



Weimar

INDEPENDENT SCHOOL DISTRICT

A Standard of Excellence!

Superintendent: Chase Seelke

Business Manager: Angie Luksovsky

Administrative Assistant: Laurie Prihoda

Notice of Regular Board Meeting

WISD Board of Trustees

Monday, September 14, 2026

6:00 PM - Weimar ISD Cafetorium

106 E. Main St

Weimar, TX 78962

Vision Statement

Weimar ISD: A standard of excellence today to build a successful tomorrow.

Mission Statement

In partnership with students, families, and the community, Weimar ISD inspires students to meet high expectations, become thriving citizens, and carry on the proud Wildcat tradition of Excellence.

- I. CALL MEETING TO ORDER
 - A. ESTABLISH A QUORUM
 - B. PLEDGES
 - 4th Graders:
Adriana Leihart and Jase Long
 - C. INVOCATION
- II. RECONGNITIONS | CELEBRATIONS
 - Weimar JH New Hope Squad Members
 - Weimar HS Class Officers and Student Council Officers
- III. PUBLIC HEARINGS
 - A. Discussion on the Certification of Compliance with SB12
- IV. PUBLIC COMMENTS
 - Note: A thirty (30) minute time period is set aside to allow citizens to address the board on any subject. Individuals wishing to participate in this portion of the meeting shall sign up before the meeting is called to order and shall indicate the topic about which they wish to speak. Individual time limits are five (5) minutes. *[Ref Board Policy (BEDLOCAL)]*
 - A. Public Comments on General Topics: Public comments regarding subjects not listed as an agenda item for this meeting

- B. Public Comments on Posted Agenda Items: Public comments regarding a specific agenda item or items listed on the posted notice for the meeting.

V. INFORMATION | DISCUSSION ITEMS

- A. Campus Administrative Reports
- B. Superintendent's Report
 - 1. WEimar READs Initiative
 - 2. WISD Strategic Plan Update
 - 3. The "WEIMAR WAY" Employee and Student Expectations
 - 4. WISD Branding Guidelines

VI. CONSENT AGENDA

- A. Approval of Minutes
 - 1. Minutes of the August 10, 2026, regular meeting
 - 2. Minutes of the August 27, 2026, special meeting
- B. Approval of Financial Statements
 - 1. Bills Paid
 - 2. Tax Collection Report
 - 3. Budget Projection Report and Budget to Actual Report
 - 4. Cash Balances/Financial and Investment Report
- C. Approval of Routine School Business Matters
 - 1. Consider and take appropriate action concerning a Resolution Regarding the Extra-Curricular Status of 4-H Organization from the Colorado County Extension Office and Adjunct Faculty request
 - 2. Consider and take appropriate action to approve a Non-Business Day Calendar per Texas Public Information Act (TPIA) and House Bill (HB) 3033.
 - 3. Consider and take action to revise the District of Innovation Plan
 - 4. Approve Standing Medical Orders and Clinical Guidance for School Health Nurse Services for 2025-2026
 - 5. Consider for approval a Resolution to certify compliance with SB12

VII. ACTION ITEMS

- A. Consider and Take Possible Action to Adopt the Weimar ISD Branding Guidelines
- B. Consider and take possible action to adopt the "Weimar Way" as Weimar ISD's district wide Standard of Excellence for both students and employees
- C. Consider and Take Possible Action to Adopt the Weimar ISD Legislative Priorities for the 90th Texas Legislature

VIII. CLOSED SESSION

- §551.071 Consult with Attorney
- §551.072 Real Property

§551.073 Prospective Gift

§551.074 Personnel

§551.076 Security

§551.082 Employee Complaints/Student Discipline

IX. OPEN SESSION

X. ADJOURNMENT



Weimar Elementary

Principal: Ellen Luchak

Counselor: Angela Wied

Secretary: Tena Maupin

Registrar: Karen Guerrero

MEMORANDUM

To: Chase Seelke, Superintendent
From: Ellen Luchak, Principal
Date: September 10, 2026
Subject: Elementary Board Report

Enrollment/Attendance:

- Enrollment:
 - 323 students
- Attendance:
 - 98.06%

Upcoming Events:

- 9/10- Exceptional Rodeo for KITE at Colorado County Fair
- 9/14- Grandparent's Breakfast 7:15-8:00
- 9/15- WES Lockdown Drill
- 9/17- Big Kahuna Fundraiser Kickoff 2:30pm
- 9/18- WES to WHS Pep Rally
- 9/23- Kindergarten Hearing Screening
- 9/23- PTO Meeting 5:30pm in WES Library
- 9/29- 1st and 3rd grade Vision and Hearing Screening
- 9/30- WES School Pictures
- 10/2- WES to WHS Pep Rally
- 10/7- WES Fire Drill
- 10/7- Pre-K Vision Screening
- 10/8- Kindergarten Vision Screening
- 10/8- Big Kahuna Fundraiser Due
- 10/16- Pre-K/Kindergarten Field trip to Rocky Creek Maze

WEIMAR JUNIOR HIGH SCHOOL

Home of the Wildcats



MEMORANDUM

To: Chase Seelke, Superintendent

From: Skye Anderle, Principal

Date: September 10, 2026

Subject: Weimar Junior High Board Report

Enrollment/Attendance:

- **Enrollment: 221**
 - 5th - 46
 - 6th - 55
 - 7th - 60
 - 8th - 53
- **Attendance from 9/10/26 - present: 97.12%**
 - 5th: 97.31%
 - 6th: 96.57%
 - 7th: 97.06%
 - 8th: 97.61%

Important Recognitions:

- **New Hope Squad Members:**
 - Tatum Maupin, Gracie Heffner, Cody Copeland, Emma Simons, Brady Bass, Declan Barrett, Avery Seelke, Hank Richter, Tiana Williams, Mackenzie Goldman, Dallas Houston, Eliza Sternadel, Ian Gomez, Ernesto Martinez, Joseph Kreger, Raegan Ulbrich, Ellie Reeves, Addy Joseph, Samantha Garcia, Brynlee Mueller, Joselyn Cleto, Railonie Gonzales, Alexia Martinez, Kasen Jahn, Zoe Schoeneberg, Avery Hougardy, Simeon Williams

Important Facts/Events:

- September 11th: No School

- September 14th:
 - JH "A" Volleyball at Louise - 5:00
 - JH "B" Volleyball vs. St. Anthony's - 5:00
- September 15th:
 - SHAC Meeting
 - Career Chats with Rudy Rodriguez
- September 16th:
 - JH Cross Country at LaGrange - 5:00
- September 17th:
 - JH Football at Schulenburg - 4:30, 5:45
- September 18th:
 - HS Pep Rally at 2:55
- September 21st:
 - WJH Fundraiser Meal Tickets Goes Home
 - JH Volleyball at Flatonia - 5:00
- September 23rd:
 - Progress Reports Go Home
- September 24th:
 - WJH Pep Rally at 2:55 (Dome Gym)
 - JH Football vs. Kenedy - 4:30, 5:45
 - JH Cross Country at Del Valle - 8:00
- September 26th:
 - JH Volleyball at Flatonia Tournament
 - JH District Cross Country
- September 28th:
 - JH Volleyball vs. Bloomington - 5:00
- September 30th:
 - JH Cross Country at Lockhart - 5:00
 - GT Parent Meeting at WJH Library - 5:30
- October 1st:
 - GT Referral Window: October 1st - 15th
 - JH Football at Shiner - 4:30, 5:45
- October 2nd:
 - HS Pep Rally at 2:55
- October 5th:
 - JH Volleyball vs. Shiner - 5:00



Weimar High School

Principal: Kristy Janecka

Counselor: Lindsay Fisbeck

Secretary: Jeniffer Milan

Registrar: Kassie Duffey

MEMORANDUM

From: Kristy Janecka, Principal

Date: September 10, 2026

Subject: Superintendent Board Report

Enrollment/Attendance:

Enrollment: 220

Attendance: 98.1

Important Facts/Events:

- NHS Blood Drive was a success! Lots of support from the community & school.
- YES! (Youth Equipped to Succeed) presentations were well attended and received.
- EF Tour to Greece - 40+ students signed up from Weimar, Shiner, and Schulenburg. (Chaperones from each school will be attending.)
- Colorado County Fair - WHS students were well represented at the Livestock Show, Art Show, Pageant, Calf Scramble, Rodeo, Junior Fair Board, etc.
- Beginning of Year MAP testing, TEKSready, and BOY Assessments are being administered.
- UIL Showcase & FFA LDE Showcase are done, and students are signed up for events to practice during the Activity Period.

Upcoming Events:

- 9/14 District Greenhand Camp in Hallettsville
- 9/15 V-ball vs. Danbury 5pm Weimar
- 9/17 JV F-ball @ Schulenburg 7pm



Weimar High School

Principal: Kristy Janecka

Counselor: Lindsay Fisbeck

Secretary: Jeniffer Milan

Registrar: Kassie Duffey

- 9/17 V-ball JV Tournament in Rice (17th & 19th)
- 9/18 First six weeks Progress Reports are run
- 9/18 2:55 Pep Rally @ WHS Gym
- 9/18 V-ball vs. Flatonia 4:30 Weimar
- 9/18 F-ball vs. Schulenburg 7pm Weimar
- 9/19 Saturday School 8-12 (Fisbeck: Teacher)
- 9/21 6:30 FFA Meeting
- 9/22 ASVAB for 12th graders
- 9/22 V-ball vs. Louise 5pm Weimar
- 9/24 JV F-ball vs. Kenedy 7pm Weimar
- 9/24 V-ball @ Round Top 5pm
- 9/24 Cross Country @ Del Valle (Boys & V-ball girls)
- 9/24 Cross Country @ Giddings (Girls & JV F-ball)
- 9/24 F-ball @ Kenedy 7pm
- 9/26 WHS Greenhand Camp



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WEimar READs!

Parent Letter and Program Overview

Dear Parents and Guardians,

We are excited to introduce WEimar READs!, a district-wide reading initiative for students in grades 3–12. This program is designed to build a love of reading, encourage students to explore new books, and celebrate reading success throughout the school year.

What is WEimar READs!?

Students will participate in a 20-Book Challenge using a grade-level reading list with age-appropriate, high-interest titles. As students complete books, they will track their reading progress and earn incentives at key milestones.

Read. Track. Recommend. Celebrate.

Who can participate?

- Students in grades 3–12 across Weimar ISD are invited to participate.
- Each grade level has its own 20-book challenge list.
- Students may read books at their own pace throughout the school year.

WEimar READs! Incentives

Books Read	Reward
5 Books	WEimar READs! SWAG: bookmark, sticker, pencil, and bracelet
10 Books	WEimar READs! SWAG + DQ gift card
15 Books	VIP Bundle: lunch fast pass, library VIP pass, and Snack Shack vouchers
20 Books	Six Flags Fiesta Texas end-of-year trip + WEimar READs! T-shirt

How students earn credit

- Students will read books from their grade-level WEimar READs! list.
- Campuses may use AR tests, simple response forms, or teacher/library verification to track completed books.
- Students are encouraged to recommend their favorite books and celebrate their progress.

Why this matters

Reading consistently helps students grow in vocabulary, comprehension, background knowledge, critical thinking, and confidence. Most importantly, we want students to experience reading as something enjoyable and rewarding.

How families can help

- Ask your child about the book they are reading.
- Set aside time at home for reading.
- Encourage your child to finish each book and talk about what they enjoyed.
- Celebrate milestones as your child works toward each reward level.

We are excited to launch this opportunity for our students and look forward to celebrating their reading accomplishments throughout the year. Additional information, grade-level lists, and campus-specific details will be shared by your child's school.

Thank you for partnering with us to encourage a love of reading in our Wildcats!

Sincerely,
Weimar ISD



WEIMAR READS!

3RD GRADE

20 Books. One Challenge.
A District of Readers.

20-BOOK CHALLENGE

Student Name: _____

Teacher: _____

- 1 Pocket Bear** | *Katherine Applegate*
A small stuffed bear helps others find hope, friendship, and second chances.
- 2 Growing Home** | *Beth Ferry*
A group of unusual housemates works together to protect the family they love.
- 3 The Mouse and the Motorcycle** | *Beverly Cleary*
A curious mouse discovers adventure when he learns to ride a toy motorcycle.
- 4 Rescue on the Oregon Trail** | *Kate Messner*
Ranger, a time-traveling dog, helps a family survive on the Oregon Trail.
- 5 Amelia Earhart Is on the Moon?** | *Dan Gutman*
A funny history mystery explores wild rumors and real facts about Amelia Earhart.
- 6 Magic Ramen: The Story of Momofuku Ando** | *Andrea Wang*
The true story of the inventor who created instant ramen to help feed people.
- 7 Stone Fox** | *John Reynolds Gardiner*
A boy enters a dogsled race to try to save his grandfather's farm.
- 8 The Map Trap** | *Andrew Clements*
A boy who loves maps gets pulled into a mystery involving secret drawings.
- 9 How a Bear Became a Book** | *Annette Bay Pimentel*
A nonfiction story showing how a beloved bear inspired a famous book character.
- 10 Mapping Sam** | *Joyce Hesselberth*
A cuni cat explores the world through maps, places, and patterns.



- 11 Mercy Watson to the Rescue** | *Kate DiCamillo*
A lovable pig causes trouble and brings plenty of laughs to her family.
- 12 The World According to Humphrey** | *Betty G. Birney*
A classroom hamster observes students, solves problems, and makes friends.
- 13 Clementine** | *Sara Pennypacker*
A funny, energetic girl learns about friendship, school, and being herself.
- 14 The Chocolate Touch** | *Patrick Skene Catling*
A boy who loves chocolate learns that too much of a good thing can be a problem.
- 15 Judy Moody** | *Megan McDonald*
Judy starts third grade with big feelings, big ideas, and lots of personality.
- 16 Stink: The Incredible Shrinking Kid** | *Megan McDonald*
Stink worries about being short and learns to appreciate what makes him unique.
- 17 The Boxcar Children** | *Gertrude Chandler Warner*
Four siblings work together to create a home and solve a mystery.
- 18 Nate the Great** | *Marjorie Weinman Sharmat*
A young detective follows clues to solve a neighborhood mystery.
- 19 My Father's Dragon** | *Ruth Stiles Gannett*
A brave boy travels to a faraway island to rescue a baby dragon.
- 20 Dragon Masters: Rise of the Earth Dragon** | *Tracey West*
A boy is chosen to train dragons and discover his own courage.

Student goal: Read. Track. Recommend. Celebrate.



WEIMAR READS!

4TH GRADE

20 Books. One Challenge.

A District of Readers.

20-BOOK CHALLENGE

Student Name: _____

Teacher: _____

- 1** **The Library of Unruly Treasures** | *Jeanne Birdsall*
A child discovers a magical library full of mystery, wonder, and hidden treasures.
- 2** **Walk Two Moons** | *Sharon Creech*
A girl tells a powerful story about family, friendship, loss, and understanding others.
- 3** **Ferris** | *Kate DiCamillo*
A girl's summer becomes full of family, surprises, humor, and unexpected magic.
- 4** **One-Handed Catch** | *M.J. Auch*
A boy learns courage and determination after an accident changes his life.
- 5** **Honus and Me** | *Dan Gutman*
A boy discovers a valuable baseball card and meets a legendary player from the past.
- 6** **The Penderwicks: A Summer Tale** | *Jeanne Birdsall*
Four sisters spend a summer full of friendship, family, and adventure.
- 7** **Faker** | *Gordon Korman*
A boy from a family of liars tries to break the habit and tell the truth.
- 8** **Just Gus** | *McCall Hoyle*
A loyal dog's story shows friendship, courage, and finding where you belong.
- 9** **The Unlikely Tale of Chase and Finnegan** | *Jasmine Warga*
A cheetah and a rescue dog form an unexpected friendship that changes both lives.
- 10** **The Gallaudet Eleven** | *Kerry O'Malley Cerra*
A true story about deaf scientists who helped NASA understand space travel.

- 11** **The Miraculous Journey of Edward Tulane** | *Kate DiCamillo*
A china rabbit learns about love, loss, and caring for others.
- 12** **The Cricket in Times Square** | *George Selden*
A musical cricket brings friendship and joy to a busy New York subway station.
- 13** **Poppy** | *Avi*
A brave mouse must outsmart a dangerous owl to protect her family.
- 14** **Sarah, Plain and Tall** | *Patricia MacLachlan*
A family hopes a new visitor will bring love and a fresh start.
- 15** **The Hundred Dresses** | *Eleanor Estes*
A classroom learns an important lesson about kindness and standing up for others.
- 16** **Mr. Popper's Penguins** | *Richard and Florence Atwater*
A house painter's life changes when penguins arrive at his home.
- 17** **Bunnicula** | *Deborah and James Howe*
A family pet mystery begins when a strange bunny joins the household.
- 18** **Ralph S. Mouse** | *Beverly Cleary*
Ralph the mouse goes to school and learns about responsibility and courage.
- 19** **The Year of the Dog** | *Grace Lin*
A young girl explores friendship, family traditions, and discovering who she is.
- 20** **The Friendship War** | *Andrew Clements*
A button-collecting craze teaches students about friendship, popularity, and choices.



Student goal: Read. Track. Recommend. Celebrate.



WEIMAR READS!

5TH GRADE

20 Books. One Challenge.

A District of Readers.

20-BOOK CHALLENGE

Student Name: _____

Teacher: _____

- 1** **Because of Winn-Dixie** | *Kate DiCamillo*
A lonely girl finds friendship and healing after rescuing a scruffy dog.
- 2** **Frindle** | *Andrew Clements*
A creative student invents a new word and starts a school-wide craze.
- 3** **The One and Only Ivan** | *Katherine Applegate*
A gorilla living in a mall learns about friendship, courage, and freedom.
- 4** **Wonder** | *R.J. Palacio*
A boy with facial differences starts school and teaches others about kindness.
- 5** **Hatchet** | *Gary Paulsen*
After a plane crash, a boy must survive alone in the wilderness.
- 6** **The Lemonade War** | *Jacqueline Davies*
A brother and sister compete to see who can run the better lemonade stand.
- 7** **The Wild Robot** | *Peter Brown*
A robot stranded on an island learns how to survive and care for others.
- 8** **Number the Stars** | *Lois Lowry*
A brave girl helps her Jewish friend escape danger during World War II.
- 9** **Holes** | *Louis Sachar*
A boy at a strange camp uncovers family secrets and a hidden mystery.
- 10** **The Tale of Despereaux** | *Kate DiCamillo*
A tiny mouse with a big heart sets out on a brave adventure.

- 11** **Escape from Mr. Lemoncello's Library** | *Chris Grabenstein*
Students solve clues and puzzles inside an amazing high-tech library.
- 12** **Restart** | *Gordon Korman*
A former bully loses his memory and gets a chance to become better.
- 13** **The BFG** | *Roald Dahl*
A girl teams up with a friendly giant to stop dangerous giants.
- 14** **The City of Ember** | *Jeanne DuPrau*
Two kids search for clues to save their underground city.
- 15** **Inside Out & Back Again** | *Thanhà Lai*
A girl fleeing Vietnam adjusts to a new life in America.
- 16** **A Long Walk to Water** | *Linda Sue Park*
Two stories from Sudan show survival, hope, and the need for clean water.
- 17** **The Bad Guys** | *Aaron Blabey*
A group of "bad" animals tries to prove they can be heroes.
- 18** **I Survived: The Galveston Hurricane, 1900** | *Lauren Tarshis*
A boy fights to survive one of the deadliest storms in American history.
- 19** **Amulet: The Stonekeeper** | *Kazu Kibuishi*
Two siblings enter a mysterious world filled with danger and adventure.
- 20** **The Vanderbeekers of 141st Street** | *Karina Yan Glaser*
Five siblings work together to save their family's home.



Student goal: Read. Track. Recommend. Celebrate.



WEIMAR READS!

6TH GRADE

20 Books. One Challenge.

A District of Readers.

20-BOOK CHALLENGE

Student Name: _____

Teacher: _____

- 1** **The Lightning Thief** | Rick Riordan
Percy Jackson discovers he is the son of a Greek god and must stop a war.
- 2** **The Giver** | Lois Lowry
A boy discovers the truth behind his perfect-looking community.
- 3** **Out of My Mind** | Sharon M. Draper
A brilliant girl with cerebral palsy fights to be heard and respected.
- 4** **Ghost** | Jason Reynolds
A fast runner joins a track team and learns discipline and teamwork.
- 5** **Fish in a Tree** | Lynda Mullaly Hunt
A student who struggles with reading discovers her own strengths.
- 6** **The War That Saved My Life** | Kimberly Brubaker Bradley
A girl evacuated during World War II finds safety and confidence.
- 7** **Where the Red Fern Grows** | Wilson Rawls
A boy and his two dogs share an unforgettable bond of loyalty.
- 8** **The Watsons Go to Birmingham—1963** | Christopher Paul Curtis
A funny family road trip leads to an important moment in history.
- 9** **The Westing Game** | Ellen Raskin
A group of strangers must solve a clever mystery to win a fortune.
- 10** **Stargirl** | Jerry Spinelli
A unique girl challenges others to think differently about popularity.

- 11** **Bridge to Terabithia** | Katherine Paterson
Two friends create an imaginary kingdom and learn about courage and loss.
- 12** **The Invention of Hugo Cabret** | Brian Selznick
An orphan living in a train station uncovers secrets about movies and family.
- 13** **Rules** | Cynthia Lord
A girl learns lessons about friendship, acceptance, and understanding others.
- 14** **Fever 1793** | Laurie Halse Anderson
A girl must survive a deadly yellow fever epidemic in Philadelphia.
- 15** **Among the Hidden** | Margaret Peterson Haddix
A hidden boy risks everything in a world where third children are illegal.
- 16** **Front Desk** | Kelly Yang
A girl helps run a motel while fighting for her family's future.
- 17** **New Kid** | Jerry Craft
A student at a new school tries to fit in while staying true to himself.
- 18** **Brown Girl Dreaming** | Jacqueline Woodson
A young girl tells the story of finding her voice through poetry.
- 19** **A Wrinkle in Time** | Madeleine L'Engle
Three kids travel through space and time to rescue a missing father.
- 20** **The Crossover** | Kwame Alexander
Twin basketball stars face competition, family struggles, and growing up.



Student goal: Read. Track. Recommend. Celebrate.



WEIMAR READS!

7TH GRADE

20 Books. One Challenge.

A District of Readers.

20-BOOK CHALLENGE

Student Name: _____

Teacher: _____

- 1 The Outsiders** | S. E. Hinton
Rival groups clash as one boy learns about loyalty and belonging.
- 2 Touching Spirit Bear** | Ben Mikaelson
A troubled teen must face his anger and choices on a remote island.
- 3 Peak** | Roland Smith
A young climber gets the chance to summit Mount Everest.
- 4 Legend** | Marie Lu
Two teens from opposite sides uncover secrets in a divided future society.
- 5 The False Prince** | Jennifer A. Nielsen
An orphan is pulled into a dangerous plan to impersonate a prince.
- 6 The Maze Runner** | James Dashner
A boy wakes up with no memory inside a deadly maze.
- 7 The Boy Who Harnessed the Wind: Young Readers Edition** | William Kamkwamba & Bryan Mealer
A young inventor uses science to help save his village.
- 8 Uglies** | Scott Westerfeld
A girl questions a world where everyone is expected to become "perfect."
- 9 Booked** | Kwame Alexander
A soccer-loving student deals with family changes and growing up.
- 10 Refugee** | Alan Gratz
Three young refugees risk everything to find safety.

- 11 Grenade** | Alan Gratz
Two boys on opposite sides of World War II must decide what courage means.
- 12 The Hobbit** | J.R.R. Tolkien
Bilbo Baggins joins a quest filled with dragons, treasure, and adventure.
- 13 The Graveyard Book** | Neil Gaiman
A boy raised by ghosts grows up while danger waits outside the graveyard.
- 14 The Wednesday Wars** | Gary D. Schmidt
A student discovers Shakespeare, friendship, and himself during seventh grade.
- 15 Counting by 7s** | Holly Goldberg Sloan
A gifted girl rebuilds her life with help from unexpected friends.
- 16 The Lions of Little Rock** | Kristin Levine
Two girls form a secret friendship during school integration.
- 17 Stella by Starlight** | Sharon M. Draper
A brave girl uses writing and courage to stand against injustice.
- 18 The Unwanteds** | Lisa McMann
Kids labeled as unwanted discover a magical world where creativity matters.
- 19 I Am Malala: Young Readers Edition** | Malala Yousafzai
Malala shares her fight for girls' education and the power of courage.
- 20 When Stars Are Scattered** | Victoria Jamieson & Omar Mohamed
Two brothers in a refugee camp hold onto hope and family.



Student goal: Read. Track. Recommend. Celebrate.



WEIMAR READS!

8TH GRADE

20 Books. One Challenge.

A District of Readers.

20-BOOK CHALLENGE

Student Name: _____

Teacher: _____

- 1 The Hunger Games** | Suzanne Collins
In a future nation, Katniss volunteers for a deadly televised competition to save her sister.
- 2 City Spies** | James Ponti
A team of gifted young spies from around the world works together on secret missions.
- 3 Okay for Now** | Gary D. Schmidt
A boy facing family struggles finds hope through art, friendship, and a fresh start.
- 4 Orbiting Jupiter** | Gary D. Schmidt
A quiet boy with a painful past longs for the daughter he has never met.
- 5 Code Talker** | Joseph Bruchac
A Navajo teen uses his language as an unbreakable code during World War II.
- 6 The Red Kayak** | Priscilla Cummings
A boy wrestles with guilt and truth after a terrible accident on the river.
- 7 Prisoner B-3087** | Alan Gratz
Based on a true story, a Jewish boy fights to survive the Holocaust.
- 8 The Running Dream** | Wendelin Van Draanen
After losing a leg, a track star learns resilience, friendship, and new purpose.
- 9 Dry** | Neal Shusterman & Jarrod Shusterman
A water shortage turns dangerous as teens struggle to survive in a thirsty California.
- 10 The Notorious Benedict Arnold** | Steve Sheinkin
This biography explores the real story behind America's most famous traitor.

- 11 A Night Divided** | Jennifer A. Nielsen
A girl must find courage when the Berlin Wall separates her family.
- 12 Cinder** | Marissa Meyer
A gifted mechanic and cyborg becomes part of a futuristic struggle for freedom.
- 13 Life As We Knew It** | Susan Beth Pfeffer
A meteor strikes the moon and one family fights to survive life on Earth.
- 14 The Parker Inheritance** | Varian Johnson
Two kids uncover a hidden puzzle tied to history, injustice, and family secrets.
- 15 Greenglass House** | Kate Milford
A boy's quiet winter break turns into a mystery full of smugglers and surprises.
- 16 The Miscalculations of Lightning Girl** | Stacy McAnulty
A math genius learns friendship, confidence, and balance beyond school.
- 17 Insignificant Events in the Life of a Cactus** | Dusti Bowling
A girl born without arms proves that differences do not define her.
- 18 The Remarkable Journey of Coyote Sunrise** | Dan Gemeinhart
A girl and her dad travel across the country while healing from loss.
- 19 Alone** | Megan E. Freeman
A girl unexpectedly left by herself must use courage and creativity to survive.
- 20 Projekt 1065** | Alan Gratz
A teen spy in Nazi Germany must choose between appearances and doing what is right.



Student goal: Read. Track. Recommend. Celebrate. //



WEIMAR READS!

9TH GRADE

20 Books. One Challenge.
A District of Readers.

20-BOOK CHALLENGE

Student Name: _____

- 1 To Kill a Mockingbird** | *Harper Lee*
A young girl learns about courage and justice in a small Southern town.
- 2 Animal Farm** | *George Orwell*
Farm animals create a new society that becomes a warning about power.
- 3 The Alchemist** | *Paulo Coelho*
A shepherd follows his dream and learns lessons about purpose and destiny.
- 4 Fahrenheit 451** | *Ray Bradbury*
In a world where books are banned, one man begins to question everything.
- 5 The Secret Life of Bees** | *Sue Monk Kidd*
A girl searching for answers finds comfort in an unexpected community.
- 6 The Curious Incident of the Dog in the Night-Time** | *Mark Haddon*
A teen investigates a mystery and shows how he sees the world differently.
- 7 A Separate Peace** | *John Knowles*
Two boys at boarding school face friendship, jealousy, and guilt.
- 8 Percy Jackson's Greek Heroes** | *Rick Riordan*
Percy Jackson retells the stories of famous Greek heroes with humor and adventure.
- 9 March: Book One** | *John Lewis, Andrew Aydin & Nate Powell*
John Lewis shares his early life and role in the Civil Rights Movement.
- 10 Ender's Game** | *Orson Scott Card*
A gifted boy trains in space and faces hard questions about leadership.

Teacher: _____

- 11 The Martian: Classroom Edition** | *Andy Weir*
An astronaut stranded on Mars uses science and determination to survive.
- 12 Hidden Figures: Young Readers Edition** | *Margot Lee Shetterly*
Black women mathematicians help launch America into space.
- 13 Night** | *Elie Wiesel*
A Holocaust survivor shares his experience of loss, faith, and survival.
- 14 The Old Man and the Sea** | *Ernest Hemingway*
An aging fisherman battles a giant fish and tests his endurance.
- 15 The Pearl** | *John Steinbeck*
A fisherman finds a valuable pearl that brings danger and greed.
- 16 Uprising** | *Margaret Peterson Haddix*
Three young women's lives connect during a historic factory tragedy.
- 17 Warcross** | *Marie Lu*
A teen hacker enters a global virtual reality game and uncovers a secret.
- 18 The Finest Hours: Young Readers Edition** | *Michael J. Tougias & Casey Sherman*
Coast Guard rescuers face a dangerous storm to save sailors at sea.
- 19 The House of the Scorpion** | *Nancy Farmer*
A boy raised as a clone searches for identity, freedom, and truth.
- 20 Schooled** | *Gordon Korman*
A homeschooled boy enters public school and changes the way others see kindness.



Student goal: Read. Track. Recommend. Celebrate.



WEIMAR READS!

20-BOOK CHALLENGE

10TH GRADE

20 Books. One Challenge.
A District of Readers.

Student Name: _____

- 1 Lord of the Flies** | *William Golding*
Stranded boys try to govern themselves and reveal the dangers of chaos.
- 2 Of Mice and Men** | *John Steinbeck*
Two migrant workers chase a dream during the Great Depression.
- 3 Between Shades of Gray** | *Ruta Sepetys*
A Lithuanian girl fights to survive after her family is deported by Stalin.
- 4 I Must Betray You** | *Ruta Sepetys*
A teen in communist Romania risks everything while living under a brutal regime.
- 5 The Inheritance Games** | *Jennifer Lynn Barnes*
A girl inherits a fortune and must solve a deadly family puzzle.
- 6 Scythe** | *Neal Shusterman*
Two teens are chosen to learn the frightening job of controlling death.
- 7 Life of Pi** | *Yann Martel*
A boy survives at sea with a Bengal tiger after a shipwreck.
- 8 Rocket Boys** | *Homer Hickam*
A coal miner's son discovers a passion for rockets and science.
- 9 Code Name Verity** | *Elizabeth Wein*
Two friends are tested by war, courage, and sacrifice.
- 10 The Wave** | *Todd Strasser*
A classroom experiment shows how easily people can follow dangerous ideas.

Teacher: _____

- 11 Chasing Lincoln's Killer** | *James L. Swanson*
A thrilling account of the hunt for Abraham Lincoln's assassin.
- 12 Divergent** | *Veronica Roth*
A girl in a divided society must choose her future and challenge the system.
- 13 Michael Vey: The Prisoner of Cell 25** | *Richard Paul Evans*
A teen with electric powers discovers he is not alone.
- 14 Stormbreaker** | *Anthony Horowitz*
A young spy is sent on a dangerous mission to stop a deadly plot.
- 15 Theodore Boone: Kid Lawyer** | *John Grisham*
A smart young legal mind gets involved in a mysterious case.
- 16 The Raft** | *S.A. Bodeen*
A girl stranded in the ocean must rely on strength and survival instincts.
- 17 A Long Way Gone** | *Ishmael Beah*
A memoir of a boy forced to survive the civil war in Sierra Leone.
- 18 The Haunting** | *Natasha Preston*
A teen becomes trapped in a terrifying night of suspense and danger.
- 19 I Pledge Allegiance** | *Chris Lynch*
A Marine family's son faces patriotism, friendship, and loss after 9/11.
- 20 Salt to the Sea** | *Ruta Sepetys*
Refugees aboard a doomed ship fight for survival in World War II.



Student goal: Read. Track. Recommend. Celebrate.



WEIMAR READS!

