turn in their assignments.

Our 6th-grade students have shown encouraging progress in taking ownership of their assignments and responding to the expectations of ZAP. Our 7th- and 8th-grade students have been a little slower to embrace that same level of responsibility, but we will continue working with them to build stronger habits, increase accountability, and understand the importance of completing their work on time.

GOALS AND NEXT STEPS

Our goal is to raise AMS's overall accountability rating to a C by helping students grow at every performance level. To support this goal, we have established a **PLC calendar** that gives teachers and administrators regular time to review student progress, identify needs, and plan instruction together.

- Monitor student progress through formative assessments, benchmarks, classroom performance, attendance, and intervention data.
- Use student data to plan targeted intervention and enrichment.
- Keep instruction aligned with grade-level TEKS and the thinking students need for STAAR.(John Wink Guidance)
- Provide more opportunities for constructed responses, problem-solving, critical thinking, and academic writing.
- Use ZAP to support assignment completion and student ownership.
- Hold weekly PLC meetings to review any campus updates and student data/progress.

SCHOOL IMPROVEMENT PLANNING

On October 12, AMS administration met with Region 5 to review the findings from our recent Effective Schools Framework (ESF) diagnostic observation. The review led to productive conversations and helped guide the development of our school improvement plan, which will soon be presented to the school board for review.

The school improvement process will provide a clear direction for identifying areas of growth, strengthening instructional practices, and making meaningful changes that positively impact student achievement. At AMS, we recognize that improvement requires reflection, collaboration, and a willingness to make adjustments when needed.

Throughout the beginning stages of the ESF process, our staff has been open, honest, and transparent about both our strengths and areas needing improvement. Our team is committed to working alongside Region 5, embracing growth opportunities, and making the changes necessary to improve student outcomes. **Our focus remains on doing what is best for our students and continuing to move AMS forward.**

PROFESSIONAL LEARNING AND PLANNING

Our ongoing work with Region 5 and other instructional support partners continues to focus on stronger instruction, useful feedback, and planning based on student needs. Incorporating weekly PLC meetings will provide time to review campus updates and student progress.

PROFESSIONAL DEVELOPMENT & PERSONAL GROWTH

September 29 - Region 5/Jennifer Gavard - Observation/Feedback Math

September 30 - John Wink Online Session

October 6 - Region 5/Jennifer Gavard - Observation/Feedback Math

October 7 - John Wink Online Session

October 12 - Effective School Framework Diagnostic Post Visit

October 13 - Region 5/Jennifer Robertson ELAR On-Campus Support/Planning

October 15 - Math Planning Day on campus with Jennifer Gavard

October 15 - Principal Cohort at Region 5

UPCOMING DATES

October 20 - Region 5/Jennifer Gavard - Observation/Feedback Math

October 21 - AMS PSAT

October 22 - Crisis Prevention Training at Region 5

October 23 - John Wink Workshop at Region 5

October 26 - Instructional Framework Part 2

November 11 - First scheduling committee meeting to begin planning for the 2027–2028 school year.

OCTOBER SUNSHINE EVENTS

October Birthday Shoutouts

Happy Birthday to:
3rd – Coach Edgar
11th – Mrs. Cox
25th – Mrs. Brandon

October 2, 2026

National Custodian Day
Show some love to our amazing custodians! Let's take time to thank them for their hard work and for keeping our school clean, safe, and looking its best every day.

October 13th

Under Cover Dress Up Day
90's Day
Bring or email a picture to Mrs. Prejean of you in the 90's! We will have a guess who in the lounge.

October 21st

Unity Day is October 21st!
Our staff is made up of many different cultures, backgrounds, and traditions, and we want to celebrate the diversity that makes our school community special!
Wear ORANGE!

October 23rd

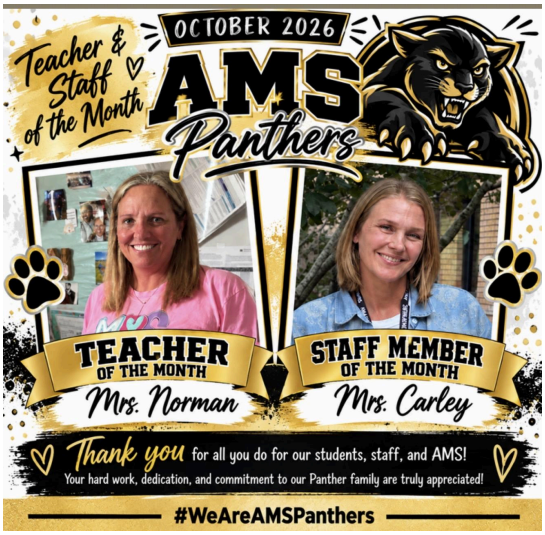
Dirty Sodas
The Sunshine Committee loves bringing a smile to everyone's face! Please help yourself to a dirty soda in the lounge during lunches.

October 26th

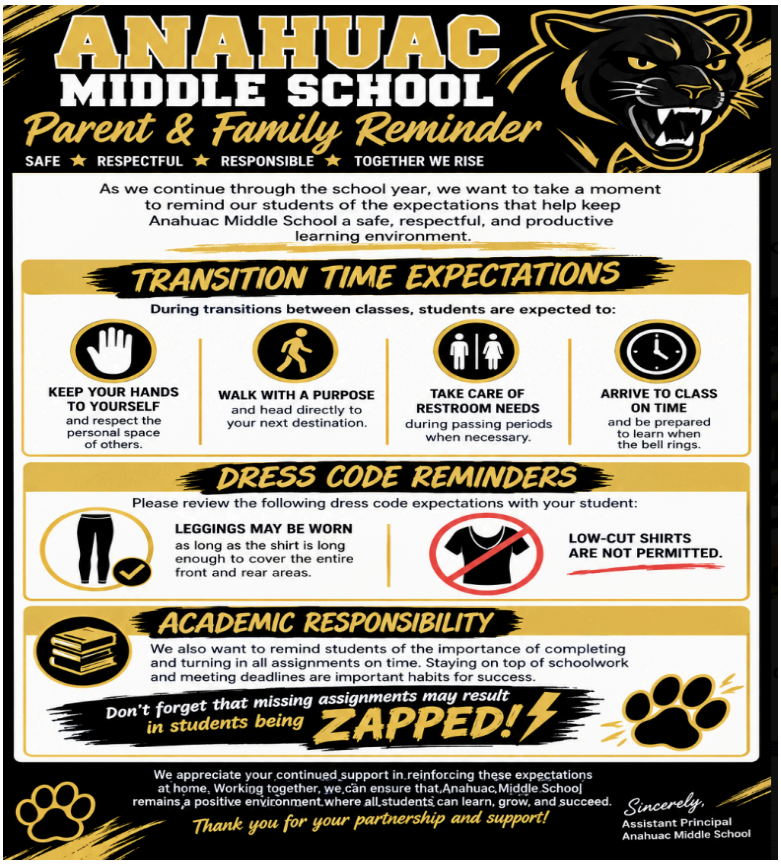
Sun Shine Cart!
Help support the sunshine committee! The Sun Shine Cart will be bringing some RED snacks around. ($1-$5)

October 30th

Chili Cook-Off
Cast your VOTE for $1!






ANAHUAC
MIDDLE SCHOOL
Parent & Family Reminder
SAFE ★ RESPECTFUL ★ RESPONSIBLE ★ TOGETHER WE RISE
As we continue through the school year, we want to take a moment to remind our students of the expectations that help keep Anahuac Middle School a safe, respectful, and productive learning environment.
TRANSITION TIME EXPECTATIONS
During transitions between classes, students are expected to:
KEEP YOUR HANDS TO YOURSELF
and respect the personal space of others.
WALK WITH A PURPOSE
and head directly to your next destination.
TAKE CARE OF RESTROOM NEEDS
during passing periods when necessary.
ARRIVE TO CLASS ON TIME
and be prepared to learn when the bell rings.
DRESS CODE REMINDERS
Please review the following dress code expectations with your student:
LEGGINGS MAY BE WORN
as long as the shirt is long enough to cover the entire front and rear areas.
LOW-CUT SHIRTS ARE NOT PERMITTED.
ACADEMIC RESPONSIBILITY
We also want to remind students of the importance of completing and turning in all assignments on time. Staying on top of schoolwork and meeting deadlines are important habits for success.
Don't forget that missing assignments may result in students being ZAPPED!
We appreciate your continued support in reinforcing these expectations at home. Working together, we can ensure that Anahuac Middle School remains a positive environment where all students can learn, grow, and succeed.
Thank you for your partnership and support!
Sincerely,
Assistant Principal
Anahuac Middle School

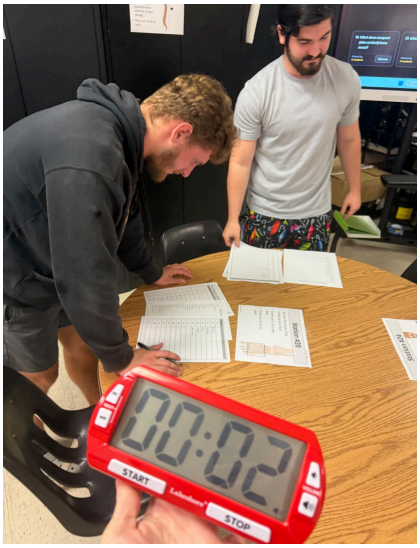
October 26, 2026

PRINCIPAL'S REPORT

ANAHUAC HIGH SCHOOL



Mrs. Jannise's Entrepreneurship II class works to make products for the Panther Post.



