Agenda of Regular Meeting

The Board of Trustees
Seguin ISD

A Regular Meeting of the Board of Trustees of Seguin ISD will be held September 22, 2026, beginning at 6:00 PM in the Board Room, 1221 E. Kingsbury, Seguin, TX, 78155.

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

1. **Call to Order**
   A. Announcement that this meeting of the Seguin Independent School District has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.
2. **Audience with the Board**
   The Seguin ISD Board of Trustees designates a time for audience participation at the beginning of each meeting to hear persons who desire to make comments. In accordance with Board Policy BED(LOCAL):
   A. Those wishing to speak shall sign up before the meeting begins stating the concern or noting the agenda item they wish to address; audience participation is limited to five minutes; the Board shall not deliberate any subject that is not on the posted agenda.
3. **Closed Session**
   The Board will adjourn into closed session pursuant to the following sections of the Texas Open Meetings Act.
   A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel, including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.
      1. Discussion of Intruder Detection Audit Report
         Dr. Ruben Carrillo
   B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of an employee(s).
   C. Pursuant to Texas Government Code Section § 551.072 - Discuss the sale, purchase, exchange, lease, or value of real property.
   D. Pursuant to Texas Government Code Section § 551.0821 - Deliberation regarding public school student.

4. **Reconvene to Open Meeting**
   The Board will take appropriate action on items, if necessary, as discussed in Closed Session.
   A. Possible action on professional personnel, including appointment, employment, evaluation, assignment, duties, discipline, or dismissal of a public employee(s).
5. **Pledges to the United States Flag and the Texas Flag, Followed by a Moment of Silence**
6. **Recognition/Campus Presentations**
   A. Superintendent Reports
   B. Board Member Reports
   C. Student/Staff/Board/Community Recognition 4
      Emily Allen and Dr. Jack Lee
   D. Campus Highlight 5
      Trisha Eckols
7. **Reports/Information Items**
   A. Seguin Education Foundation
      Jill Nash
      1. Seguin Education Foundation's Annual Report 6
   B. Human Resources
      Jeremy Nueman
      1. Personnel Information - Professional Employees 23
   C. Business Services
      Liz Banks
      1. Financial Statements for August 2026 25
      2. Purchases made over $50,000 30
8. **Consent Agenda Items - Consider and Possible Approval as Applicable**
   Policy BE (Local) states that the consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. All such items shall be acted upon by one vote without separate discussion, unless a Board Member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote as applicable.
   A. Approval of Board Minutes of Regular Meeting - August 25, 2026. 32
      Nancy Ramirez
   B. Approval of Tax Collection Reports for August 2026 40
      Liz Banks
   C. Approval of Donations Received August 2026 41
      Liz Banks
   D. Consideration of Approval of Certified Appraisers for 2026-2027 43
      Shantill Vann
   E. 2026-2027 Student Code of Conduct 45

Dr. Esmeralda Munoz

F. Submission of a Class Size Waiver to Texas Education Agency (TEA) 100
Dr. Esmeralda Munoz

G. Acknowledge Public Information Act Requests August-September 2026 101
Emily Allen

9. **Action Items**

A. Appointment of Director(s) to the Seguin Education Foundation (SEF) 104
Jill Nash

B. Consideration and possible action to approve resolution and delegate authority to Chief Financial Officer to execute a Local On-System Agreement (LOSA) with the Texas Department of Transportation for Roadway Improvements for the McQueeney Elementary School FM 725 Deceleration Lane 105
Liz Banks

C. Consideration and Approval of the 2026-2027 District Improvement Plan Performance Objectives 107
Dr. Esmeralda Munoz

D. Consideration and Approval of 2026–2027 SB 12 Annual Certification of Compliance 119
Dr. Jack Lee

E. Consideration and Action to Approve a Memorandum of Understanding (MOU) for Special Education Services, and Withdrawal/Closure of Shared Services and Arrangement 123
Dr. Jack Lee

10. **Board Comments and Request**

11. **Adjourn**

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

P: (830) 401-8600
F: (830) 379-0392
www.seguin.k12.tx.us

Recognition Item	Student/Staff/Board/Community Recognition
Contact Person(s)	Emily Allen, Executive Director of Communications
Background	The purpose of this presentation is to recognize the performance and effort put forth daily by Seguin ISD students, trustees, staff, campus administrators, and community partners. Superintendent's Students of the Month from: - McQueeney Elementary School - Seguin High School Superintendent's Apple Award
Fiscal Implication(s)	N/A
District Goals	☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees recognize positive accomplishments of students, staff, trustees, and community partners during a board meeting to be apprised of the many successes that contribute to a nurturing academic environment in Seguin ISD schools.
Proposed Motion Language	N/A

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Seguin, TX 78155

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Recognition Item	Campus Highlight
Contact Person(s)	Emily Allen, Executive Director of Communications
Background	The purpose of this presentation is to recognize the performance and effort put forth daily by Seguin ISD students, staff, and campus administrators. Campuses will have the opportunity to share an example of an activity that fosters academic achievement and refines instructional focus during 2026-27 regular board meetings. McQueeney Elementary will highlight how its staff and students are starting the new year in their new building, which Principal Trisha Eckols says is not simply a new facility. She believes it is an opportunity to intentionally build a learning community where every adult takes collective responsibility for every student and where people, programs, and spaces work together to building brighter futures.
Fiscal Implication(s)	N/A
District Goals	☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees recognize positive campus-based activities, initiatives, and accomplishments during a board meeting to be apprised of the many activities that contribute to a nurturing academic environment in Seguin ISD schools.
Proposed Motion Language	N/A

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Seguin, TX 78155

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Information Item	Seguin Education Foundation's Annual Report
Contact Person(s)	Jill Nash, Executive Director of the Seguin Education Foundation
Background	This presentation is to provide an update to the Board of Trustees on the Seguin Education Foundation's current operations and financial position for the fiscal year ending on August 31, 2026. Seguin ISD/Seguin Education Foundation Memorandum of Understanding, Section E.1. and Seguin Education Foundation Bylaws Article VIII, Section 8.01.
Fiscal Implication(s)	N/A
District Goals	☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☐ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees acknowledge the Seguin Education Foundation's Annual Report.
Proposed Motion Language	N/A

2025 -2026

Annual Review



2025 - 2026

NEW! MISSION

Seguin Education Foundation provides resources that inspire students, empower staff, and enhance opportunities throughout Seguin ISD.

2025 - 2026

NEW! VISION

Seguin Education Foundation has a vision to positively impact all Seguin ISD students and staff, build relationships with community partners, and inspire lifelong learning throughout Seguin ISD.

GOALS

2025 - 2026

Grow and diversify fundraising for lasting sustainability

Build community visibility and engagement across Seguin

Expand program impact through equitable, measurable grants

Deepen donor relationships and strengthen SEF's capacity

Seguin Education Foundation

Platinum Transparency 2026

Candid.



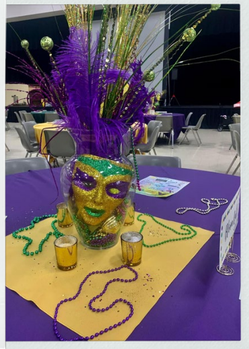














MARDI GRAS

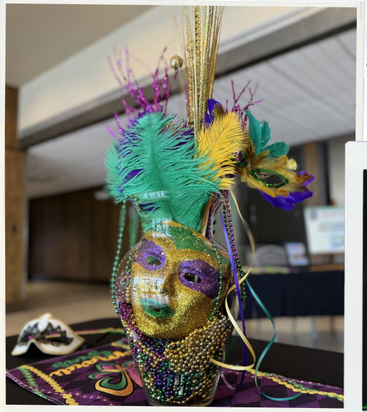
February 2026

$143,113.41













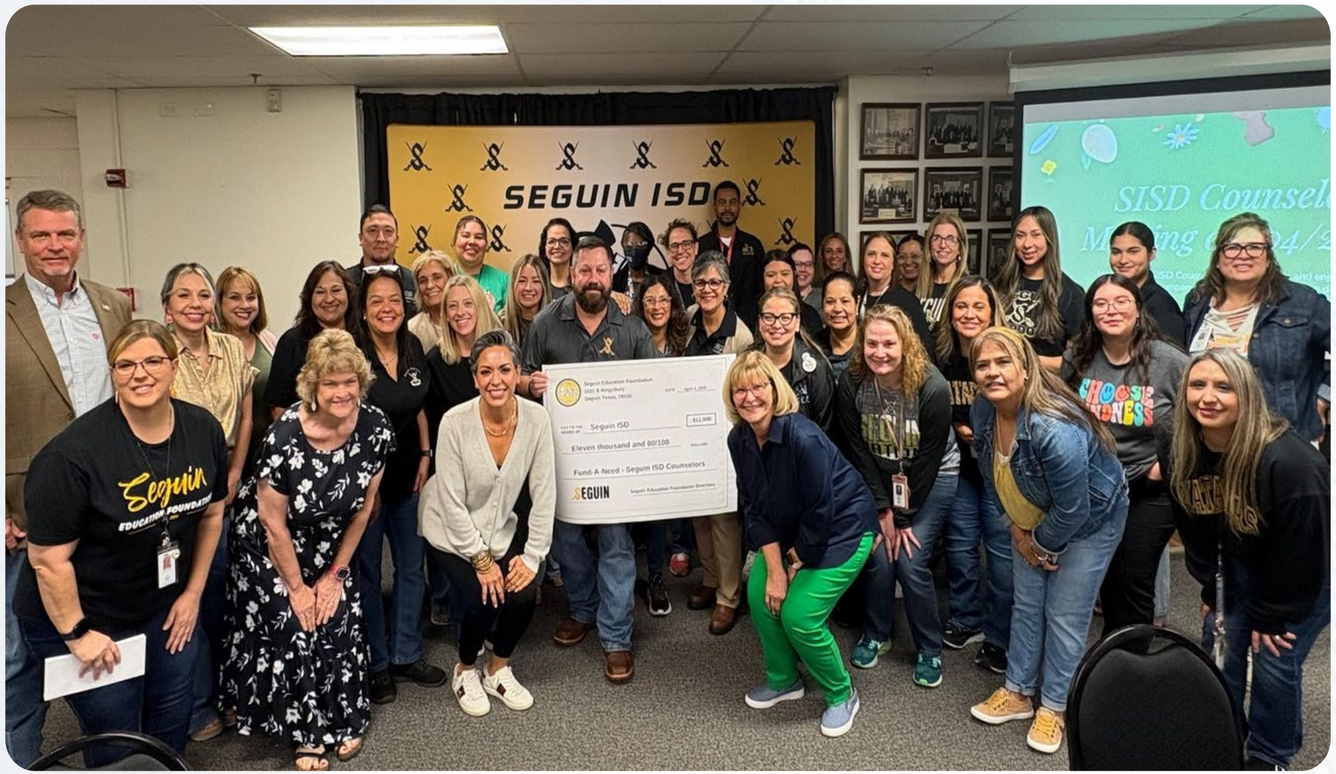




2026 Mardi Gras Paddle Raise Recipient Seguin ISD Nurses Resource Closet

2025 -2026

$20,000



2026 GRANTS

$85,000



Irma Lewis Outdoor Learning Endowment Fund

CELEBRATION OF EXCELLENCE

May 2026

Celebration of Excellence

Seguin Education Foundation and Seguin High School Student Council are honoring the top academic achievers and student leaders from the Class of 2026. Each outstanding student chose an educator who made a lasting impact on their life, congratulations to each distiguished student and their hero.



Jesus Almazan &
Rafael Alarcon



Cheng Chen &
Lilia Huerta



Eleanor Crettenden &
Lydia Robles



Brayden Driggers &
Jaclyn Silvius



Abigail Espinoza &
Xander Bien



Elicya Figueroa &
Heather Brown



Kaden Fleming-Rains &
Carli Valverde



Samantha Flores &
Kay Lynn Dodd



Matias Garcia-Lara &
Diana Weber



Camree Gordon &
John Vijil



Alyssa Haiyasoso Gonzalez &
Abigail Montes



Hannah Hernandez &
Anna Hernandez



Erin Johnston &
Sarah Jandt



Arabella Lackorn &
Tiffany Cunningham



Matthew Marek &
Michael Gonzales



Elizabeth Martinez &
Israel DeLeon



Laya Molina &
Clifford Crews



Madison Morales &
Natalee Morales



Gisele Morales &
Ashley Farris



Ian Moreno &
Phillip Redix



Kaitlynn Olsen &
Rafael Alarcon



Justin Peterson &
Amanda Peterson



Chloe Ray &
Allison Tobaben



Dylan Rennspies &
Kim Kauitzsch



Marcella Reyes &
Crystal Knight



Bryan Rizo &
Sierra Mosher



Jewellee Rodriguez &
Susanna Chavez



Brandon Sadler &
John Vijil



Benjamin Schacht &
Emilio Lopez



Morgan Schultze &
D'Laine Pacheco



Nolan Schwerdtfeger &
Emilio Lopez



Isaac Solano &
Robert Spence



Jacob Solano &
Robert Spence



Colton Taft &
Imelda Brena



Branden Vasquez &
Robert Spence



Savannah Walter &
Abigail Montes



Courtlynn Ward &
Tiffany Cunningham



Sanobia Wheeler &
Bianca Duvall

THANK YOU!