20-BOOK CHALLENGE

11TH GRADE

20 Books. One Challenge.
A District of Readers.

Student Name: _____

Teacher: _____

1 The Great Gatsby | F. Scott Fitzgerald
A mysterious millionaire chases the past in the Jazz Age.

2 Their Eyes Were Watching God | Zora Neale Hurston
Janie tells the story of love, identity, and finding her voice.

3 The Crucible | Arthur Miller
Fear and accusation spread through Salem during the witch trials.

4 Into the Wild | Jon Krakauer
The true story of a young man who leaves society in search of meaning.

5 The Grapes of Wrath | John Steinbeck
A family displaced by the Dust Bowl struggles for dignity and survival.

6 A Raisin in the Sun | Lorraine Hansberry
A family wrestles with dreams, money, and opportunity.

7 The Immortal Life of Henrietta Lacks | Rebecca Skloot
The story of the woman behind cells that changed medicine.

8 Friday Night Lights | H.G. Bissinger
A Texas football team reveals the pressures and pride of small-town sports.

9 The Other Wes Moore | Wes Moore
Two men with the same name take very different paths in life.

10 The Help | Kathryn Stockett
Women in the South challenge injustice and tell the truth about race and power.

11 Ready Player One | Ernest Cline
A teen enters a virtual contest that could change the future.

12 Narrative of the Life of Frederick Douglass | Frederick Douglass
Frederick Douglass tells the story of slavery and his fight for freedom.

13 Into Thin Air | Jon Krakauer
Climbers on Everest face tragedy in the death zone.

14 Seabiscuit | Laura Hillenbrand
An unlikely racehorse becomes a symbol of hope during hard times.

15 The Boys in the Boat | Daniel James Brown
Rowers from humble backgrounds chase Olympic glory.

16 Outliers | Malcolm Gladwell
A nonfiction look at the hidden factors behind success.

17 The Hiding Place | Corrie ten Boom
Corrie ten Boom shares a true story of courage during the Holocaust.

18 The Distance Between Us: Young Readers Edition | Reyna Grande
A girl shares her journey between family, hardship, and hope.

19 The Boy at the Top of the Mountain | John Boyne
A boy living near Hitler's circle must choose who he will become.

20 The Book Thief | Markus Zusak
A girl in Nazi Germany finds hope through books and words.



Student goal: Read. Track. Recommend. Celebrate.



WEIMAR READS!

20-BOOK CHALLENGE

12TH GRADE

20 Books. One Challenge.
A District of Readers.

Student Name: _____

- 1** **1984** | *George Orwell*
A man in a surveillance state begins to resist total control.
- 2** **Pride and Prejudice** | *Jane Austen*
Elizabeth Bennet navigates family, class, and unexpected love.
- 3** **Frankenstein** | *Mary Shelley*
A scientist creates life and faces the consequences of ambition.
- 4** **The Picture of Dorian Gray** | *Oscar Wilde*
A young man's portrait reveals the cost of vanity and corruption.
- 5** **Hamlet** | *William Shakespeare*
A prince wrestles with grief, revenge, and truth.
- 6** **Macbeth** | *William Shakespeare*
Ambition and guilt lead a nobleman toward destruction.
- 7** **Shoe Dog: Young Readers Edition** | *Phil Knight*
Phil Knight shares how Nike grew from an idea into a global brand.
- 8** **Make Your Bed** | *Admiral William H. McRaven*
Simple lessons on discipline, courage, and leadership from Navy SEAL training.
- 9** **The Last Lecture** | *Randy Pausch*
A professor shares wisdom about living well in the face of death.
- 10** **Tuesdays with Morrie** | *Mitch Albom*
A former student reconnects with a teacher and learns life's final lessons.

Teacher: _____

- 11** **Murder on the Orient Express** | *Agatha Christie*
A famous detective investigates a murder on a snowbound train.
- 12** **The Finest Hours** | *Michael J. Tougias & Casey Sherman*
A true rescue story of courage at sea during a terrible storm.
- 13** **Brave New World** | *Aldous Huxley*
A futuristic society trades freedom for comfort and control.
- 14** **The Screwtape Letters** | *C.S. Lewis*
A senior demon gives clever advice about temptation and human weakness.
- 15** **The Count of Monte Cristo** | *Alexandre Dumas*
A betrayed man escapes prison and plans a long revenge.
- 16** **The Adventures of Sherlock Holmes** | *Arthur Conan Doyle*
Classic mysteries showcase Holmes's brilliant mind.
- 17** **The Art of Racing in the Rain** | *Garth Stein*
A loyal dog reflects on family, love, and perseverance.
- 18** **Same Kind of Different as Me** | *Ron Hall & Denver Moore*
An unlikely friendship changes two lives through service and compassion.
- 19** **The Hound of the Baskervilles** | *Arthur Conan Doyle*
Sherlock Holmes investigates a haunting mystery on the moors.
- 20** **The Fault in Our Stars** | *John Green*
Two teens facing illness share love, humor, and heartbreak.



Student goal: Read. Track. Recommend. Celebrate.



Strategic Plan Progress Update

September 2026

Prepared for the Weimar ISD Board of Trustees

Progress since the October 2025 action team presentations

WEIMAR ISD

A Standard of Excellence Today to Build a Successful Tomorrow

Strategic Foundation

The Strategic Plan reflects the priorities developed through a collaborative process involving students, families, staff, community members, and district leadership. This progress update connects recent district work to the seven adopted objectives and identifies the next steps needed to move each action plan forward.

Vision Statement

Weimar ISD: A Standard of Excellence Today to Build a Successful Tomorrow

Mission Statement

In partnership with students, families, and the community, Weimar ISD aims to inspire students to meet high expectations, become thriving citizens, and carry on the proud Wildcat Tradition of Excellence.

Belief Statements

At Weimar ISD – **WE BELIEVE...**

- Education is ever-changing, never-ending, and different for everyone.
- Students desire to learn and succeed.
- Learning is a lifelong, challenging process.
- Relationships are the foundation of a healthy learning environment.
- Children will rise to meet expectations when surrounded by a positive culture.
- Education is a collaborative effort between parents, teachers, and students.

Core Values

- **Students First** - We keep student growth, safety, and well-being at the center of every decision.
- **Professional Always** - We communicate and conduct ourselves in ways that build trust and respect.
- **Respect** - We value people, relationships, and the dignity of every individual.
- **Integrity** - We do what is right, even when it is difficult or unseen.
- **Discipline** - We own our actions, accept feedback, and follow through.
- **EXCELLENCE!** - We believe excellence is the standard, not the exception.
- **One Team** - We work collaboratively in support of students, families, and each other.
- **Service** - We honor the Wildcat Tradition by serving our school and community with pride.

Executive Summary

Since the action teams presented their plans in October 2025, Weimar ISD has moved several strategic priorities into implementation. The strongest visible progress is in academic performance, district culture, communications, community recognition, and facilities. Technology planning and a unified PK-12 student-support framework remain important next-phase priorities.

District Results and Visible Progress

Result or initiative	Strategic significance
District A rating	The August 2026 accountability release reflects strong districtwide academic performance and supports the teaching and learning objective.
FIRST score of 100	The August 2026 financial accountability result reflects sound stewardship and strengthens the District's capacity to sustain strategic priorities.
Teacher Incentive Allotment expansion	Weimar ISD is expanding its local designation system to create TIA pathways for additional eligible teachers while incorporating the new 2026-27 state designation and funding provisions.
WEimar READs!	The 20-book challenge establishes a districtwide literacy initiative with grade-level reading lists and milestone incentives.
LEAP	The Learner Empowerment Acceleration Program creates a framework for students who are prepared to pursue accelerated graduation.
Weimar Way	Common employee and student expectations connect culture, conduct, relationships, service, and excellence across the District.
Facilities improvements	HVAC remediation, Gym upgrades, field maintenance planning, scoreboards, HS Student Parking Lot, and long-range capital work to address safety and functionality.

Overall Direction

The Strategic Plan is increasingly guiding instructional, operational, communication, and capital decisions.

The next phase should pair each objective with a responsible leader, annual milestones, measurable indicators, and regular Board reporting.

Progress at a Glance

The status below summarizes the level of current activity reflected in this report. It is an administrative progress marker, not a change to the adopted objectives or action plans.

No	Strategic objective	Current status
1	Future Ready Teaching and Learning	Active implementation
2	Innovative Opportunities and Student Success	Active and expanding
3	Student Wellness and Social Emotional Support	In progress
4	Technology	Ongoing planning
5	Communications and Marketing	Significant progress
6	Community Trust and Engagement	Significant progress
7	Facilities and Operations	Major progress

Accountability Emphasis

- Report completed milestones and barriers to the Board at scheduled checkpoints.
- Use existing district data whenever possible instead of creating unnecessary reporting systems.
- Connect annual budget and staffing decisions to the objectives they support.
- Review the complete plan annually and revise implementation steps when district needs change.

01

Future Ready Teaching and Learning

ACTIVE
IMPLEMENTATION

Adopted objective *The District will utilize district-approved resources to achieve student-centered learning and vertical alignment.*

Academic performance and new instructional systems show visible movement under this objective.

Weimar ISD earned an A rating in the August 2026 accountability release, and Weimar Elementary earned a B rating of 86. These results provide a strong foundation while the District continues to strengthen consistent expectations, alignment, intervention, and student growth.

Action plan focus	Current evidence and direction
Districtwide instructional plan	The District continues to emphasize TEKS alignment, TCMPC resources, common instructional expectations, and vertical collaboration.
Instructional feedback	A streamlined classroom walkthrough framework has been developed around routines, engagement, TEKS alignment, classroom culture, and T-TESS-aligned look-fors.
Literacy	WEimar READs! provides a 20-book challenge for students, grade-specific book lists, milestone rewards, and a districtwide message that reading matters.
Instructional calendar	The 2026-27 transition to nine-week grading periods provides longer cycles for instruction, intervention, feedback, and growth.
Culture, appraisal, and TIA	The Weimar Way establishes common employee expectations and a locally developed Domain V. The District is also expanding its TIA local designation system to create pathways for additional eligible teachers. HB 2 adds the Acknowledged designation and increases teacher-generated allotments beginning in 2026-27.

Next Steps

- Complete the district resource inventory and shared digital hub described in Action Plan 1.1.1.
- Schedule vertical-alignment meetings and embed implementation support in campus PLCs.
- Use walkthrough trends to plan focused professional development.
- Continue implementing and communicating expanded TIA eligibility, measures, and timelines.
- Establish annual participation and completion measures for the WEimar READs! challenge.

02

Innovative Opportunities and Student Success

ACTIVE AND
EXPANDING

Adopted objective *The District will provide innovative opportunities to maximize student growth and success.*

The District is expanding pathways that connect school to graduation, employment, college, and community resources. Current work reflects the action plans' emphasis on community partnerships and specialty programs, including CTE, special education, gifted and talented services, and advanced academic opportunities.

Action plan focus	Current evidence and direction
Accelerated graduation	LEAP, the Learner Empowerment Acceleration Program, has been developed as a pathway framework for students prepared to progress toward graduation at an accelerated pace.
Career alignment	The District analyzed high-need, high-wage career opportunities in Weimar and the surrounding region to inform future pathway and partnership decisions.
R-PEP Planning Grant	Weimar ISD received a Rural Pathway Excellence Partnership Planning Grant as part of ACCSS to develop shared, high-demand college and career pathways with regional districts, employers, and postsecondary partners.
CTE and specialty programs	Program planning continues to consider equipment, facilities, industry credentials, dual credit, transportation, and access to qualified instructors.
Community resources	The action plan calls for a community resource inventory that can connect local skills, services, and organizations to student learning and family support.
Learning beyond the classroom	District procedures and forms have also been developed to support college students completing observation hours on campus, strengthening the educator pipeline.

Next Steps

- Launch the community skills and services survey described in Action Plan 2.1.1.
- Create staff and family resource lists and establish a process to keep them current.
- Identify priority partnerships for internships, job shadowing, mentoring, career speakers, and work-based learning.
- Define eligibility, counseling, progress-monitoring, and communication procedures before LEAP implementation.

03

Student Wellness and Social Emotional Support

IN PROGRESS

Adopted objective *The District will implement social and emotional mental health support for optimal student well-being.*

The District has counseling staff on each campus, an existing Comprehensive School Counseling Plan, contracted services through Region 3, and established SEL resources at the elementary and junior high levels. The next phase is to organize these supports into a consistent PK-12 framework with clear protocols, referral pathways, and annual evaluation.

Action plan focus	Current evidence and direction
Tier 1 support	CharacterStrong was identified in the original action plan as the existing elementary and junior high SEL resource and as a potential foundation for vertical alignment.
Counseling services	Campus counselors continue to coordinate student support with administrators, staff, families, and outside providers.
Common expectations	The Weimar Way student expectations have been differentiated for elementary, junior high, and high school while maintaining a shared district culture.
Attendance and belonging	The Every Day Counts, Every Wildcat Matters campaign reinforces the connection among attendance, learning, eligibility, and partnership with families.
Mental health guide	Action Plan 3.2.1 calls for one PK-12 guide that identifies protocols, available resources, legal requirements, and referral options.

Next Steps

- Review the Comprehensive School Counseling Plan with campus counselors and administrators.
- Determine the District's PK-12 SEL approach, implementation roles, training needs, and funding.
- Create the student-support guide and referral map described in Action Plan 3.2.1.
- Evaluate program effectiveness annually using implementation, climate, attendance, behavior, and support data.

04

Technology

ONGOING PLANNING

Adopted objective *The District will develop a strong, evolving technology program that supports a functional learning environment for students and teachers.*

Technology is embedded in instruction, operations, communications, safety, and facility planning. The adopted action plan calls for a comprehensive needs assessment and a two- to five-year roadmap. Formalizing that roadmap remains the central next step so infrastructure, devices, software, professional development, cybersecurity, and replacement costs can be planned together.

Action plan focus	Current evidence and direction
Needs assessment	Action Plan 4.1.1 identifies a districtwide inventory of devices, network infrastructure, software, training, and support as the starting point.
Replacement planning	A formal replacement cycle has been created for student and teacher devices so recurring costs can be forecasted and budgeted appropriately. WISD is purchasing new chromebooks annually for 1 st , 5 th , and 9 th graders.
Infrastructure	Wireless coverage, classroom technology, network reliability, and security remain part of the long-range planning framework.
Instructional integration	The plan calls for professional development that helps teachers use technology effectively within instruction.
Cybersecurity	The original plan recognizes current cybersecurity tools and calls for continued protection, compliance monitoring, and annual review.

Next Steps

- Complete and document the technology inventory and needs assessment.
- Adopt a costed two- to five-year roadmap with annual replacement targets.
- Align technology investments with instructional priorities and long-range facility work.
- Provide the Board with an annual technology, cybersecurity, and replacement-cycle update.

05

Communications and Marketing

SIGNIFICANT
PROGRESS

Adopted objective *The District will inform the Weimar community about all aspects of the school district.*

Communications has become one of the most visible areas of implementation. District information is more consistent, more recognizable, and more frequent across social media, staff communication, event promotion, public notices, and community-facing materials.

Action plan focus	Current evidence and direction
Weekly communication	Wildcat Weekly provides a consistent, branded summary of academic, athletic, extracurricular, and district events.
District information	Public communications have explained attendance expectations, public hearings, facilities work, legislative requirements, calendar changes, and other district initiatives.
Brand consistency	Updated Weimar ISD branding guidelines define official colors, logo hierarchy, typography, alternate marks, silhouettes, and appropriate district use.
Staff communication	Regular superintendent messages connect current events, expectations, recognition, and the District's mission and core values.
Multi-channel planning	The original action plan calls for communication beyond social media, including newspaper, radio, newsletters, community events, and effectiveness reporting.

Next Steps

- Publish a district communication calendar that assigns major messages, audiences, channels, and timing.
- Expand outreach for community members who do not use social media.
- Use the branding guidelines consistently across campuses, departments, programs, and partners.
- Present an annual communication effectiveness review to the Board and community.

06

Community Trust and Engagement

SIGNIFICANT
PROGRESS

Adopted objective *The District will strengthen community trust and engagement through communication.*

Weimar ISD continues to recognize students, employees, volunteers, businesses, and civic partners while creating more consistent ways for the community to participate in district success. These efforts support the action plan's goals for partnership development, recognition, showcase events, and regular outreach.

Action plan focus	Current evidence and direction
Employee recognition	A partnership proposal with Hill Bank & Trust was developed to recognize three employees each month from September through May with Weimar Way-aligned awards.
Community partners	Recent district communications have recognized individuals and businesses that provide equipment, sponsorships, meals, programming, and other direct support.
Athletics and alumni	Veterans Park and Strickland Baseball Field planning continues to involve alumni oversight, community sponsorships, and district stewardship.
District identity	The Weimar Way and updated visual brand create shared language and recognizable symbols for students, staff, families, alumni, and partners.
Broader recognition	Communication efforts increasingly highlight academics, reading, career programs, service, organizations, and staff achievements in addition to athletics.

Next Steps

- Create and maintain a district partnership inventory with contact information, interests, and current support.
- Establish a predictable annual schedule for employee, student, volunteer, and partner recognition.
- Develop community showcase and listening opportunities tied to specific district priorities.
- Evaluate partnerships annually and identify areas where student needs remain unmet.

07

Facilities and Operations

MAJOR PROGRESS

Adopted objective *The District will maintain safe and functional facilities that support and prioritize students, staff, and community success for the present and future.*

Facilities and operations have been among the District's most active strategic priorities. Recent work has addressed immediate health and safety needs, improved athletic and instructional spaces, established detailed maintenance expectations, and advanced long-range planning.

Action plan focus	Current evidence and direction
High school HVAC and air quality	The District has completed a complete renovation of the 1982 Boiler/Chiller System and has also completed remediation and clearance work after addressing humidity and mold concerns, added dehumidification and air-scrubbing measures, and moved toward MERV 13 filtration.
Gym Improvements	Upgrades include new Epoxy Floors, new paint, and new scoreboards
Athletic support spaces	Planning has advanced for locker rooms, concessions, public restrooms, laundry, storage, and daily junior high use.
Fields and grounds	A detailed month-by-month baseball and softball field maintenance plan now addresses turf, perennial ryegrass overseeding, soil testing, infield materials, rain response, and equipment maintenance.
Safety and security	The District continued required safety and security review activities and incorporated safety needs into long-range planning.
Long-range priorities	Planning addresses roofs, restrooms, HVAC, bleachers, batting cages, CTE space, accessibility, and improved junior high pickup and drop-off stacking.

Next Steps

- Maintain a prioritized facilities schedule that identifies scope, estimated cost, funding source, and target year.
- Complete remaining assessments and incorporate verified findings into preventive maintenance and capital planning.
- Track facility work through regular Board updates using consistent status and budget information.
- Continue coordinating technology, safety, instructional space, transportation, and accessibility needs within one long-range plan.

Implementation Priorities for 2026 and 2027

The next phase should convert each action plan into a manageable set of annual commitments. The following priorities provide a practical starting point for administrative planning and Board reporting.

No	Priority	Suggested evidence	Checkpoint
1	Instructional alignment and professional learning	Resource inventory, PLC evidence, walkthrough trends, PD plan	Quarterly
2	Student pathways and community resources	Survey results, partnership list, LEAP procedures, pathway participation	Semester
3	PK-12 student-support framework	SEL decision, referral map, counseling guide, implementation measures	Semester
4	Technology roadmap and replacement cycle	Inventory, costed roadmap, cybersecurity review, annual replacement plan	Annual
5	Multi-channel communication plan	Calendar, audience and channel map, reach measures, annual review	Quarterly
6	Partnership and recognition plan	Partner inventory, recognition calendar, participation and support summary	Semester
7	Facilities master plan	Prioritized project list, budget status, work completed, upcoming decisions	Quarterly

Recommended Reporting Cycle

- Fall update: confirm annual priorities, owners, measures, and budget connections.
- Winter update: report progress, barriers, resource needs, and adjustments.
- Spring update: summarize completed work and identify priorities for the next budget cycle.
- Annual review: evaluate all seven objectives and revise implementation steps as needed.

Administration Recommendation

Administration recommends that the Board receive the Strategic Plan Progress Update and continue using the Strategic Plan as the framework for district instructional, student-support, technology, communication, community-engagement, facility, operational, and financial priorities.

For future updates, administration will work toward a consistent accountability structure that identifies a responsible leader, target timeline, measurable evidence, budget implications, current status, and next action for each strategy.

Board Report Closing

Weimar ISD has made meaningful progress toward the priorities identified through the strategic planning process. Our responsibility is to continue turning those priorities into measurable action, communicate progress openly, and keep district decisions aligned with our mission and vision.



WEIMAR ISD

A Standard of Excellence Today to Build a Successful Tomorrow



WEIMAR WILDCATS



DOMAIN V: THE WEIMAR WAY

Locally Created Standard of Excellence Appraisal Component

Weimar Independent School District



WHY DOMAIN V?

At Weimar ISD, excellence is not defined only by what happens during classroom instruction. Our Standard of Excellence also includes how employees serve students, communicate with others, work as a team, respond to feedback, solve problems, demonstrate professional judgment, and contribute to the culture of our schools. For that reason, Weimar ISD has locally established Domain V — The Weimar Way: Standard of Excellence as a component of the District's appraisal process.



A LOCALLY CREATED DOMAIN

Domain V is a Weimar ISD-developed appraisal domain. It is a locally created component designed to clearly define, reinforce, and evaluate the professional expectations associated with The Weimar Way and our Standard of Excellence. The District's local appraisal process is intended to maintain the performance philosophy of T-TESS while also evaluating locally established expectations that reflect the priorities and culture of Weimar ISD.



WHAT DOMAIN V MEASURES

- **5.1 Students First** — student-centered decisions and actions
- **5.2 Professional Always** — professionalism, judgment, communication, and conduct
- **5.3 One Team** — collaboration, respectful communication, and positive culture
- **5.4 Own It** — responsibility, feedback, follow-through, and solutions
- **5.5 Represent the Weimar Way** — professional conduct when personal and professional roles intersect



HOW DOMAIN V WILL BE EVALUATED

Domain V evaluates observable, job-related professional behavior — not personality, popularity, or mere disagreement with administration. Ratings should be supported by documented evidence such as professional interactions and communications, fulfillment of assigned duties, participation in school activities, response to feedback and direction, contributions to campus culture, and other verified job-related evidence.



PERFORMANCE LEVELS

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
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Proficient is the expected level of performance.



DOMAIN V IS ABOUT GROWTH AND ACCOUNTABILITY

The purpose of appraisal is not simply to assign a rating. The appraisal process should clarify expectations, identify evidence, provide feedback, support growth, and ensure accountability.



THE WEIMAR WAY STANDARD

WE WILL COMMUNICATE THE STANDARD. WE WILL MODEL THE STANDARD. WE WILL EXPECT THE STANDARD. WE WILL RECOGNIZE THOSE WHO EXCEED THE STANDARD. WE WILL ADDRESS PERFORMANCE THAT FALLS BELOW THE STANDARD. WE WILL HOLD OURSELVES AND ONE ANOTHER ACCOUNTABLE TO THE STANDARD.

THIS IS DOMAIN V. THIS IS OUR STANDARD OF EXCELLENCE. THIS IS THE WEIMAR WAY.

WEIMAR **ELEMENTARY** *The Weimar Way*

— THE ELEMENTARY WEIMAR WAY —

1



READY TO LEARN

I come prepared, pay attention, try my best, and ask for help when I need it.

2



MAKE GOOD CHOICES

I follow directions, make safe choices, and do the right thing even when no one is watching.

3



BE KIND & RESPECTFUL

I use kind words, keep my hands and feet to myself, listen to others, and treat people the right way.

4



TELL THE TRUTH & DO WHAT'S RIGHT

I am honest, do my own work, and admit when I make a mistake.

5



OWN MY CHOICES

I take responsibility for what I do, accept correction, and try to make a better choice next time.

6



DO MY BEST

I work hard, keep trying when something is difficult, and take pride in my work.

7



HELP OTHERS

I look for ways to help my classmates, teachers, school, and community.

8



WE ARE BETTER TOGETHER

I include others, work well with my classmates, and help make our school a great place to learn.

ELEMENTARY MESSAGE

**Be Kind. Work Hard.
Make Good Choices. Help Others.
Do Your Best.**

★
THIS IS THE WEIMAR WAY.



**— PROUD WILDCATS. —
— STRONG CHARACTER. —
— BRIGHT FUTURE. —**



WEIMAR JUNIOR HIGH

The Weimar Way

- THE JUNIOR HIGH WEIMAR WAY -

1



TAKE LEARNING SERIOUSLY

Come prepared, participate, complete your responsibilities, and take ownership of your education.

2



ACT LIKE A WILDCAT

Make mature choices, follow expectations, communicate appropriately, and represent your school well.

3



RESPECT YOURSELF & OTHERS

Treat people with dignity, respect differences, avoid bullying and unnecessary drama, and understand that disagreement does not require disrespect.

4



DO WHAT'S RIGHT

Be honest, do your own work, keep your word, and make the right choice even when your friends choose differently.

5



OWN IT

Take responsibility for your decisions. Accept correction. Stop making excuses. Learn from mistakes and make a better choice.

6



KEEP GETTING BETTER

Don't settle for the minimum. Work hard, accept feedback, and look for ways to improve.

7



BE BIGGER THAN YOURSELF

Help others, serve your school and community, and understand that being a Wildcat means being part of something larger than yourself.

8



PROTECT THE TEAM

Support your classmates, teammates, and school. Don't create unnecessary division, gossip, or drama. Help build the kind of culture you want to be part of.

JUNIOR HIGH MESSAGE

Make Good Choices. Own Your Actions.
Respect People. Work Hard.
Protect Your Team.



OWN THE WEIMAR WAY.



PROUD WILDCATS.
STRONG CHARACTER.
BRIGHT FUTURE.

WEIMAR H I G H S C H O O L

THE HIGH SCHOOL **WEIMAR WAY**



1

OWN YOUR FUTURE

Take responsibility for your education, attendance, preparation, decisions, and the opportunities you are creating for yourself.



2

CARRY YOURSELF WITH MATURITY

Be dependable. Communicate appropriately. Handle disagreement without losing control. Understand that how you respond when things do not go your way says a great deal about your maturity.



3

GIVE RESPECT

Treat people with dignity whether they are your friend or not. Respect boundaries, differences, teammates, opponents, teachers, coaches, staff, and yourself.



4

CHOOSE INTEGRITY

Do what is right when it is easy, when it is difficult, and when nobody is watching. Protect your reputation by making decisions you can be proud to own.



5

OWN YOUR ACTIONS

Take responsibility for your choices and their consequences. Accept feedback. Make adjustments. Follow through. Ask what you can do differently before looking for someone else to blame.



6

RAISE THE STANDARD

Don't simply meet the minimum. Prepare with purpose, compete with excellence, accept coaching, and continually work to become better.



7

LEAVE YOUR MARK

Serve others. Support younger Wildcats. Give back to your school and community. Leave Weimar ISD better because you were here.



8

PROTECT THE CULTURE

Your actions influence the people around you. Support others, address problems appropriately, refuse to participate in destructive behavior, and help protect the Wildcat Tradition of Excellence.

OWN YOUR FUTURE. | CARRY YOURSELF WITH MATURITY.
CHOOSE INTEGRITY. | OWN YOUR ACTIONS.
RAISE THE STANDARD. | LEAVE YOUR MARK.
PROTECT THE CULTURE.

LEAD THE WEIMAR WAY.



THE WEIMAR WAY



WEIMAR

EMPLOYEE STANDARD OF EXCELLENCE CONTRACT

School Culture Expectations & Annual Employee Acknowledgment

Our Standard of Excellence is not simply what we say. It is what we consistently model, expect, and protect.

Students First. Professional Always. One Team.

Own Your Actions. Protect the Culture. Pursue Excellence.

Weimar Independent School District



WEIMAR

District Mission, Vision, Beliefs & Core Values

Vision Statement

Weimar ISD: A Standard of Excellence Today to Build a Successful Tomorrow

Mission Statement

In partnership with students, families, and the community, Weimar ISD aims to inspire students to meet high expectations, become thriving citizens, and carry on the proud Wildcat Tradition of Excellence.

Belief Statements

At Weimar ISD – **WE BELIEVE...**

- Education is ever-changing, never-ending, and different for everyone.
- Students desire to learn and succeed.
- Learning is a lifelong, challenging process.
- Relationships are the foundation of a healthy learning environment.
- Children will rise to meet expectations when surrounded by a positive culture.
- Education is a collaborative effort between parents, teachers, and students.

Core Values

- **Students First** - We keep student growth, safety, and well-being at the center of every decision.
- **Professional Always** - We communicate and conduct ourselves in ways that build trust and respect.
- **Respect** - We value people, relationships, and the dignity of every individual.
- **Integrity** - We do what is right, even when it is difficult or unseen.
- **Discipline** - We own our actions, accept feedback, and follow through.
- **EXCELLENCE!** - We believe excellence is the standard, not the exception.
- **One Team** - We work collaboratively in support of students, families, and each other.
- **Service** - We honor the Wildcat Tradition by serving our school and community with pride.



EMPLOYEE STANDARD OF EXCELLENCE CONTRACT

OUR STANDARD OF EXCELLENCE

At Weimar ISD, we have a Standard of Excellence. The Weimar Way is how we live that standard every day. It is reflected in how we serve students, support one another, communicate with families, solve problems, respond to adversity, and represent our schools and community.

Every employee is responsible for contributing to a culture characterized by students first, professionalism, respect, integrity, accountability, teamwork, service, high expectations, solutions, and excellence in everything we do.

THE WEIMAR WAY STANDARD

Excellence is not situational. The Weimar Way is the standard.

1. WHAT IT MEANS TO BE A WEIMAR ISD EMPLOYEE

When I accept employment with Weimar ISD, I accept responsibilities beyond the individual tasks listed in my job description. I understand that I am an employee of Weimar ISD and that my conduct can affect students, coworkers, families, school culture, and confidence in the District.

- I am expected to conduct myself professionally and consistently with District expectations.
- I am expected to demonstrate the Weimar Way even when circumstances are difficult, emotional, or personally important to me.
- Frustration, disagreement, disappointment, friendship, family relationships, or community connections do not excuse unprofessional conduct.
- I am responsible for how I communicate a concern, not simply whether my concern is valid.
- I will use appropriate communication, supervisory, complaint, and grievance processes when concerns arise.
- I will represent Weimar ISD in a manner consistent with our Standard of Excellence.

THE WEIMAR WAY STANDARD

Being a Weimar ISD employee means holding myself to a professional standard because students and others observe the example I set.



2. WHEN I AM BOTH AN EMPLOYEE AND A PARENT

Weimar ISD recognizes that employees may also be parents or guardians of students enrolled in the District. Employees may appropriately advocate for their own children, ask questions, express concerns, and use established complaint or grievance processes.

The Expectation: You do not stop being a parent when you become an employee, but you also do not stop being an employee when you are acting as a parent. The manner in which you communicate and conduct yourself must remain professional when the situation intersects with the workplace.

- I will advocate for my child respectfully and professionally.
- I will address concerns through appropriate channels and give the responsible teacher, coach, sponsor, employee, or administrator a reasonable opportunity to address the concern when appropriate.
- I will not use my employee position, access, relationships, facilities, or nonpublic information to obtain an inappropriate advantage or circumvent established procedures.
- I will not confront, intimidate, belittle, undermine, or retaliate against a coworker or administrator because of a concern involving my child.
- I will protect confidential information learned through my employment.
- I will maintain professional working relationships even when I disagree with a decision involving my child.

THE WEIMAR WAY STANDARD

I can be a strong advocate for my child and still demonstrate the Weimar Way.

3. STUDENTS FIRST

- Put student learning, safety, growth, and well-being at the center of my work.
- Maintain high expectations for all students.
- Treat students with dignity, fairness, patience, and respect.
- Maintain appropriate professional boundaries.
- Recognize that students learn from how adults respond to conflict, disappointment, mistakes, and adversity.
- Model the character and behavior we expect from our students.

THE WEIMAR WAY STANDARD

If we expect excellence from our students, they should see excellence modeled by the adults around them.



4. PROFESSIONAL ALWAYS

- Be dependable, prepared, punctual, and responsible for assigned duties.
- Follow District policies, procedures, safety expectations, and lawful administrative directives.
- Communicate professionally in person, by telephone, through email and text, on social media, and through other electronic communication.
- Maintain appropriate professional boundaries and protect confidential student, employee, and District information.
- Handle disagreement without personal attacks, hostility, intimidation, or disruptive behavior.
- Represent Weimar ISD in a manner that builds trust and confidence in our schools.

THE WEIMAR WAY STANDARD

Professionalism is not based on who is watching or whether we agree with a decision.

5. SPEAK TO PEOPLE, NOT ABOUT PEOPLE

Healthy organizations address concerns rather than allowing them to become division. When a concern arises, I will take the concern to the person or supervisor who can appropriately address it.