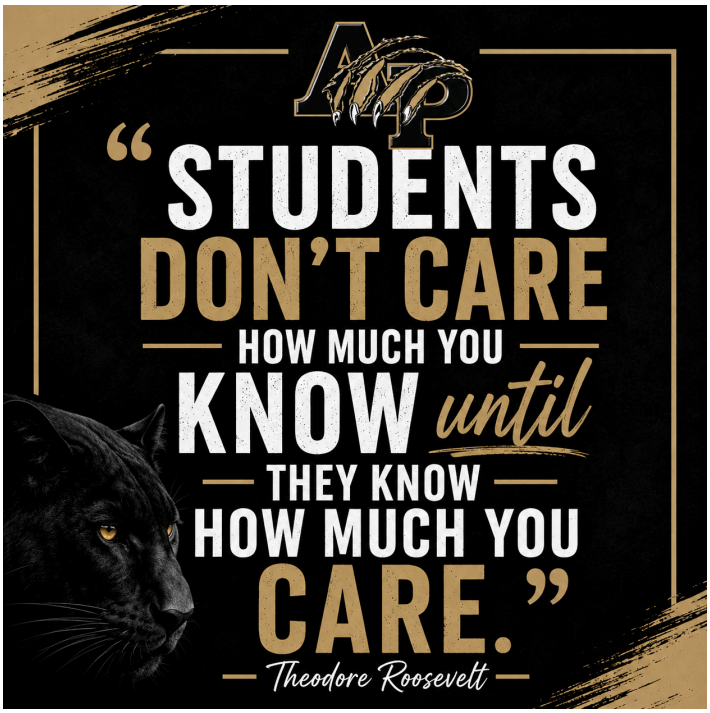
Mrs. R. Morgan's Anatomy and Physiology class participate in skeletal system speed dating.



The Pride of Anahuac Band performed at the Battle of the Bridges contest.



Anahuac Panthers Varsity Football Team prayed together before the game.



AHS October Campus Update

Everyone Accountable, Everyone Successful

Academic Experiences and Student Engagement
Educational field trips have taken place that connect directly to the Texas Essential Knowledge and Skills (TEKS), providing students with meaningful, hands-on learning experiences beyond the classroom.

Athletics and School Spirit
Our fall sports teams are doing well, and school spirit continues to grow across campus. We appreciate the dedication of our student-athletes, coaches, and families who contribute to the positive energy and pride at AHS.

Building Positive Relationships
Teachers and staff continue to focus on building meaningful relationships with students. These connections help create a supportive campus environment where students feel valued, encouraged, and motivated to succeed.

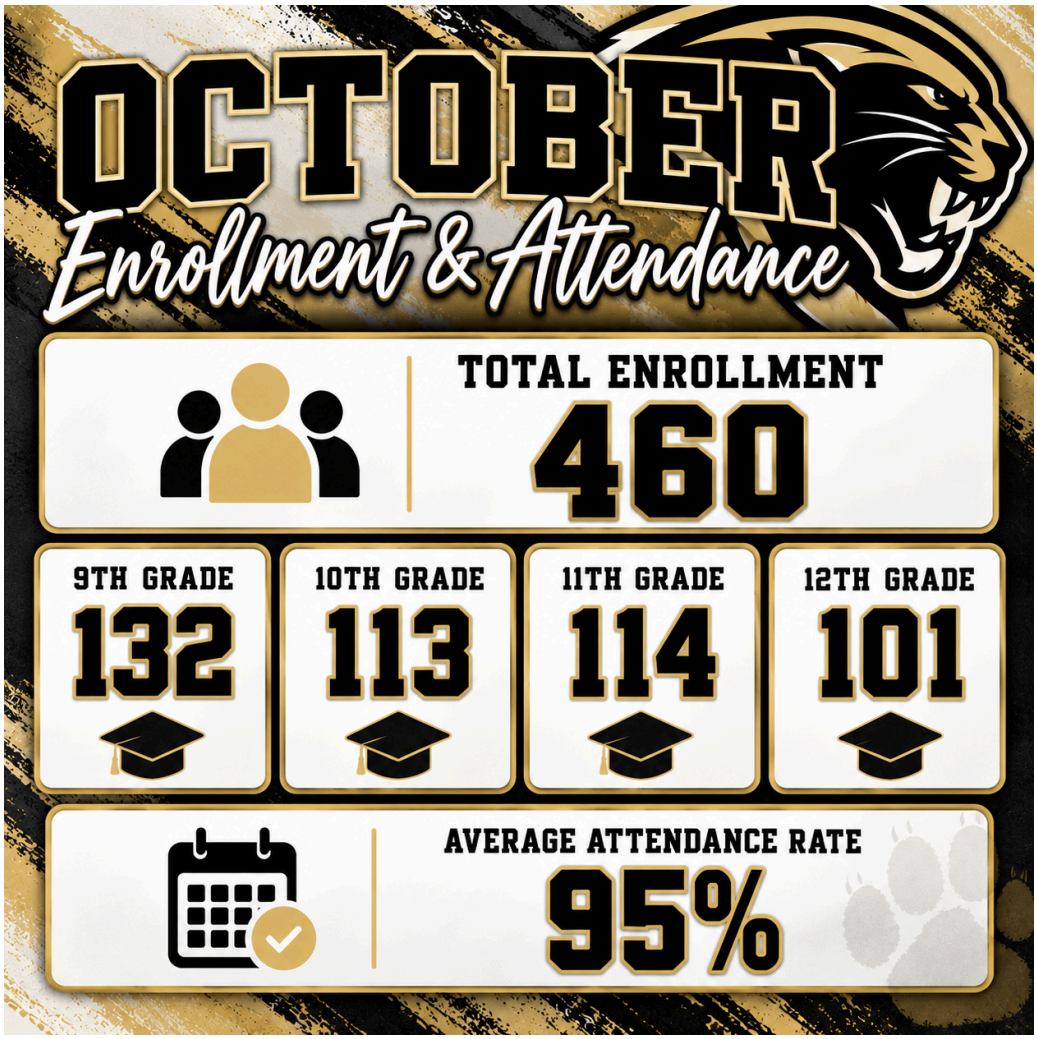
Campus Morale and Positive Recognition
With October being a long month, staff and students are looking forward to Fridays off as a welcome morale booster. Our office administration team is also working on ways to recognize positive accomplishments and celebrate the great things happening throughout the campus.

We have also introduced **Wac the Panther**, our traveling staff recognition award. Each week, Wac will be presented to a deserving staff member who has gone above and beyond or done something amazing.

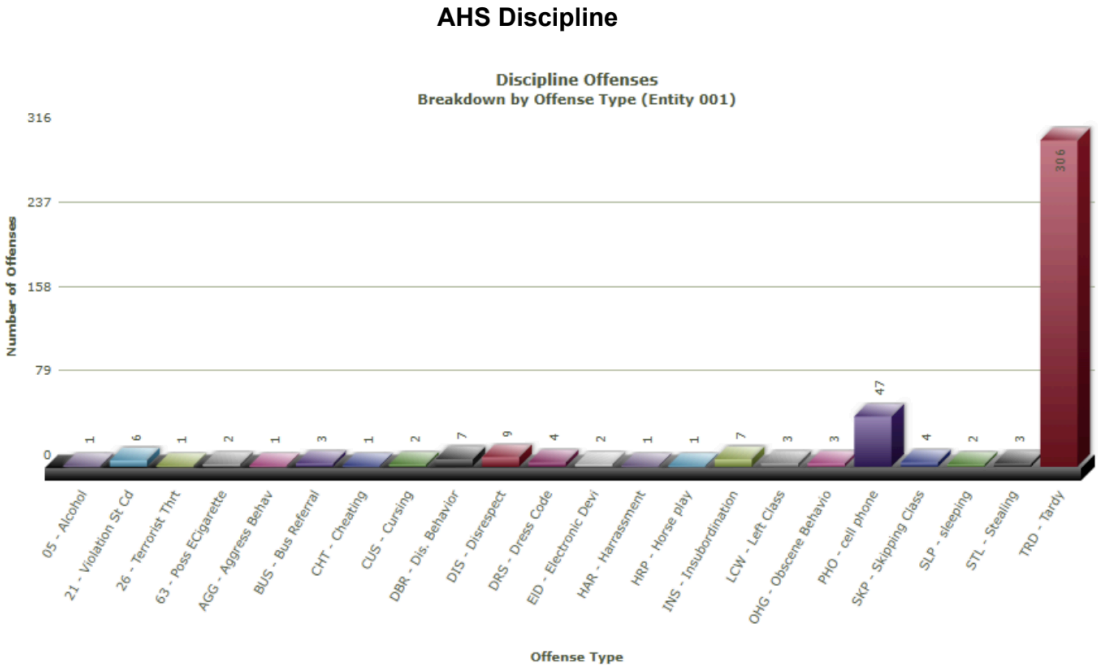
This initiative provides an opportunity to celebrate the outstanding contributions of our staff and strengthen our positive campus culture.