CenterPoint® Energy

FOUNDATION

$10000

SEGUIN EDUCATION FOUNDATION


H-E-B
TOURNAMENT OF CHAMPIONS
CHARITABLE TRUST
Date: Aug. 2026
$5,000
Pay to the order of SEF
Five Thousand 00/100 Dollars
Memo: Teacher Grants
H-E-B TOC
Seguin
EDUCATION FOUNDATION



2026- 2027

SEF Interns

Raelyn Flores

Pamela Garcia

Amaria Renae Scott

EXECUTIVE BOARD

2026-2027

President - Bryan Spahn
VP of Development - Krista Moreno
VP of Administrative Affairs - Steve Parker
Secretary - Anna Moreno
Treasurer - Mary Hernandez
Executive Committee Members at Large:
Debbie Magin and Jennifer Meservey
Seguin ISD Superintendent, Dr. Jack Lee
SISD Trustees - Linda Duncan and Grace Mueller

DIRECTOR

Kellie Brueggemann
Mark Clay
Drew Engelke
Amber Fletcher
Forrest Fletcher
Hunter Hewell
Donald Ingram
Kimberly Kauitzsch
Cassie Koehler
Dr. Donna Kubena
Kirsten Legore
Dr. Julie Leos
Elizabeth McCown
Selina Medina
Robyn Popa
Susan Riordan
Myra Salinas
Ashley Schriewer
Autumn Schwartz
Mark Shellard
Alissa Sommers
Alyssa Spaw
Jeremy Harder
Janet Tschirhart
Janice Weaver
Tacie Zelhart

SEF Upcoming events:

- The BIG GIVE
  Sept. 23-24
- Dinosaur George:
  Oct. 14-16
- Welcome Wagon
- Grant SurPRIZE Patrol:
  November
- Mardi Gras:
  February 5, 2027
- Celebration of Excellence:
  May 11, 2027

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Information Item	Personnel Information - Professional Employees
Contact Person(s)	Jeremy Nueman, Chief Human Resources Officer
Background	**FOR BOARD'S ACKNOWLEDGMENT OF ELECTIONS PROFESSIONALS:**

Name	Location	Title	Effective Date
Coleman V, William	Jim Barnes Middle School	PE Teacher	8/24/26
Coston, Anita	Matador Special Services Department	Licensed Specialist in School Psychology	8/17/26
Fuller, Marissa	Rodriguez Elementary	4th Grade Teacher	8/31/26
*Paul, Sabrina	Seguin High School	Essential Academics/PLUS Special Education Teacher	8/17/26
Perkins, Alyssa	Matador Special Services Department	Speech Language Pathologist Assistant	8/31/26

***returning employee**

BOARD'S ACKNOWLEDGEMENT OF RESIGNATIONS:

Bailey, Amanda, Ball Early Childhood Center, effective September 4, 2026
Ms. Bailey, Early Childhood Special Education Teacher, has resigned due to family reasons.
Ms. Bailey has been with Seguin ISD for 1 year.

Levine, Chelsea, Curriculum & Instruction Department, effective August 18, 2026
Ms. Levine, Instructional Coach, has resigned due to family reasons.
Ms. Levine has been with Seguin ISD for 3 years.

Muia, Benedict, Seguin High School, effective August 11, 2026
Mr. Muia, Math Teacher, has resigned due to family reasons.
Mr. Muia has been with Seguin ISD for 7 days.

Neuse, Kolton, Seguin High School, effective August 19, 2026
Mr. Neuse, Ag Mechanics & Welding Teacher, has resigned due to personal reasons.
Mr. Neuse has been with Seguin ISD for 13 days.

Podorsky, Laurie, Mercer-Blumberg Learning Center at Saegert, effective September 4, 2026
Ms. Podorsky, Testing Coordinator, has resigned due to personal reasons.
Ms. Podorsky has been with Seguin ISD for 1 year.

REFERENCE and COMPLIANCE: DC (LEGAL), DC (LOCAL), Employment Practices

Fiscal Implication(s)	N/A
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☐ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees recognize and acknowledge the new professional hires and resignations for the 2026-2027 academic year.
Proposed Motion Language	N/A

Information Item	Financial Statements for August 2026
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Sally Eckhart, Budget Coordinator
Background	The District's official budget includes the General Fund, Child Nutrition Fund, and Debt Service Fund. The attached financial statements are designed to provide interim information for the Board of Trustees regarding operations of the District. The attached financial statements are unaudited and do not reflect certain required accounting entries for the official year-end financial report.
Fiscal Implication(s)	N/A
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☐ Positive Community Culture ☐ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees receive the financial statement information as presented.
Proposed Motion Language	N/A

Function Codes

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

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

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

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

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

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

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

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

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

35 – Food Service – Expenditures for food service operations

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

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

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

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

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

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

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

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

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

Seguin Independent School District
Financial Statements

General Operating Fund

August, 2026

Month 2 of 12 — 16.67%

REVENUE	Adopted Budget	August 31, 2026 Amended Budget	August 31, 2026 Year to Date Actual Revenues	Budget Remaining	Percent Collected	Prior Year for Comparison Only: August 31, 2025 Amended Budget	Prior Year for Comparison Only: August 31, 2025 Year to Date Actual Revenues
Local							
Property Taxes-Current	32,854,699	32,854,699	-	32,854,699	0.00%	36,705,360	-
Property Taxes-Delinquent	1,000,000	1,000,000	310,017	689,983	31.00%	1,000,000	319,887
Property Taxes-Penalty & Interest	450,000	450,000	69,039	380,961	15.34%	629,000	67,980
Interest Income	900,000	900,000	133,680	766,320	14.85%	900,000	196,373
Other Local Income	340,000	381,403	157,498	223,905	41.29%	2,475,000	1,262,253
State	46,495,748	46,495,748	383,680	46,112,068	0.83%	38,615,154	540,428
Federal	667,000	667,000	2,683	664,317	0.40%	767,000	17,484
REVENUE	**82,707,447**	**82,748,850**	**1,056,597**	**81,692,253**	**1.28%**	**81,091,514**	**2,404,405**

EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	August 31, 2026 Amended Budget	August 31, 2026 Year to Date Actual Expenditures	Budget Remaining	Percent Expended	August 31, 2025 Amended Budget	August 31, 2025 Year to Date Actual Expenditures
11 - Instruction	50,110,126	49,835,009	1,992,051	47,842,958	4.00%	46,109,444	2,251,511
12 - Instructional Resources & Media Svcs	1,081,643	1,081,643	23,271	1,058,372	2.15%	1,099,692	99,525
13 - Curr & Instructional Staff Development	549,269	489,986	53,697	436,289	10.96%	597,738	85,564
21 - Instructional Leadership	2,717,005	2,703,405	352,576	2,350,829	13.04%	2,408,981	326,270
23 - School Leadership	5,517,691	5,502,691	530,215	4,972,476	9.64%	5,198,226	572,581
31 - Guidance & Counseling Services	3,887,549	3,887,549	246,730	3,640,819	6.35%	3,191,989	273,083
32 - Social Work Services	791,844	791,844	110,790	681,054	13.99%	698,659	67,336
33 - Health Services	871,098	871,098	26,317	844,781	3.02%	924,356	51,837
34 - Student Transportation	3,734,487	3,684,487	402,074	3,282,413	10.91%	3,655,210	459,086
35 - Food Service	-	-		-		-	-
36 - Co-curricular Activities	2,208,922	2,206,922	336,797	1,870,125	15.26%	2,280,798	335,498
41 - General Administration	3,534,984	3,449,984	571,500	2,878,484	16.57%	3,569,473	533,658
51 - Plant Maintenance & Operations	9,343,263	9,239,666	2,132,768	7,106,898	23.08%	11,422,508	2,142,828
52 - Security & Monitoring Services	1,662,135	1,662,135	97,119	1,565,016	5.84%	1,647,070	114,870
53 - Data Services	2,484,927	2,464,927	462,536	2,002,391	18.76%	2,313,120	609,781
61 - Community Services	26,845	26,845	1,744	25,101	6.50%	26,845	545
71 - Debt Services	-	665,000	665,000	-	100.00%	665,000	665,000
81 - Facilities Acquisition & Construction	-	-	-	-	0.00%	-	(116,227)
93 - Payments to Fiscal Agent/SSA	-	-	-	-	0.00%	1,762,670	-
99 - Intergovmntl Charges (Appraisal Servs)	999,940	999,940	-	999,940	0.00%	954,500	143,790
EXPENSE	**89,521,728**	**89,563,131**	**8,005,183**	**81,557,948**	**8.94%**	**88,526,279**	**8,616,536**
REVENUE OVER/(UNDER) EXPENSE	**$ (6,814,281)**	**$ (6,814,281)**	**(6,948,586)**			**$ (7,434,765)**	**(6,212,131)**
Other Sources	-	-	-			-	-
Other Uses	-	-				-	
OTHER SOURCES AND USES	**$ -**	**$ -**	**$ -**			**$ -**	**$ -**
RESULT OF ACTIVITIES	**$ (6,814,281)**	**$ (6,814,281)**	**$ (6,948,586)**			**$ (7,434,765)**	**$ (6,212,131)**

EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	August 31, 2026 Amended Budget	August 31, 2026 Year to Date Actual Expenditures	Budget Remaining	Percent Expended	August 31, 2025 Amended Budget	August 31, 2025 Year to Date Actual Expenditures
6100 - Salaries	69,038,453	68,206,658	4,301,735	63,904,923	6.31%	62,168,132	3,824,799
6144 - TRS On-Behalf Payments	4,807,700	4,807,700	383,680	4,424,020	7.98%	5,307,700	539,470
6200 - Purchased & Contracted Services	9,544,270	9,633,565	1,090,439	8,543,126	11.32%	12,473,201	1,588,480
6300 - Supplies & Materials	4,198,214	4,303,228	456,620	3,846,608	10.61%	4,260,863	1,208,389
6400 - Other Operating Costs	1,890,819	1,844,143	1,107,709	736,434	60.07%	3,505,270	906,625
6500 - Debt Service	-	665,000	665,000	-	100.00%	665,000	665,000
6600 - Capital Outlay	42,272	102,837	-	102,837	0.00%	146,113	(116,227)
EXPENSE	**89,521,728**	**89,563,131**	**8,005,183**	**81,557,948**	**8.94%**	**88,526,279**	**8,616,536**

As of 9/22/2026

SOURCE: SISD Financial Records

Seguin Independent School District
Financial Statements

Child Nutrition Fund

August, 2026

Month 2 of 12 16.67%

REVENUE	Adopted Budget	August 31, 2026 Amended Budget	August 31, 2026 Year to Date Actual Revenues	Budget Remaining	Percent Collected	Prior Year for Comparison Only August 31, 2025 Amended Budget	August 31, 2025 Year to Date Actual Revenues
Local							
Property Taxes-Current	-	-	-	-		-	-
Property Taxes-Delinquent	-	-	-	-		-	-
Property Taxes-Penalty & Interest	-	-	-	-		-	-
Interest Income	40,000	40,000	6,030	33,970	15.07%	100,000	15,787
Other Local Income	340,500	340,500	9,737	330,763	2.86%	340,500	20,148
State	55,500	55,500	-	55,500	0.00%	55,500	-
Federal	7,234,000	7,234,000	-	7,234,000	0.00%	7,174,000	492,132
REVENUE	**7,670,000**	**7,670,000**	**15,767**	**7,654,233**	**0.21%**	**7,670,000**	**528,067**

EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	August 31, 2026 Amended Budget	August 31, 2026 Year to Date Actual Expenditures	Budget Remaining	Percent Expended	August 31, 2025 Amended Budget	August 31, 2025 Year to Date Actual Expenditures
11 - Instruction	-	-	-	-		-	-
12 - Instructional Resources & Media Svcs	-	-	-	-		-	-
13 - Curr & Instructional Staff Development	-	-	-	-		-	-
21 - Instructional Leadership	-	-	-	-		-	-
23 - School Leadership	-	-	-	-		-	-
31 - Guidance & Counseling Services	-	-	-	-		-	-
32 - Social Work Services	-	-	-	-		-	-
33 - Health Services	-	-	-	-		-	-
34 - Student Transportation	-	-	-	-		-	-
35 - Food Service	7,643,500	7,643,500	225,773	7,417,727	2.95%	7,643,500	848,327
36 - Co-curricular Activities	-	-		-		-	-
41 - General Administration	-	-		-		-	-
51 - Plant Maintenance & Operations	19,500	19,500	3,424	16,076	17.56%	19,500	2,099
52 - Security & Monitoring Services	7,000	7,000	132	6,868	1.89%	7,000	132
53 - Data Services	-	-	-	-		-	-
61 - Community Services	-	-	-	-		-	-
71 - Debt Services	-	-	-	-		-	-
81 - Facilities Acquisition & Construction	-	-	-	-		-	-
93 - Payments to Fiscal Agent/SSA	-	-	-	-		-	-
99 - Intergovmntl Charges (Appraisal Servs)	-	-	-	-		-	-
EXPENSE	**7,670,000**	**7,670,000**	**229,330**	**7,440,670**	**2.99%**	**7,670,000**	**850,558**
REVENUE OVER/(UNDER) EXPENSE	**$ -**	**$ -**	**(213,563)**			**$ -**	**(322,491)**
Other Sources	-	-	-			-	-
Other Uses	-	-				-	
OTHER SOURCES AND USES	**$ -**	**$ -**	**$ -**			**$ -**	**$ -**
RESULT OF ACTIVITIES	**$ -**	**$ -**	**$ (213,563)**			**$ -**	**$ (322,491)**

EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	August 31, 2026 Amended Budget	August 31, 2026 Year to Date Actual Expenditures	Budget Remaining	Percent Expended	August 31, 2025 Amended Budget	August 31, 2025 Year to Date Actual Expenditures
6100 - Salaries	3,124,000	3,124,000	133,336	2,990,664	4.27%	3,181,000	347,476
6144 - TRS On-Behalf Payments	-	-		-		-	-
6200 - Purchased & Contracted Services	239,300	239,300	6,462	232,838	2.70%	182,900	28,036
6300 - Supplies & Materials	4,187,177	4,187,177	36,013	4,151,164	0.86%	4,191,000	467,958
6400 - Other Operating Costs	50,700	50,700	9,401	41,299	18.54%	65,100	7,088
6500 - Debt Service	-	-		-		-	-
6600 - Capital Outlay	68,823	68,823	44,119	24,704	64.11%	50,000	-
EXPENSE	**7,670,000**	**7,670,000**	**229,330**	**7,440,670**	**2.99%**	**7,670,000**	**850,558**

SOURCE: SISD Financial Records

As of 9/22//2026

Seguin Independent School District
Financial Statements

Debt Service Fund

August, 2026

Month 2 of 12 — 16.67%

REVENUE	Adopted Budget	August 31, 2026 Amended Budget	August 31, 2026 Year to Date Actual Revenues	Budget Remaining	Percent Collected	Prior Year for Comparison Only: August 31, 2025 Amended Budget	Prior Year for Comparison Only: August 31, 2025 Year to Date Actual Revenues
Local							
Property Taxes-Current	20,055,000	20,055,000	-	20,055,000	0.00%	20,585,821	-
Property Taxes-Delinquent	300,000	300,000	181,916	118,084	60.64%	300,000	184,244
Property Taxes-Penalty & Interest	200,000	200,000	39,895	160,105	19.95%	200,000	37,690
Interest Income	400,000	400,000	100,863	299,137	25.22%	400,000	79,860
Other Local Income	-	-	-	-		-	-
State	2,912,055	2,912,055	-	-	0.00%	2,100,000	-
Federal	-	-	-	-		-	-
REVENUE	**23,867,055**	**23,867,055**	**322,675**	**23,544,380**	**1.35%**	**23,585,821**	**301,794**

EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	August 31, 2026 Amended Budget	August 31, 2026 Year to Date Actual Expenditures	Budget Remaining	Percent Expended	August 31, 2025 Amended Budget	August 31, 2025 Year to Date Actual Expenditures
11 - Instruction				-			
12 - Instructional Resources & Media Svcs				-			
13 - Curr & Instructional Staff Development				-			
21 - Instructional Leadership				-			
23 - School Leadership				-			
31 - Guidance & Counseling Services				-			
32 - Social Work Services				-			
33 - Health Services				-			
34 - Student Transportation				-			
35 - Food Service				-			
36 - Co-curricular Activities				-			
41 - General Administration				-			
51 - Plant Maintenance & Operations				-			
52 - Security & Monitoring Services				-			
53 - Data Services				-			
61 - Community Services				-			
71 - Debt Services	23,867,055	23,867,055	10,150,527	13,716,528	42.53%	23,585,821	9,235,283
81 - Facilities Acquisition & Construction				-			
93 - Payments to Fiscal Agent/SSA				-			
99 - Intergovmntl Charges (Appraisal Servs)				-			
EXPENSE	**23,867,055**	**23,867,055**	**10,150,527**	**13,716,528**	**42.53%**	**23,585,821**	**9,235,283**
REVENUE OVER/(UNDER) EXPENSE	**$ -**	**$ -**	**(9,827,852)**			**$ -**	**(8,933,489)**
Other Sources	-	-	-			-	-
Other Uses	-	-	-			-	-
OTHER SOURCES AND USES	**$ -**	**$ -**	**$ -**			**$ -**	**$ -**
RESULT OF ACTIVITIES	**$ -**	**$ -**	**$ (9,827,852)**			**$ -**	**$ (8,933,489)**

EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	August 31, 2026 Amended Budget	August 31, 2026 Year to Date Actual Expenditures	Budget Remaining	Percent Expended	August 31, 2025 Amended Budget	August 31, 2025 Year to Date Actual Expenditures
6100 - Salaries				-			
6144 - TRS On-Behalf Payments				-			
6200 - Purchased & Contracted Services				-			
6300 - Supplies & Materials				-			
6400 - Other Operating Costs				-			
6500 - Debt Service	23,867,055	23,867,055	10,150,527	13,716,528	42.53%	23,585,821	9,235,283
6600 - Capital Outlay				-			
EXPENSE	**23,867,055**	**23,867,055**	**10,150,527**	**13,716,528**	**42.53%**	**23,585,821**	**9,235,283**

SOURCE: SISD Financial Records

As of 9/22/2026

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

P: (830) 401-8600
F: (830) 379-0392
www.seguin.k12.tx.us

Information Item	Purchases Made Over $50,000
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Jennifer Martinez, Purchasing Coordinator, RTSBA
Background	To provide the Board of Trustees with regular updates on purchases made greater than $50,000. CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition
Fiscal Implication(s)	N/A
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☐ Positive Community Culture ☐ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees receive the purchase information as presented.
Proposed Motion Language	N/A

SEGUIN INDEPENDENT SCHOOL DISTRICT

PURCHASE INFORMATION FORM

VENDOR/DOLLAR AMOUNT/PO Date	CONTRACT	REFERENCE	GOODS/SERVICES PURCHASED	FUNDING SOURCE
MICHAEL P LARANANG $50,341 8/28/26	TIPS PURCHASING COOPERATIVE	250106 TECHNOLOGY SOLUTIONS, PRODUCTS, & SERVICES	SMART TAG ROUTING SOFTWARE RENEWAL FOR BUSES	LOCAL FUNDS (199)
IMAGINE LEARNING, LLC $56,382 8/24/26	BUYBOARD PURCHASING COOPERATIVE	748-24 INSTRUCTIONAL MATERIALS FOR PK-12, SPED, & CTE	EDGENUITY SITE LICENSE FOR MBLC, SHS, DAEP	LOCAL FUNDS (199)
EDVANTAGE STRATEGY GROUP, INC $62,500 8/14/26	CTPA PURCHASING COOPERATIVE	24-019 EDUCATIONAL CONTRACTED SERVICES & MATERIALS	CONSULTING SERVICES FOR VATRE	LOCAL FUNDS (199)
SAMEGOAL, INC $63,108 8/5/26	TIPS PURCHASING COOPERATIVE	230504 INFORMATION TECHNOLOGY EQUIPMENT, SOFTWARE, AND SERVICES	SOFTWARE LICENCES	LOCAL FUNDS (199)
SAMEGOAL, INC $65,060 8/4/26	TIPS PURCHASING COOPERATIVE	230504 INFORMATION TECHNOLOGY EQUIPMENT, SOFTWARE, AND SERVICES	SOFTWARE LICENCES ******NOT USED; PO RE-ENTERED FOR LESSER AMOUNT******	LOCAL FUNDS (199)
TANGRAM REHABILITATION NETWORK $66,000 8/6/26	INDIVIDUALS WITH DISABILITIES EDUCATION ACT, TEXAS EDUCATION CODE, EHBAC (LEGAL), EHBA (LEGAL)	RESIDENTIAL PLACEMENTS	EDUCATIONAL SERVICES FOR STUDENT	FEDERAL FUNDS (315) IDEA B
TANGRAM REHABILITATION NETWORK $76,250 8/6/26	INDIVIDUALS WITH DISABILITIES EDUCATION ACT, TEXAS EDUCATION CODE, EHBAC (LEGAL), EHBA (LEGAL)	RESIDENTIAL PLACEMENTS	EDUCATIONAL SERVICES FOR STUDENT	FEDERAL FUNDS (313) IDEA B
HD SUPPLY $80,000 9/2/26	OMNIA PURCHASING COOPERATIVE	16154 MRO SUPPLIES, INDUSTRIAL SUPPLIES AND RELATED PRODUCTS AND SERVICES	EQUIPMENT & SUPPLIES FOR AG ******NOT USED; PO RE-ENTERED FOR $8,000******	BOND FUNDS (623)
CENTERPOINT ENERGY $82,400 8/17/26	TX ED CODE 44.031(j)(3)	SOLE SOURCE: UTILITIES	GAS SERVICES	LOCAL FUNDS (199)
SYMMETRY ENERGY SOLUTIONS $88,000 8/17/26	TX ED CODE 44.031(j)(3)	SOLE SOURCE: UTILITIES	GAS SERVICES	LOCAL FUNDS (199)
GUADALUPE APPRAISAL DISTRICT $102,197 8/27/26	TEXAS PROPERTY TAX CODE	APPRAISAL SERVICES	4TH QUARTER APPRAISAL DISTRICT FEE	LOCAL FUNDS (199)
CHARTER COMMUNICATIONS HOLDINGS, LLC $126,178 8/17/2026	TX ED CODE 44.031(j)(3)	SOLE SOURCE: UTILITIES	INTERNET SERVICES	LOCAL FUNDS (199)
BLUE JEAN EDUCATIONAL CONSULTING $175,000 9/1/2026	RFP	24-06 EDUCATIONAL CONSULTANTS	LEADERSHIP AND PROFESSIONAL DEVELOPMENT	LOCAL FUNDS (199)
CITY OF SEGUIN $246,000 8/17/2026	TX ED CODE 44.031(j)(3)	SOLE SOURCE: UTILITIES	WATER SERVICES	LOCAL FUNDS (199)
GUNN CHEVROLET, LTD $247,935 8/6/2026	TIPS PURCHASING COOPERATIVE	260204 BUSES & OTHER TRANSPORTATION VEHICLES	FOUR SUBURBANS	BOND FUNDS (623)
PC PARTS PLUS, LLC $279,600 9/1/2026	BUYBOARD PURCHASING COOPERATIVE	760-25 TECHNOLOGY: HARDWARE EQUIPMENT AND PRODUCTS	CHROMBOOKS FOR NEW MCQUEENEY ELEMENTARY	BOND FUNDS (623)
STRATEGIC TRAINING AND CONSULTING, LLC $400,000 8/27/2026	ARMED SECURITY OFFICER REQUIREMENTS	HB 3	PRIVATE SECURITY FOR 26-27	LOCAL FUNDS (199)
ALEXANDER OIL COMPANY $411,300 8/17/2026	TX ED CODE 44.031(a)	PURCHASE OF FUEL	FUEL SERVICES	LOCAL FUNDS (199)
GUADALUPE VALLEY ELECTRIC COMPANY $443,300 8/17/2026	TX ED CODE 44.031(j)(3)	SOLE SOURCE: UTILITIES	ELECTRICITY SERVICES	LOCAL FUNDS (199)
CITY OF SEGUIN $979,060 8/17/2026	TX ED CODE 44.031(j)(3)	SOLE SOURCE: UTILITIES	ELECTRICITY SERVICES	LOCAL FUNDS (199)

Minutes of Regular Meeting
The Board of Trustees
Seguin ISD

A regular board meeting of the Board of Trustees of Seguin ISD was held Tuesday, August 25, 2026, beginning at 6:00 p.m. in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Joshua Bright, Lisa Burns, Denise Crettenden, Linda Duncan (left at 7:58 p.m.), William Dwyer, Alejandro R. Guerra, Grace Mueller, and Dr. Jack Lee, Superintendent

Absent:

Also Present: Elizabeth Banks, Chief Financial Officer; Dr. Ruben Carrillo, Chief of Technology and Security Officer; Dr. Esmeralda Munoz, Chief Academic Officer; Jeremy Nueman, Chief of Human Resources Officer; Emily Allen, Executive Director of Communications; Dr. Kenneth Vogel, Chief of Leadership and Student Services Officer; Pete Silvius, Director of Whole Child Initiatives; Jackie Silvius, Coordinator of Library Services and Instructional Materials; Jessica Lee, Director of Assessment and Accountability; Nancy Ramirez, Superintendent Secretary and Media.

1. **Call to Order**
   A. Mrs. Crettenden called the meeting to order at 6:00 p.m. and a quorum was established. The meeting of the Seguin ISD has been duly called and notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

2. **Audience with the Board**
   Laurabeth Schmidt signed up to address the Board regarding Rodriguez SPED Department and traffic in front of AJB and Rodriguez.
   Joshua Rodriguez signed up to address the Board regarding parent concerns.

3. **Closed Meeting:** The Board went into closed session at 6:09 p.m.
   A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel, including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.
      1. Discussion on Safety Audit and Security Audit Results

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

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

   D. Pursuant to Texas Government Code Section § 551.0821 – Deliberation regarding public school student.

   The Board recessed from 7:58 p.m. until 8:04 p.m.

4. **Reconvene to Open Meeting:** The Board reconvened at 8:05 p.m.

Possible action to approve professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of employee(s).

The Board did not take action on this item.

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

6. **Recognition/Campus Presentations**

A. Superintendent Reports

Dr. Lee provided the board and community with highlights, upcoming key dates and event information since the last board meeting, which included recognizing staff and student achievements, and successes from across the district.

B. Board Member Reports

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

7. **Reports/Information Items:**

A. Curriculum and Instruction

1. 2026 STAAR Assessment Accountability Update The Board of Trustees received an overview of the 2026 STAAR Assessment Accountability Update from Mrs. Lee.

B. Human Resources Personnel Information – Professional Employees The Board of Trustees received information regarding the following new hires and resignations for the 2026-2027 academic year listed below:

New Hire Elections:

Name	Location	Title	Effective Date
Ardison, Samantha	A.J. Briesemeister Middle School	ESL Teacher	8/3/26
Berry, Jarrett	Seguin High School	Assistant Principal	8/7/26
*Blair, John	Jim Barnes Middle School	Theatre Arts Teacher	8/3/26
Burque, Cassandra	McQueeney Elementary	Kindergarten Self-Contained Teacher	8/3/26
*Castro, Jasmyn	Matador Special Services Department	ARD Facilitator	8/3/26
*Chapa, Andrea	Jefferson Elementary	3rd Grade Self-Contained Teacher	8/12/26
Doan, Carrie	Seguin High School	Math Teacher	8/3/26
Goff, Steven	McQueeney Elementary	Kindergarten Self-Contained Teacher	8/3/26
Head, Torri	Curriculum & Instruction Department	Secondary RLA Coordinator	7/27/26
Herring, Braegan	Jim Barnes Middle School	8th Grade Science Teacher	8/3/26
Jokinen, Leah	Matador Special Services Department	Educational Diagnostician	8/17/26
Mendoza, Marcus	Seguin High School	Math Teacher	8/3/26

*Morell, Laurel	Weinert Elementary	Kindergarten Teacher	8/3/26
Muia, Benedict	Seguin High School	Math Teacher	8/3/26
Negron-Arocho, Emmanuel	Seguin High School	Math Teacher	8/3/26
*Neuse, Kolton	Seguin High School	Ag Mechanics/Welding Teacher	8/3/26
Nguyen, Yen	Seguin High School	Math Teacher	8/3/26
Perrot, Amanda	Weinert Elementary	Counselor	8/12/26
Purtle, Jerry	Jim Barnes Middle School	Special Education Teacher	8/3/26
Sandoval, Sarah	Matador Special Services Department	ARD Facilitator	8/3/26
Scheel, Grace	Seguin High School	English Teacher	8/3/26
Simien, Aaliyah	Jefferson Elementary	Special Education Intervention Teacher	8/3/26
Tolbert, Amanda	Patlan Elementary	4th Grade Teacher	8/3/26
Wilkie, Caitlin	McQueeney Elementary	Kindergarten Self-Contained Teacher	8/3/26
Wood, Kim	Jim Barnes Middle School	Assistant Principal	7/20/26

*returning employee

Resignations: **Hall, Kara, A.J. Briesemeister Middle School, effective August 3, 2026**
Ms. Hall, Registered Nurse, has resigned due to other employment.
Ms. Hall has been with Seguin ISD for 6 years.

C. Business Services

1. Financial Statements for July 2026

The Board of Trustees received an update regarding the financial statements for the General Fund, Child Nutrition Fund, and Debt Service Fund for July 2026.

2. Purchases Made Over $50,000

The Board of Trustees received an update regarding purchases made greater than $50,000.

8. Consent Agenda Items – Consider and Possible Approval:

A. Approval of Board Minutes for:

Regular Meeting, July 28, 2026
Special Meeting, August 12, 2026

B. Approval of Tax Collection Reports for July 2026

The Board of Trustees approved the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for July 2026. The Texas Property Tax Code requires the collector of taxes for a taxing unit to prepare a written report of tax collections made for the preceding month. The Guadalupe County Tax Assessor-Collector collects ad valorem taxes for the District.

C. Approval of Proposed Budget Amendments for August 2026

The Board of Trustees approved the proposed budget amendments for the General Fund, Child Nutrition Fund, and Debt Service Fund as of August 2026.