- Speak to people rather than unnecessarily speaking about them.
- Seek clarification before assuming someone's motives or intentions.
- Avoid gossip, rumors, personal attacks, and conversations whose primary effect is to damage trust or morale.
- Avoid recruiting coworkers into conflicts that do not involve them.
- Focus conversations on facts, solutions, professional responsibilities, and student success.
- Treat others professionally even when we disagree.

THE WEIMAR WAY STANDARD

If someone cannot help solve the problem, they generally do not need to be part of the conversation.



6. BE PART OF THE SOLUTION

The Weimar Way is not about ignoring problems. It is about addressing problems productively.

- Bring concerns forward appropriately and communicate them directly and respectfully.
- Offer possible solutions when appropriate.
- Ask for help when I need it and provide assistance when I am able.
- Accept constructive feedback and take responsibility when my actions contribute to a problem.
- Correct mistakes when possible and follow through on commitments.
- Avoid creating unnecessary conflict or division.

THE WEIMAR WAY STANDARD

We identify problems to solve them - not to spread them.

7. ONE TEAM

- Treat every employee as an important member of the Weimar ISD team.
- Respect the responsibilities and roles of others.
- Help coworkers when assistance is needed and celebrate the accomplishments of students, employees, campuses, programs, and teams.
- Address conflict directly, appropriately, and privately whenever possible.
- Avoid allowing personal disagreements to interfere with professional relationships.
- Professionally carry out campus and District decisions after they are made while retaining the right to raise concerns through established processes.

THE WEIMAR WAY STANDARD

We do not have to agree on everything to work together professionally.



8. PROTECT OUR CULTURE

Culture is created by what we consistently model, encourage, permit, and correct. Every employee has a responsibility to contribute positively to the culture of Weimar ISD.

- I will not intentionally undermine coworkers, supervisors, campuses, programs, or the District.
- I will not create division, knowingly spread inaccurate information, or participate in persistent gossip or negativity that damages the work environment.
- I will not encourage others to disregard reasonable workplace expectations.
- I will not use social media or public forums in a manner inconsistent with my professional responsibilities.
- I will not allow a personal disagreement to interfere with my job responsibilities or professional relationships.
- I will demonstrate maturity, discretion, accountability, respect, and professionalism.

THE WEIMAR WAY STANDARD

Culture is what we model, encourage, permit, and correct.

9. DISAGREEMENT IS ALLOWED. DISRESPECT IS NOT.

The Weimar Way does not mean everyone must think alike or agree on every decision. Professional disagreement can strengthen an organization when it is handled appropriately.

- Employees may ask questions, seek clarification, offer another perspective, and express concerns professionally.
- Employees may use established complaint and grievance procedures.
- Employees may report suspected violations of law or policy and engage in activity protected by applicable law.
- Disagreement with a decision does not eliminate the responsibility to conduct oneself professionally.

THE WEIMAR WAY STANDARD

Disagreement is permitted. Disrespectful or disruptive conduct is not the Weimar Way.



10. ACCOUNTABILITY TO THE STANDARD

Our Standard of Excellence has meaning only when we hold ourselves accountable to it. Employees are expected to respond professionally to feedback and to make a good-faith effort to correct identified concerns.

- Listen to feedback and seek to understand expectations.
- Accept responsibility when appropriate.
- Make a good-faith effort to correct identified concerns.
- Demonstrate improvement through actions and follow-through.
- Understand that repeated behavior inconsistent with District expectations may require additional administrative action.

THE WEIMAR WAY STANDARD

Know the standard. Live the standard. Protect the standard. Be accountable to the standard.

11. FAILURE TO MEET THE STANDARD

The Weimar Way and the Standard of Excellence are employee performance and conduct expectations, not optional guidelines. Failure to follow these standards may result in administrative action consistent with the nature, severity, frequency, and circumstances of the conduct.

- Coaching, counseling, or feedback;
- Verbal or written directives;
- Documentation of performance or conduct concerns;
- Professional growth or performance improvement measures;
- Consideration in the employee evaluation process;
- Reassignment or other appropriate administrative action; and/or
- Disciplinary or other employment action when permitted by applicable law, Board policy, the employee's contract or employment status, and District procedures.

THE WEIMAR WAY STANDARD

Being made aware of an expectation creates a responsibility to meet it. The goal is to communicate expectations clearly, address concerns appropriately, and require employees to demonstrate the professional conduct and performance expected by Weimar ISD.



EMPLOYEE COMMITMENT & ANNUAL ACKNOWLEDGMENT

By signing below, I acknowledge that I have read and understand The Weimar Way: Standard of Excellence and Employee Culture Expectations. I understand that these expectations are part of the professional and performance standards of Weimar ISD.

- ✓ I will put students first.
- ✓ I will be professional even when situations are personal.
- ✓ I will speak to people, not about people.
- ✓ I will address concerns through appropriate channels.
- ✓ I will be part of the solution.
- ✓ I will support my team and protect our culture.
- ✓ I will take ownership of my actions and respond appropriately to feedback.
- ✓ I will remember that I represent Weimar ISD.
- ✓ I will uphold the Standard of Excellence and demonstrate the Weimar Way.

Nothing in this acknowledgment is intended to replace or supersede applicable law, Board policy, administrative regulations, an individual employment contract, established appraisal procedures, or established complaint and grievance processes.

THE WEIMAR WAY STANDARD

Students First. Professional Always. One Team. Standard of Excellence. This is The Weimar Way.

Employee Name (Printed)

Position

Campus / Department

School Year

Employee Signature

Date

Supervisor / Administrator

Date

THE WEIMAR WAY



WEIMAR

COACHES & EXTRACURRICULAR DIRECTORS ADDENDUM

Supplement to The Weimar Way: Standard of Excellence

Leadership means more than meeting the standard yourself. It means setting it, living it, demanding it, and holding people accountable to it.

Lead Well. Compete Well. Represent Weimar Well.

Uphold the Standard. Demand the Standard. Hold Accountable.

Weimar Independent School District



WEIMAR

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Belief Statements

At Weimar ISD – **WE BELIEVE...**

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- Students desire to learn and succeed.
- Learning is a lifelong, challenging process.
- Relationships are the foundation of a healthy learning environment.
- Children will rise to meet expectations when surrounded by a positive culture.
- Education is a collaborative effort between parents, teachers, and students.

Core Values

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- **Respect** - We value people, relationships, and the dignity of every individual.
- **Integrity** - We do what is right, even when it is difficult or unseen.
- **Discipline** - We own our actions, accept feedback, and follow through.
- **EXCELLENCE!** - We believe excellence is the standard, not the exception.
- **One Team** - We work collaboratively in support of students, families, and each other.
- **Service** - We honor the Wildcat Tradition by serving our school and community with pride.



COACHES & EXTRACURRICULAR DIRECTORS ADDENDUM

PURPOSE

Coaches, sponsors, directors, and other employees responsible for extracurricular programs hold a unique position of trust and leadership within Weimar ISD. These employees are highly visible representatives of the District and have significant influence over students, parents, staff, and the community.

Winning matters. Achievement matters. Excellence matters. But how we achieve success matters just as much. These expectations supplement The Weimar Way, the employee's assigned duties, Board policy, District procedures, and applicable governing organization requirements.

THE WEIMAR WAY STANDARD

Our expectation is not simply successful programs. Our expectation is successful programs built the right way.

1. STUDENTS FIRST

- Place student safety, development, education, and well-being ahead of personal recognition or competitive success.
- Maintain high expectations while treating students with dignity and respect.
- Provide clear expectations regarding attendance, effort, conduct, participation, and program responsibilities.
- Make participation and personnel decisions based on legitimate program-related considerations.
- Avoid favoritism or the appearance that personal relationships determine opportunities.
- Never use humiliation, intimidation, ridicule, retaliation, or embarrassment as a leadership strategy.
- Maintain appropriate professional boundaries and support students' academic responsibilities.

THE WEIMAR WAY STANDARD

Students are not here to serve our programs. Our programs are here to serve students.



2. PROFESSIONAL ALWAYS

- Maintain professional composure during competition, performances, rehearsals, travel, meetings, and emotionally charged situations.
- Treat officials, judges, opponents, visiting schools, students, parents, coworkers, and spectators respectfully.
- Follow applicable District, campus, league, association, and activity rules and procedures.
- Model appropriate sportsmanship and avoid profanity, threatening behavior, public confrontation, or conduct that embarrasses students or the District.
- Maintain professional communication in person, electronically, and through social media.
- Understand that competitive pressure or success never excuses conduct inconsistent with District expectations.

THE WEIMAR WAY STANDARD

The more visible the position, the greater the responsibility to model the standard.

3. LEAD ONE TEAM

- Recognize that students may participate in multiple activities and cooperate with other coaches, directors, sponsors, teachers, and administrators regarding shared students.
- Make reasonable efforts to resolve scheduling conflicts professionally and avoid placing students in the middle of adult disagreements.
- Respect the seasons, competitions, performances, instructional priorities, facilities, and responsibilities of other programs.
- Avoid publicly criticizing another District program or employee.
- Support Weimar ISD programs even when they are not my own.

THE WEIMAR WAY STANDARD

We do not build one program by tearing down another.



4. COMMUNICATION WITH PARENTS

- Establish clear communication expectations and provide appropriate information about schedules, procedures, participation expectations, and program requirements.
- Listen respectfully when a parent raises a legitimate concern and avoid arguing during or immediately following an emotionally charged event.
- Focus discussions on the parent's child rather than other students and protect student confidentiality.
- Address concerns directly and professionally rather than through social media or community discussion.
- Involve an administrator when a situation warrants additional support.

THE WEIMAR WAY STANDARD

Parents deserve communication. Coaches and directors retain responsibility for program decisions. Both can occur professionally.

5. WHEN THE COACH OR DIRECTOR IS ALSO A PARENT

- Advocate appropriately for my child while remaining professional and following the appropriate chain of communication.
- Avoid using employee access, position, relationships, facilities, information, or influence to obtain an inappropriate advantage for my child.
- Avoid confronting, intimidating, belittling, retaliating against, or undermining another coach, director, teacher, or administrator.
- Maintain confidentiality and separate personal concerns from professional responsibilities.
- Conduct myself in the manner I would expect from another Weimar ISD employee raising the same concern.

THE WEIMAR WAY STANDARD

You may be a parent first in your heart, but you remain a professional in your conduct.



6. PLAYING TIME, ROLES, SELECTIONS & OPPORTUNITIES

- Establish clear expectations and evaluate students using legitimate factors such as skill, preparation, effort, attendance, conduct, teamwork, performance, and program needs.
- Avoid favoritism based on family relationships, friendships, community influence, financial support, popularity, or pressure from others.
- Avoid retaliation against a student because a parent raised a legitimate concern.
- Communicate areas for improvement appropriately and make difficult decisions with professionalism and dignity.
- Recognize that fairness does not always require identical treatment, but decisions should have legitimate educational or program-related justification.

THE WEIMAR WAY STANDARD

Every decision should be one we can professionally explain and defend.

7. DISCIPLINE & ACCOUNTABILITY

- Clearly communicate behavioral expectations and apply consequences consistently and appropriately.
- Avoid discipline motivated by anger, retaliation, embarrassment, or personal conflict.
- Document significant concerns when appropriate and communicate serious matters to administration.
- Follow District procedures and avoid promises or consequences beyond my authority.
- Hold high-performing students to appropriate standards rather than excusing misconduct because of talent or importance to the program.

THE WEIMAR WAY STANDARD

Talent does not place anyone above the standard.



8. SAFETY, SUPERVISION & STUDENT WELFARE

- Provide appropriate supervision and follow applicable safety protocols.
- Ensure facilities and equipment are used appropriately and respond appropriately to injuries, emergencies, and safety concerns.
- Follow required procedures for travel, transportation, and student accountability.
- Maintain appropriate adult-student boundaries and immediately report serious safety concerns or suspected misconduct through appropriate channels.
- Never place winning, participation, performance, or convenience ahead of student safety.

THE WEIMAR WAY STANDARD

No trophy, championship, performance, or achievement is more important than the safety of a student.

9. TRAVEL & OFF-CAMPUS EVENTS

- Establish expectations before travel and maintain appropriate supervision throughout the trip.
- Follow transportation, lodging, meal, and travel procedures.
- Maintain professional adult-student boundaries and enforce appropriate student conduct.
- Ensure students understand that they represent Weimar ISD and leave facilities, buses, restaurants, hotels, and venues in a condition that reflects positively on the District.
- Model the behavior expected from students.

THE WEIMAR WAY STANDARD

We leave every place with people thinking well of Weimar ISD.

10. SOCIAL MEDIA & PUBLIC COMMUNICATION

- Use District-approved communication methods when required and maintain professional boundaries in electronic communication with students.
- Avoid posting or sharing content that humiliates or disparages students, parents, employees, opponents, officials, or other schools.
- Avoid using social media to respond emotionally to criticism or controversy.
- Protect confidential information and ensure official program accounts reflect positively on students and Weimar ISD.

THE WEIMAR WAY STANDARD

Do not post something about Weimar ISD that you would not be comfortable saying professionally in a room full of students, parents, coworkers, and administrators.



11. PROGRAM CULTURE

- Establish a culture of respect, discipline, effort, accountability, and teamwork.
- Correct inappropriate behavior rather than ignoring it because a student is talented or successful.
- Avoid creating an environment built on fear, humiliation, favoritism, or retaliation.
- Teach students how to handle success, disappointment, and adversity appropriately.
- Ensure traditions, initiation activities, team-building activities, and program practices are appropriate and consistent with District expectations.

THE WEIMAR WAY STANDARD

Culture is what we model, encourage, permit, and correct.

12. STAFF LEADERSHIP

- Clearly communicate expectations and model the behaviors expected from staff.
- Address concerns promptly and professionally and avoid criticizing staff members in front of students or parents.
- Provide meaningful coaching and feedback and reasonable opportunities to improve when appropriate.
- Avoid favoritism among staff members and communicate administrative concerns through appropriate channels.
- Ensure assistant coaches, sponsors, volunteers, and other personnel understand program and District expectations.
- Recognize that failing to address known inappropriate conduct can damage the culture of the entire program.

THE WEIMAR WAY STANDARD

Leadership means being responsible not only for your own standard, but for the standard you permit within your program.

13. FACILITIES, EQUIPMENT & DISTRICT RESOURCES

- Maintain District facilities and equipment responsibly and establish appropriate expectations for students regarding their care.
- Report damage or safety concerns and maintain inventory and accountability when assigned.
- Follow purchasing, financial, fundraising, booster, donation, and program account procedures.
- Use District funds and resources only for authorized purposes and avoid commitments outside my authority.
- Treat shared facilities as District resources rather than the property of an individual program.

THE WEIMAR WAY STANDARD

Take care of what has been entrusted to you.



14. COMMUNITY & BOOSTER RELATIONSHIPS

- Maintain appropriate professional relationships with booster organizations and supporters.
- Appreciate community support without allowing contributions, influence, relationships, or pressure to determine student or personnel decisions.
- Follow District procedures regarding boosters, fundraising, donations, and expenditures.
- Maintain appropriate separation between booster activities and District decision-making and avoid commitments outside my authority.
- Bring significant concerns involving community or booster organizations to administration.

THE WEIMAR WAY STANDARD

We appreciate support. We do not surrender professional judgment.

15. OFFICIALS, JUDGES, OPPONENTS & OTHER SCHOOLS

- Treat officials and judges respectfully and model appropriate disagreement.
- Follow established procedures for questioning or challenging decisions and avoid public humiliation or confrontation.
- Expect students under my supervision to demonstrate appropriate sportsmanship and address unacceptable behavior.
- Treat opponents and visiting schools professionally and represent Weimar ISD with dignity in both victory and defeat.

THE WEIMAR WAY STANDARD

Win with class. Lose with class. Compete with excellence.

16. ACADEMICS & EDUCATIONAL PRIORITIES

- Reinforce the importance of academic achievement and cooperate with teachers and campus administrators.
- Avoid communicating that athletics or extracurricular activities are more important than academics.
- Support legitimate instructional responsibilities, eligibility requirements, and academic standards.
- Work collaboratively when students need academic intervention or support.

THE WEIMAR WAY STANDARD

We are educators first.



17. CHAIN OF COMMUNICATION

- Address an issue directly with the appropriate individual when reasonable.
- Involve my immediate supervisor when the concern cannot be appropriately resolved.
- Follow the established administrative chain when additional review is needed.
- Avoid spreading concerns among employees, parents, students, or community members who cannot resolve the issue.
- Use established complaint or grievance processes when appropriate

THE WEIMAR WAY STANDARD

Take problems to people who can solve them.

18. CONFIDENTIALITY

- Protect confidential student and employee information.
- Avoid discussing confidential matters with individuals who do not have a legitimate need for the information.
- Avoid using information obtained through employment for personal purposes.
- Exercise particular caution with injuries, discipline, grades, eligibility, family circumstances, personnel matters, and student concerns.
- Recognize that being part of a close community does not eliminate confidentiality responsibilities.

THE WEIMAR WAY STANDARD

Access to information creates responsibility - not permission to share it.

19. RESPONSE TO FEEDBACK

- Listen when feedback is provided and seek clarification when necessary.
- Avoid responding to constructive feedback with hostility or retaliation.
- Accept responsibility when appropriate and make a good-faith effort to correct identified concerns.
- Demonstrate improvement through subsequent actions.
- Understand that disagreement with feedback does not eliminate the responsibility to follow lawful and reasonable administrative direction.

THE WEIMAR WAY STANDARD

If we expect students to accept coaching, we must be willing to accept coaching ourselves.



20. SUCCESS THE WEIMAR WAY

- Pursue championships, awards, superior ratings, advancement, recognition, competitive excellence, academic achievement, program growth, and student success.
- Never compromise student welfare, integrity, professionalism, character, teamwork, ethics, District expectations, or the Standard of Excellence for a win, rating, trophy, title, recognition, popularity, or convenience.

THE WEIMAR WAY STANDARD

Success matters. How we achieve success matters just as much.



LEADERSHIP COMMITMENT: UPHOLD, DEMAND & HOLD ACCOUNTABLE

Serving as a coach, director, sponsor, or extracurricular leader is a leadership responsibility. Leadership requires more than personally meeting expectations. It requires establishing expectations, modeling them consistently, demanding them from the people we lead, and appropriately holding individuals accountable when the standard is not met.

MY COMMITMENT

As a coach or extracurricular director, I commit to uphold, demand, and protect the Weimar ISD Standard of Excellence.

I WILL UPHOLD THE STANDARD

- Model the Standard of Excellence in my words, actions, decisions, preparation, attitude, and conduct.
- Demonstrate the Weimar Way when things are going well and especially when circumstances are difficult.
- Hold myself to the same expectations I establish for students and staff.
- Accept responsibility when my conduct falls short of the standard and respond appropriately to feedback and administrative direction.
- Remember that leadership does not provide an exemption from accountability; it creates a greater responsibility for it.

THE WEIMAR WAY STANDARD

I will not ask students or staff to live a standard that I am unwilling to live myself.

I WILL DEMAND THE STANDARD

High expectations have meaning only when leaders consistently require them. I will establish, teach, reinforce, and consistently expect appropriate levels of effort, preparation, attendance, discipline, respect, sportsmanship, character, academic responsibility, teamwork, professional conduct, accountability, and representation of Weimar ISD.

- Communicate expectations before problems arise.
- Teach students and staff what the Weimar Way looks like in practice.
- Reinforce behavior that meets or exceeds the standard.
- Correct conduct that does not meet the standard.
- Maintain expectations regardless of talent, position, popularity, family connections, friendship, tenure, community influence, or importance to the program.
- Refuse to sacrifice character or integrity for competitive success.

THE WEIMAR WAY STANDARD

We do not lower the standard to accommodate behavior. We help people rise to meet the standard.



I WILL HOLD PEOPLE ACCOUNTABLE TO THE STANDARD

Accountability is an essential responsibility of leadership. Knowingly allowing conduct inconsistent with established expectations can communicate that the conduct is acceptable.

- Address concerns promptly rather than allowing them to become accepted behavior.
- Have difficult conversations when leadership requires them and clearly identify the expectation that was not met.
- Provide direction regarding what must change and apply appropriate consequences when warranted and within my authority.
- Document significant or repeated concerns when appropriate and follow through after expectations have been communicated.
- Recognize improvement and restored trust when individuals respond appropriately.
- Involve my supervisor or administration when a concern exceeds my authority or requires additional intervention.
- Apply expectations fairly and consistently and avoid favoritism or selective enforcement.
- Never retaliate against an individual for appropriately raising a concern, reporting misconduct, or using an established complaint process.

THE WEIMAR WAY STANDARD

I will not knowingly ignore conduct that violates the standards I have been entrusted to uphold.

NO ONE IS ABOVE THE STANDARD

The Standard of Excellence applies regardless of talent, position, starting status, seniority, family name, community influence, friendship, personal relationship, coaching success, program success, awards, championships, or the perceived importance of an individual to the program.

THE WEIMAR WAY STANDARD

Talent does not excuse character. Success does not excuse conduct. Leadership does not excuse accountability. No one is bigger than the team. No program is bigger than Weimar ISD. No one is above the Standard of Excellence.



WHAT WE PERMIT BECOMES OUR STANDARD

Coaches and directors are responsible for the culture they create and the conduct they knowingly permit within their programs. What a leader repeatedly ignores may unintentionally communicate that the behavior is acceptable.

- I will not knowingly normalize disrespect, bullying, hazing, humiliation, dishonesty, poor sportsmanship, persistent negativity, divisive behavior, insubordination, favoritism, lack of effort, avoidance of responsibility, or other conduct inconsistent with the Weimar Way.
- When these behaviors occur, I will respond appropriately, consistently, and within the authority of my position.

THE WEIMAR WAY STANDARD

Culture is what we model, what we celebrate, what we correct, and what we permit.

ACCOUNTABILITY WITH PURPOSE

Accountability should have a purpose. The goal is to establish expectations, correct behavior, develop character, restore responsibility, and strengthen the individual and the program. When appropriate, accountability should follow a clear progression:

THE WEIMAR WAY STANDARD

EXPECTATION > CONVERSATION > CORRECTION > FOLLOW-THROUGH > GROWTH

Serious misconduct, repeated violations, or refusal to meet expectations may require stronger or more immediate consequences. Accountability must remain consistent with District policy, applicable rules, individual rights, and the authority of the coach, director, or administrator involved.

THE LEADER SETS THE STANDARD

- ✓ I will set the tone.
- ✓ I will model the expectation.
- ✓ I will communicate the expectation.
- ✓ I will demand the expectation.
- ✓ I will address conduct that falls below the expectation.
- ✓ I will recognize those who consistently meet and exceed the expectation.
- ✓ I will hold myself accountable to the same expectation.
- ✓ I will protect the Standard of Excellence even when doing so is difficult, unpopular, or inconvenient.

THE WEIMAR WAY STANDARD

This is leadership the Weimar Way.



ACCOUNTABILITY FOR THE ASSIGNMENT

Assignment as a coach, director, sponsor, coordinator, or extracurricular leader carries responsibilities in addition to those associated with the employee's primary position. Performance under this addendum may be considered in the employee's annual evaluation, Domain V - The Weimar Way when applicable, supplemental-duty evaluation, continued assignment decisions, professional growth expectations, and other appropriate employment or assignment decisions.

Failure to meet these expectations may result in coaching, counseling, directives, documentation, professional growth or improvement requirements, an applicable evaluation rating, removal from or nonrenewal of a supplemental assignment, reassignment, or other appropriate administrative or employment action consistent with applicable law, Board policy, contract provisions, and District procedures.

Repeated failure to meet an identified expectation after the employee has received appropriate notice, feedback, or direction may be considered a failure to meet the professional expectations associated with the extracurricular assignment. Serious misconduct may warrant immediate action when appropriate.

COACH / EXTRACURRICULAR DIRECTOR COMMITMENT

By accepting a coaching, directing, sponsoring, coordinating, or extracurricular leadership assignment with Weimar ISD, I acknowledge that I am being entrusted with more than a program. I am being entrusted with students, people, culture, and the reputation of Weimar ISD.

- ✓ I will uphold the Standard of Excellence.
- ✓ I will model the Standard of Excellence.
- ✓ I will communicate the Standard of Excellence.
- ✓ I will demand the Standard of Excellence.
- ✓ I will appropriately hold students and staff accountable to the Standard of Excellence.
- ✓ I will hold myself accountable to the Standard of Excellence.
- ✓ I will not knowingly excuse poor conduct because someone is talented, successful, influential, or important to my program.
- ✓ I will address behavior that threatens the culture, integrity, safety, teamwork, or reputation of my program or Weimar ISD.
- ✓ I will make difficult decisions when necessary to protect students, the team, the program, and the District.
- ✓ I will lead with consistency, fairness, integrity, courage, and professionalism.



MY WEIMAR WAY COMMITMENT

I understand the standard. I will live the standard. I will demand the standard. I will hold myself and those I lead accountable to the standard. I will protect the standard. I will never knowingly sacrifice the standard for a win, a trophy, an award, a performance, popularity, convenience, or personal preference.

Nothing in this addendum is intended to replace or supersede applicable law, Board policy, administrative regulations, an individual employment contract, established appraisal procedures, or established complaint and grievance processes.

THE WEIMAR WAY STANDARD

**SET THE STANDARD. LIVE THE STANDARD. DEMAND THE STANDARD. HOLD ACCOUNTABLE.
PROTECT THE STANDARD.**

Employee Name (Printed)

Primary Position

Coaching / Extracurricular Assignment

School Year

Employee Signature

Date

Supervisor / Director

Date

Principal / Administrator

Date

OFFICIAL VISUAL IDENTITY GUIDE



Weimar ISD Brand Guidelines

Visual identity standards for district, academic, athletic, and community communications

Version 1.0 | September 2026

WEIMAR INDEPENDENT SCHOOL DISTRICT

A Standard of Excellence

A recognizable identity begins with consistency

This guide establishes how Weimar ISD presents itself across every campus, program, team, and public-facing communication.

A brand is more than a logo, mascot, color, or slogan. It is the visual promise that every communication belongs to the same district and reflects the same standard of care.

For us, Weimar ISD, this guide provides a visual and verbal bedrock for our school district as we define who we are and how we want to represent ourselves. Let these pages be a road map and tour guide for you as you begin to discover the historic brand of Weimar ISD.

This document defines each component of our brand to illustrate who the School District of Weimar ISD is and why we matter. In these pages, you will discover our rich new brand, which brings meaning to our vision, 'A Standard of Excellence.'

At Weimar ISD, our brand focuses on an authentic and memorable platform that captures the beauty in our rich history, which is reflected in the tenacity of our vibrant community. This is how we tell our story.

The standards in this document protect the integrity of Weimar ISD's official marks while giving staff, campuses, student organizations, booster groups, vendors, and community partners a practical system for using them correctly.

Use only approved artwork files. Preserve every mark's proportions, colors, outlines, spacing, and orientation. When a project requires a version that is not included in the approved logo family, obtain district approval before production.



A STANDARD OF EXCELLENCE

How to use this manual

Start with the mark family that fits the purpose, then apply the logo, typography, color, and production standards together.

Section	Topic	What it covers
01	Brand foundation	Identity, naming, brand architecture, and tagline
02	Primary marks	Primary W with claw, secondary clean W, Wildcat, and Academic Seal
03	Alternate marks	Interlocking WW, Texas marks, profiles, silhouettes, paw prints, and wordmarks
04	Logo standards	Clear space, size, backgrounds, misuse, and production
05	Typography and color	Supporting fonts, official color values, paint, and contrast
06	Applications and governance	Communications, athletics, facilities, vendors, and approval

Priority rule

If an older file, a copied web image, or an existing item conflicts with this guide, use the current approved master artwork and the standards in this document.

SECTION 01



Brand foundation

A unified system for one district and one community.

One district and one recognizable identity

Consistency builds trust, recognition, and pride wherever the district is represented.

What this guide protects

- Consistency - the same core colors and approved marks across the district.
- Recognition - a visual identity that is immediately and distinctly Weimar.
- Quality - clean reproduction in print, apparel, signage, facilities, web, and social media.
- Flexibility - a defined family of institutional, athletic, and spirit marks for different situations.
- Stewardship - responsible use of district-owned identity assets by staff, partners, and vendors.

The visual system is strongest when each mark keeps its assigned role. Do not treat every logo as interchangeable.



PRIMARY W
W with claw



WILDCAT HEAD



SECONDARY W
Clean W



ACADEMIC SEAL

Brand architecture

Choose the mark according to audience, purpose, and level of formality.

Family	Role	Typical applications	Tone
Primary W with claw	Core district mark	District recognition, signage, athletics, spirit, high-visibility communications	Broad
Wildcat head	Co-primary mascot mark	Athletics, activities, spirit campaigns, mascot-forward communications	Broad / energetic
Secondary clean W	Simplified supporting mark	Small formats, constrained production, and approved uses where the claw would lose detail	Broad / simplified
Academic Seal	Formal institutional mark	Board publications, certificates, ceremonies, awards, formal reports	Formal
Interlocking WW	Alternate heritage mark	Spirit applications, apparel, alumni, selected athletic use	Informal
Texas marks	Regional identity marks	Community pride, athletics, merchandise, Texas-focused campaigns	Informal
Block wordmarks	Approved name artwork	District and team naming where a horizontal solution is needed	Broad
Spirit and silhouette marks	Secondary spirit marks	Team graphics, apparel, social media, student-facing uses	Informal

Do not create a new hierarchy by enlarging a secondary mark until it appears to replace the primary identity. Context determines the correct mark; novelty does not.

District name and tagline

Use the district's name and signature line consistently in writing and display applications.

Approved district names

Formal name Weimar Independent School District

Standard name Weimar ISD

Abbreviation WISD

Use the full legal name in formal documents when the district is first introduced. Weimar ISD is preferred for routine communications. WISD is acceptable when the audience already knows the district.

Do not use alternate spacing, punctuation, or invented abbreviations in official communications.

CORE TAGLINE

A Standard of Excellence

Approved display signature

WEIMAR ISD: A STANDARD OF EXCELLENCE!

Keep the wording intact. Use title case in narrative settings and the uppercase signature in display graphics.

SECTION 02



Primary marks

The core symbols that lead the Weimar ISD identity.

PRIMARY MARKS

Primary and secondary W marks

The W with the Wildcat claw is the lead W mark. The clean W has two approved secondary colorways for simplified applications.



PRIMARY W WITH CLAW
Lead W mark



SECONDARY CLEAN W
Gold fill / purple outline



SECONDARY CLEAN W
Purple fill / gold outline

Primary W with claw

- Use as the default W for district recognition, athletics, signage, uniforms, spirit wear, and high-visibility communications.
- Treat the W and claw as one complete piece of artwork.
- Preserve the geometry, proportions, colors, overlap, and orientation exactly as supplied.

Secondary clean W

- Use when the claw would lose detail at an approved small size or in a constrained production method.
- Choose the supplied gold-fill or purple-fill colorway that provides the strongest contrast.
- Use only the supplied clean artwork; do not add a claw, paw, or other attachment.
- Do not present it as a new primary mark or combine it with the primary W.

When either mark can be reproduced clearly, the primary W with claw takes precedence.

Primary W color environments

Use the W and Wildcat claw as one complete mark, with strong separation from the field around it.



PREFERRED

White or very light neutral



APPROVED

Gold field with sufficient margin



USE A WHITE PANEL

Preferred when purple reduces the outline



AVOID

Low contrast or visually noisy fields

When a background competes with the outline or reduces recognition, place the full-color primary W on a simple white holding panel. Never detach, move, resize, recolor, or replace the claw to solve a background problem.

PRIMARY MARKS

Primary Wildcat head

The front-facing Wildcat is the co-primary mascot mark for athletics, student life, spirit, and bold district communications.



Best applications

- Athletics and extracurricular promotion
- Pep rallies, spirit campaigns, fan gear, and team environments
- Social graphics with strong visual impact
- Large-format banners, signage, murals, and approved merchandise

Protect the mascot

- Preserve every facial feature, outline, highlight, and color relationship.
- Do not crop the ears, jaw, whiskers, or outer fur unintentionally.
- Do not use it so small that the facial detail disappears.
- Do not recolor individual parts of the face.

Wildcat head backgrounds

Give the detailed mascot room to breathe and maintain strong edge contrast.



PREFERRED
White background



APPROVED
Gold background



USE A PANEL
White panel preferred on purple

Photographic backgrounds are acceptable only when the mascot sits in a quiet area with sufficient contrast. Use a white or light-neutral holding panel when detail is lost against a photo, pattern, or purple field.

Do not add a new outer stroke, glow, drop shadow, or color block directly to the artwork to solve a background problem.

Academic Seal

The seal is the district's formal institutional mark and should retain a ceremonial, official character.



Approved uses

- Board and district publications
- Diplomas, certificates, honors, and awards
- Formal invitations, ceremonies, and commemorative pieces
- Official reports and select academic communications

Restrictions

- Do not use the seal as an athletic, mascot, or casual spirit mark.
- Do not alter the circular text, Texas silhouette, star, laurel, or ring structure.
- Do not use below the minimum size at which all text remains legible.