Student Safety and Campus Support
Anahuac High School is aware of social media posts made by a parent. We want to assure our community that we have been working with the appropriate authorities, as well as Dr. Walker and Mr. Andrews, to help ensure everyone's safety and accountability. **Student safety remains our number one priority**, and we are committed to maintaining a safe and supportive learning environment for all students and staff.

ENROLLMENT AND ATTENDANCE



DISCIPLINE / CAMPUS SAFETY



Data Snapshot: Sep 14, 2026 - Oct 9, 2026

- 416 total discipline offences
- 306 tardies (73.6%)
- 110 non-tardy discipline offenses
- The largest non-tardy concerns are:
    - Cell Phone: 47
    - Disrespect: 9
    - Disruptive Behavior: 7
    - Insubordination: 7
    - Violation of Student Code of Conduct: 6

Threat Incident & Action Steps

Anahuac High School recorded one terroristic threat incident during the reporting period. The incident was addressed promptly and in accordance with district policies and established campus safety procedures.

Action Steps :

- The concern was immediately reported, documented, and investigated.
- Appropriate administrators and personnel were notified and involved in the response.
- The student involved was addressed according to district policy and the circumstances of the incident.
- Campus safety procedures and expectations were reinforced with staff and students as appropriate.
- Administration continues to monitor for potential concerns and encourages students and staff to immediately report any threats or concerning behavior.

Moving Forward: Our priority remains maintaining a safe and secure learning environment. We will continue to emphasize “If you see something, say something,” provide consistent follow-up to

reported concerns, and use our established safety protocols to respond quickly and appropriately to potential threats.

Key Areas of Focus

1. Reduce Tardies

During the reporting period, Anahuac High School recorded 306 tardies, with 196 (64%) occurring during first period. This indicates that the greatest challenge is students arriving at school on time and being present for the start of the instructional day. Ninth period had the second-highest number of tardies, with 27 incidents (9%).

Action Steps:

● Reinforce the importance of arriving at school on time and being in class when instruction begins.
● Communicate with parents regarding repeated tardies and the impact of late arrivals on student learning.
● Apply consistent consequences for repeated tardiness.
● Identify students with recurring tardies and work with them and their families to improve punctuality.

Moving Forward: Our focus is on building a culture of responsibility and accountability by ensuring students understand that being on time is an important part of academic success. Reducing tardies will help maximize instructional time.

2. Address Cell Phone Violations

Cell phone incidents are the largest non-tardy discipline concern.

Action Steps :

● Reinforce the campus cell phone expectations with students and staff.
● Promote consistent classroom enforcement.
● Continue to communicate expectations and consequences clearly with parents and students.
● Identify repeat offenders and address patterns through timely interventions.

3. Reduce Recurring Student Behavior Issues

Disrespect, disruptive behavior, insubordination, and other violations continue to require consistent attention.

Action Steps :

● Maintain consistent campuswide expectations and responses.
● Address minor behavior concerns early to prevent escalation.
● Recognize and reinforce positive student behavior.
● Use discipline data to identify recurring concerns and adjust interventions accordingly.

Monitoring Progress

The administration will review discipline data regularly to determine whether interventions are reducing incidents and improving student behavior. Data will be used to adjust supervision, communication, and interventions throughout the school year.

Campus Goal

Everyone Accountable, Everyone Successful.

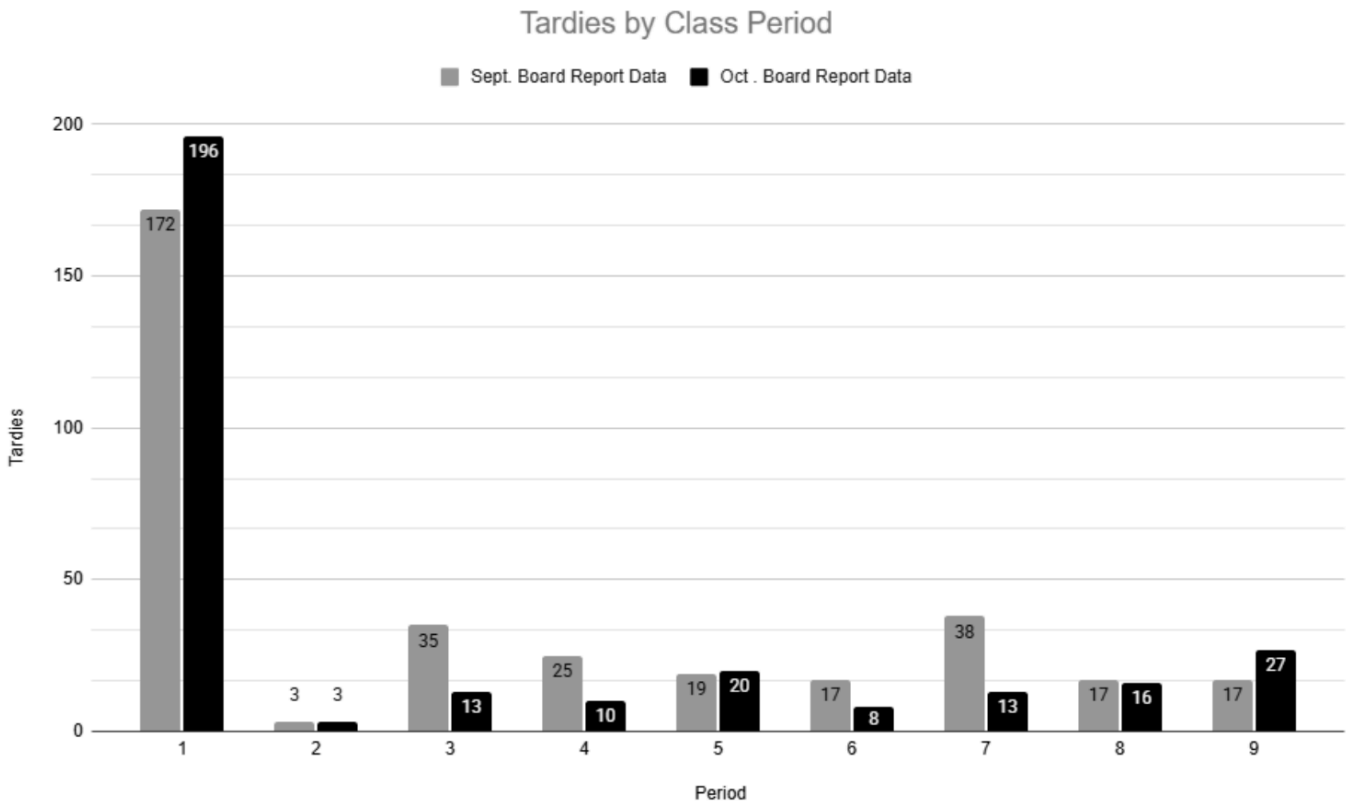
Our goal is not simply to reduce the number of discipline referrals. Our goal is to create a consistent, positive school environment where students understand expectations, staff are supported in enforcing them, and students are held accountable while being given the opportunity to succeed.

Tardies

ANAHUAC HIGH SCHOOL

TARDY DATA • BOARD SUMMARY

306	164	62	73.6 %
TOTAL TARDIES	STUDENTS WITH TARDIES	REPEAT OFFENDERS	OF ALL OFFENSES



KEY FINDING : First period tardies account for 196 of 306 (64%) This is up from 50% overall from the September Board Report.

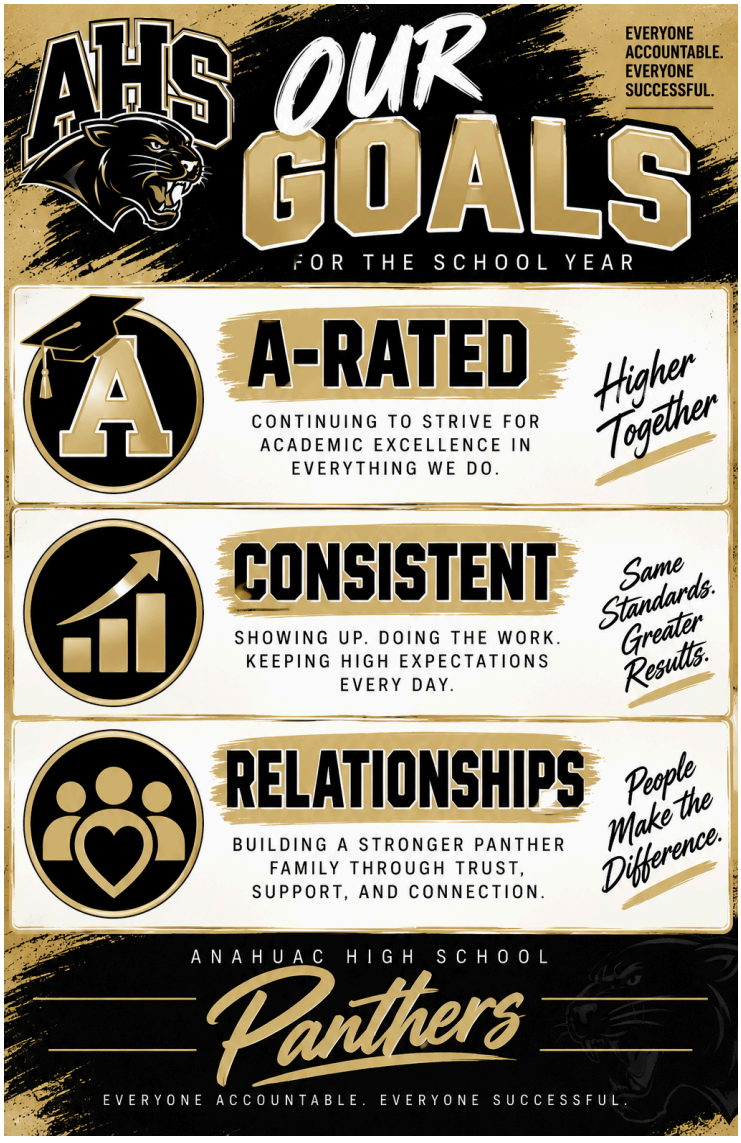
- Late arrival to school is the primary concentration of tardies.