D. Authorization of Agreement Between Seguin ISD and Tangram Rehabilitation in the

amount of $383,250
The Board of Trustees authorized the Administration to execute an agreement with Tangram Rehabilitation Network. Tangram Rehabilitation Network provides specialized educational and related services for students with disabilities whose Individualized Education Program (IEP) teams have determined that these services are necessary to provide a free appropriate public education (FAPE) in the least restrictive environment appropriate to the student's needs. In certain circumstances, the District must secure specialized services or placements through approved outside providers when such services are not available within the District or when the ARD Committee has determined that an external provider is required to implement the student's IEP. This agreement supports the District's obligation to comply with the Individuals with Disabilities Education Act (IDEA), Texas Education Code requirements, and Board policies EHBAC (LEGAL) and EHBA (LEGAL).

E. Authorization of Agreement Between Seguin ISD and Tangram Rehabilitation in the amount of $456,250
The Board of Trustees authorized the Administration to execute an agreement with Tangram Rehabilitation Network. Tangram Rehabilitation Network provides specialized educational and related services for students with disabilities whose Individualized Education Program (IEP) teams have determined that these services are necessary to provide a free appropriate public education (FAPE) in the least restrictive environment appropriate to the student's needs. In certain circumstances, the District must secure specialized services or placements through approved outside providers when such services are not available within the District or when the ARD Committee has determined that an external provider is required to implement the student's IEP. This agreement supports the District's obligation to comply with the Individuals with Disabilities Education Act (IDEA), Texas Education Code requirements, and Board policies EHBAC (LEGAL) and EHBA (LEGAL).

F. Authorization of Agreement Between Seguin ISD and Thrive Learning Services, LLC for Speech Language Pathologist Services
The Board of Trustees authorized an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2026-2027 school year. Specialized services are required as per Individualized Education Plan.

G. Authorization of Agreement Between Seguin ISD and Thrive Learning Services, LLC for School Psych Services
The Board of Trustees authorized an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2026-2027 school year. Specialized services are required as per Individualized Education Plan.

H. Authorization of Agreement Between Seguin ISD and The Good Seed Therapies
The Board of Trustees authorized an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2026-2027 school year. Specialized services are required as per Individualized Education Plan.

I. Authorization of Agreement Between Seguin ISD and Soliant Health, LLC
The Board of Trustees authorized an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2026-2027 school year. Specialized services are required as per Individualized

Education Plan.

J. Authorization of Agreement Between Seguin ISD and Megan Vallejo
The Board of Trustees authorized an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2026-2027 school year. Specialized services are required as per Individualized Education Plan.

K. Authorization of Agreement Between Seguin ISD and Martha Leavitt
The Board of Trustees authorized an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2026-2027 school year. Specialized services are required as per Individualized Education Plan.

L. Authorization of Agreement Between Seguin ISD and Beyond Therapy Solutions
The Board of Trustees authorized an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2026-2027 school year. Specialized services are required as per Individualized Education Plan.

M. Authorization of Agreement Between Seguin ISD and De'Ana Brock
The Board of Trustees authorized an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2026-2027 school year. Specialized services are required as per Individualized Education Plan.

N. Authorization of Agreement Between Seguin ISD and National Recruiting Consultants
The Board of Trustees authorized an agreement to provide services to student(s) eligible for applicable special education services pursuant to the Individuals with Disabilities Education Act (IDEA) for the 2026-2027 school year. Specialized services are required as per Individualized Education Plan.

O. Approval of BLUE Jean Educational Consulting Agreement
The Board of Trustees authorized an agreement to provide services that include facilitating several areas of district-wide planning and work, including the following:

- Develop organizational processes, plans, and resources that support the district's operational effectiveness.
- Provide planning, facilitation, and project support on priority initiatives that support continuous improvement efforts as defined by the superintendent.
- Support the district superintendent and executive leaders in communicating efforts and accomplishments aligned with the defined strategic goals.
- Support leadership development and growth through individual coaching, training, and collaboration as requested by the superintendent or executive leadership.
- Consultation (on-site or via phone) as needed to support the agreed-upon work.

P. Approval of Agreement with Communities in Schools (CIS) for Services for the 2026-2027 School Year
The Board of Trustees approved an agreement with Communities in School Services for 2026-2027 school year. This agreement runs from September 1, 2026 through August 31, 2027. The services are provided at Seguin High School, Jim Barnes Middle School, AJ Briesemeister Middle School and, Jefferson, Patlan, Weinert, and Rodriguez Elementaries. The total amount for the 26-27 school

year is $359,531. This is an increase from the contract in 2025-2026 ($309,579). This increase is due to a CIS grant ending for the Weinert and Rodriguez campuses. Communities in Schools of South Central Texas is a non-profit organization with a 24-year history of partnering with local school districts to provide integrated support services to students needing additional support to stay in school and achieve in life. The Texas Education Agency monitors the program performance of CIS. The Agreement is a continuation of the agreement originally approved by the School Board on July 25, 2017.

Q. Approval of Security Services for the 2026-27 School Year
The Board of Trustees approved the Security Services Agreement for the 2026-27 School Year. The District seeks to enhance campus safety and support daily security operations through contracted services with a licensed private security firm. This agreement is in alignment with state safety mandates and addresses district-wide needs for monitoring, incident response, and personnel coverage.

R. Acknowledge Public Information Act Requests July 2026 - August 2026
The Board of Trustees received information regarding the Public Information Act requests received through August 14, 2026. The purpose of this agenda item is to keep trustees apprised of the District's Public Information program.

Mr. Bright moved, seconded by Mrs. Mueller, to approve Consent Action Items as read:
A. Approval of Board Minutes for:
Regular Meeting, July 28, 2026
Special Meeting, August 12, 2026
B. Approval of Tax Collection Reports for July 2026
C. Approval of Proposed Budget Amendments for August 2026
D. Authorization of Agreement Between Seguin ISD and Tangram Rehabilitation in the amount of $383,250
E. Authorization of Agreement Between Seguin ISD and Tangram Rehabilitation in the amount of $456,250
F. Authorization of Agreement Between Seguin ISD and Thrive Learning Services, LLC for Speech Language Pathologist Services
G. Authorization of Agreement Between Seguin ISD and Thrive Learning Services, LLC for School Psych Services
H. Authorization of Agreement Between Seguin ISD and The Good Seed Therapies
I. Authorization of Agreement Between Seguin ISD and Soliant Health, LLC
J. Authorization of Agreement Between Seguin ISD and Megan Vallejo
K. Authorization of Agreement Between Seguin ISD and Martha Leavitt
L. Authorization of Agreement Between Seguin ISD and Beyond Therapy Solutions
M. Authorization of Agreement Between Seguin ISD and De'Ana Brock
N. Authorization of Agreement Between Seguin ISD and National Recruiting Consultants
O. Approval of BLUE Jean Educational Consulting Agreement
P. Approval of Agreement with Communities in Schools (CIS) Services for 2026-2027 School Year
Q. Approval of Security Services for the 2026-27 School Year
R. Acknowledge Public Information Act Requests July 2026 - August 2026

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

9. Action Items:

A. Consideration and Approval of School Health Advisory Council (SHAC) Annual Report, SHAC Goals and Committee Members
Mr. Dwyer moved, seconded by Mr. Bright, to appoint the School Health Advisory Council roster of candidates and the 25-26 SHAC annual report as delivered. Texas Education Code Chapter 28, Section 28.004 requires school boards to appoint a minimum of 5 members to the School Health Advisory Council. The majority of the members appointed must be Seguin ISD parents who are not employed by the district. One appointed member must serve as the chair or co-chair of the council. In addition, the Board of Trustees is required to receive annually a written report on SHAC recommendations and activities for the past year.

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

B. Approval of School Library Advisory Council (SLAC) Committee Members
Mrs. Burns moved, seconded by Mr. Guerra, to approve the School Library Advisory Council (SLAC) Committee Members as presented.

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

C. Consider and Take Possible Action to Approve the 2026-2027 Agreement for the Purchase of Attendance Credit (Option 3)
Mrs. Burns moved, seconded by Mr. Dwyer, to approve the 2026-2027 Agreement for the Purchase of Attendance Credit (Option 3) and to delegate authority to the Superintendent to execute the agreement and related documents. For the 2026-2027 school year, we delegated contractual authority to obligate the school district under Texas Education Code(TEC) §11.1511(c)(4) to the superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credit or the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding). Based on TEA's preliminary calculations, the district's estimated local yield from Tier 2 enrichment funding (copper pennies) exceeds the guaranteed yield established in Texas Education Code Chapter 48. Although the district is not proposing Tier 2 enrichment funding (copper pennies) as part of the 2026 VATRE, TEA requires this agreement as part of the annual process for districts identified that would be collecting excess revenue. The purpose of the agreement is to enable the district to reduce any local revenue level in excess of the amount established by law by first offsetting any potential recapture obligation against eligible state aid. TEA will make the final determination after the close of the school year based on the district's adopted tax rate, final property values, and state funding calculations.

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

D. Consider and Take Possible Action to Approve Changes to Authorized Bank Account Representatives and Signers for Seguin Independent School District
Mrs. Mueller moved, seconded by Mr. Bright, to approve the resolution authorizing Dr. Jack Lee as an agent and Elizabeth Banks as an authorized signer for all Seguin ISD bank accounts. With recent administrative changes, authorization is needed to update the District’s bank accounts to reflect the current Superintendent and Chief Financial Officer as authorized representatives and signers.

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

Nays: None

E. Possible Action to Approve the Order Declaring Election of Unopposed Candidates for Voting District Two (2) and Voting District Five (5)
Mrs. Mueller moved, seconded by Mr. Bright to approve the Order Declaring Election of Unopposed Candidates for Voting District Two (2) and Voting District Five (5) and the Cancellation Order for the November 3, 2026 election. This order is in accordance with Election Code 2.051 and 2.053, as reflected in Board Policy BBBA (LEGAL).

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

10. Board Comments and Request
Mr. Bright thanked everyone for their hard work and is excited for the new school year and is glad everyone is here.
Mrs. Crettenden shared her wish for the Matadors to beat New Braunfels.

All prior Board requests have been addressed.

11. Adjourn

Mr. Bright moved, seconded by Mrs. Mueller, to adjourn the meeting. The meeting adjourned at 9:23 p.m.

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

_____ _____

Secretary/September 22, 2026 President/September 22, 2026

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

P: (830) 401-8600
F: (830) 379-0392
www.seguin.k12.tx.us

Consent Action Item	Approval of Tax Collection Report for August 2026
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Sally Eckhart, Budget Coordinator
Background	The Texas Property Tax Code and BDAD (LEGAL) requires the collector of taxes for a taxing unit to prepare a written report of tax collections made for the preceding month. The Guadalupe County Tax Assessor-Collector collects ad valorem taxes for the District.
Fiscal Implication(s)	Tax payments are received by direct deposit to the District's accounts at Lone Star Investment Pool. Payments are remitted to the District two days after the County receives them. Total Tax Collections for the month of August 2026: Current $ 0 Delinquent 174,534 Penalty and Interest 30,531 Total Monthly Collections $ 205,065 Total Tax Collections Year to Date $ 600,867 Delinquent Tax Levy $ 3,687,563 Percent Collected through August 2026 16.29% Percent of Tax Levy Collected last year 16.26%
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☐ Positive Community Culture ☐ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees approve the Guadalupe County Tax Office monthly recap from Daryl John, Guadalupe County Tax Assessor-Collector for August 2026.
Proposed Motion Language	I move to approve the Tax collection report for the month of August 2026.

Consent Action Item	Approval of Donations Received August 2026
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Sally Eckhart, Budget Coordinator
Background	District Board policy CDC (Local) states "any (unsolicited) gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval."
Fiscal Implication(s)	N/A
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☒ Positive Community Culture ☐ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees approve the donations received during the month of August 2026
Proposed Motion Language	I move to approve the donations received during the month of August 2026.

Donations Received By Seguin ISD
During the 2026-27 School Year

Donor	Purpose	Campus Receiving Donation	Date Rcvd	Amount/Value	Board Approval
McQueeney Lions Club	School supplies	McQueeney Elementary	08/31/26	$ 2,000.00	pending
Michael Olstad	Books for Patlan Library in memorial of Pamela Olstad	Patlan Elementary	08/31/26	$ 3,000.00	pending
Office Depot	School supplies	Vogel Elementary	07/31/26	$ 746.70	pending

NOTE: This listing includes only documented, unsolicited donations received by the District during August 2026. Additional donations may have been received by campuses and subsequently deposited by the campus or student group without providing detailed documentation to the Business Department.