SECTION 03



Alternate marks

Approved options for heritage, regional pride, athletics, and spirit.

ALTERNATE MARKS

Interlocking WW marks

Two approved color constructions extend the identity without replacing the primary W with claw.



GOLD WW

Gold letters with purple outline



PURPLE WW

Purple letters with gold outline

Use for spirit applications, alumni and heritage pieces, apparel, and selected athletic communications. Choose the version that provides the strongest contrast. Do not separate the letters, change the overlap, or recreate the interlock.

ALTERNATE MARKS

Texas identity marks

These marks connect Weimar ISD to Texas and may be used for regional pride, community, athletics, and merchandise.



GOLD TEXAS WILDCAT



PURPLE TEXAS WILDCAT



TEXAS WW

Preserve the geographic silhouette, relative scale, overlap, and approved outline colors. Do not move the Wildcat or WW inside the state, redraw the Texas boundary, or combine these assets with another state shape.

ALTERNATE MARKS

Side-profile Wildcat marks

Use the supplied left- or right-facing version so the mascot looks into the layout.



LEFT-FACING PROFILE



RIGHT-FACING PROFILE

Select the direction that leads the viewer toward the headline, subject, or center of the design. Never mirror one file to manufacture the opposite direction; the two supplied versions are the approved artwork.

ALTERNATE MARKS

Wildcat silhouette marks

These approved single-color marks provide front-facing and directional options for simplified athletic and spirit applications.



FRONT-FACING PURPLE



LEFT-FACING PURPLE



RIGHT-FACING PURPLE



FRONT-FACING GOLD



LEFT-FACING GOLD



RIGHT-FACING GOLD

Use these marks when a simplified, one-color mascot treatment is appropriate for apparel, signs, decals, supporting graphics, and other approved spirit applications. They do not replace the primary W with claw or the full-detail front-facing Wildcat as the lead identity.

Use only the supplied purple or gold artwork. Preserve the selected orientation, negative spaces, proportions, and edge detail. Do not mirror, redraw, add facial details, combine colorways, or rebuild the silhouette.

ALTERNATE MARKS

Paw print marks

The approved paw print is a supporting athletic and spirit symbol available in two supplied colorways.



PURPLE PAW

Purple fill / gold outline



GOLD PAW

Gold fill / purple outline

Use the paw print for supporting athletics, spirit wear, youth programs, social graphics, patterns, decals, event materials, and approved merchandise. It may accompany district naming, but it does not replace the primary W with claw or the front-facing Wildcat as the lead identity.

Use one supplied colorway at a time. Preserve the four toe pads, central pad, outline, proportions, orientation, and internal color treatment exactly as supplied. Do not separate the pads, add claws, redraw the silhouette, or use the artwork as a substitute for the claw attached to the primary W.

ALTERNATE MARKS

Official block wordmarks

Use these supplied graphics instead of typing the names in a substitute athletic font.

 WEIMAR	WEIMAR District-wide identity, community recognition, campus spirit, and broad institutional use.
 WILDCATS	WILDCATS General athletics, student activities, spirit campaigns, team environments, and fan-facing materials.
 LADYCATS	LADYCATS Girls athletics and established Ladycats team, spirit, and tradition applications.

The letterforms, outline, spacing, and proportions are part of the artwork. Do not rebuild, respell, condense, expand, or add text inside these wordmarks.

ALTERNATE MARKS

Script spirit wordmarks

The approved script marks bring an informal, energetic tone to team and spirit applications.



CATS PURPLE AND GOLD

Purple fill / gold outline



CATS GOLD AND PURPLE

Gold fill / purple outline



CATS PURPLE AND WHITE

Purple fill / white outline



WILDCATS SCRIPT

Purple fill / gold outline

Choose the supplied colorway that provides clear separation from the background. Use these marks for athletics, apparel, team graphics, and student-facing spirit communications.

These are logo files, not fonts. Do not type new words in an imitation script or modify the letter connections, slant, outline, color treatment, or terminal strokes.

ALTERNATE MARKS

Logo family at a glance

The primary marks lead. Secondary and alternate marks support specific audiences and applications.

Category	Mark	Primary role	May replace primary identity
Primary	W with Wildcat claw	Lead W identity	Yes
Primary	Front-facing Wildcat	Mascot-forward and athletic use	Yes
Secondary	Clean varsity W	Simplified W option	Limited
Formal	Academic Seal	Ceremonial and official documents	Restricted
Alternate	Interlocking WW	Heritage, spirit, and select athletics	No
Alternate	Texas marks	Regional pride and merchandise	No
Alternate	Wildcat profiles and silhouettes	Directional and single-color graphics	No
Alternate	Paw print colorways	Supporting athletics and spirit mark	No
Wordmark	WEIMAR / WILDCATS / LADYCATS	Horizontal naming solution	No
Spirit	Cats / Wildcats script	Informal team and spirit use	No

Using several marks in one composition usually weakens the identity. Select one lead mark and add only the text or partner information the communication requires.

SECTION 04



Logo standards

Spacing, sizing, contrast, production, and protection of approved artwork.

Clear space

Clear space keeps every mark distinct from text, photos, edges, seams, and neighboring logos.



PRIMARY W WITH CLAW

Minimum clear space: 20% of the complete mark's overall height on every side.



WILDCAT HEAD

Minimum clear space: 15% of the mascot mark's overall height.



ACADEMIC SEAL

Minimum clear space: 15% of the seal diameter; more is preferred.

For the secondary clean W, keep clear space equal to at least 20% of its overall height. For Wildcat profiles, silhouettes, and the paw print, keep at least 15% of the mark's overall height clear on every side. For block and script wordmarks, use at least 20% of the capital-letter height. Clear space is a minimum, not a target; more space strengthens recognition.

Minimum size and placement

Use sizes that preserve legibility, detail, and visual authority in the final produced piece.

Mark	Print minimum	Digital minimum	Production note
Primary W with claw	0.85 in tall	96 px tall	Preserve the complete W and claw
Secondary clean W	0.65 in tall	72 px tall	Simplified option; preserve outline
Front Wildcat	0.75 in tall	90 px tall	Detailed mascot; larger is preferred
Academic Seal	1.00 in wide	120 px wide	All circular text must remain legible
Interlocking WW	0.80 in wide	96 px wide	Do not close the interlock at small size
Texas marks	0.90 in wide	110 px wide	State outline must remain recognizable
Profiles and silhouettes	0.75 in tall	90 px tall	Preserve face, fur, and negative spaces
Paw print	0.65 in tall	72 px tall	Preserve all pads, outlines, and internal detail
Block wordmarks	1.50 in wide	180 px wide	Keep letters and outline open
Script wordmarks	1.50 in wide	180 px wide	Preserve thin joins and terminals

Place logos intentionally - commonly top-left, centered, or bottom-right. Keep them away from trim edges, folds, holes, hems, seams, hardware, and other production hazards.

Backgrounds and contrast

Approved artwork must remain immediately readable in every environment.

Background	Standard	Direction
White or light neutral	Preferred for all full-color marks	Use generous clear space.
Weimar Gold	Approved when the mark remains distinct	Purple and black provide strong contrast.
Weimar Purple	Use an approved reversed file or a white holding panel	Do not recolor the artwork ad hoc.
Photography	Use only a quiet, high-contrast area	Add a simple light panel if detail is lost.
Patterns and textures	Avoid behind detailed marks	Reduce visual competition rather than adding effects.

Never place gold body text on white. Never place the purple outline of a logo directly against a purple field when the edge disappears. When in doubt, use white space.

Incorrect logo use

Consistency matters more than novelty. Never alter core artwork to solve a layout problem.

X	Do not stretch, compress, skew, or change proportions.	X	Do not recreate block or script wordmarks with typed fonts.
X	Do not rotate a mark or place it on an arbitrary angle.	X	Do not detach, move, resize, mirror, or replace the claw on the primary W.
X	Do not recolor the mark, individual features, outlines, or highlights.	X	Do not mirror a side-profile or silhouette mark; use the supplied direction.
X	Do not add shadows, bevels, glows, textures, gradients, or effects.	X	Do not use screenshots, copied web images, or visibly pixelated files.
X	Do not crop essential elements or allow trim, seams, or other objects to cover them.	X	Do not place marks on low-contrast or visually busy backgrounds.

If the approved file does not work in the available space, change the layout or request an approved production version. Do not alter the mark.

Co-branding and new lockups

Partner and sponsor recognition should not change the structure or authority of Weimar ISD's identity.

District-led layouts

- Select one Weimar ISD mark as the lead identity.
- Keep each partner logo intact and outside every clear-space zone.
- Use alignment, consistent height, and whitespace to establish order.
- Do not interlock, overlap, or contain another organization's logo inside a district mark.
- Give the district appropriate visual weight without crowding partner marks.

New combinations

- Do not attach campus, team, event, class-year, or sponsor text directly to a logo.
- Do not create a new badge, crest, state mark, mascot variation, or letter combination without district approval.
- Set descriptive text separately in the approved supporting typography.
- Commercial merchandise and fundraising products require approval before production.
- Provide vendors with approved files rather than asking them to trace or redraw artwork.

Clear separation is the default. A purpose-built lockup should be created only when repeated use justifies a controlled master asset.

File formats and production

Choose the correct master file for the medium and final size.

Format	Best use	Type
SVG / EPS / AI	Preferred for signage, apparel, embroidery setup, engraving, vehicle graphics, and any scalable production	Vector
PDF	Preferred for print-ready placement when vector content is preserved	Print / vector
PNG	Preferred for digital graphics, presentations, websites, and transparent-background use	Raster
JPG	Use only when transparency is not needed and the background is intentionally included	Raster

Production checklist

- Begin with the approved master artwork - never a screenshot or copied social image.
- Confirm final dimensions, background, reproduction method, and minimum line detail before ordering.
- Specify Pantone colors for spot-color printing and require a proof when accurate matching matters.
- For embroidery, screen printing, vinyl, engraving, or one-color fabrication, request an approved production-ready version.
- Inspect proofs for proportion, color, orientation, cropping, and clear space before authorizing production.

SECTION 05



Typography

Supporting fonts that keep communications clear without imitating logo artwork.

Supporting type system

Typography should feel strong, clear, and secondary to the approved logo family.

ARIAL NARROW BOLD ABCDEFGHIJKLMNOPQRSTUVWXYZ	Headlines, labels, signage, score graphics, and short high-impact messages.
Arial Regular and Bold ABCDEFGHIJKLMNOPQRSTUVWXYZ	Body copy, letters, reports, handbooks, websites, captions, and longer reading.
<i>Georgia Regular and Italic</i> ABCDEFGHIJKLMNOPQRSTUVWXYZ	Limited formal or ceremonial emphasis, quotations, and selected academic materials.

The WEIMAR, WILDCATS, LADYCATS, Cats, and Wildcats graphics are custom wordmark artwork. Supporting fonts may accompany them, but may never be used to reconstruct or imitate them.

Type hierarchy

A consistent hierarchy helps readers find the most important information quickly.

DISTRICT HEADLINE

Section heading or event title

Lead sentence or key detail introduces the message and gives the reader the essential context.

Body copy should remain readable, direct, and well spaced. Use purple for headings and strong emphasis, gold for controlled accents, and black or dark neutral text for sustained reading.

Caption, source, date, or secondary detail

Hierarchy standards

- Use sentence case for most headings; reserve all caps for short labels and display headlines.
- Keep line length comfortable and avoid tightly packed paragraphs.
- Use no more than two supporting type families in one piece.
- Use gold as an accent, not as small text on white.
- Do not outline, stretch, skew, or add effects to ordinary type.

SECTION 06



Color

Exact values for print, screen, facilities, and accessible communication.

COLOR

Official color palette

Weimar Purple and Weimar Gold are the foundation of the district's visual identity.

WEIMAR PURPLE

Pantone 268 C

HEX #461D7C

RGB 70, 29, 124

Use solid, unaltered color for official brand applications.

WEIMAR GOLD

Pantone 123 C

HEX #FDD023

RGB 253, 208, 35

Use solid, unaltered color for official brand applications.

Supporting neutrals

WHITE

#FFFFFF

BLACK

#000000

LIGHT NEUTRAL

#F2F2F2

Facility paint and readable color use

Paint specifications are physical-environment matches and do not replace the official screen or print values.

SHERWIN-WILLIAMS

Fully Purple

SW 6983

SHERWIN-WILLIAMS

Goldfinch

SW 6905

Before a large facility application, review a physical paint chip and sample on the actual substrate. Lighting, sheen, texture, primer, and surrounding colors can change the perceived result. Use the finish appropriate to the surface and maintenance conditions.

Combination	Contrast ratio	Use
Purple on white	12.16:1	Strong contrast for text and graphics
White on purple	12.16:1	Strong contrast for text and graphics
Purple on gold	8.23:1	Strong contrast; preferred branded combination
Black on gold	14.22:1	Strong contrast for body text and labels
Gold on white	1.48:1	Insufficient for body text; use gold only as a large accent

SECTION 07



Applications

Putting the identity to work across communications, athletics, facilities, and partnerships.

APPLICATIONS

District communications and print

Match the mark and design tone to the audience while maintaining one recognizable system.

Application	Preferred mark	Design direction
Board and formal publications	Academic Seal or primary W with claw	Restrained layout, generous white space, clear district name
Letters, reports, and handbooks	Primary W with claw; seal for ceremonial use	Use approved supporting fonts and purple headings
Social media and web	Primary W with claw or Wildcat head	Use one lead mark; maintain safe margins for platform crops
Event graphics	Primary or context-appropriate alternate mark	Keep dates, times, and locations more prominent than decoration
Campus and program materials	Primary W with claw plus separate typeset name	Do not attach new text directly to the logo
Certificates and awards	Academic Seal	Preserve seal legibility and formal tone

Use the primary W with claw when it reproduces clearly. The secondary clean W may be used for approved small icons or constrained production where the claw would lose detail. Keep important artwork away from crop zones and interface overlays.

Athletics apparel signage and facilities

Production methods change, but the approved artwork, color relationships, and hierarchy do not.

Athletics and apparel

- Use the primary W with claw, Wildcat head, approved wordmarks, silhouette, paw print, or another context-appropriate alternate mark.
- Use the secondary clean W only when size or production limits prevent the claw from reproducing clearly.
- Keep team names, numbers, and sponsor information outside the logo clear-space zone.
- Request production-ready art for embroidery, screen printing, patches, helmets, and one-color decoration.
- Do not let stitching, garment seams, or equipment contours distort the mark.
- Review a physical sample before a large production run.

Signage and facilities

- Use vector artwork for permanent signs, scoreboards, murals, floor graphics, and vehicle applications.
- Apply Fully Purple SW 6983 and Goldfinch SW 6905 as the approved Sherwin-Williams facility references.
- Confirm substrate, finish, lighting, and maintenance requirements before painting.
- Protect the silhouette and clear space from architectural edges, doors, vents, fixtures, and trim.
- Use an approved proof showing scale, placement, and color before fabrication or installation.

Vendors should receive the current master file and this guide at the start of the project. Approval should occur before production, not after installation.

Brand governance and approval

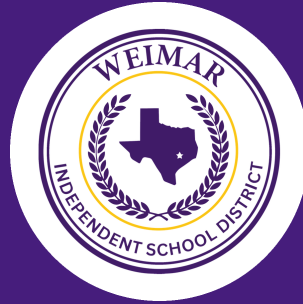
Every user of the identity shares responsibility for protecting the district's marks.

User	Responsibility
District and campus staff	Use approved assets and standards; request guidance when an application falls outside this manual.
Coaches and program sponsors	Select context-appropriate marks; submit new uniforms, merchandise, or custom graphics for approval.
Booster and parent organizations	Use approved marks only for district-connected activities; secure approval before fundraising production.
Vendors and fabricators	Work from master files; provide accurate proofs; do not trace, redraw, recolor, or construct new variations.
District administration	Maintain the approved asset library, authorize exceptions, and issue future versions of the standards.

Approval is required for

- New or modified logo combinations, mascot art, badges, crests, or wordmarks
- Commercial merchandise, fundraising products, uniforms, and permanent signage
- One-color, reversed, embroidery, engraving, or fabrication-ready adaptations not already supplied
- Any proposed exception to the color, clear-space, minimum-size, or background standards

When uncertain, pause production and contact the Weimar ISD Central Office for the current artwork and direction.



Weimar ISD Brand Guidelines

Official Visual Identity Guide | Version 1.0 | September 2026

For approved master artwork, production guidance, or authorization of a new application, contact the Weimar ISD Central Office before production.

WEIMAR INDEPENDENT SCHOOL DISTRICT | WEIMAR TEXAS

A Standard of Excellence

MINUTES OF REGULAR BOARD MEETING
WISD Board of Trustees
August 10, 2026

- I. **CALL MEETING TO ORDER** – Vice-President Brian Christen called the meeting to order at 6:00 pm in the Administration Board Room.
- A. **ESTABLISH A QUORUM** - All Board members were present except Steve Williams and Jim Sanders.
- B. **PLEDGES** – The U.S. Pledge of Allegiance and the Texas Pledge were recited.
- C. **INVOCATION** – Chase Seelke led the invocation.
- II. **PUBLIC COMMENTS** – None.
- III. **INFORMATION / DISCUSSION ITEMS:**
- A. **Safety and Security Committee Meeting Recap** – Reviewed the notes from the last meeting.
- B. **UIL Participation Numbers** - 22 Volleyball, 56 Football, 36 Band, and 16 Cross Country student participants.
- C. **Update on HVAC/Roofing Project** –
- The blower and boiler are scheduled for installation at the High School September 11–13, 2026, during the student holiday/weekend.
 - Documentation is being finalized, and an installation timeline is being established for the replacement of the Elementary and High School roofs.
- D. **Donation of a Greenhouse from Legacy Nursery** - Steve Williams purchased and donated a 96' x 133' greenhouse from Legacy Nursery. The greenhouse will be installed next to the Ag Barn for use by the Agriculture Department.
- E. **TIA (Teacher Incentive Allotment) Expansion Update** - TEA has approved the expansion of the TIA program to include most WISD teachers, with the exception of CTE teachers. Eligibility will be based on STAAR growth.
- F. **Back to School Events/Calendar** - School starts Wednesday, August 12th.
- IV. **CONSENT AGENDA**
- A. **Approval of Minutes**
1. **Regular Board Meeting – July 27, 2026**
 2. **Board Training - August 5, 2026** - Cancelled
- B. **Approval of Financial Statements**
1. **Bills Paid**
 2. **Tax Collection Report**
 3. **Budget Projection Report and Budget to Actual Report**
 4. **Cash Balances/Financial and Investment Report**
- C. **Approval of Routine School Business Matters**
1. **Consider and take action concerning the Weimar ISD GT Plan for the 2026-2027 school year.**

With a motion by Joni VanHouten and second by Jeremy Maupin, the Consent Agenda was approved as presented, by the following vote:

Joni VanHouten - yes	Tom Strickland - yes	Brian Christen - yes	Steve Williams - ABSENT
April Mikulenska - yes	Jeremy Maupin - yes	Jim Sanders - ABSENT	

V. ACTION Items

- A. Consider and take action to approve or reject the proposed list of books for acquisition by Weimar school and teacher libraries pursuant to SB13.** - SB13 requires Board approval on proposed library materials purchased by the school district.

With a motion by Jeremy Maupin and second by Joni VanHouten, the Board approved the proposed list of books for acquisition by the Weimar ISD and teacher libraries pursuant to SB13, as presented, with the following vote:

Joni VanHouten - yes	Tom Strickland - yes	Brian Christen - yes	Steve Williams - ABSENT
April Mikulenska - yes	Jeremy Maupin - yes	Jim Sanders - ABSENT	

- B. Consider and take action to approve and authorize an agreement between the Weimar ISD and Live Oak Public Finance, LLC for Municipal Advisory Services and all matters related thereto.** - The Superintendent recommended executing an agreement with Live Oak Public Finance, LLC, to provide services related to tax rate management, continuing disclosure preparation and filings, debt transparency, and ongoing consultation. These services will support the District in understanding and implementing strategies to meet its objectives, ensure legal compliance, and provide assistance with bond-related matters.

With a motion by April Mikulenska and second by Jeremy Maupin, the Board approved the agreement between Weimar ISD and Live Oak Public Finance, LLC for Municipal Advisory Services and all matters related thereto, with the following vote:

Joni VanHouten - yes	Tom Strickland - yes	Brian Christen - yes	Steve Williams - ABSENT
April Mikulenska - yes	Jeremy Maupin - yes	Jim Sanders - ABSENT	

- C. Consider and take action to adopt a Resolution to approve an Engagement Letter with Leon, Alcala, Morse & Reynolds, PLLC to serve as Bond Counsel.** - With a motion by Jeremy Maupin and second by April Mikulenska, the Board adopted a Resolution to approve a Contingency Fee Engagement Letter with Leon, Alcala, Morse & Reynolds, PLLC to serve as Bond Counsel, as presented, with the following vote:

Joni VanHouten - yes	Tom Strickland - yes	Brian Christen - yes	Steve Williams - ABSENT
April Mikulenska - yes	Jeremy Maupin - yes	Jim Sanders - ABSENT	

- D. Consider and take action to adopt an Order Calling School Building Bond Election to be held on November 3, 2026.** - The Weimar ISD has been evaluating its long-term facility needs through strategic planning, which includes aging facilities, infrastructure needs, safety and security needs, and major building systems.

Proposition A would authorize up to \$12,000,000 for the construction, acquisition, renovations, rehabilitation, expansion, improvement, and equipment of school buildings. The proposed projects include elementary and high school renovations, parking and student drop-off improvements, gymnasium improvements, a band hall, Career and Technical Education building improvements, and other qualifying facility improvements. As the District develops and implements these projects, the program is also intended to address appropriate safety and security upgrades throughout the District facilities.

This election order also includes a declaration of the District's intent to reimburse itself from future bond proceeds for eligible project expenditures paid from lawfully available District funds. Under the current draft, the reimbursement authority applies to qualifying costs paid within the 60 days preceding adoption of the election order and qualifying costs incurred afterward, with the District presently anticipating reimbursement obligations of no more than \$2,000,000. This provision may allow the District, subject to the requirements of the order and final review by bond counsel, to restore a portion of fund balance used for qualifying recent facility expenses, including eligible roof and HVAC replacement costs.

Proposition B would separately authorize up to \$3,000,000 for improvements to District athletic stadium facilities, including football, baseball, and softball stadium improvements. Importantly, the District's financial position and responsible management of its existing debt provide an opportunity to address these significant facility needs while maintaining the current overall tax rate under the District's present financial projections.

The election order identifies the District's current debt-service tax rate as \$0.20200 per \$100 of taxable value. The voter information documents currently estimate a \$0.00 maximum annual increase on a residence homestead with an appraised value of \$100,000 for both propositions, based on the assumption used by the District and its financial advisor.

With a motion by April Mikulenska and second by Joni VanHouten, the Board adopted the Order Calling School Building Bond Election to be held on November 3, 2026, substantially in the form presented, submitting Proposition A in the amount of \$12,000,000 and Proposition B in the amount of \$3,000,000 to the qualified voters of Weimar ISD, and authorize the Superintendent, and their respective designees to take all actions necessary to conduct the election and finalize the election documents in accordance with the Order and applicable law, as presented, with following vote:

Joni VanHouten - yes Tom Strickland - yes Brian Christen - yes Steve Williams - ABSENT
April Mikulenska - yes Jeremy Maupin - yes Jim Sanders - ABSENT

VI. INFORMATION/DISCUSSION ITEMS

A. Preliminary Budget for the 2026-2027 Fiscal Year. - A preliminary budget for the 2026–2027 fiscal year was presented. While still in its preliminary form, the budget includes the compensation approved by the Board, increased meal prices for students and adults, and proposed debt costs. Average Daily Attendance (ADA), enrollment, and appraised property values have also increased, resulting in additional estimated revenue. Adoption of the final 2026-2027 budget and the 2026 tax rates is scheduled for 5:30pm on August 27, 2026.

B. Next Board Meeting: The next Regular Board Meeting is proposed for Monday,, September 14, 2026 at 6:00pm

VII. CLOSED SESSION

VIII. OPEN SESSION

No closed session was deemed necessary.

XI. ADJOURNMENT - With no further business before the Board, Vice-President Brian Christen adjourned the meeting at 6:39pm.

MINUTES OF SPECIAL BOARD MEETING
WISD Board of Trustees
August 27, 2026

I. CALL MEETING TO ORDER

- A. ESTABLISH A QUORUM** - President Steve Williams called the meeting to order at 6:00pm. All Board members were present.
- B. PLEDGES** - The U.S. Pledge of Allegiance and the Texas Pledge were recited.
- C. INVOCATION** - Steve Williams led the invocation.

II. PUBLIC COMMENTS - None

- A. Public Comments on General Topics**
- B. Public Comments on Posted Agenda Items**

III. PUBLIC HEARINGS

- A. Discuss the 2026-2027 Budget and Proposed Tax Rate** - Discussion on the school district's budget that will determine the tax rate that will be adopted. Public participation is invited. Proposed Tax Rates for the 2026-2027 FY are \$0.61890 for Maintenance and Operations and \$0.20200 for Interest and Sinking.

IV. INFORMATION / DISCUSSION ITEMS

- A. 2025-2026 Preliminary FIRST Rating** - The preliminary 2025-2026 Financial Integrity Rating System of Texas (FIRST) based on school year 2024-2025 data scored the District with an A. Superior Achievement rating of 100.

V. ACTION ITEMS

- A. Consider and take appropriate action concerning Budget Amendments for the 2025-2026 FY** - With a motion by Brian Christen and second by Jim Sanders the amendments proposed for the 2025-2026 budget were approved as presented, with the following vote:

Joni Van Houten - for	Brian Christen - for	April Mikulenska - for
Tom Strickland - for	Jeremy Maupin - for	Jim Sanders - for
Steve Williams - for		

(see attached)

- B. Consider and take appropriate action on adopting the District Budget for the 2026-2027 FY** - With a motion by Jim Sanders and second by Jeremy Maupin, the 2026-2027 budget for the general fund (199), food service fund (240), and debt service (599) were unanimously approved at the fund and function level, as presented, with the following vote:

Joni Van Houten - for	Brian Christen - for	April Mikulenska - for
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Tom Strickland - for
Steve Williams - for

Jeremy Maupin - for

Jim Sanders - for

(see attached)

C. Consideration of and possible action to approve a debt service tax rate that exceeds the District's minimum debt service rate, pursuant to Section 26.05(1-1), Tax Code. -

Jeremy Maupin made the following motion, "I move that a proposed rate to pay debt service of \$0.2020 per \$100 of taxable value be approved. This rate exceeds the District's debt service rate determined under Section 44.004(c)(5)(A)(ii)(b), Education Code of \$0.168205 by \$0.03. The excess revenue collected from the proposed rate will be used for defeasing or accelerating principal payments of all or a portion of the District's outstanding bonds". Brian Christen seconded the motion, which carried by the following vote:

Joni Van Houten - for
Tom Strickland - for
Steve Williams - for

Brian Christen - for
Jeremy Maupin - for

April Mikulenska - for
Jim Sanders - for

(see attached)

D. Consider and take action on a resolution to set the tax rate for the 2026-2027 FY - With

a motion by Joni VanHouten and second by Brian Christen, the Board approved a resolution to set the 2026-2027 overall tax rate of \$0.8209 (\$0.6189 M&O plus \$0.2020 I&S) as presented, with following vote:

Joni Van Houten - for
Tom Strickland - for
Steve Williams - for

Brian Christen - for
Jeremy Maupin - for

April Mikulenska - for
Jim Sanders - for

(see attached)

VI. ADJOURNMENT - With no further business before the Board, President Steve Williams adjourned the meeting at 5:45pm.

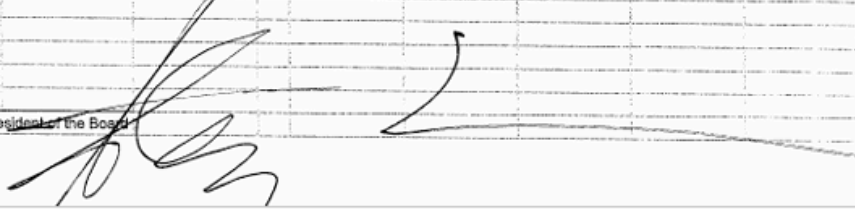
AMENDMENTS TO 2025-2026 WEIMAR ISD BUDGET

Approved by Board, August 27, 2026

		Projected	Amendment	Adjusted	
		August 31	Plus or (Minus)	Ending Balance	
FUND 199:		Balance			
Function 11	Instruction & Supplies	\$471,555.27	-\$434,169.65	\$37,385.62	August TRS est \$20,000
Function 12	Library	\$25,661.52	-\$22,661.52	\$3,000.00	
Function 13	Staff Workshops	\$6,067.40	-\$3,067.40	\$3,000.00	
Function 21	Instructional Leadership (Fed Programs)	\$2,469.73	\$530.27	\$3,000.00	
Function 23	Principals & Staff Leadership	\$38,198.62	-\$35,198.62	\$3,000.00	
Function 31	Counselor & Counseling	\$41,896.84	-\$38,896.84	\$3,000.00	
Function 33	Health Services	\$5,570.50	-\$3,570.50	\$2,000.00	
Function 34	Transportation	-\$3,110.58	\$9,110.58	\$6,000.00	
Function 36	Co-Curr/Extra Curricular	\$94,642.40	-\$85,642.40	\$9,000.00	
Function 41	Administration (Supt/Bus Office/Board)	-\$110,045.03	\$116,045.03	\$6,000.00	
Function 51	Maintenance	-\$424,907.04	\$467,907.04	\$43,000.00	\$34,560: Bill pending from Automated Logic, New Era Epoxy Flooring,
Function 52	Security	-\$67,281.58	\$70,281.58	\$3,000.00	Thompson Fire & Leons
Function 53	Data Processing	\$48,667.57	-\$40,667.57	\$8,000.00	
Function 81	Facilities	-\$524,458.39	\$524,458.39 **	\$0.00	
**Transfer from Fund Balance to cover HS AC/Boiler					
Transfer to Fund 240 to cover deficit in Food & Nutrition:				-\$46,232.53	
		-\$395,072.77	\$0.00	\$83,153.09	

FUND 240:					
Function 35	Food & Nutrition	-\$31,232.53	\$46,232.53	\$15,000.00	\$10,000 estimate in next week's delivery bills
Transfer from Fund 199 General Operating to cover deficit					

Steve Williams, President of the Board



WEIMAR ISD 2026 - 2027 BUDGET
Adopted by the Board, August 27, 2026

FUND 199 - GENERAL FUND

Function 11	Instruction	\$6,601,641
Function 12	Instructional Resources & Media Services	\$82,085
Function 13	Curriculum/Instructional Staff Development	\$10,700
Function 21	Instructional Leadership	\$56,814
Function 23	School Leadership	\$535,997
Function 31	Guidance, Counseling & Evaluation Services	\$483,164
Function 33	Health Service	\$101,595
Function 34	Student (Pupil) Transportation	\$201,800
Function 36	Co-Curricular/Extracurricular Activity	\$895,182
Function 41	General Administration	\$725,662
Function 51	Plant Maintenance & Operations	\$1,418,052
Function 52	Security & Monitoring Services	\$199,440
Function 53	Data Processing Services	\$353,767
Total Expenses		\$11,665,899
Total Revenue		\$11,665,899
		\$0

FUND 240 - Food Service

Function 35	Food Service	Total Expenses	\$489,763
		Total Revenue	\$489,763
			\$0

FUND 599- Debt Service

Function 61	Payment on Bonds	Total Expenses	\$1,075,100
		Total Revenue	\$1,427,586
			\$352,486

SUMMARY 2026-2027BUDGET:

Total Expenses	\$13,230,762
Total Revenue	\$13,583,248
	\$352,486 (Debt Service)


Steve Williams, President

2026 Tax Rate Calculation Worksheet

School Districts without Chapter 313 and JETI Agreements

Form 50-859

WEIMAR ISD

School District's Name

1189 Hwy 90 West, Weimar, 78962

School District's Address, City, State, ZIP Code

(979) 725-6300

Phone (area code and number)

<http://www.weimarisd.org/>

School District's Website Address

GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per \$100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest. The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts without Tax Code Chapter 313 or Government Code Chapter 403, Subchapter T, Texas Jobs, Energy, Technology, and Innovation Act (JETI) agreements only**. School districts that have a Chapter 313 or JETI agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 and JETI Agreements*.

Water districts as defined under Water Code Section 49.001(1) do not use this form. Use Comptroller Form 50-858 *Water District Voter-Approval Tax Rate Worksheet for Low Tax Rate and Developing Districts* or Comptroller Form 50-860 *Developed Water District Voter-Approval Tax Rate Worksheet*.