DATA HIGHLIGHTS * 1st period : 196 (64%) * 9th period : 27 (9%) * 5th period : 20 (7%) * All other periods combined : 63 (20.5%) **CONSEQUENCE CYCLE** Cycle resets every six-weeks 1st : 1 Lunch Detention 2nd : 2 Lunch Detentions 3rd : 1 After-school Detention 4th : 2 After-school Detentions 5th and beyond : 1 Day ISS	**SIX-WEEK MEASUREABLE GOAL** Reduce total tardies from 343 to 274 or fewer - a minimum 20% reduction • **Reduced to 306 – 10.8% reduction** Continued : Reduce total tardies from 306 to 274 or fewer – to meet 20% reduction as original goal. **SECONDARY TARGET** Reduce repeat offenders from 80 to 64 or fewer. • **Reduced to 62 repeat offenders – Met goal!** Continued : Reduce repeat offenders from 62 to 50 or fewer. **MONITOR AT NEXT REPORT** * Total tardies * Students with tardies * Repeat offenders * 1st period tardies * Tardies by class period
NEXT REPORT: Compare the next six-week report against the baseline to determine whether current interventions are producing measurable improvement.	

COMMUNICATION

- The campus is working toward the goal of posting to social media at least 3 times a week.
- Teachers have been contacting parents regularly via Apptegy Rooms, email, and/or phone calls. This has included positive communication.
- Staff receive an email weekly with the events coming up, any pertinent information, as well as a list of past weeks' information.
- A monthly newsletter is sent out to parents from the office with the monthly happenings.

GOALS / ACHIEVEMENTS



A-Rated:

Our goal is not simply to achieve an A rating. Our goal is to create a culture of academic excellence where every student is challenged, supported, and given the opportunity to reach their highest potential, while every staff member is committed to high expectations and student success.

Consistent:

Our goal is not simply to reduce the number of discipline referrals. Our goal is to create a consistent, positive school environment where students understand expectations, staff are supported in enforcing them, and students are held accountable while being given the opportunity to succeed.

Relationships:

Our goal is not simply to improve relationships. Our goal is to create a school community where students feel known, valued, and supported, where staff build meaningful connections with students and one another, and where strong relationships create the foundation for trust, engagement, accountability, and success.

SUCCESSES

Core Classes:

Through the LIFT grant, Region 5 has been working with our campus on observations and feedback with our math teachers. We have seen some incredible learning in these classrooms, including collaboration, critical thinking, TEKS mastery, and more.

English classes have been reading literature, including poems. Classes have participated in gallery walks to find the "Grammar Criminal" and have created their own raps.

Social Studies classes have been connecting history, geography, and Government to real-world events taking place recently. For example, they compared and contrasted how people behaved during the Spanish Flu and the coronavirus.

Science classes are busy performing experiments to see the content in action. Students have discovered why cell membranes work as well as why the periodic table is organized the way it is.

CTE Classes:

Ag and FFA students have competed in several competitions, from Livestock Judging to Floral Design to Ag Mech Build-offs. They have all brought home several prizes.

Health Science students continue to learn content utilizing hands-on experiences, including proper glove usage and disposal and tissue formation.

Culinary Arts students spent time learning how to bake cupcakes and then decorate them. The finished products were equal to bakery products.

The Teaching and Learning students are partnering with Anahuac Primary School as buddies. These students will travel to APS to read to the Primary students.

School Culture:

I received a phone call from a parent from East Chambers after the Swamp Bowl game. This parent wanted to let us know that two of our students stopped and helped her elderly father who had fallen in the parking lot. She said they could have easily walked right by, but they took the time and effort to help him up, make a phone call to his daughter, and help him to the car. I am still looking into who these students were so she can thank them in person.

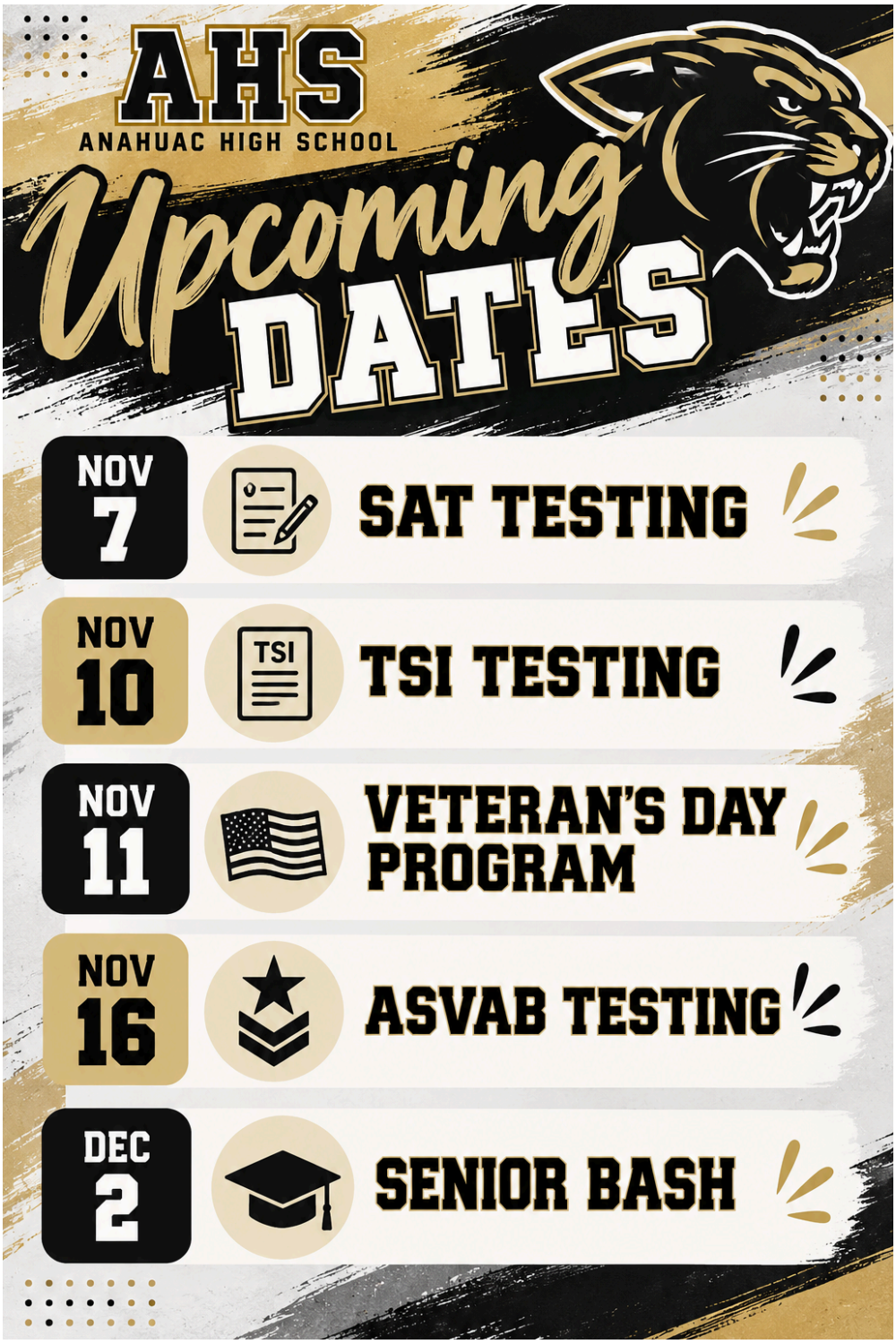

ANAHUAC HIGH SCHOOL
STUDENTS OF THE MONTH
OCTOBER
ELLA LOWREY
AARON SWONKE
KYLEE KELLEY
STELLA ST. ANDRE


CONGRATULATIONS
to our
TEACHER & STAFF MEMBER
of the Month
welcome to
MRS. HOPPER'S
classroom
Mrs. Kayci Hopper
TEACHER OF THE MONTH
Mrs. Sarah Golleher
STAFF MEMBER OF THE MONTH

PROFESSIONAL DEVELOPMENT & PERSONAL GROWTH



UPCOMING DATES



Prescribed by the Texas Secretary of State

Texas Election Code §§ 2.051–2.053

SAMPLE ORDER OF CANCELLATION

EJEMPLO DE ORDEN DE CANCELACIÓN

The Anahuac Independent School District Board of Trustees hereby cancels the election scheduled to be held on **October 26, 2026**in accordance with Section 2.053(a) of the Texas Election Code.
La Junta Directiva del Distrito Escolar Independiente de Anahuac por la presente cancela la elección programada para celebrarse el **26 de octubre de 2026** de conformidad con la Sección 2.053(a) del Código Electoral de Texas.