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<tr><td>Consent Action Item</td><td colspan="2">Consideration of Approval of Certified Appraisers for 2026-2027</td></tr>
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<tr><td>Background</td><td colspan="2">
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<tr><th>Barnes Middle School</th><th>Briesemeister Middle School</th></tr>
<tr><td>Andrew Mason, Principal</td><td>Linda Guzman, Principal</td></tr>
<tr><td>Natalie Rogers, Associate Principal</td><td>Joseph Alvarez, Associate Principal</td></tr>
<tr><td>Ernesto Gonzales, Assistant Principal</td><td>Gabriela Blancarte, Assistant Principal</td></tr>
<tr><td>Kimberly Wood, Assistant Principal</td><td>Veronica Williams, Assistant Principal</td></tr>
<tr><td>Seguin High School</td><td>Learning and Leadership</td></tr>
<tr><td>Alberto Munoz, Principal</td><td>Jack Lee, Superintendent</td></tr>
<tr><td>Diana Farris, Associate Principal</td><td>Ofelia Santiago, MTSS Coordinator</td></tr>
<tr><td>Karl Moehrig, Assistant Principal* (new hire)</td><td>Adrienne Flores, Director of Curriculum and Instruction</td></tr>
<tr><td>Dr. Raye White, Assistant Principal</td><td>Angel Guadarrama, Secondary Bilingual and ESL Coordinator</td></tr>
<tr><td>Jarrett Berry, Assistant Principal* (new hire)</td><td>Jessica Lee, Director of Assessment and Accountability</td></tr>
<tr><td>Natalie McFadden, Assistant Principal</td><td>Pete Silvius, Director of Whole Child</td></tr>
<tr><td>Jose Falcon, Assistant Principal</td><td>Kristi Miranda, Director of Digital Learning and
Data Compliance</td></tr>
<tr><td>Ball Early Childhood Center</td><td>Robert Arriola, Director of Academic Programs</td></tr>
<tr><td>Debra Reiley, Principal</td><td>Lesli Mahaffey, PK-1 Math/RLA
& Reading Academy Coordinator</td></tr>
<tr><td>Genaro Mendoza, Assistant Principal</td><td>Shantill Vann, Coordinator of Professional Learning</td></tr>
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<table>
<tr><td></td><td>
<table>
<tr><th>Koennecke Elementary</th><th>Jefferson Elementary</th></tr>
<tr><td>April Shelnutt, Principal</td><td>Maria Guerra, Principal</td></tr>
<tr><td>Amanda Santos, Assistant Principal</td><td>Cointa Perez, Assistant Principal</td></tr>
<tr><th>McQueeney Elementary</th><th>Rodriguez Elementary</th></tr>
<tr><td>Trisha Eckols, Principal</td><td>Tanya Webb, Principal</td></tr>
<tr><td>Stephanie Trowbridge, Assistant Principal</td><td>Patricia Garcia, Assistant Principal</td></tr>
<tr><th>Weinert Elementary</th><th>Vogel Elementary</th></tr>
<tr><td>Tiffany Wehe, Principal</td><td>Rhonda Trainer-Garcia, Principal</td></tr>
<tr><td>Jessica Castro, Assistant Principal</td><td>Emilie Rohde, Associate Principal</td></tr>
<tr><th>Matador Special Services</th><th>Saegert MBLC and District Alternative School</th></tr>
<tr><td>Joshua Kohutek, Executive Director of Special Education</td><td>Jay Law, MBLC Principal
Aaron Hannah, DAEP Principal</td></tr>
</table>

DNA (LEGAL)(LOCAL), Performance Appraisal: Evaluation of Teachers
</td></tr>
<tr><td>Fiscal Implication(s)</td><td>N/A</td></tr>
<tr><td>District Goals</td><td>☒ Challenging & Meaningful Learning Experiences
☒ Life-Ready Students
☒ Positive Community Culture
☒ Growth-Minded Personnel
☒ Strategic Operational Stewardship</td></tr>
<tr><td>Administration’s Recommendation</td><td>That the Board of Trustees approves the following administrators as certified appraisers for the Texas Teacher Evaluation Support System (T-TESS) or to conduct formal goal-setting known as the Annual Teacher Review in the 2026-2027 school year.</td></tr>
<tr><td>Proposed Motion Language</td><td>I move to approve the 2026-2027 Certified Appraisers for the Texas Teacher Evaluation Support System (T-TESS) Appraiser list as presented.</td></tr>
</table>

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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Consent Agenda Item	2026-2027 Student Code of Conduct
Contact Person(s)	Dr. Esmeralda Munoz, Chief Academic Officer
Background	Administrative staff recommends Code of Conduct changes as indicated in the exhibit pending DEIC review.
Fiscal Implication(s)	N/A
District Goals	☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees approve the revisions to the 2026-2027 Student Code of Conduct.
Proposed Motion Language	I move to approve the revisions to the 2026-2027 Student Code of Conduct as presented.



Student Code of Conduct

2026-2027

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Student Code of Conduct

Accessibility

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

Purpose

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

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

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

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

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

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

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

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

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

Campus Behavior Coordinator

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

- Conduct that contains the elements of the offense of terroristic threat under Penal Code 22.07;
- Conduct that contains the elements of the offense of unlawfully carrying weapons under Penal Code 46.02;

- Conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125; and
- Any concerning student behaviors or behavioral trends that may pose a serious risk of violence to the student or others.

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

Threat Assessment and Safe and Supportive School Team

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

Searches

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

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

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

Reporting Crimes

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

Security Personnel

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

The law enforcement duties of police officers, school resource officers (SROs), school marshals, and/or security personnel are to protect the safety and welfare of any person and the property of the school district.

"Parent" Defined

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

Participating in Graduation Activities

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

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

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

The valedictorian and salutatorian may also have speaking roles at graduation. No student shall be eligible to have such a speaking role if he or she engaged in any misconduct that resulted in an out-of-school suspension, removal to a DAEP, or expulsion during the semester immediately preceding graduation.

Unauthorized Persons

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

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

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

[See Restrictions During Placement for information regarding a student assigned to DAEP at the time of graduation.]

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

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

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

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

- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

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

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- A short barrel firearm;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;

- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products (including nicotine pouches), cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*See Placement and/or Expulsion for Certain Offenses for weapons and firearms. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Personal Communication Devices

Students shall not:

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

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

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. [See Disciplinary Alternative Education Program (DAEP) Placement and Expulsion for mandatory and permissive consequences under state law.]
- Possess or sell seeds or pieces of marijuana in less than a usable amount.

- Possess, use, give, or sell paraphernalia related to any prohibited substance. [See Glossary for “paraphernalia.”]
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. [See Glossary for “abuse.”]
- Abuse over-the-counter drugs. [See Glossary for “abuse.”]
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. [See Glossary for “under the influence.”]
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

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

- Utilize artificial intelligence in a way that would constitute academic dishonesty or as a means of engaging in any other prohibited conduct.

Safety Transgressions

Students shall not:

- Possess published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety.
- Engage in verbal (oral or written) exchanges that threaten the safety of another student, a school employee, or school property.
- Make false accusations or perpetrate hoaxes regarding school safety.
- Engage in any conduct that school officials might reasonably believe will substantially disrupt the school program or incite violence.
- Throw objects that can cause bodily injury or property damage.
- Discharge a fire extinguisher without valid cause.

Miscellaneous Offenses

Students shall not:

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

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

Discipline Management Techniques

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

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

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

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

Students with Disabilities

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

In accordance with the Education Code, a student who receives special education services may not be disciplined in a manner that results in a change to the student's educational placement for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists [see Glossary] until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.

- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.
- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- In-school suspension, as specified in In-School Suspension.
- Out-of-school suspension, as specified in Out-of-School Suspension.
- Placement in a DAEP, as specified in Disciplinary Alternative Education Program (DAEP) Placement.
- Expulsion and/or placement in an alternative educational setting, as specified in Placement and/or Expulsion for Certain Offenses.
- Expulsion, as specified in Expulsion.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

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

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

Notification

The CBC shall promptly notify a student's parent by phone or in person of any violation that may result in in-school or out-of-school suspension, placement in a DAEP, placement in a JJAEP, or expulsion. The CBC shall also notify a student's parent if the student is taken into custody by a law enforcement officer under the disciplinary provisions of Education Code 37.0012(d).

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

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

Parental Involvement

The principal, campus behavior coordinator, or other appropriate administrator shall notify the parent of or person standing in parental relation to a student who has been placed in a disciplinary alternative education program (DAEP) or expelled of the parent's or person's right to request a behavioral agreement that specifies the responsibilities of the parent or person and student.

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at https://pol.tasb.org/PolicyOnline?key=550.

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

Removal from the School Bus

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

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

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Teacher Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior repeatedly interferes with the teacher's ability to teach the class or with other students' ability to learn.
2. A student demonstrates behavior that is unruly, disruptive, or abusive toward the teacher, another adult, or another student in the classroom.
3. A student engages in conduct that constitutes bullying, as defined by Education Code 37.0832.

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

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

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

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

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

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

Returning a Student to the Classroom

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

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

Appeals of Formal Teacher Removals

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

In-School Suspension

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

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

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

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

Process

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

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

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

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

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

Out-of-School Suspension

Misconduct

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

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

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

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that threatens the immediate health and safety of other students in the classroom;
- Documented conduct that results in repeated or significant disruption to the classroom; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

Process

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

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

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

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

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;

3. The student's disciplinary history;
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

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

Alternative Assignment

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

Coursework During Suspension

The district shall ensure a student receives access to coursework for foundation curriculum courses while the student is placed in in-school or out-of-school suspension, including at least one method of receiving this coursework that doesn't require the use of the internet.

A student removed from the regular classroom to ISS or another setting, other than a DAEP, will have an opportunity before the beginning of the next school year to complete each course the student was enrolled in at the time of removal. The district may provide the opportunity by any method available, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district.

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

The DAEP shall be provided in a setting other than the student's regular classroom. An elementary school student may not be placed in a DAEP with a student who is not an elementary school student.

For purposes of DAEP, elementary classification shall be kindergarten-grade 5 and secondary classification shall be grades 6-12.

Summer programs provided by the district shall serve students assigned to a DAEP in conjunction with other students.

A student who is expelled for an offense that otherwise would have resulted in a DAEP placement does not have to be placed in a DAEP in addition to the expulsion.

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

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

Discretionary Placement: Misconduct That May Result in DAEP Placement

A student may be placed in a DAEP for behaviors prohibited in the General Conduct Violations section of this Code of Conduct.

Misconduct Identified in State Law

In accordance with state law, a student **may** be placed in a DAEP for any of the following offenses:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. [see Glossary]

- Involvement in criminal street gang activity. [see Glossary]
- Any criminal mischief, including a felony.
- Assault (no bodily injury) with threat of imminent bodily injury.
- Assault by offensive or provocative physical contact.
- Engages in conduct that contains the elements of the offense of disruptive activities under Education Code 37.123.
- Engages in conduct that contains the elements of the offense of disruption of classes under Education Code 37.124.
- Possesses or uses an e-cigarette, as defined by Section 161.081,Health and Safety Code, except that if a student who possesses or uses an e-cigarette is not placed in a disciplinary alternative education program for the first-time offense under Education Code 37.008, the student shall be placed in in-school suspension for a period of at least 10 school days. See First-Time Offense of Possession or Use of Nicotine Delivery Product or E-Cigarette for additional information.

In accordance with state law, a student **may** be placed in a DAEP if the superintendent or the superintendent's designee has reasonable belief [see Glossary] that the student engaged in conduct punishable as a felony that occurs off school property and not at a school-sponsored or school-related event, if the student's presence in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process. Aggravated robbery or felonies listed as offenses in Title 5 [see Glossary] of the Penal Code are punishable as mandatory expulsions.

The CBC **may** place a student in a DAEP for off-campus conduct for which DAEP placement is required by state law if the administrator does not have knowledge of the conduct before the first anniversary of the date the conduct occurred.

Refusing a Search

Consistent with Chapter 37 of the Texas Education Code, students must allow a school administrator to conduct an administrative search of their person or applicable property if there is good reason to suspect a violation of district policy and/or state law. Refusing a search is considered insubordination, and is a violation of the Student Code of Conduct.

Students who refuse a search may be placed in the Disciplinary Alternative Education Program (DAEP). This rule applies even if a parent tells the student to refuse. The campus behavior coordinator will decide on the placement. The amount of time a student is placed in DAEP may match the penalty of the suspected violation.

Mandatory Placement: Misconduct That Requires DAEP Placement

A student **must** be placed in a DAEP if the student:

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. [see Glossary]
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
    - Engages in conduct punishable as a felony.
    - Commits an assault [see Glossary] under Penal Code 22.01(a)(1).
    - Except as provided by Education Code 37.007(a)(3), sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. [School-related felony drug offenses are addressed in Expulsion.] [See Glossary for "under the influence," "controlled substance," and "dangerous drug."]
    - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
    - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
    - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
    - Sells, gives, or delivers to another person an e-cigarette, as defined by Section 161.081, Health and Safety Code.
    - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. [see Glossary]
    - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code sections 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation under Penal Code 36.06 against any school employee or volunteer on or off school property.
- Engages in conduct that contains the elements of harassment under Penal Code 42.07 against any school employee or volunteer on or off of school property.

Disciplinary Alternative Education Program (DAEP) Placement

The student receives deferred prosecution [see Glossary], or a court or jury finds that the student has engaged in delinquent conduct [see Glossary], or the superintendent or designee has a reasonable belief [see Glossary] under Section 53.03, Family Code, for conduct defined as any of the following offenses under the Penal Code:

1. A felony offense under Title 5;
2. The offense of deadly conduct under Section 22.05;
3. The felony offense of aggravated robbery under Section 29.03;
4. The offense of disorderly conduct involving a firearm under Section 42.01(a)(7) or (8); or
5. The offense of unlawfully carrying weapons under Section 46.02, except for an offense punishable as a Class C misdemeanor under that section.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

- The student has been convicted of continuous sexual abuse of a young child or disabled individual or convicted of or placed on deferred adjudication for sexual assault or aggravated sexual assault against another student on the same campus; and
- The victim's parent or another person with the authority to act on behalf of the victim requests that the board transfer the offending student to another campus.

If there is no other campus in the district serving the grade level of the offending student, the offending student shall be transferred to a DAEP.

Process

Removals to a DAEP shall be made by the CBC.

Conference

When a student is removed from class for a DAEP offense, the CBC or appropriate administrator shall schedule a conference within three school days with the student's parent, the student, and, in the case of a teacher removal, the teacher.

At the conference, the CBC or appropriate administrator shall provide the student:

- Information, orally or in writing, of the reasons for the removal;
- An explanation of the basis for the removal; and
- An opportunity to respond to the reasons for the removal.

Following valid attempts to require attendance, the district may hold the conference and make a placement decision regardless of whether the student or the student's parents attend the conference.

Disciplinary Alternative Education Program (DAEP) Placement

Consideration of Mitigating Factors

In deciding whether to place a student in a DAEP, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

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

Placement Order

After the conference, if the student is placed in a DAEP, the CBC shall write a placement order. A copy of the DAEP placement order and information for the parent or person standing in parental relation to the student regarding the process for requesting a full individual and initial evaluation of the student for purposes of special education services shall be sent to the student and the student's parent.

Not later than the second business day after the conference, the board's designee shall deliver to the juvenile court a copy of the placement order and all information required by Section 52.04 of the Family Code.

If the student is placed in a DAEP and the length of placement is inconsistent with the guidelines included in this Code of Conduct, the placement order shall give notice of the inconsistency.

DAEP at Capacity

If a DAEP is at capacity at the time the CBC is deciding placement for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical, the student shall be placed in ISS then transferred to a DAEP for the remainder of the period if space becomes available before the expiration of the period of the placement.

If a DAEP is at capacity at the time the CBC is deciding placement for a student who engaged in violent conduct, a student placed in a DAEP for conduct related to marijuana, THC, an e-cigarette, alcohol, or an abusable volatile chemical may be placed in ISS to make a position in the DAEP available for the student who engaged in violent conduct. If a position becomes available in a DAEP before the expiration of the period of the placement for the student removed, the student shall be returned to a DAEP for the remainder of the period.

Disciplinary Alternative Education Program (DAEP) Placement

Coursework Notice

The parent or guardian of a student placed in DAEP shall be given written notice of the student's opportunity to complete, at no cost to the student, a foundation curriculum course in which the student was enrolled at the time of removal, and which is required for graduation. The notice shall include information regarding all methods available for completing the coursework.