All other taxing units should use Comptroller Form 50-856 *Tax Rate Calculation, Taxing Units Other Than School Districts or Water Districts*.

The Comptroller's office provides this worksheet to assist taxing units in determining tax rates. The Texas Education Agency (TEA) provides detailed information on and guidance to school districts in calculating their tax rates. Please review and rely on information provided by TEA when completing this worksheet. Additionally, the information provided in this worksheet is offered as technical assistance and not legal advice. Taxing units should consult legal counsel for interpretations of law regarding tax rate preparation and adoption.

Taxing units must include a hyperlink to a document that evidences the accuracy of each entry in the worksheet other than an entry making a mathematical calculation.¹

Source materials must contain data for all worksheets used.

Insert hyperlink:

<https://coloradocad.org/wp-content/uploads/2026/08/Weimar-isd-1.pdf>

weimarisd.org (District Information)

SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
1.	Prior year total taxable value. Enter the amount of the prior year taxable value on the prior year tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). ²	\$ 554,154,807
2.	Prior year tax ceilings. Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. ³	\$ 65,913,399
3.	Preliminary prior year adjusted taxable value. Subtract Line 2 from Line 1.	\$ 488,241,408
4.	Prior year total adopted tax rate.	\$ 0.820900 /\$100
5.	Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value.	
	A. Original prior year ARB values:	\$ 9,522,638
	B. Prior year values resulting from final court decisions:	\$ 8,509,298
	C. Prior year value loss. Subtract B from A. ⁴	\$ 1,013,340

¹ Tex. Tax Code §§5.071(g)(6) and 26.04(d-1)

² Tex. Tax Code §26.012(14)

³ Tex. Tax Code §26.012(14)

⁴ Tex. Tax Code §26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
6.	Prior year taxable value subject to an appeal under Chapter 42, as of July 25. A. Prior year ARB certified value: \$ 11,582,840 B. Prior year disputed value: - \$ 3,373,475 C. Prior year undisputed value. Subtract B from A. ¹	\$ 8,209,365
7.	Prior year Chapter 42-related adjusted values. Add Line 5 and 6. ²	\$ 9,222,705
8.	Prior year taxable value, adjusted for actual and potential court-ordered adjustments. Add Line 3 and Line 7. ³	\$ 497,464,113
9.	Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year. Enter the prior year value of property in deannexed territory. ⁴	\$ 0
10.	Prior year taxable value lost because property first qualified for an exemption in the current year. If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freepoint goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in the current year does not create a new exemption or reduce taxable value. A. Absolute exemptions. Use prior year market value: \$ 1,504,107 B. Partial exemptions. Current year exemption amount or current year percentage exemption times prior year value: .. + \$ 17,554,570 C. Value loss. Add A and B. ⁵	\$ 19,058,677
11.	Prior year taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/scenic appraisal or public access airport special appraisal in the current year. Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year. A. Prior year market value: \$ 1,492,109 B. Current year productivity or special appraised value: - \$ 17,020 C. Value loss. Subtract B from A. ⁶	\$ 1,475,089
12.	Total adjustments for lost value. Add Lines 9, 10C and 11C.	\$ 20,533,766
13.	Adjusted prior year taxable value. Subtract Line 12 from Line 8.	\$ 476,930,347
14.	Adjusted prior year total levy. Multiply Line 4 by Line 13 and divide by \$100.	\$ 3,915,121
15.	Taxes refunded for years preceding prior year. Enter the amount of taxes refunded by the district for tax years preceding the prior year. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for the prior tax year. This line applies only to tax years preceding the prior tax year. ⁷	\$ 8,455
16.	Adjusted prior year levy with refunds. Add Line 14 and Line 15. ⁸ Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in the prior year from the result.	\$ 3,923,576

¹ Tex. Tax Code §26.012(13)² Tex. Tax Code §26.012(15)³ Tex. Tax Code §26.012(15)⁴ Tex. Tax Code §26.012(15)⁵ Tex. Tax Code §26.012(13)⁶ Tex. Tax Code §26.012(13)⁷ Tex. Tax Code §26.012(13)⁸ Tex. Tax Code §26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
17.	Total current year taxable value on the current year certified appraisal roll today. This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. ¹¹ A. Certified values. ¹² \$ 601,391,493 B. Pollution control and energy storage system exemption: Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: - \$ 0 C. Total current year value. Subtract B from A. \$ 601,391,493	
18.	Total value of properties under protest or not included on certified appraisal roll. ¹³ A. Current year taxable value of properties under protest. The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. ¹⁴ \$ 864,801 B. Current year value of properties not under protest or included on certified appraisal roll. The chief appraiser gives school districts a list of those taxable properties that the chief appraiser knows about but are not included in the appraisal roll certification. These properties are also not on the list of properties that are still under protest. On this list of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. ¹⁵ + \$ 0 C. Total value under protest or not certified. Add A and B. \$ 864,801	
19.	Current year tax ceilings. Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. ¹⁶	\$ 75,127,732
20.	Anticipated contested value. Affected taxing units enter the contested taxable value for all property that is subject to anticipated substantial litigation. ¹⁷ An affected taxing unit is wholly or partly located in a county that has a population of less than 500,000 and is located on the Gulf of Mexico. ¹⁸ If completing this section, the taxing unit must include supporting documentation in Section 6. ¹⁹ Taxing units that are not affected, enter 0.	\$ 0
21.	Current year total taxable value. Add Lines 17C and 18C. Subtract Lines 19 and 20. ²⁰	\$ 527,128,562
22.	Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year. Include both real and personal property. Enter the current year value of property in territory annexed by the school district.	\$ 0
23.	Total current year taxable value of new improvements and new personal property located in new improvements. New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement.	\$ 18,087,791
24.	Total adjustments to the current year taxable value. Add lines 22 and 23.	\$ 18,087,791
25.	Adjusted current year taxable value. Subtract line 24 from line 21.	\$ 509,040,771
26.	Current year NNR tax rate. Divide line 16 by line 25 and multiply by \$100.	\$ 0.770778 /\$100

¹¹ Tex. Tax Code §§26.012 and 26.04(c-2)¹² Tex. Tax Code §26.012(j)¹³ Tex. Tax Code §26.01(c) and (d)¹⁴ Tex. Tax Code §26.01(c)¹⁵ Tex. Tax Code §26.01(d)¹⁶ Tex. Tax Code §26.012(j)(8)¹⁷ Tex. Tax Code §§26.01209(C) and 26.01211-b)¹⁸ Tex. Tax Code §26.01211-a)¹⁹ Tex. Tax Code §26.04(d-3)²⁰ Tex. Tax Code §26.012(j)

Voter Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.²¹

SECTION 2: Maximum Compressed, Enrichment and Debt Tax Rate Worksheet

This section calculates three components of the voter-approval tax rate:

- Maximum Compressed Tax Rate (MCR):** A district's maximum compressed tax rate is defined as the tax rate for the current tax year per \$100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment.²²
- Enrichment Tax Rate:**²³ A district's enrichment tax rate is defined as any tax effort in excess of the district's MCR and less than \$0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression.²⁴
- Debt Rate:** The debt rate includes the minimum dollar amount required to be paid toward the school district's debt service for the current year.²⁵ This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district's maintenance and operations (M&O) tax rate. Districts cannot increase the district's M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district's debt service.²⁶

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district's website 30 days prior to the election.²⁷ Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the declaration without conducting an efficiency audit.²⁸ Districts should review information from TEA when calculating their voter-approval tax rate.

Line	MCR, Enrichment and Debt Tax Rate Worksheet	Amount/Rate
27.	Current year maximum compressed tax rate (MCR). TEA will publish compression rates based on district and statewide property value growth. Enter the school districts' maximum compressed rate based on guidance from TEA. ²⁹	\$ 0.568900 /\$100
28.	Current year enrichment tax rate. Enter the greater of A and B. ³⁰	\$ 0.050000 /\$100
	A. Enter the district's prior year enrichment tax rate \$ 0.000000 /\$100	
	B. \$0.05 per \$100 of taxable value \$ 0.050000 /\$100	
29.	Current year maintenance and operations (M&O) tax rate. Add Lines 27 and 28. Note: M&O tax rate may not exceed the sum of \$0.17 and the district's maximum compressed rate. ³¹	\$ 0.618900 /\$100
30.	Total current year debt to be paid with property tax revenue. Debt means the interest and principal that will be paid on debts that: (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. A. Debt includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here. ³² Enter debt amount: \$ 1,292,906 B. Subtract unencumbered fund amount used to reduce total debt. = \$ 0 C. Subtract state aid received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. = \$ 213,632 D. Adjust debt: Subtract B and C from A.	\$ 1,079,274

²¹ Tex. Tax Code §26.06(a).

²² Tex. Edu. Code §48.255(a)(2).

²³ Tex. Tax Code §26.06(i) and Tex. Edu. Code §45.0632.

²⁴ Tex. Edu. Code §548.202(a)-(3).

²⁵ Tex. Tax Code §26.012(i).

²⁶ Tex. Edu. Code §45.0621(a).

²⁷ Tex. Edu. Code §111.184(b).

²⁸ Tex. Edu. Code §111.184(b-1).

²⁹ Tex. Edu. Code §548.255, 48.255(i)(1) and (b)(2).

³⁰ Tex. Tax Code §26.06(i)(2).

³¹ Tex. Edu. Code §45.063(d).

³² Tex. Tax Code §26.012(f).

Line	MCR, Enrichment and Debt Tax Rate Worksheet	Amount/Rate
31.	Certified prior year excess debt collections. Enter the amount certified by the collector. ³³	\$ 9,150
32.	Adjusted current year debt. Subtract line 31 from line 30D.	\$ 1,070,124
33.	Current year anticipated collection rate. If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%. ³⁴ A. Enter the current year anticipated collection rate certified by the collector. ³⁵ 100.50 % B. Enter the prior year actual collection rate 100.56 % C. Enter the 2024 actual collection rate 101.23 % D. Enter the 2023 actual collection rate 100.50 %	100.50 %
34.	Current year debt adjusted for collections. Divide Line 32 by Line 33. Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in the current year to the result.	\$ 1,064,800
35.	Current year total taxable value. Enter the amount on Line 21 of the No-New-Revenue Tax Rate Worksheet.	\$ 527,128,562
36.	Current year debt rate. Divide Line 34 by Line 35 and multiply by \$100.	\$ 0.202000 /\$100
37.	Current year voter-approval tax rate. Add Lines 29 and 36. If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 29 and 36. ³⁶	\$ 0.820900 /\$100

SECTION 3: Adjustment for Pollution Control

A school district may raise its rate for M&O funds used to pay for a facility, device or method for the control of air, water or land pollution. This includes any land, structure, building, installation, excavation, machinery, equipment or device that is used, constructed, acquired or installed wholly or partly to meet or exceed pollution control requirements. The school district's expenses are those necessary to meet the requirements of a permit issued by the Texas Commission on Environmental Quality (TCEQ). The school district must provide the tax assessor with a copy of the TCEQ letter of determination that states the portion of the cost of the installation for pollution control.

This section should only be completed by a school district that uses M&O funds to pay for a facility, device or method for the control of air, water or land pollution.

Line	Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
38.	Certified expenses from the Texas Commission on Environmental Quality (TCEQ). Enter the amount certified in the determination letter from TCEQ. ³⁷ The school district shall provide its tax assessor with a copy of the letter. ³⁸	\$ _____
39.	Current year total taxable value. Enter the amount on Line 21 of the No-New-Revenue Tax Rate Worksheet.	\$ _____
40.	Additional rate for pollution control. Divide line 38 by line 39 and multiply by \$100.	\$ _____ /\$100
41.	Current year voter-approval tax rate, adjusted for pollution control. Add line 37 and line 40.	\$ _____ /\$100

SECTION 4: Prior Year Disaster Tax Rate Adjustment

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year.³⁹ As such, it must reduce its voter-approval tax rate for the current tax year.

This section applies to a school district in a disaster area that adopts a tax rate greater than its voter-approval tax rate without holding an election in the prior year, as provided for by Tax Code Section 26.042(e).

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
42.	Prior year adopted tax rate. Enter the rate in Line 4 of the No-New-Revenue Tax Rate Worksheet.	\$ _____ /\$100
43.	Prior voter-approval tax rate. If the school district adopted a tax rate above the prior year voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet.	\$ _____ /\$100

³³ Tex. Tax Code §§26.012(1)(f) and 26.04(b).

³⁴ Tex. Tax Code §§26.040L, (h-1) and (h-2).

³⁵ Tex. Tax Code §26.04(b).

³⁶ Tex. Tax Code §26.08(g).

³⁷ Tex. Tax Code §26.042(d).

³⁸ Tex. Tax Code §26.042(d).

³⁹ Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0632(d).

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
44.	Increase in the prior year tax rate due to disaster (disaster pennies). Subtract Line 43 from Line 42.	\$ _____ /\$100
45.	Current year voter-approval tax rate, adjusted for prior year disaster. Subtract Line 44 from one of the following lines (as applicable): Line 37 or Line 41 (school districts with pollution control).	\$ _____ /\$100

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate \$ 0.770778 /\$100

Enter the current year NNR tax rate from Line 26.

Voter-Approval Tax Rate \$ 0.820900 /\$100

As applicable, enter the current year voter-approval tax rate from Line 37, Line 41 or Line 45. Indicate the line number used: 37

SECTION 6: Addendum

An affected taxing unit that enters an amount described by Tax Code Section 26.012(6)(C) in Line 20 must include the following as an addendum:

1. Documentation that supports the exclusion of value under Tax Code Section 26.012(6)(C); and
2. Each statement submitted to the designated officer or employee by the property owner or entity as required by Tax Code Section 41.48(c)(2) for that tax year.

Insert hyperlinks to supporting documentation:

SECTION 7: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code.⁴⁶

**print
here** ➔

Richard Moring

Printed Name of School District Representative

**sign
here** ➔

Richard Moring

School District Representative

8/31/2026

Date

⁴⁶ Tex. Tax Code §26.04(d)



Weimar

INDEPENDENT SCHOOL DISTRICT

A Standard of Excellence!

Superintendent: Chase Seelke

Business Manager: Angie Lukovsky

Administrative Assistant: Laurie Pihoda

RESOLUTION OF THE BOARD TO SET TAX RATE AUGUST 27, 2026

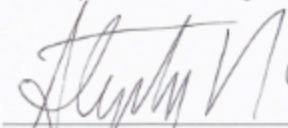
On this date, we, the Board of Trustees of the Weimar Independent School District, hereby levy or set the tax rate on \$100 valuation for the District for the tax year 2026 at a total tax rate of \$.8209, to be assessed and collected by the duly specified assessor and collector as follows:

\$0.6189 for the purpose of Maintenance & Operations, and

\$0.2020 for the purpose of payment of Principal and Interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

Adopted this 27th day of August, 2026, by the Board of Trustees.


Board President


Board Secretary

For the Month of August								
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
004384	08-12-2026	LEAD4WARD, LLC	261761	26PL69756002	255-13-6411.00-002-611000	K JANECKA - WORKSHOP	765.00	N
			261761	26PL69756882	255-13-6411.00-041-611000	S ANDERLE - WORKSHOP	765.00	N
			Totals for Check 004384				1,530.00	
064262	08-14-2026	TCASE	261425	300033454	224-31-6495.23-999-623000	VOID-STOP PAYMENT-LOST IN M	-315.00	N
064402	08-12-2026	LEAD4WARD, LLC	HSJUN	26PL69756002	255-13-6411.00-002-611000	VOID-LOST IN MAIL	-765.00	N
			WJH601	26PL69756882	255-13-6411.00-041-611000	VOID-LOST IN MAIL	-765.00	N
			Totals for Check 064402				-1,530.00	
064522	08-14-2026	ALL OUT GRAPHICS LLC	261735	15703	199-41-6499.01-750-699000	26-27 SCHOOL SHIRTS	1,392.60	N
064523	08-14-2026	AMAZON CAPITAL	260552	1T7TC1W7XC6C	199-11-6399.00-002-611000	HS SUPPLIES	214.56	N
			260552	1M9CH9YVKT7R	199-11-6399.00-002-611000	HS SUPPLIES	19.04	N
			260550	1CVJC4RFQC74	199-11-6399.68-002-611000	HS ART SUPPLIES	503.18	N
			260550	16H0C7XM9FPM	199-11-6399.68-002-611000	HS ART SUPPLIES	430.22	N
			261794	1C46QWYK96J9	199-41-6399.00-750-699000	ADMIN-BADGE PRINTER RIBBON	38.40	N
			261794	11DP3XWJ91HC	199-41-6399.00-750-699000	ADMIN SUPPLIES	21.69	N
			261794	1967LYRWLJN	199-53-6399.05-999-699000	S ANDERLE-COMPUTER MONITO	127.99	N
			261794	1YFGC1CMR1R	211-11-6399.00-999-630000	HOMELESS SUPPLIES	298.00	N
			Totals for Check 064523				1,653.08	
064524	08-14-2026	AT&T MOBILITY	261736	08032026	199-53-6299.00-999-699007	HOTSPOT SUB RENEWALS	156.75	N
064525	08-14-2026	BAUER SPORT FLOORS	260358		199-51-6249.00-999-699000	WAX HS & ELEM GYM FLOORS	6,012.38	N
064526	08-14-2026	BLINN COLLEGE	261739	WE202630FT	199-11-6299.00-002-638000	BUCBOOKS FOR SUMMER SPED	72.00	N
064527	08-14-2026	BSN SPORTS	260547	934851200	199-36-6399.06-002-691020	VOLLEYBALL SHOES	1,069.20	N
			261738	934734723	199-36-6399.06-002-691130	REPLACE BACKPAKS W/MOLD	2,146.50	N
			Totals for Check 064527				3,215.70	
064528	08-14-2026	BUGMAN, INC	261737	134367	199-51-6219.01-999-699000	ALL SCHOOLS EXTERMINATIION	3,400.00	N
064529	08-14-2026	CARLTON TUCKER	261745	REIMBURSEME	199-11-6399.00-002-611000	HS FLAGS	220.12	N
064530	08-14-2026	CDW GOVERNMENT, IN	41-26	AK2KS5K	199-53-6399.04-999-699000	12 LAPTOPS	18,546.36	N
			41-26	AK2LQ9N	199-53-6399.04-999-699000	12 LAPTOPS	1,448.16	N
			Totals for Check 064530				19,994.52	
064531	08-14-2026	CENTERPOINT ENERGY	261744	9669812-1	199-51-6259.00-999-699000	NATURAL GAS	184.37	N
			261744	9502682-9	199-51-6259.00-999-699000	NATURAL GAS	100.26	N
			261744	9350837-2	199-51-6259.00-999-699000	NATURAL GAS	62.36	N
			261744	3215539-2	199-51-6259.00-999-699000	NATURAL GAS	62.36	N
			261744	2898426-8	199-51-6259.00-999-699000	NATURAL GAS	77.77	N
			261744	6402811718-8	199-51-6259.00-999-699000	NATURAL GAS	95.53	N
			261744	3215542-6	199-51-6259.00-999-699000	NATURAL GAS	62.36	N
			Totals for Check 064531				645.01	
064532	08-14-2026	CHARACTER STRONG	261742	INV251243	211-11-6399.00-102-630000	ELEM CURRICULUM	2,999.00	N
064533	08-14-2026	CITY OF WEIMAR	261741		199-51-6256.00-999-699000	ELECTRICITY	24,632.03	N
			261741		199-51-6257.00-999-699000	UTILITIES/WATER	7,374.71	N
			Totals for Check 064533				32,006.74	

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064534	08-14-2026	COLORADO VALLEY CO	261743	999-101-0037	199-51-6255.01-999-699000	INTERNET WISD	312.35	N
			261743	999-101-1582	199-51-6255.01-999-699000	INTERNET VETS PARK	109.99	N
			Totals for Check 064534					422.34
064535	08-14-2026	COLUMBUS HIGH SCHO	261740	VOLLEYBALL	199-36-6499.06-002-691020	VBALL TOUR ENTRY FEE	550.00	N
064536	08-14-2026	DEPARTMENT OF PUBLI	261746	CRS2026063382	199-41-6219.00-750-699000	BACKGROUND CHECKS	6.00	N
064537	08-14-2026	DEWITT POTH & SON	261747	842564-0	199-11-6399.00-002-611001	HS COPIER USAGE	35.00	N
			261747	842565-0	199-11-6399.00-002-611001	HS COPIER USAGE	35.00	N
			261747	842567-0	199-11-6399.00-041-611001	JH COPIER USAGE	35.00	N
			261747	842568-0	199-11-6399.00-041-611001	JH COPIER USAGE	36.02	N
			261747	842566-0	199-11-6399.00-102-611001	ELEM COPIER USAGE	35.00	N
			261747	842890-0	199-11-6399.02-002-622001	AG COPIER USAGE	35.00	N
			261747	842976-0	199-11-6399.02-002-623000	SPED COPIER USAGE	35.00	N
			261747	842889-0	199-41-6399.00-750-699000	BUSINESS OFFICE COPIER	11.97	N
			261747	842889-0	199-41-6399.00-750-699000	BUSINESS OFFICE COLOR COPIE	72.14	N
Totals for Check 064537					330.13			
064538	08-14-2026	EDWARD J. SEIFERT OIL	261749	77121	199-34-6311.00-999-699000	GASOLINE	4,677.70	N
064539	08-14-2026	EICHELBAUM WARDELL	260419		255-13-6411.00-041-611000	S ANDERLE - WKSHOP	150.00	N
064540	08-14-2026	EL CAMPO HIGH SCHOO	261748	CROSS	199-36-6499.06-002-691030	CROSS COUNTRY MEET ENTRY	250.00	N
064541	08-14-2026	AH HA SERVICES, LLC	261750	10768926	199-11-6219.00-999-699000	CODE DETERMINATION/CONSUL	152.00	N
064542	08-14-2026	FERGUSON FACILITIES	261755	WV909495	199-51-6395.00-999-699000	JANITORIAL SUPPLIES	1,180.80	N
					199-51-6395.00-999-699000	WRONG ITEM DELIVERED	-168.80	N
					Totals for Check 064542			
064543	08-14-2026	FLINN SCIENTIFIC INC.	260537	3277483	199-11-6399.00-002-611000	HS SCIENCE SUPPLIES	16.99	N
064544	08-14-2026	FRONTIER COMMUNICA	261751		199-51-6255.00-999-699000	ALARM	172.62	N
064545	08-14-2026	FRONTLINE TECHNOLO	261754	US250595	199-31-6219.23-999-623SHR	JULY MEDICAL RECOVERY SERVI	21.72	N
064546	08-14-2026	GAME ONE	261757	90677683	199-51-6299.06-999-691000	WT ROOM EQUIP REPAIR	2,677.50	N
064547	08-14-2026	GLOBAL DATA	261758	1102117	199-51-6255.00-999-699000	AUG ADMIN FAX CHARGES	15.00	N
064548	08-14-2026	GRAYBAR FINANCIAL	261756	20713209	199-51-6255.00-999-699001	YEALINK PHONE SYSTEM	1,928.50	N
064549	08-14-2026	HCTRA-VIOLATIONS	261764	012681332911	199-34-6319.00-999-699001	TOLL ROAD CHARGES	20.08	N
064550	08-14-2026	HEMPSTEAD ATHLETIC	261759	VS HEMPSTEAD	199-36-6412.06-002-691000	8/13 FTBALL SCRIMMAGE	760.00	N
064551	08-14-2026	HERMANN ALARMS LLC	261763	2281	199-51-6249.00-999-699000	FIRE ALARM MONITORING	1,260.00	N
064552	08-14-2026	HILL COUNTRY DAIRIES	261760	410611716	240-35-6341.00-999-699000	CAFE FOOD	295.21	N
064553	08-14-2026	HILLYARD INC	261765	90219203	199-51-6395.00-999-699000	JANITORIAL SUPPLIES	454.96	N
			261765	90213359	199-51-6395.00-999-699000	JANITORIAL SUPPLIES	520.58	N
			261765	90215541	199-51-6395.00-999-699000	JANITORIAL SUPPLIES	157.28	N
Totals for Check 064553					1,132.82			
064554	08-14-2026	WILLIAM HOWARD RIVE	261762	ACO1264	199-51-6299.00-999-699002	MOLD SAMPLES COLLECTED	11,600.00	N

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064555	08-14-2026	KOUNTRY BAKERY	261766		199-41-6499.01-750-699000	CONVOCATION BREAKFAST	239.25	N
064556	08-14-2026	LEARNING WITHOUT TE	46-26	INV259585	410-11-6321.00-999-699000	ELEM TEXTBOOKS	2,561.90	N
064557	08-14-2026	LEON'S ELECTRIC & PLU	261768	2604190	199-51-6249.00-999-699000	GAS LINE INSPECTIONS	2,802.45	N
064558	08-14-2026	LOCKHART ATHLETICS	261769	CROSS	199-36-6499.06-002-691030	CROSS COUNTRY MEET ENTRY	300.00	N
064559	08-14-2026	LOWES' PAY AND SAVE I	261767	2608102392264	199-41-6499.00-702-699000	BOARD MTG DRINKS	3.49	N
			261767	2607272301197	199-41-6499.00-702-699000	BOARD MTG DRINKS	11.98	N
			261767	26080421522115	199-41-6499.01-750-699000	DRINKS FOR FACULTY BREAKFA	143.29	N
			261767	26080421522115	240-35-6342.00-999-699000	CAFE NON FOOD	11.38	N
Totals for Check 064559							170.14	
064560	08-14-2026	M-G FARM SERVICE CE	261771	75963	199-11-6399.00-002-611000	HS SUPPLIES-MT THE TEACHER	5.00	N
			261771	74525	199-51-6319.00-999-699000	MAINT SUPPLIES	77.98	N
			261771	73500	199-51-6319.00-999-699000	MAINT SUPPLIES	19.99	N
			261771	74580	199-51-6319.00-999-699000	MAINT SUPPLIES-FIELD HOUSE	19.99	N
Totals for Check 064560							122.96	
064561	08-14-2026	MCCOY'S BUILDING SUP	261770	1289172	199-51-6319.00-999-699000	MAINT SUPPLIES	16.41	N
			261770	90060216	199-51-6319.00-999-699000	MAINT SUPPLIES	1.12	N
			261770	1288933	199-51-6319.00-999-699000	MAINT SUPPLIES	27.63	N
			261770	1288920	199-51-6319.00-999-699000	MAINT SUPPLIES	216.02	N
			261770	1288905	199-51-6319.00-999-699000	MAINT SUPPLIES	96.98	N
				1288917	199-51-6319.00-999-699000	RETUNRED	-68.55	N
Totals for Check 064561							289.61	
064562	08-14-2026	MUSIC IS ELEMENTARY	260534	INV-43221	199-11-6399.09-002-611000	5TH GR BAND INSTRUMENTS	494.83	N
064563	08-14-2026	NICOLE POSADA	261772	REFUND	240-00-5751.00-000-600000	CAFE REFUND-STUDENTS W/DR	56.40	N
064564	08-14-2026	PAYSCHOOLS	261776	26-0069	240-35-6249.00-999-699000	QTLY CAFE SOFTWARE	90.00	N
064565	08-14-2026	PHOENIX TECHNOLOGI	261774	10667	199-53-6299.00-999-699011	JUNE/JULY HUNTRESS SECURIT	385.00	N
064566	08-14-2026	PIKES PEAK OF HOUST	261775	942957	199-41-6499.01-750-699000	FLOWERS FOR CONVOCATION	64.41	N
			261775	942993	199-41-6499.01-750-699000	FLOWERS FOR CONVOCATION	37.34	N
Totals for Check 064566							101.75	
064567	08-14-2026	PRESTIGE OFFICE PRO	261777	3453	199-11-6399.98-102-611000	ELEM COPY PAPER	697.50	N
			261773	135076	199-41-6399.00-750-699000	BUS OFFICE COPY PAPER	15.29	N
Totals for Check 064567							712.79	
064568	08-14-2026	R&B TRUCK -AUTO SER	261778	33380	199-34-6249.00-999-699000	BUS 17 REPAIR	13,622.42	N
064569	08-14-2026	REGION 13 ESC	260403	287976	255-13-6411.00-002-611000	M DORNAK - WORKSHOP	100.00	N
			261795	286523	255-13-6411.00-002-611000	A STREIT- WORKSHOP	60.00	N
Totals for Check 064569							160.00	
064570	08-14-2026	REGION 3 ESC	261779	67083	199-23-6411.00-002-699000	K JANECKA-DISCIPLINE WKSHOP	249.00	N
			261779	67075	199-31-6399.23-999-623000	C STARNs-JULY SPEECH	150.00	N
			261779	67004	199-31-6399.23-999-623000	C STARNs-AUG SPEECH	150.00	N
			261779	67035	199-41-6239.00-750-699000	OCT-NOV BANK REC ASSISTANC	560.00	N
			261798	66953	211-13-6411.00-041-630000	C PESAK - WORKSHOP	30.00	N
			260467	67084	211-13-6411.00-102-630000	A WIED - WORKSHOP	249.00	N

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			260438	67082	211-13-6411.00-102-630000	E LUCHAK-LEADERSHIP WKSP	500.00	N
			260528	67085	211-13-6411.00-102-630000	MARK VICKERS - WKSHOP	165.00	N
			39-26	67106	255-13-6411.00-002-611000	CHALOUPKA PARA TRAINING	400.00	N
			260402	67086	255-13-6411.00-002-611000	M DORNAK - WORKSHOP	249.00	N
Totals for Check 064570							2,702.00	
064571	08-14-2026	REGION 4 ESC	260420	12719961	199-13-6411.00-041-621000	C WILLIAMS - WKSHOP	470.00	N
			261797	18591825	211-13-6411.00-102-630000	A WIED - WORKSHOP	100.00	N
Totals for Check 064571							570.00	
064572	08-14-2026	RMA TOLL PROCESSING	261780	100136651422	199-34-6319.00-999-699001	TOLL ROAD CHARGES	3.01	N
064573	08-14-2026	SERVICE SUPPLY OF VI	261782	701310947	199-51-6319.00-999-699000	MAINT AC FILTERS	1,710.90	N
064574	08-14-2026	SKYE ANDERLE	261784	REIMBURSEME	211-11-6399.00-041-630000	JH SUPPLIES	68.35	N
			261784	REIMBURSEME	211-11-6399.00-041-630000	JH SUPPLIES	431.46	N
Totals for Check 064574							499.81	
064575	08-14-2026	STAVINOH A TIRE, OIL &	261781	147431	199-34-6249.00-999-699000	BUS 21 BATTERY	513.63	N
064576	08-14-2026	SUBWAY/TEXAS BURGE	261787	384058	199-41-6499.99-750-699000	NEW TEACH ORIENTATION LUNC	237.42	N
064577	08-14-2026	SUMMIT K12	260539	INV005078	199-11-6399.00-102-625000	ELEM ESL RENEWAL	2,175.00	N
064578	08-14-2026	SUSAN STERNADEL	261799		255-13-6411.00-002-611000	S STERNADEL-UIL CONF MEALS	44.00	N
064579	08-14-2026	SUTHERLAND LUMBER	261783	8660	199-51-6319.00-999-699000	MAINT SUPPLIES-ELEM CAFE	39.99	N
064580	08-14-2026	TRE-HOUSE EMBROIDE	261785	4055	199-41-6499.00-702-699000	BOARD PULLOVER JACKETS	340.00	N
064581	08-14-2026	TUTT & DAGGS	261786	INV930	199-11-6219.00-999-611000	AUG 2026 CONVOCATION SPEAK	3,000.00	N
064582	08-14-2026	UNITED RENTALS(NORT	261788	264200849001	199-51-6269.00-999-699000	SKID STEER-TO SPREAD MULCH	2,897.08	N
			261788	264436120001	199-51-6269.00-999-699000	SKID STEER FOR ATTACHMENT	204.00	N
Totals for Check 064582							3,101.08	
064583	08-14-2026	VICTORIA ISD	261789	2529	199-34-6219.00-999-699001	C WILLIAMS-CDL TESTING	150.00	N
			261789	2529	199-34-6219.00-999-699001	M HORTON-CDL TESTING	150.00	N
Totals for Check 064583							300.00	
064584	08-14-2026	WALLER BOOSTER CLU	261792	VARSTIY	199-36-6499.06-002-691020	VOLLEYBALL TOURN ENTRY FEE	500.00	N
064585	08-14-2026	WEIMAR ROTARY CLUB	261790		199-23-6499.47-002-699000	K JANECKA-JULY/DEC DUES	65.00	N
			261790		199-41-6499.47-750-699000	C SEELKE-JULY/DEC DUES	65.00	N
Totals for Check 064585							130.00	
064586	08-14-2026	WENDY FLORUS	261791	REIMBURSEME	199-31-6399.23-999-623000	SPED SUPPLIES	73.85	N
064587	08-14-2026	WEST MUSIC COMPANY	260546	S12650936	199-11-6399.09-002-611000	BAND PERCUSSION MALLETS	188.80	N
			260546	S12656252	199-11-6399.09-002-611000	BAND PERCUSSION MALLETS	215.80	N
Totals for Check 064587							404.60	
064588	08-14-2026	YOUENS & DUCHICELA	261793	785022	199-34-6219.00-999-699000	BUS PHYSICAL D. CONWAY	171.00	N
			261793	785136	199-34-6219.00-999-699000	BUS PHYSICAL K. CUBIT	171.00	N
			261793	783227	199-34-6219.00-999-699000	BUS PHYSICAL J. HOOKER	171.00	N
			261793	782607	199-34-6219.00-999-699000	BUS PHYSICAL M. HORTON	171.00	N
			261793	784988	199-34-6219.00-999-699000	BUS PHYSICAL M. HUELETT	171.00	N
			261793	782695	199-34-6219.00-999-699000	BUS PHYSICAL K. JANECKA	171.00	N
			261793	782664	199-34-6219.00-999-699000	BUS PHYSICAL M. KONVICKA	171.00	N