The following candidates have been certified as unopposed and are hereby elected as follows:
Los siguientes candidatos han sido certificados como candidatos únicos y por la presente quedan electos de la siguiente manera:

Candidate / Candidato	Office Sought / Cargo al que se postula
John Redman	Anahuac ISD Board of Trustees — Position 1 Junta Directiva de Anahuac ISD — Puesto 1
Carlton Carrington	Anahuac ISD Board of Trustees — Position 3 Junta Directiva de Anahuac ISD — Puesto 3

A copy of this order will be posted on Election Day at each polling place that would have been used in the election.
El Día de las Elecciones se exhibirá una copia de esta orden en cada lugar de votación que se hubiera utilizado en la elección.

_____ _____

President / Presidente **Secretary / Secretario(a)**

_____

Date of adoption / Fecha de aprobación

(Seal / Sello)

IMPORTANT / IMPORTANTE

This order must be adopted by the governing body in an open meeting after it receives and accepts the Certification of Unopposed Candidates. Confirm that all legal requirements for cancellation are met before adoption.
Esta orden debe ser aprobada por la entidad gobernante en una reunión pública después de recibir y aceptar la Certificación de Candidatos Únicos. Confirme que se cumplan todos los requisitos legales para cancelar la elección antes de aprobarla.

INSTRUCTIONS / INSTRUCCIONES

English: The governing body of a school district or other non-county political subdivision completes this order. At an open meeting, it must first receive and accept the Certification of Unopposed Candidates and then adopt the order or ordinance declaring each eligible unopposed candidate elected and cancelling the election. The order is to be posted on Election Day at each polling place that would have been used. See Texas Secretary of State Form 13-2 and Texas Election Code §§ 2.051–2.053.

Español: La entidad gobernante de un distrito escolar u otra subdivisión política que no sea un condado completa esta orden. En una reunión pública, primero debe recibir y aceptar la Certificación de Candidatos Únicos y después aprobar la orden u ordenanza que declara electo a cada candidato único que reúna los requisitos y cancela la elección. La orden debe exhibirse el Día de las Elecciones en cada lugar de votación que se hubiera utilizado. Consulte el Formulario 13-2 de la Secretaría de Estado de Texas y las Secciones 2.051–2.053 del Código Electoral de Texas.

Official reference / Referencia oficial: https://www.sos.state.tx.us/elections/forms/pol-sub/13-2.pdf

Prescribed by the Texas Secretary of State

Texas Election Code §§ 2.051–2.053

CERTIFICATION OF UNOPPOSED CANDIDATES FOR OTHER POLITICAL SUBDIVISIONS (NOT COUNTY)

CERTIFICACIÓN DE CANDIDATOS ÚNICOS PARA OTRAS SUBDIVISIONES POLÍTICAS (NO EL CONDADO)

To: Presiding Officer of Governing Body
Al: Presidente de la entidad gobernante
Anahuac Independent School District Board of Trustees
Junta Directiva del Distrito Escolar Independiente de Anahuac

As the authority responsible for having the official ballot prepared, I hereby certify that the following candidates are unopposed for election to office for the election scheduled to be held on:
Como autoridad a cargo de la preparación de la boleta oficial, por la presente certifico que los siguientes candidatos no tienen oposición para el cargo en la elección programada para celebrarse el:

Election date / Fecha de la elección: _____

Office(s) / Cargo(s)	Candidate(s) / Candidato(s)
Anahuac ISD Board of Trustees — Position 1 Junta Directiva de Anahuac ISD — Puesto 1	John Redman
Anahuac ISD Board of Trustees — Position 3 Junta Directiva de Anahuac ISD — Puesto 3	Carlton Carrington

_____
AISD Board President

_____
Date

IMPORTANT / IMPORTANTE

This certification does not itself cancel the election. The governing body must take the action required by law in an open meeting. Confirm eligibility and required procedures with the district's election counsel or election authority.
Esta certificación por sí sola no cancela la elección. La entidad gobernante debe tomar las medidas exigidas por la ley en una reunión pública. Confirme la elegibilidad y los procedimientos requeridos con el asesor legal electoral del distrito o con la autoridad electoral.

INSTRUCTIONS / INSTRUCCIONES

English

This form is prescribed by the Texas Secretary of State for use by political subdivisions other than counties. It is completed by the authority responsible for having the official ballot prepared and delivered to the presiding officer of the governing body as soon as possible after the applicable filing deadlines for ballot applications and write-in candidates have passed.

The governing body must meet in an open meeting and, if the statutory requirements are met, take the action required by Texas Election Code § 2.053 to declare the unopposed candidates elected and cancel the election. An election generally cannot be cancelled if an opposed at-large race remains on the ballot. Confirm the specific circumstances and deadlines with the Texas Secretary of State, the district's election authority, or legal counsel.

Español

Este formulario está prescrito por la Secretaría de Estado de Texas para las subdivisiones políticas que no sean condados. Lo completa la autoridad responsable de preparar la boleta oficial y debe entregarse al presidente de la entidad gobernante tan pronto como sea posible después de que hayan vencido los plazos aplicables para presentar solicitudes para aparecer en la boleta y declaraciones de candidaturas por escrito.

La entidad gobernante debe reunirse en una sesión pública y, si se cumplen los requisitos legales, tomar las medidas exigidas por la Sección 2.053 del Código Electoral de Texas para declarar electos a los candidatos sin oposición y cancelar la elección. Por lo general, no se puede cancelar una elección si queda en la boleta una contienda general con oposición. Confirme las circunstancias específicas y los plazos con la Secretaría de Estado de Texas, la autoridad electoral del distrito o un abogado.

Official Texas Secretary of State form / Formulario oficial de la Secretaría de Estado de Texas: Form 13-1, revision dated September 2023. This editable document is a bilingual working version; verify against the official form before filing.

Workshop

Wednesday, October 14, 2026 6:00 PM
Anahuac Primary School Cafeteria, 2024 Belton Lane, Anahuac, Texas 77514

Carlton Carrington:	Present
Stacey Davis:	Present
Samantha Humphrey:	Absent
Stacey Medders:	Absent
Michael Morehead:	Present
John Redman:	Present
Melinda Trainer:	Present

I. **Convene in a Quorum and Call to Order; Pledges of Allegiance to the United States and Texas Flags; Invocation**
Discussion: Noting the presence of a quorum, Dr. Redman called the workshop to start.

II. **PUBLIC COMMENTS/AUDIENCE PARTICIPATION (Please fill out the form provided at the meeting & present it to the President prior to the beginning of the meeting)**
Discussion: There were not public comments for this workshop.

III. **Workshop — Evaluating & Improving Student Outcomes** — **Presenter:** Kelly McBride
Discussion: Mrs. Kelly McBride led the Workshop Evaluating and Improving Student Outcomes.

IV. **ADJOURNMENT**
Action(s):
Motion to adjourn at 9:05pm. This motion, made by Carlton Carrington and seconded by Stacey Davis, Passed.
Voting Detail:

Carlton Carrington:	Yea
Stacey Davis:	Yea
Samantha Humphrey:	Absent
Stacey Medders:	Absent
Michael Morehead:	Yea
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2
Discussion: Workshop adjourned at 9:05.

_____ **** _____
Board President Board Secretary

Regular Meeting

Monday, September 28, 2026 6:00 PM
Anahuac Primary School Cafeteria, 2024 Belton Lane, Anahuac, Texas 77514

Carlton Carrington:	Present
Stacey Davis:	Present
Samantha Humphrey:	Absent
Stacey Medders:	Present
Michael Morehead:	Absent
John Redman:	Present
Melinda Trainer:	Present

I. **Convene in a Quorum and Call to Order; United States and Texas Flags Pledges of Allegiance; Invocation**
Discussion: Noting the presence of a quorum, President Redman called the meeting to order at 6:03 p.m. He led the meeting in the pledges to the United States and Texas flags and the invocation.

II. **STUDENT Recognition**

III. **STAFF Recognition**

IV. **PUBLIC COMMENTS/AUDIENCE PARTICIPATION (Please fill out the form provided at the meeting & present it to the President prior to the beginning of the meeting)**
Discussion: There were two public comments for this section of the meeting. Ms. Angela Nelson spoke to the board about the importance of having cameras on the buses. Ms. Nelson's daughter had a close call with a reckless driver and stated that the use of cameras on buses could have helped identify the driver sooner. Following her comment, Mrs. Amber Ayres spoke to the board regarding cameras on the school bus as well. She stated that the student was her niece and that having cameras on the buses is something that should be a priority as drivers are becoming more and more distracted.

V. **DISCUSSION ITEMS**

V.A) Bus Cameras
Discussion:
Dr. Walker discussed the recent incident involving a student who was nearly struck by a reckless driver and emphasized the seriousness of the situation. He recognized the need for cameras on district buses and stated that steps have already been taken to begin the process of implementing a bus camera system. Mr. Justus Cook provided an update on a meeting between the

Transportation Department, IT Department, and representatives from Thomas Built Buses. The group discussed various camera options, as well as different recording systems and software programs available. The current proposal would include three interior cameras and two exterior cameras per bus. Thomas Built Buses will provide the District with quotes outlining different equipment, system, and software options. Mr. Cook noted that there are still several factors to evaluate before a final system can be selected and that additional information will be presented to the Board at a later date. Mr. Carrington asked whether a bus would be taken out of service if one of the cameras malfunctioned. Mr. Cook stated that the goal would be to replace the malfunctioning camera rather than remove the bus from service.