Length of Placement

The CBC shall determine the duration of a student's placement in a DAEP.

The duration of a student's placement shall be determined case by case based on the seriousness of the offense, the student's age and grade level, the frequency of misconduct, the student's attitude, and statutory requirements.

The maximum period of DAEP placement shall be one calendar year, except as provided below.

Unless otherwise specified in the placement order, days absent from a DAEP shall not count toward fulfilling the total number of days required in a student's DAEP placement order.

The district shall administer the required pre- and post-assessments for students assigned to DAEP for a period of 90 days or longer in accordance with established district administrative procedures for administering other diagnostic or benchmark assessments.

Exceeds One Year

Placement in a DAEP may exceed one year when a review by the district determines that the student is a threat to the safety of other students or to district employees.

The statutory limitations on the length of a DAEP placement do not apply to a placement resulting from the board's decision to place a student who engaged in the sexual assault of another student so that the students are not assigned to the same campus.

Exceeds School Year

Students who are in a DAEP placement at the end of one school year may be required to continue that placement at the start of the next school year to complete the assigned term of placement.

For placement in a DAEP to extend beyond the end of the school year, the CBC or the board's designee must determine that:

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others; or
2. The student has engaged in serious or persistent misbehavior [see Glossary] that violates the district's Code of Conduct.

Disciplinary Alternative Education Program (DAEP) Placement

Exceeds 60 Days

For placement in a DAEP to extend beyond 60 days or the end of the next grading period, whichever is sooner, a student's parent shall be given notice and the opportunity to participate in a proceeding before the board or the board's designee.

Appeals

Questions from parents regarding disciplinary measures should be addressed to the campus administration.

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the central administration office or online at https://pol.tasb.org/PolicyOnline?key=550**.**

Appeals shall begin at Level One with the CBC or campus principal.

The district shall not delay disciplinary consequences pending the outcome of an appeal. The decision to place a student in a DAEP cannot be appealed beyond the board.

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities.

A student placed in a DAEP shall not be provided transportation unless he or she is a student with a disability who is entitled to transportation in accordance with the student's IEP or Section 504 plan.

For seniors who are eligible to graduate and are assigned to a DAEP at the time of graduation, the last day of placement in the program shall be the last instructional day, and the student shall be allowed to participate in the graduation ceremony and related graduation activities unless otherwise specified in the DAEP placement order.

Placement Review

A student placed in a DAEP shall be provided a review of his or her status, including academic status, by the CBC or the board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of a teacher who removed the student without that teacher's consent.

Additional Misconduct

If during the term of placement in a DAEP the student engages in additional misconduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC may enter an additional disciplinary order as a result of those proceedings.

Disciplinary Alternative Education Program (DAEP) Placement

Notice of Criminal Proceedings

When a student is placed in a DAEP for certain offenses, the office of the prosecuting attorney shall notify the district if:

1. Prosecution of a student's case was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication [see Glossary], or deferred prosecution will be initiated; or
2. The court or jury found a student not guilty or made a finding that the student did not engage in delinquent conduct or conduct indicating a need for supervision, and the case was dismissed with prejudice.

If a student was placed in a DAEP for such conduct, on receiving the notice from the prosecutor, the superintendent or designee shall review the student's placement and schedule a review with the student's parent not later than the third day after the superintendent or designee receives notice from the prosecutor. The student may not be returned to the regular classroom pending the review.

After reviewing the notice and receiving information from the student's parent, the superintendent or designee may continue the student's placement if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

The student or the student's parent may appeal the superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. In the case of an appeal, the board shall, at the next scheduled meeting, review the notice from the prosecutor and receive information from the student, the student's parent, and the superintendent or designee, and confirm or reverse the decision of the superintendent or designee. The board shall make a record of the proceedings.

If the board confirms the decision of the superintendent or designee, the student and the student's parent may appeal to the Commissioner of Education. The student may not be returned to the regular classroom pending the appeal.

Withdrawal During Process

When a student violates the district's Code of Conduct in a way that requires or permits the student to be placed in a DAEP and the student withdraws from the district before a placement order is completed, the CBC may complete the proceedings and issue a placement order. If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the order at that time, less any period of the placement that has been served by the student during enrollment in another district. If the CBC or the board fails to issue a placement order after the student withdraws, the next district in which the student enrolls may complete the proceedings and issue a placement order.

Disciplinary Alternative Education Program (DAEP) Placement

Newly Enrolled Students

The district shall continue the DAEP placement of a student who enrolls in the district and was assigned to a DAEP in an open-enrollment charter school or another district including a district in another state.

When a student enrolls in the district with a DAEP placement from a district in another state, the district has the right to place the student in DAEP to the same extent as any other newly enrolled student if the behavior committed is a reason for DAEP placement in the receiving district.

State law requires the district to reduce a placement imposed by a district in another state that exceeds one year so that the total placement does not exceed one year. After a review, however, the placement may be extended beyond a year if the district determines that the student is a threat to the safety of other students or employees, or if the extended placement is in the best interest of the student.

Emergency Placement Procedure

When an emergency placement is necessary because the student's behavior is so unruly, disruptive, or abusive that it seriously interferes with classroom or school operations, the student shall be given oral notice of the reason for the action. Not later than the tenth day after the date of the placement, the student shall be given the appropriate conference required for assignment to a DAEP.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services to a student returning to the regular classroom from an alternative education program, including a DAEP. [See policy FOCA(LEGAL) for more information.]

Placement and/or Expulsion for Certain Offenses

This section includes two categories of offenses for which the Education Code provides unique procedures and specific consequences.

Registered Sex Offenders

Upon receiving notification in accordance with state law that a student is currently required to register as a sex offender, the district must remove the student from the regular classroom and determine appropriate placement unless the court orders JJAEP placement.

If the student is under any form of court supervision, including probation, community supervision, or parole, the student shall be placed in either DAEP or JJAEP for at least one semester.

If the student is not under any form of court supervision, the student may be placed in DAEP or JJAEP for one semester or placed in a regular classroom. The student may not be placed in the regular classroom if the board or its designee determines that the student's presence:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interests of the district's students.

Review Committee

At the end of the first semester of a student's placement in an alternative educational setting and before the beginning of each school year for which the student remains in an alternative placement, the district shall convene a committee, in accordance with state law, to review the student's placement. The committee shall recommend whether the student should return to the regular classroom or remain in the placement. Absent a special finding, the board or its designee must follow the committee's recommendation.

The placement review of a student with a disability who receives special education services must be made by the ARD committee.

Newly Enrolled Students

If a student enrolls in the district during a mandatory placement as a registered sex offender, the district may count any time already spent by the student in a placement or may require an additional semester in an alternative placement without conducting a review of the placement.

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex

offender. Any decision of the board or its designee under this section is final and may not be appealed.

Expulsion

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the CBC shall take into consideration:

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

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. [see Disciplinary Alternative Education Program (DAEP) Placement]

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to die by suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Criminal mischief, if punishable as a felony.
- Breach of computer security. [see Glossary]
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug, unless the conduct is punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and

Safety Code does not violate this provision. [See Glossary for "under the influence."]

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in deadly conduct. [see Glossary]

Within 300 Feet of School

A student may be expelled for possession of a firearm, as defined by federal law, while within 300 feet of school property, as measured from any point on the school's real property boundary line.

Property of Another District

A student may be expelled for committing any offense that is a state-mandated expellable offense if the offense is committed on the property of another district in Texas or while the student is attending a school-sponsored or school-related activity of a school in another district in Texas.

While in a DAEP

A student may be expelled for engaging in documented serious misbehavior that violates the district's Code of Conduct, despite documented behavioral interventions while placed in a DAEP. For purposes of discretionary expulsion from a DAEP, serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on or off school property.

Under Federal Law

Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. [see Glossary]

Note: Mandatory expulsion under the federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. [see Glossary] Note: A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department; or a shooting sports sanctioning organization working with the department. [See policy FNCG(LEGAL).]
- A location-restricted knife, as defined by state law. [see Glossary]
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. [see Glossary]
- Engages in conduct that contains the elements of the offense of exhibiting, using, or threatening to exhibit or use a firearm under Education Code 37.125.
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Arson. [see Glossary]
    - Murder, capital murder, or criminal attempt to commit murder or capital murder.
    - Indecency with a child.
    - Kidnapping or aggravated kidnapping.

- Burglary, robbery or aggravated robbery.
- Manslaughter.
- Criminally negligent homicide.
- Continuous sexual abuse of a young child or disabled individual.
- Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in conduct that contains elements of assault against a school employee or volunteer.

Under Age 10

When a student under the age of 10 engages in behavior that is expellable behavior, the student shall not be expelled but shall be placed in a DAEP. A student under age six shall not be placed in a DAEP unless the student commits a federal firearm offense.

Virtual Expulsion Program

In some circumstances, a student may be placed in a virtual expulsion program.

- The school must ensure students in the program have the necessary technology and internet and must provide it if needed.
- The virtual program must, as much as possible, meet the same requirements as an in-person disciplinary alternative education program (DAEP).
- The student's placement must be reviewed every 45 school days.
- If an in-person spot becomes available, the school should plan the student's return to in-person learning.
- If continued virtual placement is appropriate, the school must document the decision.

Consideration of Virtual Education as Alternative to Expulsion

Before a school district may expel a student, the district must consider the appropriateness and feasibility of, as an alternative to expulsion, enrolling the student in a full-time hybrid program, full-time virtual program, full-time hybrid campus, or full-time virtual campus. This requirement does not apply to a student expelled under Education Code 37.0081 or 37.007(a), (d), or(e).

Process

If a student is believed to have committed an expellable offense, the CBC or other appropriate administrator shall schedule a hearing within a reasonable time. The student's parent shall be invited in writing to attend the hearing.

Until a hearing can be held, the CBC or other administrator may place the student in:

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

Hearing

A student facing expulsion shall be given a hearing with appropriate due process. The student is entitled to:

1. Representation by the student's parent or another adult who can provide guidance to the student and who is not an employee of the district;
2. An opportunity to testify and to present evidence and witnesses in the student's defense; and
3. An opportunity to question the witnesses called by the district at the hearing.

After providing notice to the student and parent of the hearing, the district may hold the hearing regardless of whether the student or the student's parent attends.

The board of trustees delegates to the superintendent or his/her designee authority to conduct hearings and expel students.

Board Review of Expulsion

After the due process hearing, the expelled student may request that the board review the expulsion decisions. The student or parent must submit a written request to the superintendent within seven days after receipt of the written decision. The superintendent must provide the student or parent written notice of the date, time, and place of the meeting at which the board will review the decision.

The board shall review the record of the expulsion hearing in a closed meeting unless the parent requests in writing that the matter be held in an open meeting. The board may also hear a statement from the student or parent and from the board's designee.

The board shall consider and base its decision on evidence reflected in the record and any statements made by the parties at the review. The board shall make and communicate its decision orally at the conclusion of the presentation. Consequences shall not be deferred pending the outcome of the hearing.

Expulsion Order

Before ordering the expulsion, the board or CBC shall take into consideration:

1. Self-defense [see Glossary];
2. Intent or lack of intent at the time the student engaged in the conduct;
3. The student's disciplinary history;

4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care); or
6. A student's status as homeless.

If the student is expelled, the board or its designee shall deliver to the student and the student's parent a copy of the order expelling the student.

Not later than the second business day after the hearing, the superintendent or his/her designee shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

If the length of the expulsion is inconsistent with the guidelines included in the Code of Conduct, the expulsion order shall give notice of the inconsistency.

Length of Expulsion

The length of an expulsion shall be based on the seriousness of the offense, the student's age and grade level, the frequency of misbehavior, the student's attitude, and statutory requirements.

The duration of a student's expulsion shall be determined on a case-by-case basis. The maximum period of expulsion is one calendar year, except as provided below.

An expulsion may not exceed one year unless, after review, the district determines that:

1. The student is a threat to the safety of other students or to district employees; or
2. Extended expulsion is in the best interest of the student.

State and federal law require a student to be expelled from the regular classroom for a period of at least one calendar year for bringing a firearm, as defined by federal law, to school. However, the superintendent may modify the length of the expulsion on a case-by-case basis.

Students who commit offenses that require expulsion at the end of one school year may be expelled into the next school year to complete the term of expulsion.

Withdrawal During Process

When a student's conduct requires or permits expulsion from the district and the student withdraws from the district before the expulsion hearing takes place, the district may conduct the hearing after sending written notice to the parent and student.

If the student then re-enrolls in the district during the same or a subsequent school year, the district may enforce the expulsion order at that time, less any expulsion period that has been served by the student during enrollment in another district.

If the CBC or the board fails to issue an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings.

Additional Misconduct

If during the expulsion, the student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted, and the CBC or the board may issue an additional disciplinary order as a result of those proceedings.

Restrictions During Expulsion

Expelled students are prohibited from being on school grounds or attending school-sponsored or school-related activities during the period of expulsion.

No district academic credit shall be earned for work missed during the period of expulsion unless the student is enrolled in a JJAEP or another district-approved program.

Newly Enrolled Students

The district shall continue the expulsion of any newly enrolled student expelled from another district or an open-enrollment charter school until the period of the expulsion is completed.

If a student expelled in another state enrolls in the district, the district may continue the expulsion under the terms of the expulsion order, may place the student in a DAEP for the period specified in the order, or may allow the student to attend regular classes if:

1. The out-of-state district provides the district with a copy of the expulsion order; and
2. The offense resulting in the expulsion is also an expellable offense in the district in which the student is enrolling.

If a student is expelled by a district in another state for a period that exceeds one year and the district continues the expulsion or places the student in a DAEP, the district shall reduce the period of the expulsion or DAEP placement so that the entire period does not exceed one year, unless after a review it is determined that:

1. The student is a threat to the safety of other students or district employees; or
2. Extended placement is in the best interest of the student.

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Emergency expulsion may be ordered based on a single incident of behavior by the student. Within 10 school days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

The district may provide educational services to any expelled student in a DAEP; however, educational services in the DAEP must be provided if the student is less than 10 years of age.

Transition Services

In accordance with law and district procedures, campus staff shall provide transition services for a student returning to the regular classroom from placement in an alternative education program, including a DAEP or JJAEP. See policies FOCA(LEGAL) and FODA(LEGAL) for more information.