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Cnty Dist: 045-905			Weimar ISD			Page: 5 of 9		
From To						File ID: 6		
For the Month of August								
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
			261793	784970	199-34-6219.00-999-699000	BUS PHYSICAL J. KREGER	171.00	N
			261793	784300	199-34-6219.00-999-699000	BUS PHYSICAL E. LUCHAK	171.00	N
			261793	784952	199-34-6219.00-999-699000	BUS PHYSICAL C. MORRISON	171.00	N
			261793	785137	199-34-6219.00-999-699000	BUS PHYSICAL L. MUELLER	171.00	N
			261793	784971	199-34-6219.00-999-699000	BUS PHYSICAL J. REHAK	171.00	N
			261793	785446	199-34-6219.00-999-699000	BUS PHYSICAL A. WIED	171.00	N
			261793	783425	199-34-6219.00-999-699000	BUS PHYSICAL C. WILLIAMS	171.00	N
			261793	785231	199-36-6219.06-999-699000	STUDENT PHYSICAL	30.00	N
			261793	785453	199-36-6219.06-999-699000	STUDENT PHYSICAL	30.00	N
			261793	785488	199-36-6219.06-999-699000	STUDENT PHYSICAL	30.00	N
			261793	785487	199-36-6219.06-999-699000	STUDENT PHYSICAL	30.00	N
			261793	784803	199-36-6219.06-999-699000	STUDENT PHYSICAL	30.00	N
						Totals for Check 064588	2,544.00	
064589	08-20-2026	ALLTEX WELDING SUPP	261801	47795	199-11-6399.02-002-622000	AG JULY CYLINDER RENTALS	238.50	N
064590	08-20-2026	ALLYSON MCINTOSH	261821		199-31-6411.23-999-623000	AUGUST DIRECTORS MEETING	84.00	N
064591	08-20-2026	AMAZON CAPITAL	261809	17VX6JFQNXW6	199-51-6319.00-999-699000	HS BOTTLE FILING STATIONS	2,428.00	N
				1M341YW9DG1F	199-51-6319.00-999-699000	DID NOT NEED ITEM	-123.97	N
			261809	1N9FFYPQTXW	199-53-6399.05-999-699000	IPADS: 8-ELEM, 1-HS	3,591.00	N
						Totals for Check 064591	5,895.03	
064592	08-20-2026	ARMKO	261815	G455235	199-81-6629.00-999-699002	HAIL DAMAG-ROOF CONSUL SER	138,265.44	N
			261815	D427535	199-81-6629.00-999-699002	DW ROOF ASSESSMENT SERVIC	3,000.00	N
						Totals for Check 064592	141,265.44	
064593	08-20-2026	AUDIE COWLING	261800		199-00-5749.00-000-600000	RETURN OF LOST CALCULATOR	140.00	N
064594	08-20-2026	CATHERINE MIKSH	261811	VS GIDDINGS	199-36-6299.06-002-691020	VOLLEYBALL OFFICIAL	64.12	N
064595	08-20-2026	DEBORAH BOUDOIN	261812	VS GIDDINGS	199-36-6299.06-002-691020	VOLLEYBALL OFFICIAL	115.45	N
064596	08-20-2026	GOLD STAR FOODS	261816	3252738	240-35-6342.00-999-699000	CAFE NON FOOD	146.16	N
064597	08-20-2026	GREAT AMERICAN FINA	261802	42787407	199-11-6269.02-002-622000	AG COPIER LEASE	190.00	N
			261802	42787407	199-41-6269.00-750-699000	ADMIN COPIER LEASE	190.00	N
						Totals for Check 064597	380.00	
064598	08-20-2026	HILL COUNTRY DAIRIES	261817	410622212	240-35-6341.00-999-699000	CAFE FOOD	286.25	N
			261817	410622213	240-35-6341.00-999-699000	CAFE FOOD	380.14	N
			261817	410622505	240-35-6341.00-999-699000	CAFE FOOD	143.66	N
			261817	410622912	240-35-6341.00-999-699000	CAFE FOOD	223.14	N
						Totals for Check 064598	1,033.19	
064599	08-20-2026	IMPERIAL DADE	261818	42696515	240-35-6342.00-999-699000	CAFE NON FOOD	219.20	N
064600	08-20-2026	KRISTIN MARAK	261803	2026-056	199-41-6299.00-750-699000	SOF ZOOM ON 7/29/26	500.00	N
064601	08-20-2026	LABATT FOOD SERVICE	261819	8091071	240-35-6341.00-999-699000	CAFE FOOD	3,388.77	N
			261819	8091072	240-35-6341.00-999-699000	CAFE FOOD	3,176.36	N
			261819	8161391	240-35-6341.00-999-699000	CAFE FOOD	3,222.56	N
			261819	8091071	240-35-6342.00-999-699000	CAFE NON FOOD	260.54	N
			261819	8091072	240-35-6342.00-999-699000	CAFE NON FOOD	104.66	N
			261819	8161391	240-35-6342.00-999-699000	CAFE NON FOOD	138.07	N
						Totals for Check 064601	10,290.96	

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For the Month of August								
Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
064645	08-26-2026	WEIMAR FFA	261852	FLOWERS	199-41-6399.00-750-699000	BUS OFFICE FLORAL RENEWAL	200.00	N
064646	08-26-2026	WEIMAR ISD	261850	REIMBURSEME	199-34-6319.00-999-699000	PETTY CASH-BUS TAGS	44.00	N
			261850	REIMBURSEME	199-34-6399.00-999-699000	PETTY CASH-VEHICLE TAGS	295.00	N
Totals for Check 064646							339.00	
064647	08-26-2026	WHATABURGER RESTA	261848	205504	199-36-6412.06-002-691000	V VB 8/7 RICE TOURNEY MEALS	150.38	N
			261848	103288	199-36-6412.06-002-691000	V VB 8/14 MEALS @GIDDINGS	78.23	N
Totals for Check 064647							228.61	
064648	08-28-2026	DR ANJELICA GREENE	261861	1	224-11-6219.23-999-623000	AUGUST LSSP SERVICES	1,556.10	N
064649	08-31-2026	DEPARTMENT OF PUBLI	261863	340408	199-41-6219.00-750-699000	BACKGROUND CHECKS	11.00	N
064650	08-31-2026	DEWITT POTH & SON	261864	845655-0	199-11-6399.00-002-611001	HS COPIER USAGE	35.00	N
			261864	845656-0	199-11-6399.00-002-611001	HS COPIER USAGE	93.15	N
			261864	845659-0	199-11-6399.00-041-611001	JH COPIER USAGE	55.46	N
			261864	845660-0	199-11-6399.00-041-611001	JH COPIER USAGE	35.00	N
			261864	845906-0	199-11-6399.00-041-611001	JH COLOR COPIES	83.16	N
			261864	845657-0	199-11-6399.00-102-611001	ELEM COPIER USAGE	120.30	N
			261864	847063-0	199-11-6399.00-102-611001	ELEM COPIER USAGE	52.50	N
			261864	845907-0	199-11-6399.02-002-622001	AG COPIER USAGE	35.00	N
			261864	845909-0	199-11-6399.02-002-623000	SPED COPIER USAGE	81.65	N
			261864	845906-0	199-41-6399.00-750-699000	BUSINESS OFFICE COPIER	24.32	N
Totals for Check 064650							822.85	
064651	08-31-2026	HILL COUNTRY DAIRIES	261865	410623906	240-35-6341.00-999-699000	CAFE FOOD	263.86	N
			261865	410623907	240-35-6341.00-999-699000	CAFE FOOD	183.40	N
			261865	410624313	240-35-6341.00-999-699000	CAFE FOOD	266.38	N
			261865	410624314	240-35-6341.00-999-699000	CAFE FOOD	222.07	N
Totals for Check 064651							935.71	
064652	08-31-2026	JOANIE KRISCHKE, OTR	261866		199-11-6219.23-999-623002	AUGUST SPED OT SERVICES	840.00	N
064653	08-31-2026	JONATHAN ROE	261880	VS BOLING	199-36-6299.06-002-691010	JV FOOTBALL OFFICIAL	115.00	N
064654	08-31-2026	JOSEPH PAT ORTIZ	261879	VS BOLING	199-36-6299.06-002-691010	JV FOOTBALL OFFICIAL	115.00	N
064655	08-31-2026	KRISTEN KING	261867	2608	199-11-6219.23-999-623000	AUG SPED BILINGUAL SPEECH S	778.20	N
064656	08-31-2026	LABATT FOOD SERVICE	261868	8305035	240-35-6341.00-999-699000	CAFE FOOD	2,058.36	N
			261868	8305037	240-35-6341.00-999-699000	CAFE FOOD	2,190.15	N
				2182033	240-35-6341.00-999-699000	NOT DELIVERED	-61.92	N
			261868	8305035	240-35-6342.00-999-699000	CAFE NON FOOD	121.81	N
Totals for Check 064656							4,308.40	
064657	08-31-2026	MCGRAW-HILL SCHOOL	261882	141171495001	410-11-6321.00-999-699000	MCGRAW HILL PHYSIC TEXTBOO	2,749.50	N
064658	08-31-2026	MISTY MICAN	261870	REIMBURSEME	199-11-6399.23-999-623000	FAST ROOM RUG	48.00	N
064659	08-31-2026	NEW ERA EPOXY FLOO	261871	196	199-51-6319.00-999-699002	BAL DUE LOCKER ROOM FLOOR	7,667.50	N
064660	08-31-2026	PHILLIP TURNER	261881	VS BOLING	199-36-6299.06-002-691010	JV FOOTBALL OFFICIAL	115.00	N

For the Month of August

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
064661	08-31-2026	SOUTHERN ICE CREAM	261872	382831	240-35-6341.00-999-699000	CAFE FOOD ICE CREAM	632.16	N
064662	08-31-2026	SUBWAY/TEXAS BURGE	261875	386369	199-36-6412.06-002-691000	VBALL MEALS VS COLUMBUS	144.36	N
			261875	386251	199-36-6412.06-002-691000	JH VBALL MEALS VS SHINER	249.67	N
Totals for Check 064662							394.03	
064663	08-31-2026	TEDDRICK ANDERSON	261878	VS BOLING	199-36-6299.06-002-691010	JV FOOTBALL OFFICIAL	115.00	N
064664	08-31-2026	TRAVIS LEIHARDT	261873	JV VS BOLING	199-52-6219.06-002-691000	GAME SECURITY FOOTBALL	125.00	N
064665	08-31-2026	WHATABURGER RESTA	261876	1033116	199-36-6412.06-002-691000	VBALL MEALS AT COLUMBUS TO	118.04	N
			261876	166241	199-36-6412.06-002-691000	VBALL MEALS AT LOCKHART	153.13	N
			261876	1533491	199-36-6412.06-002-691000	FOOTBALL MEALS AT BOLING	322.00	N
Totals for Check 064665							593.17	
064666	08-31-2026	YOUENS & DUCHICELA	261877	786271	199-34-6219.00-999-699000	BUS PHYSICAL N GUENTERT	171.00	N
			261877	787057	199-34-6219.00-999-699000	BUS PHYSICAL R MAUPIN	171.00	N
			261877	785548	199-34-6219.00-999-699000	BUS PHYSICAL C PESAK	171.00	N
			261877	786989	199-34-6219.00-999-699000	BUS PHYSICAL P SAMS	171.00	N
			261877	785612	199-36-6219.06-999-699000	STUDENT PHYSICAL M CAMACH	30.00	N
			261877	787144	199-36-6219.06-999-699000	STUDENT PHYSICAL L DUFFY	30.00	N
			261877	787878	199-36-6219.06-999-699000	STUDENT PHYSICAL S ESPINO	30.00	N
			261877	787764	199-36-6219.06-999-699000	STUDENT PHYSICAL E GARCIA	30.00	N
			261877	788292	199-36-6219.06-999-699000	STUDENT PHYSICAL P GOFF	30.00	N
			261877	786609	199-36-6219.06-999-699000	STUDENT PHYSICAL A MARTIN	30.00	N
			261877	787106	199-36-6219.06-999-699000	STUDENT PHYSICAL J MCMAIN	30.00	N
			261877	787551	199-36-6219.06-999-699000	STUDENT PHYSICAL Y MEDINA	30.00	N
			261877	786594	199-36-6219.06-999-699000	STUDENT PHYSICAL E MENDEZ	30.00	N
			261877	787404	199-36-6219.06-999-699000	STUDENET PHYSICAL L MODISET	30.00	N
			261877	786799	199-36-6219.06-999-699000	STUDENT PHYSICAL A NELSON	30.00	N
			261877	788183	199-36-6219.06-999-699000	STUDENT PHYSIAL A PENALOZA	30.00	N
			261877	788182	199-36-6219.06-999-699000	STUDENT PHYSICAL C PENALOS	30.00	N
			261877	786926	199-36-6219.06-999-699000	STUDENT PHYSICAL Z PEREZ	30.00	N
			261877	785544	199-36-6219.06-999-699000	STUDENT PHYSICAL V RUFINO	30.00	N
			261877	787733	199-36-6219.06-999-699000	STUDENT PHYSICAL H SAMPSON	30.00	N
			261877	788295	199-36-6219.06-999-699000	STUDENT PHYSICAL Z YOUNG	30.00	N
Totals for Check 064666							1,194.00	
Total Checks							374,508.56	

End of Report

WEIMAR ISD TAX COLLECTIONS REPORT

For the Month Ending August 31, 2026

Tax Collections from September 1, 2025 thru August 31, 2026

	CURRENT YEAR	PRIOR YEARS	PENALTY & INTEREST	TOTALS
M&O Collections	\$3,171,457.03	\$48,099.04	\$35,681.27	\$3,255,237.34
2025-2026 Budgeted	\$3,327,721.00	\$70,000.00	\$60,000.00	\$3,457,721.00
% Collected to Date	95.30%	68.71%	59.47%	94.14%
I&S Collections	\$1,034,460.85	\$14,003.88	\$10,859.08	\$1,059,323.81
2025-2026 Budgeted	\$1,086,012.00	\$11,000.00	\$10,000.00	\$1,107,012.00
% Collected to Date	95.25%	127.31%	108.59%	95.69%

TOTAL COLLECTIONS	\$4,314,561.15
TOTAL 2025-2026 BUDGETED	\$4,564,733.00
% COLLECTED TO DATE	94.52%

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMEDIATE					
5710 - REAL & PERSONAL PROPERTY TAXES	3,462,721.00	-15,555.19	-3,255,237.34	207,483.66	94.01%
5730 - TUITION & FEES	3,000.00	.00	-1,000.00	2,000.00	33.33%
5740 - OTHER REVENUES FROM LOCAL SOUR	263,250.00	-1,510.00	-548,057.01	-284,807.01	208.19%
5750 - COCURRICULAR, ENTERPRISE SVC	44,500.00	-419.00	-32,417.80	12,082.20	72.85%
Total REVENUE-LOCAL & INTERMEDIATE	3,773,471.00	-17,484.19	-3,836,712.15	-63,241.15	101.68%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA & FOUNDATION REV.	6,491,658.00	-1,018,981.00	-7,551,467.00	-1,059,809.00	116.33%
5820 - STATE PROGRAM REVENUES -TEA	.00	.00	.00	.00	.00%
5830 - STATE PROGRAM REVENUES-OTHER	481,318.00	-158,162.40	-534,407.03	-53,089.03	111.03%
Total STATE PROGRAM REVENUES	6,972,976.00	-1,177,143.40	-8,085,874.03	-1,112,898.03	115.96%
5900 - FEDERAL PROGRAM REVENUES					
5910 - FEDERALLY DISTRIBUTED REVENUES	10,000.00	.00	-9,817.72	182.28	98.18%
5920 - MISC FEDERAL REVENUES BY TEA	.00	.00	.00	.00	.00%
5930 - VOC ED NON FOUNDATION	50,000.00	-1,013.14	-9,762.92	40,237.08	19.53%
Total FEDERAL PROGRAM REVENUES	60,000.00	-1,013.14	-19,580.64	40,419.36	32.63%
7000 - OTHER RESOURCES ACCOUNTS					
7900 - OTHER RESOURCES					
7910 - OBJECT GROUP DESCRIPTION	.00	.00	.00	.00	.00%
Total OTHER RESOURCES	.00	.00	.00	.00	.00%
Total Revenue Local-State-Federal	10,806,447.00	-1,195,640.73	-11,942,166.82	-1,135,719.82	110.51%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-5,705,272.00	.00	5,301,292.87	584,208.03	-403,979.13	92.92%
6200 - PROFESSIONAL & CONTRACTED SVC	-173,955.00	.00	164,219.00	6,032.20	-9,736.00	94.40%
6300 - SUPPLIES AND MATERIALS	-178,030.00	.00	139,194.77	9,284.03	-38,835.23	78.19%
6400 - OTHER OPERATING COSTS	-30,200.00	.00	31,192.28	9,500.00	992.28	103.29%
6600 - CAPITAL OUTLAY	.00	.00	.00	.00	.00	.00%
Total Function11 INSTRUCTION	-6,087,457.00	.00	5,635,898.92	609,024.26	-451,558.08	92.58%
12 - INSTRUCTIONAL RES. & MEDIA SVC						
6100 - PAYROLL COSTS	-80,320.00	.00	57,618.32	-5,664.93	-22,701.68	71.74%
6200 - PROFESSIONAL & CONTRACTED SVC	-9,680.00	.00	8,829.42	.00	-850.58	91.21%
6300 - SUPPLIES AND MATERIALS	-3,575.00	.00	1,579.20	.00	-1,995.80	44.17%
Total Function12 INSTRUCTIONAL RES. & MEDIA	-93,575.00	.00	68,026.94	-5,664.93	-25,548.06	72.70%
13 - CURRICULUM & STAFF DEVELOPMENT						
6200 - PROFESSIONAL & CONTRACTED SVC	-1,500.00	.00	500.00	.00	-1,000.00	33.33%
6400 - OTHER OPERATING COSTS	-15,919.00	.00	10,851.60	3,250.07	-5,067.40	68.17%
Total Function13 CURRICULUM & STAFF	-17,419.00	.00	11,351.60	3,250.07	-6,067.40	65.17%
21 - INSTRUCTIONAL LEADERSHIP						
6100 - PAYROLL COSTS	-37,829.00	.00	36,468.73	3,767.79	-1,360.27	96.40%
6300 - SUPPLIES AND MATERIALS	-500.00	.00	.00	.00	-500.00	-.00%
6400 - OTHER OPERATING COSTS	-500.00	.00	.00	.00	-500.00	-.00%
Total Function21 INSTRUCTIONAL LEADERSHIP	-38,829.00	.00	36,468.73	3,767.79	-2,360.27	93.92%
23 - SCHOOL LEADERSHIP						
6100 - PAYROLL COSTS	-528,236.00	.00	495,984.50	49,446.81	-32,251.50	93.89%
6200 - PROFESSIONAL & CONTRACTED SVC	-2,400.00	.00	900.00	.00	-1,500.00	37.50%
6300 - SUPPLIES AND MATERIALS	-1,200.00	.00	378.60	.00	-821.40	31.55%
6400 - OTHER OPERATING COSTS	-3,850.00	.00	1,477.00	314.00	-2,373.00	38.36%
Total Function23 SCHOOL LEADERSHIP	-535,686.00	.00	498,740.10	49,760.81	-36,945.90	93.10%
31 - GUIDANCE, COUNSELING & EVAL.						
6100 - PAYROLL COSTS	-385,945.00	.00	353,964.56	34,879.15	-31,980.44	91.71%
6200 - PROFESSIONAL & CONTRACTED SVC	-33,600.00	.00	23,570.92	21.72	-10,029.08	70.15%
6300 - SUPPLIES AND MATERIALS	-11,700.00	.00	11,152.00	373.85	-548.00	95.32%
6400 - OTHER OPERATING COSTS	-2,000.00	.00	2,116.63	-1,291.00	116.63	105.83%
Total Function31 GUIDANCE, COUNSELING &	-433,245.00	.00	390,804.11	33,983.72	-42,440.89	90.20%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-84,973.00	.00	82,276.59	7,444.81	-2,696.41	96.83%
6200 - PROFESSIONAL & CONTRACTED SVC	-5,150.00	.00	3,450.00	900.00	-1,700.00	66.99%
6300 - SUPPLIES AND MATERIALS	-6,150.00	.00	5,304.97	.00	-845.03	86.26%
6400 - OTHER OPERATING COSTS	-400.00	.00	185.00	135.00	-215.00	46.25%
Total Function33 HEALTH SERVICES	-96,673.00	.00	91,216.56	8,479.81	-5,456.44	94.36%
34 - STUDENT TRANSPORTATION						
6100 - PAYROLL COSTS	-65,900.00	.00	67,744.51	.00	1,844.51	102.80%
6200 - PROFESSIONAL & CONTRACTED SVC	-24,800.00	.00	39,366.93	17,855.18	14,566.93	158.74%
6300 - SUPPLIES AND MATERIALS	-79,600.00	.00	66,900.38	7,461.05	-12,699.62	84.05%
6400 - OTHER OPERATING COSTS	74,400.00	.00	-74,317.24	-85,000.00	82.76	99.89%
6600 - CAPITAL OUTLAY	.00	.00	.00	.00	.00	.00%
Total Function34 STUDENT TRANSPORTATION	-95,900.00	.00	99,694.58	-59,683.77	3,794.58	103.96%

		Budget	Encumbrance YTD	Expenditure YTD	Current Expenditure	Balance	Percent Expended
6000	- EXPENDITURES						
35	- FOOD SERVICES						
6200	- PROFESSIONAL & CONTRACTED SVC	.00	.00	.00	.00	.00	.00%
Total	Function35 FOOD SERVICES	.00	.00	.00	.00	.00	.00%
36	- CO-CURRICULAR/EXTRACURRICULAR						
6100	- PAYROLL COSTS	-350,307.00	.00	321,561.16	32,684.78	-28,745.84	91.79%
6200	- PROFESSIONAL & CONTRACTED SVC	-49,918.08	.00	37,354.83	1,504.57	-12,563.25	74.83%
6300	- SUPPLIES AND MATERIALS	-133,200.00	.00	129,540.81	5,452.54	-3,659.19	97.25%
6400	- OTHER OPERATING COSTS	-249,461.92	.00	203,040.25	89,119.05	-46,421.67	81.39%
6600	- CAPITAL OUTLAY	-2,050.00	.00	.00	.00	-2,050.00	-.00%
Total	Function36 CO-	-784,937.00	.00	691,497.05	128,760.94	-93,439.95	88.10%
41	- GENERAL ADMINISTRATION						
6100	- PAYROLL COSTS	-325,641.00	.00	326,366.93	30,738.66	725.93	100.22%
6200	- PROFESSIONAL & CONTRACTED SVC	-270,600.00	.00	402,933.94	9,584.50	132,333.94	148.90%
6300	- SUPPLIES AND MATERIALS	-11,000.00	.00	10,673.30	-73.02	-326.70	97.03%
6400	- OTHER OPERATING COSTS	-63,100.00	.00	41,039.53	3,833.45	-22,060.47	65.04%
Total	Function41 GENERAL ADMINISTRATION	-670,341.00	.00	781,013.70	44,083.59	110,672.70	116.51%
51	- PLANT MAINTENANCE & OPERATION						
6100	- PAYROLL COSTS	-579,575.00	.00	546,977.65	49,167.72	-32,597.35	94.38%
6200	- PROFESSIONAL & CONTRACTED SVC	-533,000.00	.00	980,719.36	69,487.46	447,719.36	184.00%
6300	- SUPPLIES AND MATERIALS	-115,000.00	.00	101,450.11	19,443.71	-13,549.89	88.22%
6400	- OTHER OPERATING COSTS	-171,000.00	.00	186,233.00	.00	15,233.00	108.91%
6600	- CAPITAL OUTLAY	.00	.00	16,610.88	.00	16,610.88	.00%
Total	Function51 PLANT MAINTENANCE &	-1,398,575.00	.00	1,831,991.00	138,098.89	433,416.00	130.99%
52	- SECURITY & MONITORING SERVICES						
6100	- PAYROLL COSTS	-120,000.00	.00	30,266.19	2,329.25	-89,733.81	25.22%
6200	- PROFESSIONAL & CONTRACTED SVC	-38,800.00	.00	192,563.92	250.00	153,763.92	496.30%
6300	- SUPPLIES AND MATERIALS	-1,000.00	.00	3,580.48	-87.74	2,580.48	358.05%
6400	- OTHER OPERATING COSTS	-800.00	.00	1,619.12	25.00	819.12	202.39%
Total	Function52 SECURITY & MONITORING	-160,600.00	.00	228,029.71	2,516.51	67,429.71	141.99%
53	- DATA PROCESSING SERVICES						
6100	- PAYROLL COSTS	-218,880.00	.00	211,540.18	23,947.40	-7,339.82	96.65%
6200	- PROFESSIONAL & CONTRACTED SVC	-119,330.00	.00	89,321.93	1,791.75	-30,008.07	74.85%
6300	- SUPPLIES AND MATERIALS	-55,000.00	.00	44,170.28	23,585.52	-10,829.72	80.31%
6400	- OTHER OPERATING COSTS	.00	.00	.00	.00	.00	.00%
6600	- CAPITAL OUTLAY	.00	.00	.00	.00	.00	.00%
Total	Function53 DATA PROCESSING SERVICES	-393,210.00	.00	345,032.39	49,324.67	-48,177.61	87.75%
71	- DEBT SERVICE						
6200	- PROFESSIONAL & CONTRACTED SVC	.00	.00	.00	.00	.00	.00%
6500	- DEBT SERVICE	.00	.00	.00	.00	.00	.00%
6600	- CAPITAL OUTLAY	.00	.00	.00	.00	.00	.00%
Total	Function71 DEBT SERVICE	.00	.00	.00	.00	.00	.00%
81	- FACILITIES ACQUISITION & CONST						
6200	- PROFESSIONAL & CONTRACTED SVC	.00	.00	.00	.00	.00	.00%
6600	- CAPITAL OUTLAY	-524,458.39	.00	141,265.44	141,265.44	-383,192.95	26.94%
Total	Function81 FACILITIES ACQUISITION &	-524,458.39	.00	141,265.44	141,265.44	-383,192.95	26.94%
91	- CONTRACTED INSTRUCTIONAL SVC.						
6200	- PROFESSIONAL & CONTRACTED SVC	.00	.00	.00	.00	.00	.00%
Total	Function91 CONTRACTED INSTRUCTIONAL	.00	.00	.00	.00	.00	.00%

Comparison of Expenditures and Encumbrances to Budget

Weimar ISD

As of August

Fund 199 / 6 GENERAL FUND

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
8000 - OTHER USES ACCOUNTS						
00 - LOCAL MAINTENANCE						
8900 - OTHER USES	.00	.00	3,213.08	.00	3,213.08	.00%
Total Function00 LOCAL MAINTENANCE	.00	.00	3,213.08	.00	3,213.08	.00%
Total Expenditures	-11,330,905.39	.00	10,854,243.91	1,146,967.80	-476,661.48	95.79%

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - R E C E I P T S					
5700 - REVENUE-LOCAL & INTERMEDIATE					
5740 - OTHER REVENUES FROM LOCAL SOUR	.00	.00	-3.55	-3.55	.00%
5750 - COCURRICULAR, ENTRERPRISE SVC	100,757.00	-7,023.35	-104,124.29	-3,367.29	103.34%
Total REVENUE-LOCAL & INTERMEDIATE	100,757.00	-7,023.35	-104,127.84	-3,370.84	103.35%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES -TEA	2,000.00	.00	-1,659.48	340.52	82.97%
5830 - STATE PROGRAM REVEUNES-OTHER	18,000.00	-2,817.22	-15,233.96	2,766.04	84.63%
Total STATE PROGRAM REVENUES	20,000.00	-2,817.22	-16,893.44	3,106.56	84.47%
5900 - FEDERAL PROGRAM REVENUES					
5920 - MISC FEDERAL REVENUES BY TEA	305,000.00	-26,816.07	-280,034.98	24,965.02	91.81%
5930 - VOC ED NON FOUNDATION	10,000.00	.00	-4,631.57	5,368.43	46.32%
Total FEDERAL PROGRAM REVENUES	315,000.00	-26,816.07	-284,666.55	30,333.45	90.37%
7000 - OTHER RESOURCES ACCOUNTS					
7900 - OTHER RESOURCES					
7910 - OBJECT GROUP DESCRIPTION	.00	.00	.00	.00	.00%
Total OTHER RESOURCES	.00	.00	.00	.00	.00%
Total Revenue Local-State-Federal	435,757.00	-36,656.64	-405,687.83	30,069.17	93.10%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICES						
6100 - PAYROLL COSTS	-199,807.00	.00	211,111.27	19,088.45	11,304.27	105.66%
6200 - PROFESSIONAL & CONTRACTED SVC	-3,000.00	.00	2,764.80	90.00	-235.20	92.16%
6300 - SUPPLIES AND MATERIALS	-231,750.00	.00	254,904.05	52,495.97	23,154.05	109.99%
6400 - OTHER OPERATING COSTS	-1,200.00	.00	1,274.44	59.44	74.44	106.20%
6600 - CAPITAL OUTLAY	.00	.00	3,104.76	.00	3,104.76	.00%
Total Function35 FOOD SERVICES	-435,757.00	.00	473,159.32	71,733.86	37,402.32	108.58%
8000 - OTHER USES ACCOUNTS						
00 - LOCAL MAINTENANCE						
8900 - OTHER USES	.00	.00	.00	.00	.00	.00%
Total Function00 LOCAL MAINTENANCE	.00	.00	.00	.00	.00	.00%
Total Expenditures	-435,757.00	.00	473,159.32	71,733.86	37,402.32	108.58%

Board Report
Comparison of Revenue to Budget
Weimar ISD
As of August

Fund 599 / 6 DEBT SERVICE FUND

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - R E C E I P T S					
5700 - REVENUE-LOCAL & INTERMEDIATE					
5710 - REAL & PERSONAL PROPERTY TAXES	1,107,012.00	-4,947.34	-1,059,323.81	47,688.19	95.69%
5740 - OTHER REVENUES FROM LOCAL SOUR	70,000.00	.00	-93,898.74	-23,898.74	134.14%
Total REVENUE-LOCAL & INTERMEDIATE	1,177,012.00	-4,947.34	-1,153,222.55	23,789.45	97.98%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES -TEA	244,409.00	.00	-169,581.00	74,828.00	69.38%
Total STATE PROGRAM REVENUES	244,409.00	.00	-169,581.00	74,828.00	69.38%
7000 - OTHER RESOURCES ACCOUNTS					
7900 - OTHER RESOURCES					
7910 - OBJECT GROUP DESCRIPTION	.00	.00	.00	.00	.00%
Total OTHER RESOURCES	.00	.00	.00	.00	.00%
Total Revenue Local-State-Federal	1,421,421.00	-4,947.34	-1,322,803.55	98,617.45	93.06%

Comparison of Expenditures and Encumbrances to Budget

Weimar ISD

As of August

Fund 599 / 6 DEBT SERVICE FUND

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
71 - DEBT SERVICE						
6500 - DEBT SERVICE	-1,086,000.00	.00	1,073,575.00	869,287.50	-12,425.00	98.86%
Total Function71 DEBT SERVICE	-1,086,000.00	.00	1,073,575.00	869,287.50	-12,425.00	98.86%
8000 - OTHER USES ACCOUNTS						
00 - LOCAL MAINTENANCE						
8900 - OTHER USES	.00	.00	.00	.00	.00	.00%
Total Function00 LOCAL MAINTENANCE	.00	.00	.00	.00	.00	.00%
Total Expenditures	-1,086,000.00	.00	1,073,575.00	869,287.50	-12,425.00	98.86%

WEIMAR I.S.D. BANK BALANCES - INVESTMENT REPORT
as of August 31, 2026

***HILL BANK & TRUST ***

	Account Type		7/30/2026 Balance	8/31/2026	Change
General Operating	Checking	2.52%	\$1,830,063.83	\$1,786,344.37	-\$43,719.46
General Operating	Money Market	2.52%	\$184,761.64	\$185,157.07	\$395.43
Payroll	Checking	2.52%	\$80,415.21	\$67,977.45	-\$12,437.76
Interest & Sinking	Money Market	2.52%	\$1,269,723.51	\$406,968.76	-\$862,754.75
Stock Show Credit Cards		2.52%	\$0.00	\$0.00	\$0.00
Student/Teacher Organizations Funds	Checking	2.52%	\$492,714.98	\$560,843.62	\$68,128.64
Grodhaus Scholarship	Checking	2.52%	\$119,819.30	\$118,073.39	-\$1,745.91
Cafe Credit Card Bill Payments		2.52%	\$0.00	\$0.00	\$0.00

Total Cash . . .	\$3,977,498.47	\$3,125,364.66	-\$852,133.81
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August 2026 rate 2.52%

Sept 2026 rate

Oct 2026 rate

Nov 2026 rate

Dec 2026 rate

Jan 2027 rate

Feb 2027 rate

March 2027 rate

April 2027 rate

May 2027 rate

June 2027 rate

July 2027 rate

August 2027 rate

Moved \$4 million from Gen Op MMA and \$2 million from I&S to Texas Class 2/14/2025 @ 4.4875%

TEXAS CLASS		Original Investment	7/30/2026 Balance	8/31/2026 Balance	YTD EARNED INTEREST
General Operating	3.7815%	\$4,000,000.00	\$4,250,133.57	\$4,261,316.80	\$261,316.80
Interest & Sinking	3.7815%	\$2,000,000.00	\$2,125,066.68	\$2,130,658.27	\$130,658.27

Investment Officers:

Chase Seelke

9/10/2026

Angie Luksovsky

9/10/2026



**ADJUNCT FACULTY REQUEST
COLORADO COUNTY EXTENSION SERVICE**

August 1, 2026

Mr. Chase Seelke, Superintendent
Weimar ISD
506 W. Main St.
Weimar, TX 78962

On behalf of the Colorado County Extension Staff, I/we hereby respectfully request approval of the attached Adjunct Faculty Agreement with the Weimar Independent School District.