VI. **ACTION ITEM**

VI.A) Consider and approve the purchase of one new school bus totaling $159,500, to be paid for with the SEP Fund and the remaining associated costs out of the General Fund not to exceed $200,000.

Action(s):
Move to approve the purchase of one new school bus totaling $159,500, to be paid for with the SEP Fund and the remaining associated costs out of the General Fund not to exceed $250,000. This motion, made by Carlton Carrington and seconded by Stacey Davis, Passed.

Voting Detail:

Carlton Carrington:	Yea
Stacey Davis:	Yea
Samantha Humphrey:	Absent
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2
Discussion: The board has agreed to have Dr. Walker start looking into the costs of retrofitting our current buses with cameras as well as adding cameras to the new bus that is being purchased.

VII. **PUBLIC HEARING ON 2025-2026 ACADEMIC ACCOUNTABILITY RATING**
Discussion: Monica Mahfouz attended the meeting and presented a slideshow outlining the District's 2026 Academic Accountability Ratings. Ms. Mahfouz provided a detailed review of the District's scores and the various factors contributing to the ratings. She highlighted the District's strengths and areas

for improvement and discussed the steps being taken to address identified needs and prioritize student outcomes.
There were no public comments on the Accountability hearing.

VIII. **MONTHLY REPORTS**

VIII.A) Anahuac Education Foundation Report
Discussion: Ms. Julia Hall provided the Board with an update on the 2025-2026 fiscal year. She reviewed the grants awarded during the year, totaling $35,960.48. Ms. Hall also discussed a significant anonymous donation made to the Foundation and explained how the funds are planned to be allocated. A portion of the donation will be designated for student scholarships, a portion will be placed in an account to grow and provide future funding, and a portion will be allocated to the Anahuac Agricultural Mechanics classes for the purchase of additional equipment.

VIII.B) Superintendent's Report

VIII.C) Board Goal Report

VIII.D) Principal Monthly Board Reports

VIII.E) Presentation of Monthly Financial Reports, Investment Reports, and Budget Update

IX. **ACTION ITEMS**

IX.A) Receive an update on capital improvement projects and consider and approve the final bond payment to Durotech for the Primary School Project in the amount of $960,134.78.
Action(s):
Move to approve the final bond payment to Durotech for the Primary School Project in the amount of $960,134.78. This motion, made by Stacey Medders and seconded by Carlton Carrington, Passed.
Voting Detail:

Carlton Carrington:	Yea
Stacey Davis:	Yea
Samantha Humphrey:	Absent
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2
Discussion: Holly and Richard were present at the meeting to give an update on the final payment for the Primary School. Although there may still be some small fixes here and there, the project is closed, and the contract will be adjusted to

reflect the savings.

IX.B) Consider and approve payment for the Maintenance & Transportation Center, totaling $25,941.97

Action(s):

Move to approve payment for the Maintenance & transportation Center, totaling $25,941.97. This motion, made by Carlton Carrington and seconded by Stacey Davis, Passed.

Voting Detail:

Carlton Carrington:	Yea
Stacey Davis:	Yea
Samantha Humphrey:	Absent
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

IX.C) Consider and Take Possible Action to Approve the Anahuac Independent School District Senate Bill 12 Annual Certification of Compliance Pursuant to Texas Education Code §39.008, as Enacted by the 89th Texas Legislature.

Action(s):

I move that the Anahuac ISD, Board of Trustees, approve the 2026-2027 Senate Bill 12 Annual Certification of Compliance pursuant to Texas Education Code §39.008, as presented, and authorize the Superintendent to submit the Board-approved certification and required documentation to the Texas Education Agency. This motion, made by Stacey Medders and seconded by Carlton Carrington, Passed.

Voting Detail:

Carlton Carrington:	Yea
Stacey Davis:	Yea
Samantha Humphrey:	Absent
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

IX.D) Consent Agenda

Action(s):

Move to approve the consent agenda. This motion, made by Carlton Carrington and seconded by Melinda Trainer, Passed.

Voting Detail:

Carlton Carrington:	Yea
Stacey Davis:	Yea
Samantha Humphrey:	Absent
Stacey Medders:	Yea

Michael Morehead: Absent

John Redman: Yea

Melinda Trainer: Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

IX.D)1) Consider and approve minutes from the August 24, 2026, Regular Meeting

IX.D)2) Consider and approve minutes from Special Meeting on September 14, 2026

IX.D)3) Consider and approve the School Health Advisory Committee member list

IX.D)4) Consider and approve the DEIC member list

IX.D)5) Consider resolution for payment of staff for Tropical Storm Edouard

IX.D)6) Consider and approve payment to Frontline for Medicaid Management, totaling $55,232.10.

IX.D)7) Consider and approve the Skyward payment totaling $59,828.

X. **DISCUSSION ITEMS**

X.A) TASB Update 127

Discussion: The board members would like to move forward to placing TASB update 127 onto the October board agenda for approval as is. If they have any questions, they will reach out at a later date.

X.B) Raising the Superintendent's budget payment authority from $25,000 to $50,000(LOCAL CH).

Discussion: Melinda Trainer had some concerns about raising the limit for Superintendent's budget payments from $25,000 to $50,000. She felt like they would not know about purchases until it was too late. Dr. Redman wanted to table the discussion until all board members were there to weigh in with their thoughts.

X.C) Parental Rights Training for School Board Trustees

Discussion: Mrs. Chapman said she would make sure all board members had access to TEA Learn for them to complete the necessary training. Dr. Walker asked that all members have this completed by the November meeting.

XI. **CLOSED SESSION**

Discussion: Board moved to closed session at 8:47 p.m.

XI.A) Discussion/Evaluation of Personnel: Texas Government Code 551.074

XI.B) Consultation with Board Attorney Regarding All Matters As Authorized By Law: Texas Government Code Section 551.071

XII. **RECONVENE INTO OPEN SESSION**

Discussion: Board moved back to open session at 9:55 p.m.

XIII. **TAKE ACTION ON ITEM(S) DISCUSSED IN CLOSED SESSION**

XIII.A) Consider and approve Hiring District Librarian

Action(s):

Move to hire Aleasha Shipley as District Librarian. This motion, made by Carlton Carrington and seconded by Stacey Davis, Passed.

Voting Detail:

Carlton Carrington:	Yea
Stacey Davis:	Yea
Samantha Humphrey:	Absent
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

XIII.B) Consider and approve Elementary Life skills Teacher

Action(s):

Move to hire Cheyan Foote as the elementary Life skills teacher. This motion, made by Melinda Trainer and seconded by Stacey Medders, Passed.

Voting Detail:

Carlton Carrington:	Yea
Stacey Davis:	Yea
Samantha Humphrey:	Absent
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

XIV. **ADJOURNMENT**

Action(s):

Move to adjourn at 9:56 p.m. This motion, made by Carlton Carrington and seconded by Stacey Medders, Passed.

Voting Detail:

Carlton Carrington:	Yea
Stacey Davis:	Yea
Samantha Humphrey:	Absent
Stacey Medders:	Yea
Michael Morehead:	Absent
John Redman:	Yea
Melinda Trainer:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 2

****

Board President Board Secretary

TO: Board of Trustees **FROM:** David R. Walker, Ed. D.

DATE: October 19, 2026

SUBJECT: Maintenance and Remodeling Quote Approval: District Housing (703 Mikael Ricks Drive)

Executive Summary

Following up on the July 27th Board Report, quotes have been obtained to address critical maintenance needs at the superintendent's rent house. **The Elite Source** provided the lowest bid of **$92,000**. I recommend moving forward with this vendor to address severe plumbing, roofing, and moisture issues.

Identified Property Issues

- **Plumbing (Interior & Exterior):** Severe drainage failure in the sewer and main lines, causing recurring sewage backups into the bathroom showers and bathtubs.
- **Moisture & Structural Damage:** Active roofing issues and high interior humidity have caused mold and mildew growth in the house and warped wood paneling, rotting, & moisture damage in one room that cannot be used.

Bid Comparison & Recommendation

The district obtained three competitive quotes for the total scope of work:

- **Bid 1:** $110,140
- **Bid 2:** $98,600
- **Bid 3: $92,000** *(Recommended)*

The Elite Source, led by general contractor Kevin McKenzie, submitted the most competitive bid. This contractor has a proven track record working with public schools. Furthermore, I personally inspected a residential remodel he recently completed in the Mont Belvieu area and can verify that his workmanship meets high standards. **I recommend accepting the enclosed quote from The Elite Source.**

Quote

THE ELITE SOURCE

The Source for Building your Dreams.