Certain Felonies

Regardless of whether DAEP placement or expulsion is required or permitted by one of the reasons in the DAEP Placement or Expulsion sections, in accordance with Education Code 37.0081, a student may be expelled and placed in either DAEP or JJAEP if the board or CBC makes certain findings and the following circumstances exist in relation to aggravated robbery or a felony offense under Title 5 [see Glossary] of the Penal Code. The student must have:

- Received deferred prosecution for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been found by a court or jury to have engaged in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense;
- Been charged with engaging in conduct defined as aggravated robbery or a Title 5 felony offense;
- Been referred to a juvenile court for allegedly engaging in delinquent conduct for conduct defined as aggravated robbery or a Title 5 felony offense; or
- Received probation or deferred adjudication or have been arrested for, charged with, or convicted of aggravated robbery or a Title 5 felony offense.

The district may expel the student and order placement under these circumstances regardless of:

1. The date on which the student's conduct occurred;
2. The location at which the conduct occurred;
3. Whether the conduct occurred while the student was enrolled in the district; or
4. Whether the student has successfully completed any court disposition requirements imposed in connection with the conduct.

Hearing and Required Findings

The student must first have a hearing before the board or its designee, who must determine that in addition to the circumstances above that allow for the expulsion, the student's presence in the regular classroom:

1. Threatens the safety of other students or teachers;
2. Will be detrimental to the educational process; or
3. Is not in the best interest of the district's students.

Any decision of the board or the board's designee under this section is final and may not be appealed.

Length of Placement

The student is subject to the placement until:

1. The student graduates from high school;
2. The charges are dismissed or reduced to a misdemeanor offense; or
3. The student completes the term of the placement or is assigned to another program.

Placement Review

A student placed in a DAEP or JJAEP under this section is entitled to a review of his or her status, including academic status, by the CBC or board's designee at intervals not to exceed 120 days. In the case of a high school student, the student's progress toward graduation and the student's graduation plan shall also be reviewed. At the review, the student or the student's parent shall have the opportunity to present arguments for the student's return to the regular classroom or campus.

Newly Enrolled Students

A student who enrolls in the district before completing a placement under this section from another school district must complete the term of the placement.

Glossary

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Penal Code 29.03(a) as when a person commits robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    a. 65 years of age or older; or
    b. A disabled person.

Antisemitism is defined by Government Code section 448.001 as a certain perception of Jews that may be expressed as hatred toward Jews. The term includes rhetorical and physical acts of antisemitism directed toward Jewish or non-Jewish individuals or their property or toward Jewish community institutions and religious facilities. Examples of antisemitism are included with the International Holocaust Remembrance Alliance's "Working Definition of Antisemitism" adopted on May 26, 2016.

Armor-piercing ammunition is defined by Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Penal Code 28.02 as a crime that involves:

1. Starting a fire or causing an explosion with intent to destroy or damage:
    a. Any vegetation, fence, or structure on open-space land; or
    b. Any building, habitation, or vehicle:
        (1) Knowing that it is within the limits of an incorporated city or town;
        (2) Knowing that it is insured against damage or destruction;
        (3) Knowing that it is subject to a mortgage or other security interest;
        (4) Knowing that it is located on property belonging to another;
        (5) Knowing that it has located within it property belonging to another; or
        (6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. Recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance if the fire or explosion damages any building, habitation, or vehicle; or

3. Intentionally starting a fire or causing an explosion and in so doing:
    a. Recklessly damaging or destroying a building belonging to another; or
    b. Recklessly causing another person to suffer bodily injury or death.

Assault is defined in part by Penal Code 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another; intentionally or knowingly threatening another with imminent bodily injury; or intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of computer security includes knowingly accessing a computer, computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes cyberbullying. (See below.) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club is defined by Penal Code 46.01 as an instrument, specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, and includes but is not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substance means a substance, including a drug, an adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1, 1-A, 1-B, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC) in hemp.

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Education Code 37.0832 as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Dangerous drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription or restricts to use by or on the order of a licensed veterinarian.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Glossary

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device or a consumable liquid solution or other material aerosolized or vaporized during the use of an electronic cigarette or other device described by this provision. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory for the device, regardless of whether the component, part, or accessory is sold separately from the device.

Explosive weapon is defined by Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False alarm or report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer, defined as any device for silencing, muffling, or diminishing the report of a portable firearm; or
4. Any destructive device, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Penal Code 46.01 as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another person, including a district student, employee, board member, or volunteer; is sexually intimidating; causes physical damage to the property of another student; subjects another student to physical confinement or restraint; or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Education Code 37.001(b)(2); or
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another:
    a. Initiating communication and, in the course of the communication, making a comment, request, suggestion, or proposal that is obscene, as defined by law;
    b. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
    c. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury;
    d. Causing the telephone of another to ring repeatedly or making repeated telephone communications anonymously or in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    e. Making a telephone call and intentionally failing to hang up or disengage the connection;
    f. Knowingly permitting a telephone under the person's control to be used by another to commit an offense under this section;
    g. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another;
    h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
    i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

Hazing is defined by Education Code 37.151 as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Penal Code 21.08 as an offense that occurs when a person exposes the person's anus or any part of the person's genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Civil Practices and Remedies Code 98B.001 and Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer or other video screen.

Location-restricted knife is defined by Penal Code 46.01 as a knife with a blade over five and one-half inches.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Personal Communication Device means a telephone, cell phone such as a smartphone or flip phone, tablet, smartwatch, radio device, paging device, or any other electronic device capable of telecommunication or digital communication.

Possession means to have an item on one's person or in one's personal property, including, but not limited to:

1. Clothing, purse, or backpack;
2. A private vehicle used for transportation to or from school or school-related activities, including, but not limited to, an automobile, truck, motorcycle, or bicycle;
3. Personal communication devices or electronic devices; or
4. Any school property used by the student, including, but not limited to, a locker or desk.

Prohibited weapon under Penal Code 46.05(a) means:

1. The following items, unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or otherwise not subject to that registration requirement or unless the item is classified as a curio or relic by the U.S. Department of Justice:
    a. An explosive weapon; or
    b. A machine gun.
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun;
5. A tire deflation device; or
6. An improvised explosive device.

Public Lewdness is defined by Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, when the person is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Education Code 37.121(d) are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the

superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

Self-defense is the use of force against another to the degree a person reasonably believes is immediately necessary to protect himself or herself.

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Penal Code Section 1.07; or
4. Conduct that constitutes the offense of:
    a. Public lewdness under Penal Code 21.07;
    b. Indecent exposure under Penal Code 21.08;
    c. Criminal mischief under Penal Code 28.03;
    d. Hazing under Education Code 37.152; or
    e. Harassment under Penal Code 42.07(a)(1) of a student or district employee.

Serious or persistent misbehavior includes, but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete schoolwork as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

Short-barrel firearm is defined by Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Terroristic threat is defined by Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications; public transportation; public water, gas, or power supply; or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Penal Code 46.01 as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Penal Code that typically involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;

- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to die by suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the in-fluence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as a device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

P: (830) 401-8600
F: (830) 379-0392
www.seguin.k12.tx.us

Consent Agenda Item	Submission of a Class Size Waiver to Texas Education Agency (TEA)
Contact Person(s)	Dr. Esmeralda Munoz, Chief Academic Officer
Background	Each semester, a school district must conduct a class size enrollment survey for kindergarten through grade 4. If the survey indicates that any class exceeds the allowable limit of 22:1, the district must submit a waiver request and a compliance plan to the Texas Education Agency (TEA). Waivers can be considered for unanticipated enrollment growth, lack of facilities, lack of teachers, or financial hardships. The following campuses and sections are included: **Koennecke Elementary** 3rd Grade – 3 Sections **Weinert Elementary** 3rd Grade – 2 Sections
Fiscal Implication(s)	N/A
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☐ Positive Community Culture ☐ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees approve the submission of a Class Size Waiver to TEA for the 2026-2027 school year.
Proposed Motion Language	I move to approve the submission of Class Size Waiver(s) to TEA for the 2026-2027 school year, as presented.

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SEGUIN INDEPENDENT SCHOOL DISTRICT

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Consent Information Item	Acknowledge Public Information Act Requests for August - September 2026
Contact Person(s)	Emily Allen, Executive Director of Communications
Background	The purpose of this agenda item is to keep trustees apprised of the District's Public Information program. Reference and Compliance: GB (LEGAL) Public Information Program
Fiscal Implication(s)	N/A
District Goals	☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees acknowledge the Public Information Act requests received between August 17 and September 11, 2026.
Proposed Motion Language	N/A

Seguin ISD PIA Requests received from August 14 - September 11, 2026				
Date	**Requester**	**Requested Documents**	**Status**	**Action**
025 August 16, 2026	Caleb Turner, The Data Branch	Vendor procurement records for specific vendors from 2022-present	Completed	Document shared
026 August 21, 2026	James Miler	Employee data and salaries	Completed	Document shared
027 August 27, 2026	Sawyer Keaton, The Data Branch	Vendor procurement records for specific vendors from 2022-present	Completed	Responded
028 August 30, 2026	Elise Bennett, The Data Branch	Vendor procurement records for specific vendors from 2022-present	Completed	Responded
029 September 1, 2026	Melissa Arevalo	Documentation related to TEA complaint	In progress	
030 September 1, 2026	Jana Palcer	District guidelines, trainings, etc. for IEP Progress Monitoring from 2023-2026	In progress	
031 September 2, 2026	Evan Granger, The Data Branch	Vendor procurement records for specific vendors from 2022-present	Completed	Document shared
032 September 3, 2026	Jana Palcer	Resume, credentials, job application, salary, & job description for employee	In progress	
033 September 5, 2026	Amanda Bailey	Amazon purchases made at Ball ECC	In progress	
034 September 8, 2026	Florin Popa, AIA	Baseball/softball complex electric usage and associated costs	Completed	Responded
035 September 8, 2026	Jana Palcer	List of aides/paraprofessionals by name/position at Jefferson Elementary	In progress	
036 September 8, 2026	Jonas Vine, The Data Branch	Vendor procurement records for specific vendors from 2022-present	In progress	

037 September 9, 2026	Jana Palcer	Records for TEA special education complaints, IDEA due process complaints, OCR disability complaints relating to special education, special education lawsuits/claims/grievances, formal complaints alleging violations of IDEA or special education law	In progress	
038 September 9, 2026	Melissa Arevalo	Training records, resumes/applications, credentials, job title/duties descriptions for specific employees	In progress	
039 September 9, 2026	Tim Lee, Texas Retired Teachers Association	List of retiring employees & addresses	In progress	
040 September 9, 2026	Benjamin Chamness	List of current salaries for all SISD employees	In progress	

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Agenda Item	Appointment of Director(s) to the Seguin Education Foundation (SEF)
Contact Person(s)	Jill Nash, Executive Director of the Seguin Education Foundation
Background	The SEF Bylaws, section 2.04, outline the appointment of two representatives from the Board of Trustees to serve on the SEF Board of Directors. This appointment is for a one-year term, from September 2026 to the annual SEF meeting in September 2027. The two appointed representatives will join a diverse board of approximately 35 other Directors, comprising both Community and School District members. The SEF Directors convene three times a year, with meetings held in January, April, and September. As part of their responsibilities, the Board of Trustees' representatives will be expected to serve on one or more committees. These may include the Annual Mardi Gras Gala (a fundraising banquet), the Celebration of Excellence (a recognition banquet for the top 10% of the graduating class and their Educational Heroes), the Nominating Committee, the Audit Committee, the Grant Committee, or any other committee of their choosing. As stated in Section 2.04 of the SEF bylaws, "Two trustee representatives of the Seguin Independent School District Board of Trustees, appointed annually by the Board President, shall hold a permanent official seat with a vote."
Fiscal Implication(s)	N/A
District Goals	☒ Challenging & Meaningful Learning Experiences ☒ Life-Ready Students ☒ Positive Community Culture ☒ Growth-Minded Personnel ☐ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees support the Seguin Education Foundation (SEF) by appointing representatives from the Board of Trustees to serve on the SEF Board of Directors.
Proposed Motion Language	I move to appoint (insert trustees' names here) to represent the Board of Trustees on the SEF Board of Directors.

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Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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Action Item	Consideration and possible action to approve resolution and delegate authority to Chief Financial Officer to execute a Local On-System Agreement (LOSA) with the Texas Department of Transportation for Roadway Improvements for the McQueeney Elementary School FM 725 Deceleration Lane
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA
Background	The board of trustees delegated authority for this purpose in October of 2025. The Texas Department of Transportation is requiring very specific information be included in the resolution. There is no change in the intent of this resolution. We have only added a specific position (Chief Financial Officer) and named the funding (Bond Funds). This is not holding up any work or construction. It is simply a formality.
Fiscal Implication(s)	Bond Funds
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☐ Positive Community Culture ☐ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	That the Board of Trustees approve this resolution and delegate authority to the Chief Financial Officer.
Proposed Motion Language	I move that the Board approve the resolution and delegate authority to the Chief Financial Officer to execute a LOSA with the Texas Department of Transportation for the McQueeney Elementary School FM 725 Deceleration Lane.

RESOLUTION AUTHORIZING EXECUTION OF A
LOCAL ON-SYSTEM AGREEMENT (LOSA) WITH THE
TEXAS DEPARTMENT OF TRANSPORTATION
FOR ROADWAY IMPROVEMENTS FOR
McQueeney Elementary School FM 725 Deceleration Lane

WHEREAS, on the 26th day of August, 2026, the Texas Transportation Commission passed Minute Order 117256, authorizing the Texas Department of Transportation ("TxDOT") to accept Local Government funded projects performed on the state highway system; and

WHEREAS, an agreement with the Texas Department of Transportation ("TxDOT") for a Local On-System Improvement Project (the "Agreement") for the McQueeney Elementary School, FM 725 Deceleration Lane (the "Project"); and

WHEREAS, Seguin Independent School District will design, construct, and fully fund the project through bond funds and is responsible for all design and construction costs and 100% of overruns, if any; and

NOW, THEREFORE, BE IT RESOLVED BY THE Seguin Independent School District THAT the Seguin ISD Chief Financial Officer is authorized to enter into a LOSA with TxDOT for this Project.

PASSED AND APPROVED on the 22nd day of September, 2026.