The State Board of Education passed an amendment to 19 TAC§129.21 (j). Requirements for Student Attendance Accounting for State Funding Purposes allows public school students to be considered "in attendance" when participating in off-campus activities with an adjunct staff member of the school district. Section 3 of the Student Attendance Handbook states:

(1) The student is participating in an activity that is approved by the focal board of school trustees and is under the direction of a member of the professional or paraprofessional staff of the school district, or an adjunct staff member who:

- (A) has a minimum of a bachelor's degree; and
- (B) is eligible for participation in the Teacher Retirement System of Texas.

Colorado County requests the agent listed on the enclosed Adjunct Faculty Agreement be awarded adjunct staff member status for the period of time indicated on the agreement.

I hope Weimar Independent School District will accept this request. Please let me know if you would like to schedule an appointment to discuss the amendment and request or if you need further information.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Laramie Kettler
County Extension Agent-AG/NR

Brenda Anderson
County Extension Agent – FCH

Colorado County Extension Office
316 Spring St. Columbus, Texas 78934
<http://texas4-h.tamu.edu> | Tel. 979-732-2082

Adjunct Faculty Agreement

THE STATE OF TEXAS

COUNTY OF COLORADO

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Weimar Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individual(s) as an adjunct member of the Weimar Independent School District.

Upon consideration and vote of _____ in favor, Laramie Kettler and Brenda Anderson is hereby named as adjunct faculty member(s) of the Weimar Independent School District subject to the following considerations and provisions of such appointment to wit:

1. This appointment shall commence on the 1st day of August, 2026 and remain in effect until the 31st day of July, 2027.
2. This appointment will include the Texas A&M Agrilife Extension Service employees listed below:

Name	Title	Degree	Institution	Date
Laramie Kettler	CEA – AG/NR	M.S. Agricultural Education	Texas Tech University	2018
		B.S. Agricultural Science	Texas A&M University	2016
Brenda Anderson	CEA - Family and Community Health	M.A. Psychology	Texas Lutheran University	2000
		B.A. of Psychology	University of Houston-Victoria	2008

3. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Weimar Independent School District.
4. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M Agrilife Extension Service.

5. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District 11 or Donnie Montemayor County Extension Director.
6. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M Agrilife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member(s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M Agrilife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Colorado County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M Agrilife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M Agrilife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Colorado County Extension Agent(s), Laramie Kettler and Brenda Anderson (Extension employee) is/are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Weimar Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this _____ day of _____, 2026.

_____ Independent School District

By: _____



**EXTRACURRICULAR STATUS REQUEST
COLORADO COUNTY EXTENSION SERVICE**

August 1, 2026

Mr. Chase Seelke, Superintendent

Weimar ISD

506 W. Main St.

Weimar, TX 78962

Dear Mr. Chase Seelke:

On behalf of the 4-H members of Colorado County, I/we hereby respectfully request that the 4-H organization, by the attached resolution, be sanctioned as an extracurricular activity. We request the enclosed RESOLUTION be presented for consideration at the next scheduled meeting of the Board of Trustees of the (name of school district). I/we further request that questions regarding this RESOLUTION be directed to me/us in a timely manner so that I/we may prepare and present an appropriate response so as not to delay action on this request.

Finally, I/we request that a signed copy of this RESOLUTION, along with a copy of the minutes of the Board meeting, be forwarded to me/us for my/our files.

Thank you and members of the Board of Trustees for your consideration of this request.

Sincerely,

Laramie Kettler
County Extension Agent-AG/NR

Brenda Anderson
County Extension Agent – FCH

Attachment: Resolution for Extracurricular Status of 4-H Organization

Colorado County Extension Office
316 Spring St. Columbus, Texas 78934
<http://texas4-h.tamu.edu> | Tel. 979-732-2082

RESOLUTION
EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

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

Weimar Independent School District

meeting in public with a quorum present and certified,

did adopt this resolution that recognizes the

Colorado

County Texas 4-H Organization as approved for recognition and eligible for extracurricular
status consideration under 19 Texas Administrative Code,

Chapter 76.1, pertaining to extracurricular activities.

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

Texas A&M AgriLife Extension

will request academic eligibility for competitive and non-competitive purposes when an absence
is required.

Approved this _____ day of _____, 2026.

Board of Trustee

Superintendent



Public Information Act Board-Designated Non-Business Days for 2026-2027 School Year

Effective September 1, 2023, HB 3033 requires a public school district to designate non-business days each calendar year. In addition to Saturdays, Sundays, state holidays and federal holidays, the Board of Trustees has designated 10 additional days as non-business days. Federal & WISD Holidays State & WISD Holidays WISD Designated Non-Business Days

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

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

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

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

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

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

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

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

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

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

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

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

Federal Holidays include:

New Year's Day, MLK Jr. Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day

Texas Holidays include:

Confederate Heroes Day, Texas Independence Day, Good Friday, San Jacinto Day, Emancipation Day in Texas, Lyndon Baines Johnson Day, The Friday After Thanksgiving, 24th Day of December, 26th Day of December

WISD Non-Business Days include:

January 4th, 1st 3 days of Spring Break, Day Before Thanksgiving, December 23rd, December 28th - December 31st

District of Innovation Plan

(updated September 2026)

The district exercises innovations in the following areas under House Bill 1842 that was passed in the 84th Legislature:

Term of Plan

The Weimar Independent School District Board of Trustees renewed the District's previous District of Innovation Plan on **October 9, 2023**. As part of that renewal, the Board made the renewed Plan effective retroactively to **July 31, 2023**, providing continuity from the expiration of the previous District of Innovation term.

The current District of Innovation Plan is therefore effective **July 31, 2023 through July 31, 2028**, unless amended, rescinded, or renewed in accordance with Texas Education Code Chapter 12A and applicable rules of the Texas Commissioner of Education.

During the term of the Plan, Weimar ISD may amend the Plan to add, modify, or remove innovations or exemptions in accordance with applicable law and District procedures. Amendments to the Plan do not extend or otherwise alter the established expiration date unless the District completes the statutory renewal process.

Prior to expiration, the District may initiate the process to renew its designation as a District of Innovation and adopt a subsequent Local Innovation Plan in accordance with state law.

Amendment History

- **October 9th, 2023 – Renewal:** The Weimar ISD Board of Trustees renewed the District's previous District of Innovation Plan and established the renewed term as effective
- **September 8th, 2025** – Amended the Plan to add exemptions related to grievance procedures under TEC §§26.011, 26A.001, 26A.002, and 26A.003.
- **September 14, 2026** – Amended the Plan to add TEC §33.026 regarding the acquisition of library materials and TEC §26.0062 regarding instructional plans/course syllabi, and to make other statutory and technical updates as applicable.

Amendments made during the current term do not restart or extend the District's District of Innovation designation. The current term remains **July 31, 2023 through July 31, 2028**.

TEC 25.0811; TEC 25.0812 School Start and End Date (Instructional Calendar)

Currently: Students may not begin school before the 4th Monday of August. Schools may not schedule the last day of school before May 15.

Innovation Strategy: Weimar ISD proposes a process that allows for flexibility in the design of annual calendars to fit the needs of the community or the wishes of the Board of Trustees who represent community interests in this matter. Weimar ISD proposes to begin school earlier than the 4th Monday in August and end before May 15th as long as the 75,600 annually required instructional minutes are met.

TEC 25.112 TEC 25.113 Class Size, Notice of Class Size

Currently: Requires districts to maintain a class size of twenty-two students or less for Kindergarten-fourth grade classes. Also requires districts notify parents of waiver filed for class size.

Innovation Strategy: Weimar ISD proposes to occasionally exceed the class size as the population in our rural district is unpredictable and often fluctuates slightly above and below this ratio. During occasions of exceeding the ratio, the district will forgo official parent notification.

TEC 21.003 Teacher Certification

Currently: Requires districts to submit a request to the Texas Education Agency for permission to fill a position with personnel that does not hold corresponding certifications.

Innovation Strategy: Weimar ISD proposes to occasionally hire personnel exempted from certification requirements to fill positions within the District. This will not be applicable to special education, ESL, or bilingual teachers.

HB 2 Certification Transition Plan: Weimar ISD has received Commissioner of Education approval pursuant to TEC §21.0032(a-1) to delay implementation of the teacher certification requirements applicable to foundation curriculum courses until the beginning of the 2029–2030 school year. During the approved transition period, the District will implement its Board-approved Certification Transition Plan and work toward full compliance with applicable certification requirements by the statutory deadline.

TEC §26.0062 — Instructional Plans and Course Syllabi

Currently: TEC §26.0062 requires the District to make available on its website at the beginning of each semester an instructional plan or course syllabus for each class offered and establishes requirements for teachers to provide those materials to administration and parents.

Innovation Strategy: Weimar ISD recognizes the importance of transparency and meaningful communication with parents regarding curriculum and instruction. However, requiring the publication and distribution of an instructional plan or course syllabus for every class before each semester creates a significant administrative burden and may unnecessarily limit teachers' ability to adjust pacing and instruction based on student needs.

Weimar ISD will maintain local procedures for communicating course expectations, instructional content, curriculum, and instructional plans to students and parents while preserving flexibility for teachers to modify instruction in response to student performance and instructional needs.

TEC 25.081 Length of School Day

Currently: Requires that each school days must be 420 minutes long in order to count for ADA calculations and funding purposes and to accumulate instructional minutes toward the 75,600 minutes of instruction required for students annually.

Innovation Strategy: Weimar ISD proposes to include early release days throughout the school year when it is determined necessary or beneficial to the district and its stakeholders. To the greatest extent possible, these days will be denoted on the school calendar.

TEC 25.036 Inter-District Transfers

Currently: Requires that the length of the transfer period must be the entirety of one school year.

Innovation Strategy: Weimar ISD proposes to allow the Superintendent to revoke transfer agreements at any time that a student fails to meet attendance requirements, is suspended, or placed in DAEP.

TEC 21.401 Teacher Contract Days

Currently: Requires that an educator employed under a 10-month contract must provide a minimum of 187 days of service.

Innovation Strategy: Weimar ISD proposes to have the option to reduce the number of contract days with no effect on teacher salaries to align the teacher days to the 75,600 minutes required of students.

TEC 26.011, 26A.001, 26A.002, 26A.003 Grievance Procedures

Currently: SB12 through the 89th Legislature provided for new timelines and procedures for Grievances

Innovation Strategy: Weimar ISD proposes to continue to adhere to the previously established grievance policies in place outlined in Board Policy DGBA, FNG and GF.

TEC §33.026 — Acquisition of Library Materials

Currently: SB 13 requires proposed library acquisitions to be publicly posted for at least 30 days and approved or rejected by the Board of Trustees in an open meeting before materials may be added to the library collection.

Innovation Strategy: Weimar ISD proposes exemption from TEC §33.026 to allow a locally developed process for the review, selection, and acquisition of library materials. Trained library and administrative personnel may approve materials in accordance with Board policy, state library standards, age and grade appropriateness, curriculum needs, community values, and the District's educational mission.

The District will continue to post proposed library acquisition lists online for public review, provide opportunities for parents, employees, and District residents to challenge library materials, and preserve all applicable parental rights related to library access and restrictions.

Undesignated Asthma Medication Policy

Protocol and Standing Order

Effective Date: August 1, ____ to July 31, ____

Approved By: _____ School Board

I. Purpose

This policy establishes guidelines for the acquisition, maintenance, administration, and use of unassigned asthma medication (e.g., albuterol) by trained personnel in _____ School District to respond to respiratory distress, regardless of a known asthma diagnosis.

II. Legal Authority

This policy complies with Texas Education Code Chapter 38, §38.208 and Texas Education Code Subchapter E, §38.210 and Title 25 Health Services Chapter 40 Subchapter D, 40.42-40.49 effective 04/11/2025 allowing school districts to adopt and implement procedures for maintaining and administering undesignated asthma medication during regular school hours to a person who is reasonably believed to be experiencing respiratory distress on a school campus during regular school hours or at a school- sponsored or school-activity on or off school property.

III. Definitions

- **Undesignated Asthma Medication:** Unassigned medication (such as Albuterol) prescribed to the district for use in emergencies for any student or person believed to be experiencing respiratory distress.
- **Respiratory Distress:** Signs include shortness of breath, wheezing, chest tightness, coughing, or other asthma-related symptoms.
- **Trained Personnel:** At least one district employee or volunteer per campus has completed an approved training course in asthma management and medication administration.
- **School Sponsored or School Related:** A school-sponsored or school-related activity occurring on or off school property.
- **Regular Hours-** Regular hours updated 4/11/25, 30 minutes before the first bell to 30 minutes after the last bell of the school day.
- **School Volunteer –** As defined in TEC 22.053.

IV. Stocking and Storage

- The district will maintain a supply of undesignated asthma medication on each campus.
- Medication will be stored securely and readily accessible in an emergency.
- Storage must comply with manufacturer instructions and be in a location known for trained personnel.
- Disposing of expired unassigned medication for respiratory distress will happen per manufacturer's guidelines and our local policy.
- A check system for inventory of unassigned medication for respiratory distress for expiration will be done monthly, and to replace, as soon as reasonably practicable and document findings.

V. Training and Authorization

A designated campus administrator or school health professional will coordinate and manage policy by:

- To acquire or maintain, store and use unassigned medication for respiratory distress, subject to available campus funding.
- Conduct a review at the campus to determine the need for additional purchase of doses.
- To acquire or maintain, store and use unassigned medication for respiratory distress, subject to available campus funding.
- At least one school personnel or a school volunteer authorized at each campus will be designated and trained annually to administer asthma medication.
- School personnel or a school volunteer authorized and trained to administer unassigned medication for respiratory distress may administer medication for respiratory distress at a school-sponsored or school-related activity on or off school property. Statue does not require medication to be sent and does not require trained personnel to be available at off campus/after school events.
- Training must include recognition of respiratory distress, proper use of medication delivery devices (e.g., nebulizer treatment), and emergency response procedures.
- A record of trained personnel and their certification will be maintained by the campus nurse or administrator.
- List the location of unassigned medication for respiratory distress according to TEC 38.208.

- Notify a parent, prescribing authorized healthcare provider, and the student's primary healthcare provider when unassigned medication for respiratory distress is administered.
- A referral will be made to the student's primary healthcare provider if the student's parent or guardian has not notified the school that the student has been diagnosed with asthma. The referral must include:
 1. Symptoms of respiratory distress observed.
 2. Name and dosage of the unassigned medication for respiratory distress administered to the student.
 3. Patient care instructions given to the student.
 4. Information about the purpose and the use of an asthma action plan and medical authorization for schools, including a copy of the plan and authorization the provider completes and returns to the school.
- Will assist the parent or guardian in selecting a primary healthcare provider for the student if the student received unassigned medication for respiratory distress and does not have a primary healthcare provider or the parent or guardian of the student has not engaged a primary healthcare provider for the student.
- An adopted unassigned medication for respiratory distress policy must be publicly available (School website/handbook, policy online).

VI. Signs and Symptoms of Respiratory Distress

- Increased Respiratory Rate
- Dyspnea/Labored Breathing
- Anxiety
- Cyanosis
- Use of accessory muscles for breathing, especially in children
- Wheezing/diminished breath sounds
- Tachycardia

VII. Administration of Medication/Treatment Interventions

- Initial evaluation of the patient complaining of shortness of breath utilizing a primary survey (Stethoscope, auscultation) consisting of airway, breathing, and circulation.
- Call for help (MERT team) if the student is having a respiratory emergency.
- Apply a pulse oximeter and verify accuracy with heart rate as displayed by the device. Normal pulse oximetry readings should be greater than 94% unless the patient has a history of chronic lung disease.

- After initial assessment, trained personnel may administer undesignated asthma medication to any individual exhibiting signs of respiratory distress on school property or during school-sponsored activities.
- The order refers to the use of medication approved by the FDA (albuterol for use). Medication may be delivered with albuterol for inhalation with a nebulizer machine
- **Stocked Undesignated Medication:** Albuterol Sulfate Inhalation 0.83% 2.5 mg/3ml will be the medication to be administered. It is recommended that at least 5 albuterol single unit dose vials (3mls) will be stocked at each school/campus. It is recommended that at least 2 sets of tubing and masks are always stocked in the school/campus. School size and number of students with asthma may make it appropriate for school to always have more.
- Nebulizer machines may be cleaned according to manufacturer instructions and allowed to dry before reuse.
- Administration of medication (albuterol for inhalation) must be documented immediately, including:
 1. Name of the individual
 2. Time and dose administered
 3. Description of symptoms
 4. Outcome and any follow-up actions taken
- Parents or guardians of students receiving the medication must be notified as soon as possible.

VIII. Emergency Response

- If Albuterol for inhalation is administered, **EMS (911)** will be notified.
- The individual has no known asthma history.
- Additional medical care is needed.

IX. Report on Administering Unassigned Medication for Respiratory Distress

- Records relating to implementing and administering the school districts unassigned medication for respiratory distress policy must be retained per the campus record retention schedule.
- The report required must comply with TEC 38.2091.
- The campus must submit a report no later than the 10th business day after the date a school personnel or school volunteer administered medication for respiratory distress

policy. The report must be included in the student's permanent record and must be submitted to the individuals and entities identified in TEC 38.2091as:

1. The School District
 2. The Region 3 School Health Coordinator (Rebecca Mattocks, RN, 361-550-6506) will notify the physician prescribing the medication for respiratory distress.
 3. The Department of State Health Services (DSHS) commissioner
- Notification to the DSHS commissioner must be submitted on the designated electronic form available on the DSHS School Health Program website found at dshs.texas.gov.

X. Parental Notification

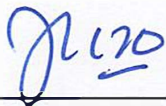
- Parents/guardians will be informed that an unassigned medication for respiratory distress policy by written or electronic notice to a parent or guardian of each student in accordance with TEC 38.212.
- If the school district discontinues the unassigned medication for respiratory distress policy, the campus must provide written or electronic notice detailing the change or discontinuation of the policy to a parent or guardian of each student within 15 calendar days after the change or discontinuation.

XI. Liability Protection

A person who is in good faith takes, or fails to take, any action under this subchapter or TEC Chapter 38, Subchapter E is immune from civil or criminal liability or disciplinary action resulting from that action or failure to act in accordance with TEC 38.215(a).

XII. Review and Updates

This policy will be reviewed annually by the Region 3 School Health Coordinator and updated as needed based on changes in law or district procedures.



Dr. John McNeill, DO
Region 3 School Health Medical Director

08/01/2026–07/31/2027
4-29-2025

Date

Region 3 Education Service Center
Administration of Undesignated Asthma Medication in School

Standing Orders are as follows:

Evaluate the person's symptoms and history.

Assess the person's airway, breathing, respiratory rate, work of breathing, pulse and color to conform appropriateness of Albuterol use. Signs of respiratory distress include shortness of breath, wheezing, chest tightness, coughing, or other asthma-related symptoms.

Review indications and precautions as taught in their respiratory medication administration training.

Administer Albuterol Sulfate Inhalation Solution 0.083%, 2.5mg/3ml. Administer 1 single unit dose vial (3 ml) per nebulizer machine x1 time for respiratory distress. **Do not repeat doses.**

Notify EMS (911), parents, administrators, Region 3 School Health Coordinator (Rebecca Mattocks, RN) 361-550-6506.



Dr. John McNeill, DO
Region 3 School Health Medical Director

08/01/2026 — 07/31/2027

Date 4/29/2025

ALLERGIC REACTION – EpiPen ADMINISTRATION

Allergic reactions are not uncommon, and most are self-limited, localized and will resolve with minimal treatment of symptoms. Acute allergic reactions also have the potential to cause life-threatening illness and the term anaphylaxis is used to describe these rare, acute reactions. Severe anaphylaxis can be rapidly fatal, and the accepted emergency treatment is the early administration of Epinephrine. This can be done with the use of an EpiPen (epinephrine injection, USP) Auto-Injector which will deliver Epinephrine safely, quickly and effectively. The most common triggers for anaphylaxis are typically medications, foods or insect bites but many patients may be unsure as to the specific allergen that caused the reaction.

Signs and symptoms of anaphylaxis:

- Skin reactions including swelling, hives, itching and flushed or pale skin
- Difficulty breathing
- A feeling of constriction or swelling of the airways
- Swelling of the lips or tongue
- A rapid and/or weak pulse
- Lightheadedness and low blood pressure

Dosing Recommendations:

According to product instructions, the adult dosage (0.3 mg) of EpiPen autoinjectors should be used for adults and children weighing 30 kg (66 lbs.) or more. The EpiPen Jr. dosage (0.15 mg) should be used for children weighing between 15 kg and 30 kg.

Treatment of anaphylaxis using EpiPen for epinephrine administration:

1. Remove the EpiPen or EpiPen Jr. autoinjector from the clear carrier tube.
2. Hold the autoinjector in your fist with the orange tip pointing downward.
3. With the other hand, remove the blue safety release by pulling straight up without bending or twisting it.
4. Place the orange tip against the middle of the outer thigh (upper leg) perpendicular to the thigh.
5. Swing and push the auto injector firmly against the leg until it clicks. The click signals that the injection has started.
6. Hold the device firmly in place for 3 seconds (count slowly 1, 2, 3).
7. Remove the autoinjector from the thigh.
8. Massage the injection area for 10 seconds.

EMS should be immediately notified at the first sign of any allergic reaction that, in any way, involves the airway or the patient's ability to breathe. Patients may improve rapidly after epinephrine administration, but they still need to be evaluated at the hospital. Monitor the patient closely, paying specific attention to their airway and their ability to breathe. Supplemental oxygen is certainly indicated for any patient with shortness of breath and high flow oxygen is recommended.



John L. McNeill, D.O.
Internal Medicine / Emergency Medicine

8-01-26--7-31-2026
Date:

How to use EpiPen® and EpiPen Jr® Auto-Injectors

Remove the EpiPen® Auto-Injector from the carrier tube and follow these 2 simple steps:



- Grasp with orange tip pointing downward
- Remove blue safety cap by pulling straight up – do not bend or twist



- Place the orange tip against the middle of the outer thigh
- Swing and push the auto-injector firmly into the thigh until it “clicks”
- Hold in place for 3 full seconds

After using EpiPen®, you must seek immediate medical attention or go to the emergency room. For the next 48 hours, you must stay close to a healthcare facility or be able to call 911.



Scan the code to access the EpiPen® Video Gallery, including a video on how to use EpiPen®



Trusted for over 35 years.

NALOXONE (NARCAN) USE PROTOCOL

Naloxone (Narcan) is a medication that belongs to a class called opioid antagonists. It is used along with emergency medical treatment to reverse the life-threatening effects of known or suspected narcotic overdose in adults and children. Its mechanism of action blocks the effects of opiates and can reverse the major cause of death from opiate overdose, respiratory depression.

The purpose of this protocol is to facilitate the immediate use of Narcan nasal spray 4 mg in the context of known or suspected narcotic overdose.

The signs and symptoms of suspected narcotic overdose may include:

Decreased level of consciousness or no response to verbal or painful stimuli.

Decreased respiratory effort including shallow respirations, snoring or gasping for air.

Cyanosis

Pinpoint pupils

If someone else is available, immediately call EMS. To use the Narcan nasal spray, follow these steps:

1. Leave the person on their back to give the medication
2. Remove the naloxone nasal spray from the box. Peel back the tab to open the spray.
3. Do not prime the nasal spray before using it
4. Hold the naloxone nasal spray with your thumb on the bottom of the plunger and your index and middle fingers on either side of the nozzle.
5. Gently insert the tip of the nozzle into 1 nostril, until your fingers on either side of the nozzle are against the bottom of the person's nose. Provide support to the back of the neck with your hand to allow the head to tilt back.
6. Press the plunger firmly to administer the medication.
7. Remove the nasal spray nozzle from the nostril after giving the medication.
8. Turn the person on their side in the recovery position and call EMS immediately after giving the first Narcan dose.
9. If the person does not respond as evidenced by an increased level of consciousness, you may give another dose. Repeat the above steps.

It should be understood that if the patient is not breathing and does not respond to Narcan administration, or if the patient only has only a partial response to the medication, basic life support including CPR or assistance with the patient's respirations (rescue breathing) may be required.



John L. McNeill, D.O.
Internal Medicine / Emergency Medicine

08/01/2026 - 07/31/2027

Date

NARCAN[®] (naloxone HCl) **NASAL SPRAY**

QUICK START GUIDE **Opioid Overdose Response Instructions**

Use NARCAN Nasal Spray (naloxone hydrochloride) for known or suspected opioid overdose in adults and children.

Important: For use in the nose only.

Do not remove or test the NARCAN Nasal Spray until ready to use.

1 Identify Opioid Overdose and Check for Response

Ask person if he or she is okay and shout name.

Shake shoulders and firmly rub the middle of their chest.

Check for signs of opioid overdose:

- Will not wake up or respond to your voice or touch
- Breathing is very slow, irregular, or has stopped
- Center part of their eye is very small, sometimes called "pinpoint pupils"

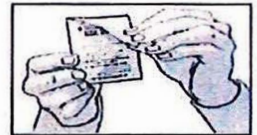
Lay the person on their back to receive a dose of NARCAN Nasal Spray.



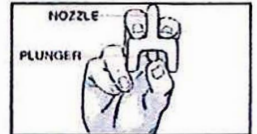
2 Give NARCAN Nasal Spray

Remove NARCAN Nasal Spray from the box.

Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

- Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one** nostril, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.

- Remove the NARCAN Nasal Spray from the nostril after giving the dose.

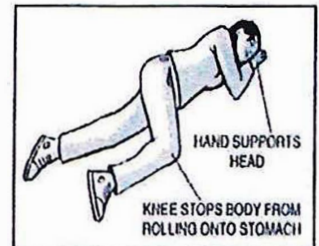


Get emergency medical help right away.

Move the person on their side (recovery position) after giving NARCAN Nasal Spray.

Watch the person closely.

If the person does not respond by waking up, to voice or touch, or breathing normally another dose may be given. NARCAN Nasal Spray may be dosed every 2 to 3 minutes, if available.



3 Call for emergency medical help, Evaluate, and Support

Repeat Step 2 using a new NARCAN Nasal Spray to give another dose in the other nostril. If additional NARCAN Nasal Sprays are available, repeat step 2 every 2 to 3 minutes until the person responds or emergency medical help is received.

For more information about NARCAN Nasal Spray, go to www.narcannasalspray.com, or call 1-844-4NARCAN (1-844-462-7226).

©2015 ADAPT Pharma, Inc. NARCAN[®] is a registered trademark licensed to ADAPT Pharma Operations Limited. A1009.01

RESOLUTION TO CERTIFY COMPLIANCE WITH TEXAS SENATE BILL 12

Weimar Independent School District

WHEREAS, the 89th Texas Legislature passed Senate Bill 12, which requires each school district's superintendent to certify annually that the district is in compliance with certain provisions of the Texas Education Code; and

WHEREAS, Section 39.008 of the Texas Education Code, as amended by SB 12, requires this certification to be approved by a majority vote of the board of trustees at a public meeting that allows public testimony, with notice of the meeting posted at least seven days in advance on the district's website; and

WHEREAS, the superintendent of the Weimar Independent School District has reviewed the relevant statutory requirements and confirms that the district is in compliance with:

- - Section 11.005 (prohibition of duties related to diversity, equity, and inclusion),
- - Section 28.0022 (instruction and instructional materials requirements), and
- - Section 39.008 (this certification process);

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Weimar Independent School District, by majority vote at a properly noticed public meeting on this the 14th day of September 2026, hereby:

1. Approves the superintendent's certification that the district is in compliance with Sections 11.005, 28.0022, and 39.008 of the Texas Education Code, as required by SB 12;
2. Authorizes the superintendent to submit the required certification electronically to the Texas Education Agency (TEA) no later than September 30, 2026; and
3. Directs that a copy of this resolution be retained in the official district records and made available upon request.

PASSED AND APPROVED this 14th day of September 2026, by the Board of Trustees of the Weimar Independent School District, by a vote of ____ [for] and ____ [against].

Presiding officer's signature: _____
(Steve Williams, Board President)

Secretary's signature: _____
(April Mikulenska, Board Secretary)

Compliance Certification Template

TEC §39.008: Certification of Compliance with Certain Laws Required

The template on the following pages is provided to assist Texas school systems in complying with the certification requirements under Texas Education Code [TEC] §39.008, as enacted by Senate Bill 12 (89th Texas Legislative Session). The completed certification must be approved by the governing body in a public meeting and submitted electronically through the AskTED application no later than September 30 of each school year to the Texas Education Agency (TEA).

This page is provided for informational purposes only and may be removed prior to submission.

TEC §39.008: Certification of Compliance with Certain Laws Required

Section 1: School System Information

Name of School District or Charter School: Weimar ISD

County-District Number (CDN): 045905

Superintendent/CEO Name: Chase Seelke

Certification School Year: 2026-2027

Section 2: Description of Required Policies and Procedures

Provide a description or attach a copy of the policies and procedures required by TEC, §§11.005(c) and 28.0022(h) and describe how employees and contractors were notified of these policies and procedures.

Weimar ISD has adopted policies and procedures consistent with Texas Education Code §§11.005(c) and 28.0022(h).

Pursuant to TEC §11.005(c), District policy prohibits employees and contractors from intentionally or knowingly engaging in diversity, equity, and inclusion duties prohibited by law or assigning such duties to another person. Violations are subject to appropriate disciplinary action, including termination of employment or termination of a contract. District procedures provide affected employees and contractors appropriate due process and an opportunity to appeal disciplinary action in accordance with applicable District grievance and appeal procedures.

Pursuant to TEC §28.0022(h), District policy prohibits employees and contractors from intentionally or knowingly engaging in, or assigning another person to engage in, instruction, guidance, activities, programming, or other conduct prohibited by TEC §28.0022. Violations are subject to appropriate disciplinary action, including termination of employment or termination of a contract.

These requirements are reflected in the District's applicable legal and local policies, including BT(LEGAL), EMB(LEGAL), DH(LOCAL), CJ(LOCAL), and related employee and contractor grievance/appeal procedures.

In accordance with TEC §§11.005(c) and 28.0022(h), Weimar ISD provided each District employee and applicable contractor both a physical and electronic copy of the required policies and procedures. Employees received an electronic copy through District email and a physical copy through District/campus distribution. Contractors received an electronic copy by email and a physical copy through direct delivery or mailing. The District maintained documentation of the distribution for compliance purposes.

Section 3: Policy or Program Changes

Were any existing policies, programs, procedures, or trainings altered to ensure compliance with TEC, §§39.008, 11.005, and 28.0022? ☒ Yes ☐ No

If yes, describe or attach a copy of the changes below.