General Contractor

Kevin McKenzie

3414 Cheviot Hills, Fresno, TX 77545
713-818-5531
Website:
Theelitesource.net
Email:
Kevin.mckenzie@theelitesource.net

INVOICE #
DATE: 8/20/2026

To David Walker
703 Mikhael Ricks Dr
Anahuac Dr. 77514

QUANTITY	DESCRIPTION	PER ITEM	LINE TOTAL
	Roofing 1. Removal: The old roofing materials, including shingles, underlayment, and flashing, are removed to expose the roof deck. 2. Repairs: Any damaged or rotted sections of the roof deck are repaired or replaced to ensure a solid foundation for the new roof. 3. Flashing and Sealing: Flashing is installed around roof penetrations and in valleys to prevent water infiltration, and all seams are sealed to ensure a watertight barrier. 4. Installation: The new roofing system, which includes shingles, tiles, metal panels, or other materials, is installed according to manufacturer specifications and local building codes. 5. Cleanup: Debris from the old roof is removed from the site, and the area is thoroughly cleaned to maintain safety and aesthetics.		17500.00

	Gutters with leaf guard Timeframe: 1 to 2 days 1 (Tear-out): Remove old gutters and inspect wood fascia for rot. 2 (Pitching): Measure and slope lines 1/4 inch per 10 feet toward downspouts. 3 (Fabrication): Roll custom, seamless aluminum gutters from a truck-mounted machine. 4 (Mounting): Screw gutters into fascia using heavy-duty hidden brackets. 5 (Guards & Cleanup): Fasten leaf guards over gutters, water-test the flow, and sweep the yard for debris.		9500.00
	Home Dehumidifier 1 (Location Selection): Place the dehumidifier unit near the main HVAC system, a floor drain, and a dedicated electrical outlet. 2 (Duct Integration): Cut into the existing HVAC return plenum and install metal duct collars. 3 (Flex Duct Connection): Attach insulated flexible ducts from the dehumidifier to the HVAC return system. 4 (Drainage Routing): Connect a PVC drain line from the unit to a nearby floor drain, sump pump, or an added condensate pump. 5 (Controls & Testing): Wire a dedicated humidistat or smart thermostat to the system, power it on, and verify the correct airflow and drainage.		6500.00
Option 1	Sewer Tunnel 1 Tunnel under both bathrooms and remove the cast iron piping and replace with PVC 2 Then stub the lines out the side of the house on each bathroom to reroute them 3 This will leave both bathrooms with new PVC under the slab Sewer Main Re-Route 4 Re- route sewer alongside of the house and then tie back into the city main beside driveway		16500.00
Option 2	Sewer Tunnel (Up To 10 FT) - Dig under the house and repair the entire sewer line that is not good for the one bathroom and make sure the piping has the correct fall - All the cast iron will be replaced with schedule SCH40 - This will just be fixing the piping for the one bathroom		14250.00
	Mold Remediation 1 Room addition will need exterior walls to be removed due to mold build up. 2. Rebuild room by removing all materials except for the studs elevating possible mold in unseen areas 3 Kitchen area has ceiling mold and walls 4. Lighting in kitchen area ceiling has mold. The lighting will need to be replaced 5. Closet area has mold and will also be addressed		20000.00
	Doors 1. Remove (2) door frames that have rotted areas 2. Replace door frame trims and doors 3. Add (2) new storm doors		3500.00

	Scope of Work: Contractor shall furnish all necessary labor, materials, equipment, tools, and supervision to complete the foundation repair and associated flooring restoration at the project site. **1. Foundation Repair and Stabilization** • Inspect and identify the foundation areas requiring repair. • Repair, reinforce, and stabilize the existing foundation as specified in the approved scope of work. • Perform leveling and elevation adjustments where applicable and technically feasible. • Complete necessary concrete repairs in accordance with applicable building codes and approved engineering specifications. **2. Flooring Repair and Replacement** • Repair or replace flooring materials affected by the foundation repair work, including removal and reinstallation or replacement of damaged flooring as necessary. • Furnish and install replacement flooring materials reasonably comparable to the existing flooring in type, quality, color, pattern, and finish, subject to material availability. • **Flooring Match Disclaimer:** Contractor will make reasonable efforts to match the existing flooring; however, an exact match in color, texture, pattern, finish, size, or material may not be possible due to product availability, discontinued materials, age, wear, fading, or variations between manufacturing batches. The owner acknowledges that repaired or replaced areas may be visibly different from the surrounding flooring. Exact matching and uniform appearance are not guaranteed. • Any request to replace additional flooring beyond the areas directly affected by the repair work shall require a separate written agreement and may result in additional charges. **3. Site Restoration and Cleanup** • Remove construction debris generated by the contracted work. • Clean the affected work areas and leave the premises in a reasonably clean and orderly condition. • Inspect completed repairs and address deficiencies in the contracted work in accordance with the agreement. **4. Additional Work and Unforeseen Conditions** Any concealed damage, additional structural issues, or work beyond the original scope shall be communicated to the owner. Additional work and associated costs must be approved in writing before proceeding. **5. Warranty** Contractor shall provide a written warranty specifying the coverage period and terms for the foundation repairs and flooring installation. Warranty coverage shall be subject to the stated terms and exclusions. **6. Payment Terms** Payment shall be made in accordance with the agreed contract price and payment schedule. Any approved change orders shall be documented in writing before the		18500.00

	additional work begins.		
		Total	92000.00
		Deposit Due	
		Balance	

Payments can be made by Zelle Check or Credit Card

Quotation prepared by: Kevin McKenzie
This is a quotation on the goods named, subject to the conditions noted below:

THANK YOU FOR YOUR BUSINESS!

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ATTN(NOTE) GENERAL INFORMATION ABOUT THIS UPDATE

All changes to the legal framework provided in this update are currently effective unless otherwise indicated in the explanatory note for that code.

AIA(LEGAL) ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

Revisions throughout the A-F Performance Ratings section of this legal framework are due to House Bill 8 from the Second Special Session of the 89th Legislature.

AIB(LEGAL) ACCOUNTABILITY: PERFORMANCE REPORTING

Citations have been updated in accordance with redesignated Administrative Code rules.

AIC(LEGAL) ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

Revisions to this legal framework are due to House Bill 8 from the Second Special Session of the 89th Legislature. This legislation repealed some provisions and amended others.

BAA(LEGAL) BOARD LEGAL STATUS: POWERS AND DUTIES

An obsolete cross-reference has been deleted at Discretionary Powers and Duties.

BJA(LEGAL) SUPERINTENDENT: QUALIFICATIONS AND DUTIES

A cross-reference has been updated due to recoding material in the DP series of policies.

BJCF(LOCAL) SUPERINTENDENT: NONRENEWAL

Recommended revisions to this local policy on nonrenewal of a superintendent align with language at DFBB(LOCAL) relating to accommodations of disability and the addition of two nonrenewal reasons included in Update 126 that were related to Senate Bill 12 from the 89th Legislature.

CAA(LOCAL) FISCAL MANAGEMENT GOALS AND OBJECTIVES: FINANCIAL ETHICS

A cross-reference in the Note has been updated to reflect changes to the DH series of policies, which are described in more detail below.

CBB(LEGAL) STATE AND FEDERAL REVENUE SOURCES: FEDERAL

The Federal Acquisition Regulation has increased the micro-purchase threshold limit to $15,000 and increased the simplified acquisition threshold to $350,000. The language under Procurement Methods has been adjusted accordingly.

CE(LEGAL) ANNUAL OPERATING BUDGET

Revisions at Authorized Expenditures are due to House Bill 8 from the Second Special Session of the 89th Legislature. Section 3.006 of the bill amends Education Code 45.105(c-1).

CFB(LOCAL) ACCOUNTING: INVENTORIES

As of July 1, 2025, TEA increased the capitalization threshold to $10,000 to align with changes to the federal definition of equipment. The Financial Accountability System Resource Guide (FASRG) is in the process of being updated to reflect this change to rule 1.2.4.3 Capitalization of Assets.

Our records indicate that the district's capitalization threshold in CFB(LOCAL) is less than $10,000. Districts may continue to use the lower threshold; however, if, after consultation with your auditor and other

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advisors, your district wishes to increase the threshold, please contact your policy consultant for assistance with updates.

CHE(LEGAL) PURCHASING AND ACQUISITION: VENDOR DISCLOSURES AND CONTRACTS

Citations in the Required Contract Provisions section relating to Energy Companies have been updated after redesignation of the material by House Bill 4595 and to correct a typographical error.

CKEA(LEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

Substantive revisions are due to rule changes. For readability, additional margin notes have been included. A note has been added under the Required Policies section to point the reader to TCOLE model policies and forms available on the TCOLE website.

CKEB(LEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

The citation has been corrected at Fit for Duty Review.

CMD(LEGAL) EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING

19 Administrative Code 67.1001(e) has been amended. On page 4, the list at Permitted Expenditures adds items to implement Senate Bill 13 from the 89th Texas Legislature by updating the allowable expenditures from a district's instructional materials and technology allotment.

CNC(LEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

Language has been added from the Texas Administrative Code. The amended provisions regarding safety standards changed requirements that were once placed on manufacturers of school buses to now be requirements for school districts. The citation to the Transportation Code has been removed, as it is not necessary.

COA(LEGAL) FOOD AND NUTRITION MANAGEMENT: PROCUREMENT

A citation has been corrected at Procurement Training.

CPC(LEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

13 Administrative Code 7.125 has been repealed, and separate rules for each retention schedule have been adopted. Citations relating to the TSLAC Retention Schedules have been updated accordingly.

CQA(LEGAL) TECHNOLOGY RESOURCES: DISTRICT, CAMPUS, AND CLASSROOM WEBSITES

The Required Website Postings section has been revised to reflect new statutory and rule requirements for postings, and the format has been modified to provide a clear citation to each requirement. The Note preceding the list has been revised to provide information regarding why the requirements are posted in the order that has been chosen by TASB.