Weimar ISD reviewed and revised applicable Board policies and administrative procedures to ensure compliance with TEC §§39.008, 11.005, and 28.0022. As part of TASB Policy Update 126, the District updated policies addressing employee standards of conduct and contracted services.

DH(LOCAL), Employee Standards of Conduct, was updated to address prohibited classroom instruction or activities and prohibited diversity, equity, and inclusion duties and to provide for appropriate employee disciplinary action as required by law.

CJ(LOCAL), Contracted Services, was updated to prohibit contractors from intentionally or knowingly engaging in or assigning prohibited instructional activities or diversity, equity, and inclusion duties and to provide for termination of the contract and applicable appeal procedures.

The District also reviewed related employment, grievance, instructional, contracting, handbook, and administrative procedures for consistency with the statutory requirements. Employee and contractor notification procedures were established to ensure that each employee and contractor receives both a physical and electronic copy of the applicable policies and procedures.

Section 4: Cost Savings

Were there any cost savings resulting from actions taken to comply with TEC, §39.008? ☐ Yes ☒ No

Total cost savings: \$ 0.00

If yes, describe or attach a copy of the cost savings.

Weimar ISD did not realize any identifiable or quantifiable cost savings from actions taken to comply with TEC §39.008. Compliance activities were completed using existing District personnel, communication systems, policy-adoption processes, and administrative resources. Any staff time, printing, distribution, or recordkeeping associated with compliance was absorbed within the District's existing operating budget.

Section 5: Board Approval

Date of Board/Governing Body Meeting: 9/14/2026

Meeting notice was posted on LEA website at least seven days in advance: ☒ Yes ☐ No

Public testimony opportunity provided during meeting: ☒ Yes ☐ No

Certification approved by majority vote: ☒ Yes ☐ No

Section 6: Certification Statement

By signing below, the undersigned certifies that the information contained in this document is true and correct and that the district or charter school is in compliance with the requirements of Texas Education Code §§39.008, 11.005(c), and 28.0022(h).

Superintendent/CEO Signature: Chase Saulte

Date: 9/14/26

SWORN TO AND SUBSCRIBED before me on this _____ day of _____, 20____.

Notary Public, State of Texas



Weimar

INDEPENDENT SCHOOL DISTRICT

A Standard of Excellence!

Superintendent: Chase Seelke

Business Manager: Angie Luksovsky

Administrative Assistant: Laurie Prihoda

BOARD OF EDUCATION WEIMAR INDEPENDENT SCHOOL DISTRICT WEIMAR, TEXAS

RECOMMENDATION SHEET

Date: 9/14/26

Subject: Consider and Take Possible Action to Adopt the Weimar ISD Branding Guidelines

***** ACTION*****

BACKGROUND INFORMATION:

Weimar ISD uses a variety of visual marks across district communications, academic materials, athletics, student activities, facilities, apparel, signage, merchandise, and community partnerships. A unified set of standards is necessary to ensure that these marks are used consistently and continue to represent the district professionally.

The proposed Weimar ISD Brand Guidelines consolidate the district's approved visual identity into a single reference document.

Adoption of the guidelines will provide a consistent standard for future communications and production. New and revised materials should comply with the guidelines upon adoption.

Existing serviceable materials may generally be updated through normal replacement cycles unless administration determines that an earlier correction is necessary.

No immediate expenditure is required solely to adopt the guidelines. Any future costs associated with signs, uniforms, apparel, printed materials, or facility improvements will remain subject to the district's normal budgeting and purchasing procedures.



Weimar

INDEPENDENT SCHOOL DISTRICT

A Standard of Excellence!

Superintendent: Chase Seelke

Business Manager: Angie Luksovsky

Administrative Assistant: Laurie Prihoda

Administrative Recommendation:

The Board of Trustees of the Weimar Independent School District is asked to adopt the Weimar ISD Brand Guidelines as the district's official visual identity standards as presented and authorize the Superintendent to implement the guidelines, distribute approved master artwork, coordinate compliance with district staff and vendors.

RECOMMENDED MOTION:

1st Board member _____

"I move that the Weimar Independent School District Board of Trustees adopt the Weimar ISD Brand Guidelines as the district's official visual identity standards as presented and authorize the Superintendent to implement the guidelines, distribute approved master artwork, coordinate compliance with district staff and vendors." (or with the revisions of _____).

2nd Board member _____

"I second the motion".

Board vote - _____ for, _____ against.



Weimar

INDEPENDENT SCHOOL DISTRICT

A Standard of Excellence!

Superintendent: Chase Seelke

Business Manager: Angie Luksovsky

Administrative Assistant: Laurie Prihoda

BOARD OF EDUCATION WEIMAR INDEPENDENT SCHOOL DISTRICT WEIMAR, TEXAS

RECOMMENDATION SHEET

Date: 9/14/26

Subject: Consider and Take Possible Action to Adopt “The Weimar Way” as Weimar ISD’s Districtwide Standard of Excellence for Students and Employees

***** ACTION*****

BACKGROUND INFORMATION:

Weimar ISD has worked to define a clear, consistent culture that reflects the District’s mission, vision, beliefs, and commitment to “A Standard of Excellence Today to Build a Successful Tomorrow.” As part of that work, the District has developed “The Weimar Way” as a districtwide framework for expectations related to student behavior, employee professionalism, leadership, accountability, service, teamwork, and school culture.

The purpose of The Weimar Way is to establish a common language and shared expectations across all campuses, departments, programs, and extracurricular activities. The framework is intended to ensure that students and employees understand not only what Weimar ISD expects, but also what those expectations look like in daily practice.

The District also intends to align The Weimar Way with its employee appraisal and professional growth processes. As legally and procedurally appropriate, locally developed appraisal components may be used to evaluate observable, job-related behaviors connected to the District’s Standard of Excellence.

The Weimar Way is not intended to replace Board policy, the Student Code of Conduct, employee contracts, existing appraisal requirements, grievance procedures, or applicable law. Rather, it is intended to provide a unified culture and expectations framework that complements those existing structures.



Weimar

INDEPENDENT SCHOOL DISTRICT

— A Standard of Excellence! —

Superintendent: Chase Seelke

Business Manager: Angie Luksovsky

Administrative Assistant: Laurie Prihoda

The goal is to create consistency across Weimar ISD so that the District's Standard of Excellence is more than a statement or slogan. It should be reflected in how students learn, how employees serve, how leaders lead, how concerns are addressed, how accountability is handled, and how Weimar ISD is represented in the community.

Administrative Recommendation:

The Board of Trustees of the Weimar Independent School District is asked to adopt The Weimar Way as the official districtwide Standard of Excellence and culture framework for Weimar Independent School District as presented and authorize the Superintendent to implement The Weimar Way through age-appropriate student expectations, employee professional expectations, extracurricular leadership expectations, staff and student training, annual acknowledgments, campus and District communications, recognition programs, and applicable locally developed performance review and appraisal processes.

RECOMMENDED MOTION:

1st Board member _____

"I move that the Weimar Independent School District Board of Trustees adopt The Weimar Way as the official districtwide Standard of Excellence and culture framework for Weimar Independent School District as presented and authorize the Superintendent to implement The Weimar Way through age-appropriate student expectations, employee professional expectations, extracurricular leadership expectations, staff and student training, annual acknowledgments, campus and District communications, recognition programs, and applicable locally developed performance review and appraisal processes." (or with the revisions of _____).

2nd Board member _____

"I second the motion".

Board vote - _____ for, _____ against.



Weimar

INDEPENDENT SCHOOL DISTRICT

A Standard of Excellence!

Superintendent: Chase Seelke

Business Manager: Angie Luksovsky

Administrative Assistant: Laurie Prihoda

BOARD OF EDUCATION WEIMAR INDEPENDENT SCHOOL DISTRICT WEIMAR, TEXAS

RECOMMENDATION SHEET

Date: 9/14/26

Subject: Consider and Take Possible Action to Adopt the Weimar ISD 2027 Legislative Priorities for the 90th Texas Legislature

***** ACTION*****

BACKGROUND INFORMATION:

The 90th Texas Legislature will convene in January 2027. Decisions made during the legislative session will directly affect Weimar ISD's funding, staffing, employee compensation and benefits, school safety obligations, special education services, facilities, transportation, career and technical education programs, accountability requirements, and local operational authority. We have developed the proposed **Weimar ISD 2027 Legislative Priorities** to establish the District's official positions on public education issues expected to receive legislative consideration. The priorities reflect the needs of Weimar ISD as a small, rural public school district and emphasize policies that improve student opportunities, provide adequate and sustainable funding, support the recruitment and retention of qualified employees, recognize the actual cost of state mandates, and preserve reasonable local control.

Formal adoption will provide trustees, administrators, and other designated District representatives with a consistent framework for evaluating proposed legislation and communicating Weimar ISD's positions to legislators, state officials, education organizations, community stakeholders, and other policymakers.

The priorities are intended to serve as an advocacy and policy document. They do not independently authorize expenditures, contracts, litigation, lobbying arrangements, or any action otherwise requiring separate Board approval.



Weimar

INDEPENDENT SCHOOL DISTRICT

A Standard of Excellence!

Superintendent: Chase Seelke

Business Manager: Angie Luksovsky

Administrative Assistant: Laurie Prihoda

Administrative Recommendation:

The Board of Trustees of the Weimar Independent School District is asked to adopt the Weimar ISD 2027 Legislative Priorities for the 90th Texas Legislature as presented.

RECOMMENDED MOTION:

1st Board member _____

"I move that the Weimar Independent School District Board of Trustees adopt the Weimar ISD 2027 Legislative Priorities for the 90th Texas Legislature as presented and authorize the Board President, Superintendent, members of the Board of Trustees, and other designated District representatives to communicate and advocate for the adopted priorities on behalf of Weimar ISD." (or with the revisions of _____).

2nd Board member _____

"I second the motion".

Board vote - _____ for, _____ against.



WEIMAR ISD

LEGISLATIVE PRIORITIES



2027 LEGISLATIVE PRIORITIES

Adopted platform for the 90th Texas Legislature | Board and community briefing

A STANDARD OF EXCELLENCE TODAY TO BUILD A SUCCESSFUL TOMORROW

Weimar ISD asks the State of Texas to strengthen student opportunity, workforce stability, operational sustainability, and local accountability. These priorities reflect the needs of a small, rural public school system and are presented as the District's policy positions for legislative consideration.

1. Adequate and Sustainable School Funding

2. Small and Rural District Funding

3. Educator Compensation and Workforce

4. Public School Employee Health Insurance

5. Fully Fund School Safety Mandates

6. Special Education Based on Student Need

7. CTE, Dual Credit, and Rural Workforce

8. Local Control and Unfunded Mandates

9. Fair and Predictable Accountability

CORE LEGISLATIVE ASKS

- Recurring, inflation-responsive formula funding with protection for small-district fixed costs.
- Competitive total compensation, including an ERS-equivalent health-insurance funding standard.
- Full funding for safety and special education obligations.
- Expanded rural access to CTE, dual credit, facilities, transportation, and qualified staff.
- Stable rules, reasonable local control, and transparent accountability.

STUDENTS FIRST • PROFESSIONAL ALWAYS • ONE TEAM • EXCELLENCE

ADEQUATE AND SUSTAINABLE SCHOOL FUNDING

Keep core funding responsive to the real cost of operating Texas public schools.

BACKGROUND AND CURRENT CONDITION

Texas school finance is driven principally by statutory formulas, including the basic allotment and weighted allotments. When core formulas do not adjust predictably for inflation, districts absorb higher costs for payroll, utilities, transportation, insurance, technology, instructional materials, and contracted services within a revenue structure that may not rise at the same pace. House Bill 2, adopted by the 89th Legislature, created the Allotment for Basic Costs (commonly called the ABC Allotment) as an acknowledgment that districts face rising non-payroll operating expenses. However, the ABC Allotment inadequately addresses the full scale and continuing growth of those costs. It is a limited categorical response rather than a comprehensive, inflation-responsive increase to the core funding available for daily operations.

WHY THIS MATTERS TO WEIMAR ISD AND RURAL SCHOOLS

Small districts cannot easily spread rising costs across a large enrollment base. A single required position, major repair, software license, or insurance increase can materially affect the budget. Temporary grants and narrowly restricted allotments may help specific programs, but they do not provide the flexible recurring revenue needed to sustain compensation and daily operations.

WHY: A school district cannot postpone hiring a classroom teacher, running a bus route, cooling a campus, or serving a student until costs become more favorable. When the broad formula loses purchasing power, the district must choose among larger class sizes, deferred maintenance, reduced programs, employee turnover, or greater reliance on local taxpayers. Those are not abstract accounting outcomes; they directly shape the time, people, and learning conditions available to students. Stable core funding also protects taxpayers by allowing planned maintenance and multi-year purchasing instead of crisis spending.

WEIMAR ISD POSITION

Weimar ISD supports an automatic, transparent mechanism that regularly updates the basic allotment or another broad-based formula measure for inflation and documented cost growth. The District further supports funding schools based on student enrollment rather than average daily attendance. Districts must hire and retain staff, operate classrooms, maintain facilities, and provide transportation and student services for enrolled students even when illness, family circumstances, weather, or other temporary factors affect daily attendance. New funding should be recurring, predictable, and substantially unrestricted so locally elected boards can address local needs.

PRACTICAL LEGISLATIVE ACTIONS

- Fund school districts based on student enrollment rather than average daily attendance.
- Index a core per-student funding amount to a recognized inflation measure and review it each biennium.
- Avoid substituting temporary grants or categorical allotments for recurring formula funding.
- Publish multi-year funding estimates early enough for responsible district budgeting.
- Pair every new requirement with a transparent fiscal estimate and recurring appropriation.
- Fund Education Savings Accounts or other private-school voucher programs only after Texas public schools are adequately and sustainably funded to meet the state's constitutional responsibility to educate every student.

WEIMAR ISD LEGISLATIVE TEST: Student benefit • Sustainable funding • Reasonable local control

SMALL AND RURAL DISTRICT FUNDING

Recognize fixed costs and diseconomies of scale.

BACKGROUND AND CURRENT CONDITION

The Small and Mid-Sized District Allotment recognizes that districts with fewer students still must maintain core functions: campus leadership, counseling, transportation, special education, cybersecurity, finance, food service, safety, utilities, and facilities. These costs do not decline in direct proportion to enrollment.

WHY THIS MATTERS TO WEIMAR ISD AND RURAL SCHOOLS

Rural districts also face thinner labor markets, longer travel distances, fewer vendors, higher delivery and mobilization costs, and limited access to specialized staff. Formula support that recognizes scale is not an advantage; it is a mechanism for preserving comparable educational opportunity across geography.

WHY: Educational equity is not achieved by giving every district the same nominal amount per student when the minimum cost of operating a school is fundamentally different. A superintendent, counselor, nurse, special education professional, bus fleet, finance function, and secure technology network are needed whether a district enrolls hundreds of students or tens of thousands. If the small-district adjustment erodes, rural students receive fewer choices not because their needs are lower, but because essential fixed costs consume a larger share of every available dollar.

WEIMAR ISD POSITION

Weimar ISD supports strengthening and protecting the Small and Mid-Sized District Allotment and ensuring that formula changes do not unintentionally dilute its value. Eligibility and weights should reflect current operating realities and should not penalize districts for efficiency or modest enrollment changes.

PRACTICAL LEGISLATIVE ACTIONS

- Increase and index the Small and Mid-Sized District Allotment so its purchasing power does not erode.
- Increase the Allotment for Basic Costs (ABC Allotment) to more adequately recognize the fixed operating costs and diseconomies of scale experienced by small and mid-sized districts.
- Evaluate all new formulas for disparate effects on small and rural districts.
- Allow regional shared-service arrangements without reducing district entitlement.
- Preserve local flexibility in using the allotment for the highest-priority operating needs.

WEIMAR ISD LEGISLATIVE TEST: Student benefit • Sustainable funding • Reasonable local control

EDUCATOR COMPENSATION AND WORKFORCE

Make public education a competitive, sustainable career.

BACKGROUND AND CURRENT CONDITION

The latest National Education Association state comparison reports that Texas's 2024-25 average classroom-teacher salary was \$63,749, ranking 33rd nationally, compared with a national average of \$74,495. The same national research places Texas 34th for earnings of K-12 education support professionals—the closest consistent national comparison for the workforce that includes paraprofessionals and other support employees—with average earnings of approximately \$33,481. TEA also reported statewide teacher attrition of 12.9% in 2024-25 and continued growth in the share of uncertified teachers. Texas therefore has a total-workforce challenge involving pay, preparation, working conditions, benefits, and career sustainability.

WHY THIS MATTERS TO WEIMAR ISD AND RURAL SCHOOLS

House Bill 2 was a significant positive step. For districts with 5,000 or fewer students, its Teacher Retention Allotment provides \$4,000 for eligible classroom teachers with at least three but fewer than five years of experience and \$8,000 for eligible classroom teachers with five or more years. HB 2 also created a Support Staff Retention Allotment of \$45 per adjusted ADA. That support-staff allotment may be used for permanent base-pay increases for eligible non-administrative employees, including teachers with fewer than three years, counselors, librarians, nurses, paraprofessionals, custodial staff, food-service staff, bus drivers, administrative assistants, maintenance employees, and other support staff. However, \$45 per adjusted ADA must be divided across a broad workforce and is insufficient to provide competitive increases for all eligible employees. Principals, assistant principals, superintendents, and centralized supervisory employees were excluded from the TRA and the SSRA.

WHY: Students experience state funding through the adults who teach, lead, transport, counsel, protect, feed, maintain, and support their schools. Teacher raises cannot produce a stable school system if the paraprofessional assisting the classroom, custodian keeping the campus safe, cafeteria employee feeding students, maintenance employee protecting public facilities, counselor supporting student needs, or principal leading instruction cannot be retained. Persistent vacancies increase class sizes, reduce course offerings, overload effective employees, interrupt services, and weaken continuity. Turnover also creates repeated recruiting, onboarding, mentoring, overtime, and substitute costs. For Weimar ISD, competitive total compensation across every employee group is essential to attracting qualified people to a smaller labor market and keeping the experienced employees who know the community, its students, and its expectations.

WEIMAR ISD POSITION

Weimar ISD supports preserving HB 2's teacher-pay gains as permanent, recurring state commitments and ensuring they are not replaced by one-time stipends or allowed to lose value through inflation. The District also supports substantially increasing and indexing the Support Staff Retention Allotment so meaningful base-pay increases reach paraprofessionals, custodians, maintenance employees, cafeteria staff, bus drivers, clerical employees, counselors, nurses, librarians, and other essential personnel. A separate recurring compensation mechanism should address principals, assistant principals, and other leadership or professional employees excluded from the previous HB 2 allotments.

PRACTICAL LEGISLATIVE ACTIONS

- Preserve the Teacher Retention Allotment as a permanent, recurring entitlement and index its value so the HB 2 gains do not erode.
- Increase and index the Support Staff Retention Allotment well beyond \$45 per adjusted ADA so districts can provide meaningful permanent base-pay increases.
- Provide recurring compensation funding for principals, assistant principals, and other essential leadership or professional positions excluded from the previous HB 2 allotments.
- Ensure state-funded increases cover related TRS, payroll-tax, and benefit costs instead of shifting those obligations to local budgets.

WEIMAR ISD LEGISLATIVE TEST: Student benefit • Sustainable funding • Reasonable local control

PUBLIC SCHOOL EMPLOYEE HEALTH INSURANCE

Create an ERS-equivalent funding standard while retaining TRS administration.

BACKGROUND AND CURRENT CONDITION

Texas cannot solve educator compensation while ignoring health care. The statutory state contribution for active public-school employees has remained a fixed amount while premiums, deductibles, and dependent costs have risen. TRS has documented repeated supplemental appropriations to stabilize ActiveCare, demonstrating that the permanent contribution structure has not kept pace with plan costs.

WHY THIS MATTERS TO WEIMAR ISD AND RURAL SCHOOLS

For 2026-27 Region 3, gross monthly premiums range from \$553 to \$1,013 for employee-only coverage and from \$1,881 to \$2,841 for employee-plus-family coverage, depending on plan. By contrast, the state contribution philosophy for eligible full-time state employees generally funds the full member premium and half of eligible dependent premiums.

WHY: A salary increase does not improve take-home compensation if insurance premiums, deductibles, and dependent costs consume the gain. The burden affects recruitment, retention, family financial security, and whether employees seek timely care. Texas already recognizes health insurance as a central compensation benefit for state employees. Providing a comparable funding standard for public-school employees would make compensation investments more durable and reduce the cycle of temporary appropriations used to prevent large premium increases.

WEIMAR ISD POSITION

Weimar ISD supports an ERS-equivalent funding standard, not necessarily a merger into ERS: retain TRS-ActiveCare as the education risk pool, but phase in a state contribution equal to 100% of a benchmark employee-only plan plus 50% of incremental dependent cost.

PRACTICAL LEGISLATIVE ACTIONS

- End reliance on repeated supplemental appropriations that temporarily stabilize TRS-ActiveCare and instead direct recurring state funding to the employee premium contribution so state dollars produce an immediate, transparent reduction in employee and dependent premiums.
- Tie the state contribution to the benchmark premium rather than another fixed dollar amount.
- Phase implementation over multiple biennia for budget stability.
- Require maintenance of meaningful local effort so new state dollars benefit employees.
- Protect rural network adequacy, telehealth, pharmacy access, and transparent purchasing.

WEIMAR ISD LEGISLATIVE TEST: Student benefit • Sustainable funding • Reasonable local control

FULLY FUND SCHOOL SAFETY MANDATES

Provide recurring resources for every required safety measure.

BACKGROUND AND CURRENT CONDITION

Texas law requires districts to maintain multi-hazard emergency plans, conduct audits and drills, coordinate with first responders, meet facility standards, and implement personnel and technology requirements. Texas Education Code §37.0814 also requires at least one armed security officer to be present during regular school hours at each district campus. A board may claim a good-cause exception when personnel or funding are unavailable, but it must develop and document an alternative safety standard permitted by law. Safety is an ongoing operating function, not a one-time purchase.

WHY THIS MATTERS TO WEIMAR ISD AND RURAL SCHOOLS

State allotments may not capture the true cost of trained personnel, communications systems, access control, cameras, cybersecurity, mental-health supports, maintenance, inspections, and replacement cycles. A uniform mandate can impose a higher per-student cost on a small district because every campus still needs baseline protection.

WHY: A safety requirement without sufficient funding does not disappear; it competes with instruction, compensation, transportation, and maintenance. Security personnel and technology also require training, supervision, repair, licensing, and replacement. In a small district, baseline campus requirements create high per-student costs and specialized vendors may be distant. Recurring funding is necessary so compliance remains functional every day—not merely present during an inspection.

WEIMAR ISD POSITION

Weimar ISD supports full and recurring funding for state-required safety measures, with flexible use and rural implementation options that recognize staffing and vendor constraints.

PRACTICAL LEGISLATIVE ACTIONS

- Fully fund the armed-security-officer requirement for every campus, including salary, benefits, recruitment, certification, training, equipment, supervision, and substitute or backup coverage.
- Publish a fiscal impact statement before adding or expanding a mandate.
- Fund personnel, training, maintenance, and replacement—not only initial equipment.
- Preserve lawful good-cause and alternative-standard options when qualified personnel or funding are unavailable.
- Allow regional partnerships and shared professional services.
- Provide multi-year implementation windows when qualified labor or equipment is limited.
- Align compliance reviews across agencies to reduce duplicative reporting.

WEIMAR ISD LEGISLATIVE TEST: Student benefit • Sustainable funding • Reasonable local control

SPECIAL EDUCATION BASED ON STUDENT NEED

Fund the actual intensity and cost of required services.

BACKGROUND AND CURRENT CONDITION

Special education is governed by individualized student need and federal entitlement, not by a district's available appropriation. Costs vary widely depending on evaluation, staffing ratios, related services, transportation, assistive technology, behavioral supports, and placement. The 89th Legislature's HB 2 made meaningful changes. Beginning in 2025–26, districts receive \$1,000 for each completed full individual and initial evaluation; the special-education transportation rate increased from \$1.08 to \$1.13 per mile; the CCMR outcomes bonus for qualifying graduates in special-education cohorts doubled from \$2,000 to \$4,000; and Regional Day School Program for the Deaf funding moved into the formula with at least \$6,925 per student served and at least \$35 million statewide. Beginning in 2026–27, qualifying day-placement programs or cooperatives may receive up to \$250,000, extended-school-year funding is no longer constrained by the former 75% limit and \$10 million statewide cap, and the main formula moves to eight service-intensity tiers and at least four service groups. The new framework must generate approximately \$250 million more statewide than the former system.

WHY THIS MATTERS TO WEIMAR ISD AND RURAL SCHOOLS

Texas has begun moving toward intensity-based funding. Successful implementation requires weights and service categories that reflect real costs, accurate data systems, predictable transition rules, and safeguards against creating incentives unrelated to appropriate individualized services.

WHY: Federal and state duties follow the individual student, and the district must provide every service required by an ARD/IEP regardless of the amount generated by the formula. In a small or mid-sized district, one student may require a dedicated aide, specialized transportation, contracted therapy, assistive technology, or an outside placement. Those costs arrive immediately, while reimbursement may be partial, delayed, capped, or based on statewide assumptions. The same position in a large district can serve several students; in a small district it may be necessary for only one. When aid does not match cost, the General Fund absorbs the difference, reducing the money available for compensation, class size, electives, buses, and maintenance. HB 2 is an important structural improvement, but its \$250 million statewide increase is a starting point—not proof that each district's mandated costs are fully funded.

WEIMAR ISD POSITION

Weimar ISD supports the HB 2 transition to service-intensity funding, but the new weights must be based on verified total costs and updated regularly. The state should ensure that the promised statewide increase reaches districts whose required services exceed formula aid, with specific protection for small and mid-sized systems that cannot spread specialized staff, evaluation, transportation, and placement costs across thousands of students.

PRACTICAL LEGISLATIVE ACTIONS

- Publish district-level cost-versus-funding reports by intensity tier and service group before finalizing weights.
- Set weights from the full cost of staffing, evaluations, therapies, assistive technology, transportation, behavioral supports, and required placements—not statewide averages alone.
- Create automatic, timely reimbursement for extraordinary high-cost students and residential or day placements.
- Provide a small- and mid-sized district floor for specialized staffing and fixed compliance costs, including shared-service arrangements.
- Fund transition, data-system, training, and documentation costs created by the new model without weakening ARD/IEP team authority.
- Index evaluation, transportation, service-group, and tier amounts so the gains enacted in HB 2 do not lose value to wage and medical inflation.

WEIMAR ISD LEGISLATIVE TEST: Student benefit • Sustainable funding • Reasonable local control

CTE, DUAL CREDIT, AND RURAL WORKFORCE

Give rural students equal access to high-quality career pathways.

BACKGROUND AND CURRENT CONDITION

Career and Technical Education, industry-based certifications, dual credit, work-based learning, and regional partnerships allow students to graduate with marketable skills, college credit, and a direct connection to high-wage, high-demand careers. Rural students should have access to pathways of the same quality and rigor available in larger communities—not a narrower set of choices determined by geography.

WHY THIS MATTERS TO WEIMAR ISD AND RURAL SCHOOLS

Rural programs face high fixed costs for specialized equipment, laboratories, facilities, consumable materials, certification exams, instructor credentials, and transportation. Small cohorts do not make those costs smaller. Distance from colleges, technical schools, training sites, and employers adds travel time and expense, while shortages of credentialed instructors can prevent a district from offering a pathway at all. Regional partnerships help districts share programs and staff, but those partnerships require dependable funding and transportation. This is immediately relevant to Weimar ISD: TEA lists Weimar among the districts selected with Fayetteville ISD for a 2026 R-PEP planning grant.

WHY: Geography should not determine whether a student can earn college credit, develop technical skills, or graduate with an industry credential. In a rural district, a welding lab, health-science program, commercial driver pathway, or advanced manufacturing course may serve a small cohort but still require the same safe facility, modern equipment, qualified instructor, consumable supplies, and recognized examination as a program in a large district. Without targeted support, rural students may have to travel farther, pay more, accept fewer options, or miss the opportunity entirely. Investing in rural pathways also strengthens local employers, helps address regional workforce shortages, and gives graduates a reason and a practical pathway to build their futures in rural Texas.

WEIMAR ISD POSITION

Weimar ISD supports giving rural students access to the same high-quality career pathways, certifications, dual-credit opportunities, and workforce-preparation programs available to students in larger communities. A student's ZIP code should not determine whether that student has access to a high-wage, high-demand career pathway.

PRACTICAL LEGISLATIVE ACTIONS

- Increase CTE funding for equipment, facilities, consumable materials, instructor certification, and industry-based certification testing.
- Expand the Rural Pathway Excellence Partnership (R-PEP) funding and similar regional partnerships.
- Fund transportation between partnering districts, colleges, technical schools, employers, and training facilities.
- Provide incentives and flexible credentialing pathways that allow districts to employ qualified industry professionals as CTE instructors.
- Increase funding for dual-credit tuition, textbooks, instructional materials, fees, and transportation.
- Create grants or allotments specifically for rural CTE programs without requiring small districts to compete against significantly larger districts for limited funds.
- Provide reasonable transition periods when state-approved industry-based certification lists change.
- Support partnerships among public schools, community and technical colleges, local employers, workforce boards, and regional economic-development organizations.

WEIMAR ISD LEGISLATIVE TEST: Student benefit • Sustainable funding • Reasonable local control

PROTECT LOCAL CONTROL AND REDUCE UNFUNDED MANDATES

Keep decisions close to students, families, and taxpayers.

BACKGROUND AND CURRENT CONDITION

Texas school boards are locally elected and responsible for governance, budget, personnel policy, facilities, and community priorities within state and federal law. Statewide standards are appropriate where uniformity protects student rights or statewide interests, but prescriptive operational rules can prevent efficient local solutions.

WHY THIS MATTERS TO WEIMAR ISD AND RURAL SCHOOLS

Mandates carry direct costs and opportunity costs: staff time spent on duplicative reports, required meetings, procurement steps, postings, and training is time unavailable for instruction and service. Small districts have fewer central-office specialists to distribute that workload.

WHY: Local boards are directly accountable to the families and taxpayers affected by their decisions. Prescriptive mandates can require the same process in communities with very different staffing, geography, facilities, and student needs. When Austin dictates the method but does not fund the work, local leaders remain responsible for the result without control over the resources. Preserving reasonable discretion allows Weimar ISD to meet statewide expectations in the most effective and fiscally responsible local manner.

WEIMAR ISD POSITION

Weimar ISD supports a disciplined mandate-review process that preserves transparency and accountability while allowing locally elected boards reasonable discretion.

PRACTICAL LEGISLATIVE ACTIONS

- Require a fiscal and administrative impact statement for education bills.
- Provide full recurring funding and sufficient implementation time for mandates.
- Use outcome standards where possible rather than prescribing a single process.
- Sunset or consolidate duplicative reports and training requirements.
- Preserve local authority over calendars, staffing models, programs, and resource allocation unless a compelling statewide need exists.

WEIMAR ISD LEGISLATIVE TEST: Student benefit • Sustainable funding • Reasonable local control

FAIR AND PREDICTABLE ACCOUNTABILITY

Maintain rigor, transparency, due process, and year-to-year stability.

BACKGROUND AND CURRENT CONDITION

Texas's A-F system uses Student Achievement, School Progress, and Closing the Gaps measures. Public reporting can support transparency and improvement, but an accountability system is most credible when rules are understandable, announced in advance, statistically reliable, and stable long enough for schools to respond instructionally.

WHY THIS MATTERS TO WEIMAR ISD AND RURAL SCHOOLS

Small campuses are more sensitive to small numbers: a few students can substantially change a percentage, and data masking or minimum-size rules can produce different treatment across indicators. Delayed ratings or retroactive methodology changes reduce usefulness for planning and public understanding.

WHY: Accountability should tell the public something accurate and actionable. If rules change after instruction has occurred, ratings become less useful for improvement and less credible to families. Small cohorts can cause dramatic year-to-year swings that do not necessarily represent a systemwide change in quality. Stable measures, advance notice, transparent data, and meaningful appeals preserve rigor while ensuring that ratings support better decisions instead of generating confusion or mislabeling a school.

WEIMAR ISD POSITION

Weimar ISD supports rigorous accountability that measures achievement, growth, readiness, and subgroup outcomes while protecting due process and comparability.

PRACTICAL LEGISLATIVE ACTIONS

- Finalize rules, cut scores, and data specifications before the measured school year.
- Use multi-year averaging or other safeguards when small cohorts create volatility.
- Maintain meaningful appeals with access to underlying data.
- Separate system redesign from immediate high-stakes consequences through transition periods.
- Report multiple measures clearly rather than allowing one label to obscure context.

WEIMAR ISD LEGISLATIVE TEST: Student benefit • Sustainable funding • Reasonable local control