D(LEGAL) PERSONNEL

Restructuring of codes in the DH section and the DP section necessitates an update to the D section table of contents.

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DC(LEGAL) EMPLOYMENT PRACTICES

A cross-reference in the Employment Policies section has been updated to reflect changes to the DP series of policies.

DC(LOCAL) EMPLOYMENT PRACTICES

The cross-reference at Employment Assistance Prohibited has been updated to reflect changes to the DH series of policies. Standard policy language at BJA(LOCAL) notes that the superintendent may delegate responsibilities to other employees of the district but shall remain accountable to the board for the performance of all duties, delegated or otherwise. For this reason, TASB recommends removing "or designee" from the Posting Vacancies section.

DCA(LEGAL) EMPLOYMENT PRACTICES: PROBATIONARY CONTRACTS

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

House Bill 2, Article 2.20(b) from the 89th Legislature repealed Education Code 48.114 effective September 1, 2026. TASB has opted to include this repeal with Update 127, as it will be the Update closest in time to the effective date.

DF(LEGAL) TERMINATION OF EMPLOYMENT

The cross-reference at Report to Superintendent has been updated to reflect changes to the DP series of policies. We have also updated the cross-reference at Prohibited Classroom Instruction to reflect policy EMB.

DFBA(LEGAL) TERM CONTRACTS: SUSPENSION/TERMINATION DURING CONTRACT

The cross-reference at Report by Principal has been updated to reflect changes to the DP series of policies.

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

The cross-reference at Report by Principal has been updated to reflect changes to the DP series of policies.

DH(LEGAL) EMPLOYEE STANDARDS OF CONDUCT

Because DHA(LEGAL) has been created to focus on educator ethics, the section by that name has been deleted from this code. In addition, the Duty to Report section of this legal framework has been bolstered with additional text around the duty to report child abuse or neglect.

DH(LOCAL) EMPLOYEE STANDARDS OF CONDUCT

The two cross-references to DH(EXHIBIT) have been revised to reflect changes to the DH series of policies, which are described in more detail below.

DH(EXHIBIT) EMPLOYEE STANDARDS OF CONDUCT

This exhibit is being deleted from the manual, and the Educators' Code of Ethics is being recoded to DHA(LEGAL).

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DHA(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: EDUCATOR CODE OF ETHICS

This new legal framework has been created to house information relating to the Educators' Code of Ethics. This material has been recoded to clarify that elements 3.8 and 3.9 of the Code of Ethics now form the basis of the reporting requirements for educator misconduct that changed during the 89th Legislature. Prior to Update 127, the Educators' Code of Ethics was housed as an exhibit to the manual at DH(EXHIBIT). Because the definitions relating to inappropriate communication and boundaries are from the Code of Ethics, they are now in this new legal framework.

DHB(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO STATE BOARD FOR EDUCATOR CERTIFICATION

The cross-reference at Deadline to Report After Termination or Resignation has been updated to reflect changes to the DP series of policies.

DHC(LEGAL) EMPLOYEE STANDARDS OF CONDUCT: REPORTS TO TEXAS EDUCATION AGENCY

The cross-reference at Deadline to Report has been updated to reflect changes to the DP series of policies. A citation has been corrected in the Contents of Report section.

DK(LEGAL) ASSIGNMENT AND SCHEDULES

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

DP(LEGAL) PERSONNEL POSITIONS

Material at DP(LEGAL) is being recoded to DPA, regarding principals, and DPB, regarding other personnel positions, as the requirements specific to principals have expanded sufficiently to warrant a separate legal framework.

DP(LOCAL) PERSONNEL POSITIONS

To accommodate the restructuring of the DP series due to the requirements specific to principals, this local policy is recommended for deletion. Materials regarding principal qualifications have been moved to a new code at DPA(LOCAL), and the language relating to school counselors has been moved to DPB(LOCAL).

DPA(LEGAL) PERSONNEL POSITIONS: PRINCIPALS

Information relating to principals previously found at DP has been relocated to this new code. In addition, a note relating to the requirement to report child abuse or neglect has been added so all reporting requirements for principals are housed in one location for clarity.

DPA(LOCAL) PERSONNEL POSITIONS: PRINCIPALS

This new code specifically related to principals now houses principal qualification language that was previously at DP(LOCAL). Minor revisions have been made to the text at Qualifications to align with the model job description provided by TASB HR Services. Any posting for a principal position would, at minimum, include the items provided in this list. Other qualifications may be included as provided by the last item in the list.

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DPB(LEGAL) **PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS**

All information previously at DP(LEGAL) that is not related to principals (now at DPA) and substitutes (now at DPC) has been moved to this legal framework. The School Psychological Services section has been amended to reflect changes in 22 Administrative Code 465.38(b)-(c).

DPB(LOCAL) **PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS**

This new policy now houses text relating to school counselors that was previously at DP(LOCAL).

DPC(LEGAL) **PERSONNEL POSITIONS: SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS**

This new legal framework now houses information formerly in DPB(LEGAL) relating to substitute positions.

EB(LEGAL) **SCHOOL YEAR**

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

EFA(LEGAL) **INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS**

Substantive revisions are due to amendments to 19 Administrative Code 67.1501 and 67.1502 regarding TEA standards for review of instructional materials. Additional revisions have been made for organization and to margin notes to improve clarity and readability.

EHAC(LEGAL) **BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)**

Changes to this policy regarding course offerings in grades 9-12 were needed after amendments to 19 Administrative Code 74.3. Citations have also been updated to conform with the new amendments.

EHAD(LOCAL) **BASIC INSTRUCTIONAL PROGRAM: ELECTIVE INSTRUCTION**

This policy on hunter education was once necessary for districts that offered hunter education courses. The policy is no longer a requirement and is recommended for deletion from the manual.

EHBB(LEGAL) **SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS**

Revisions to this legal framework are due to amendments to 19 Administrative Code 89.1.

EHBB(LOCAL) **SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS**

Recommended changes at Identification Criteria are the result of amendments to 19 Administrative Code 89.1.

EHBCA(LEGAL) **COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION**

Revisions to this legal framework are due to House Bill 8 from the Second Special Session of the 89th Legislature. Please note that the English II end-of-course (EOC) assessment is still a requirement for the 2026 and 2027 graduating classes.

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EHDD(LEGAL) ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

The FAST Program section has been revised due to amendments to 19 Administrative Code 13.503(a)-(b). Deletions throughout are due to repealed provisions from the Administrative Code.

EKB(LEGAL) TESTING PROGRAMS: STATE ASSESSMENT

Revisions throughout this legal framework are due to changes from House Bill 8 from the Second Special Session of the 89th Legislature.

FA(LEGAL) PARENT RIGHTS AND RESPONSIBILITIES

A section prohibiting infringement on parental rights has been added after voters approved Senate Joint Resolution 34 from the 89th Legislature.

FDA(LEGAL) ADMISSIONS: INTERDISTRICT TRANSFERS

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

FEC(LEGAL) ATTENDANCE: ATTENDANCE FOR CREDIT

The note at the top of this legal framework has been updated to remove the hyperlink to the district's innovation plan. The hyperlink to the district's innovation plan is located in AF(LOCAL), and a cross-reference to that code has been included.

FED(LEGAL) ATTENDANCE: ATTENDANCE ENFORCEMENT

Changes regarding sanctions as they relate to truancy prevention measures are due to revisions at 19 Administrative Code 129.1047.

FFAC(LEGAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

13 Administrative Code 7.125, which contained all the TSLAC retention schedules, was repealed and replaced with 13 Administrative Code 7.126-.137. Each rule now contains a single retention schedule. The Records of Public School Districts schedule is now located at 13 Administrative Code 7.131. The revision at Records in the section on the Maintenance and Administration of Epinephrine Delivery Systems reflects this change. Related revisions also appear in CPC(LEGAL).

FFEB(LEGAL) COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

The cross-reference in the Exception: Court Order section has been updated to reflect changes to the DP series of policies.

FFF(LOCAL) STUDENT WELFARE: STUDENT SAFETY

The definition of misconduct has been amended to include provisions from Senate Bill 571 from the 89th Legislative Session. The misconduct definition has also been reformatted to improve readability.

FM(LEGAL) STUDENT ACTIVITIES

In the Limits on Participation and Practice section, "one activity" has been revised to "two activities" due to amendments to 19 Administrative Code 76.1001(d).

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FOA(LEGAL) **STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER**

At Appeals, a citation error has been corrected, and margin notes have been added to assist with clarity and readability.

GKA(LEGAL) **COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES**

A citation in the Tobacco and E-Cigarettes section has been updated after 20 U.S.C. 7183 was redesignated to 20 U.S.C. 7973.

GKD(LEGAL) **COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES**

Substantial revisions have been made regarding Facilities Use by Religious Organizations based on Senate Bill 2986 from the 89th Legislature.

GNC(LEGAL) **RELATIONS WITH EDUCATIONAL ENTITIES: COLLEGES AND UNIVERSITIES**

19 Administrative Code 9.141-9.144, 9.146, and 9.147 have been repealed, which led to substantive changes to this legal framework. Provisions that are duplicative of those in EHDD(LEGAL) have been deleted.