_____
Seguin ISD Board of Trustees President

_____
Seguin ISD Board of Trustees Secretary

_____
Seguin ISD Board of Trustees

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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Agenda Item	Consideration and Approval of the 26-27 District Improvement Plan Performance Objectives
Contact Person(s)	Dr. Esmeralda Munoz, Chief Academic Officer
Background	Texas Education Code § 11.251: In accordance with district policy, the Board of Trustees mandates the annual creation, evaluation, and revision of campus and district improvement plans to advance student achievement across all student groups. Texas Education Code § 11.252: This strategic framework directs campus and district personnel in elevating academic outcomes across every demographic subgroup, ensuring full alignment with state accountability benchmarks established pursuant to Section 39.053(c). Texas Education Code § 39.053(c): Indicators must be aligned toward (1) improving student preparedness for success in: (A) subsequent grade levels; and (B) entering the workforce, the military, or postsecondary education; (2) reducing, with the goal of eliminating, student academic achievement differentials among students from different backgrounds (3) informing parents and the community regarding campus and district performance. Copies of the District Performance Objectives are available in the Curriculum & Instruction department at Central Office. Upon approval of District Performance Objectives by the Board of Trustees, the improvement plan will be finalized and published on our district website.
Fiscal Implication(s)	Items contained in the plan are budgeted within each district budget.
District Goals	☒Challenging & Meaningful Learning Experiences ☒Life-Ready Students ☒Positive Community Culture ☒Growth-Minded Personnel ☒Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees approve the District Performance Objectives, as contained in the District Improvement Plan, for the 2026-2027 school year.
Proposed Motion Language	I move to approve the District Performance Objectives as contained in the District Improvement Plan for the 2026-2027 school year.

SEGUIN

INDEPENDENT SCHOOL DISTRICT

District Improvement Plan 2026 - 2027

STRATEGIC PLAN ON A PAGE

BUILDING FUTURES TOGETHER

STRATEGIC PLAN ON A PAGE

OUR MISSION

Building Relationships
Inspiring Success
Empowering All

OUR VISION

Seguin ISD: A community dedicated to shaping brighter futures through connection, inspiration, and creativity.

OUR VALUES

- Students First, Always.
- Building Meaningful & Trusting Relationships
- High Expectations for All
- Support Every Voice
- Integrity in All We Do
- Collaborative Culture
- Growth Mindset, Lifelong Learning
- Rise to the Challenge

SEGUIN INDEPENDENT SCHOOL DISTRICT

PRIORITY 1: CHALLENGING AND MEANINGFUL LEARNING EXPERIENCES

- Increase the percentage of all students in all subjects STAAR Meets performance from 34% to 50% by 2030.
- Increase the percentage of schools rated a C or better from 72.7% to 100% by 2028.
- Increase the four-year graduation rate from 89.3% to 95% by 2030.

PRIORITY 2: LIFE-READY STUDENTS

- Increase college-ready annual graduates from 44.4% to 66% by 2030.
- Increase career- or military-ready annual graduates from 26.4% to 40% by 2030.
- Increase high school extra-/co-curricular and CTE multi-year enrollment from 88% to 93% by 2030.

PRIORITY 3: POSITIVE COMMUNITY CULTURE

- Improve family satisfaction with school communication from 70.6% to 79% by 2030.
- Increase the percentage of students who feel cared about at school from 66.8% to 80% by 2030.
- Increase staff satisfaction with their campus or department from 72% to 82% by 2030.
- Increase community partnerships from 50 to 100 by 2030.

PRIORITY 4: GROWTH-MINDED PERSONNEL

- Increase teacher retention from 74% to 81% by 2030.
- Increase teacher incentive allotment designations from 17 to 100 teachers by 2030.
- Decrease the fill time for positions from an average of 60 to 30 days by 2030.

PRIORITY 5: STRATEGIC OPERATIONAL STEWARDSHIP

- Decrease the budget deficit from 8 million to zero by 2030.
- Decrease the average age of district technology devices from 5 years to 4 years by 2030.
- Increase student enrollment from 7180 to 7425 by 2030.
- Elevate the average percentage of student attendance from 91% to 95% by 2030.

District Planning and Decision-Making Process & Performance Indicators: Achievement

TEC § 11.251
TEC § 11.252
TEC § 39.053(c)

TEC § 11.251: The board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students.

TEC § 11.252: The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators adopted under Section 39.053(c).

TEC § 39.053(c): Indicators must be aligned toward
(1) improving student preparedness for success in:
    (A) subsequent grade levels; and
    (B) entering the workforce, the military, or postsecondary education;
(2) reducing, with the goal of eliminating, student academic achievement differentials among students from different backgrounds
(3) informing parents and the community regarding campus and district performance.

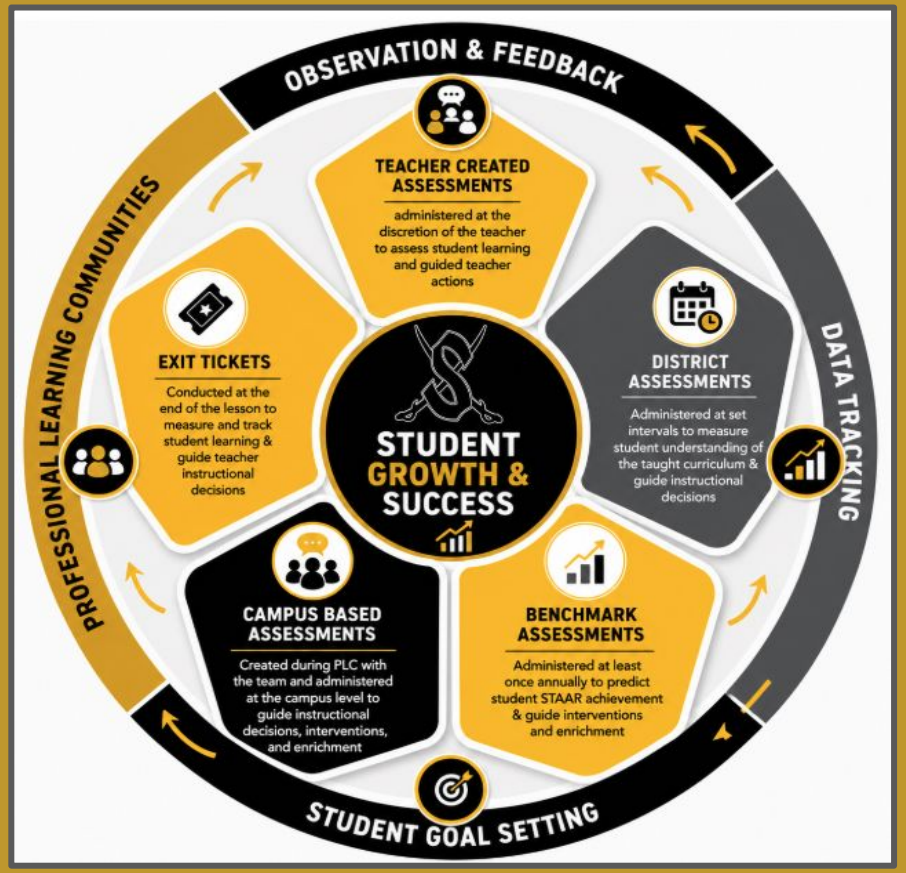
Seguin ISD District Improvement Plan

District Comprehensive Needs Assessment:

1. Demographics
2. Student Learning
3. District Processes & Programs
4. Perceptions

District Improvement Plan:

1. Priorities
2. Performance Objectives
3. Measurable Outcomes



Our

Priorities

Priority 1

STRATEGIC PLAN 2026-2031

PRIORITY 1: CHALLENGING AND MEANINGFUL LEARNING EXPERIENCES

PERFORMANCE OBJECTIVES:

- Increase the percentage of all students in all subjects STAAR Meets performance from 34% to 50% by 2030.
- Increase the percentage of schools rated a C or better from 72.7% to 100% by 2028.
- Increase the four-year graduation rate from 89.3% to 95% by 2030.

Priority 4

Growth-Minded Personnel

Priority 5

Strategic Operational Stewardship

Priority 1: Challenging and Meaningful Learning Experiences

Performance Objectives	Strategic Plan: Scorecard Measures	Timeline
1. Increase STAAR Meets performance from 34% to 50% by 2030. 2. Increase percentage of schools rated C or better from 72% to 100% by 2028. 3. Increase four-year graduation rate from 89.3% to 95% by 2030.	Create and execute a tiered system of instructional and leadership support to turn around low-performing schools.	Spring 2026 ✅
	Develop, implement, monitor, and revise a comprehensive curriculum management plan to drive alignment and consistency of practice.	Fall 2026 ✅
	Develop and implement a comprehensive, district-wide leadership development and coaching framework that establishes clear standards of leadership and excellence.	Spring 2027
	Create and execute a pre- and post-graduation tracking system to support student success, compliance, and graduation rates.	Fall 2027

Priority 2: Life Ready Students

Performance Objectives	Strategic Plan: Scorecard Measures	Timeline
1. Increase college-ready annual graduates from 44.4% to 66% by 2030. 2. Increase career- or military-ready annual graduates from 26.4% to 40% by 2030. 3. Increase high school extra-/co-curricular and CTE multi-year enrollment from 88% to 93% by 2030.	Create a comprehensive plan to enhance our CCMR assessment (TSIA, PSAT/SAT, ACT, ASVAB, and IBC) preparation programs and increase accessibility for our students.	Fall 2026 ✅
	Transform and implement a comprehensive counseling program that enhances counselors' expertise to better help stakeholders identify pathways, endorsements, and interests.	Spring 2028
	Develop and sustain a PK-12 comprehensive extra-/co-curricular plan for all schools to improve the quality and consistency of student program offerings.	Summer 2028

Priority 3: Positive Community Culture

Performance Objectives	Strategic Plan: Scorecard Measures	Timeline
1. Improve family satisfaction with school communication from 70.6% to 79% by 2030. 2. Increase the percentage of students who feel cared about at school from 66.8% to 80% by 2030. 3. Increase staff satisfaction with their campus or department from 72% to 82% by 2030. 4. Increase community partnerships from 50 to 100 by 2030.	Develop and launch a multi-faceted feedback system to measure stakeholder satisfaction, engagement, and service.	Spring 2027
	Develop and deploy a systemic and consistent program that engages and onboards families, students, and staff to the district.	Fall 2028
	Design and implement an adaptable course of action that identifies and promotes district needs to community partners for support.	Spring 2029

Priority 4: Growth-Minded Personnel

Performance Objectives	Strategic Plan: Scorecard Measures	Timeline
1. Increase teacher retention from 74% to 81% by 2030. 2. Increase teacher incentive allotment designations from 17 to 100 teachers by 2030. 3. Decrease the fill time for positions from an average of 60 to 30 days by 2030.	Implement a data-driven talent acquisition process that streamlines hiring across departments and ensures an efficient and customer-friendly experience.	Summer 2027
	Develop and implement a comprehensive professional learning plan that personalizes opportunities based on professional goals, interests, and needs.	Fall 2027
	Establish a sustainable, multimodal district system that collects and measures employee input about district decisions, practices, and priorities.	Fall 2028

Priority 5: Strategic Operational Stewardship

Performance Objectives	Strategic Plan: Scorecard Measures	Timeline
1. Decrease the budget deficit from 8 million to zero by 2030. 2. Decrease the average age of district technology devices from 5 years to 4 years by 2030. 3. Increase student enrollment from 7180 to 7425 by 2030. 4. Elevate the average percentage of student attendance from 91% to 95% by 2030.	Create a comprehensive student recruitment and retention process to re-engage students and support attendance.	Summer 2026 ✅
	Implement a centralized business and student information system that ensures consistent alignment across operational functions and maximizes state funding.	Fall 2027
	Establish a replacement plan and cycle for all district equipment to support predictable budgeting, extend asset life, and minimize unplanned expenditures.	Spring 2028

Thank you!

SEGUIN
INDEPENDENT SCHOOL DISTRICT

Questions?

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Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

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F: (830) 379-0392
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Action Item	Consideration and Approval of 2026–2027 SB 12 Annual Certification of Compliance with Certain Laws
Contact Person(s)	Dr. Jack Lee, Superintendent
Background	****There will be an opportunity for public testimony at the School Board Meeting before or during Board consideration of certification of compliance with TEC 39.008.**** Senate Bill 12, passed by the 89th Texas Legislature, established an annual certification requirement for school districts under Texas Education Code §39.008. Beginning with the 2026–2027 school year, the superintendent of each school district must certify to the Texas Education Agency that the district is in compliance with Texas Education Code §§39.008, 11.005, and 28.0022. The certification must be approved by the Board of Trustees prior to submission. The certification documents the District's policies and procedures related to the statutory requirements, how employees and contractors were notified of those requirements, changes made to policies, programs, procedures, or training to ensure compliance, and any resulting cost savings. State law requires the certification to be approved by a majority vote of the Board of Trustees at a public meeting that provides an opportunity for public testimony and for which notice was posted on the District's website at least seven days prior to the meeting. Following Board approval, the certification will be submitted electronically to the Texas Education Agency through AskTED no later than September 30, 2026.
Fiscal Implication(s)	None
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☐ Positive Community Culture ☐ Growth-Minded Personnel ☐ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees approve the 2026–2027 SB 12 Annual Certification of Compliance as presented.
Proposed Motion Language	I move that the Board of Trustees approve the 2026–2027 SB 12 Annual Certification of Compliance as presented.

TEC §39.008: Certification of Compliance with Certain Laws Required

Section 1: School System Information

Name of School District or Charter School: SEGUIN INDEPENDENT SCHOOL DISTRICT

County-District Number (CDN): 094-901

Superintendent/CEO Name: DR. JACK LEE

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.

Employees/contractors were notified via a memo from the superintendent's office.

BJCF(LOCAL) — Superintendent: Nonrenewal	Engaging or assigning DEI duties, as well as instructional activities prohibited by law, were included in the list of reasons the superintendent's contract may be nonrenewed.
BT(LEGAL) — Prohibition on Diversity, Equity, and Inclusion Activities	This new legal framework addresses SB 12's prohibition on DEI activities. Definitions and prohibited activities and certification requirements are included.
CJ(LEGAL) and (LOCAL) — Contracted Services	Adopted new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or DEI duties under SB 12. Violations will result in termination of the contract.
DF(LEGAL) — Termination of Employment	The legal framework was revised to address the prohibition on DEI and prohibited classroom instruction.
DFBB(LOCAL) — Term Contracts: Nonrenewal	Engaging or assigning DEI duties, as well as instructional activities prohibited by law, were included in the list of reasons a term contract employee may be nonrenewed.
DH(LOCAL) — Employee Standards of Conduct	Sections on Prohibited Classroom Instruction or Activities and Prohibited Diversity, Equity, and Inclusion Duties were added.

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.

BJA(LEGAL) — Superintendent: Qualifications and Duties	The legal framework was updated to include information regarding the required certifications to TEA.
BT(LEGAL) — Prohibition on Diversity, Equity, and Inclusion Activities	This new legal framework addresses SB 12's prohibition on DEI activities. Definitions and prohibited activities and certification requirements are included.
CDC(LEGAL) — Other Revenues: Gifts and Solicitations	A district may not accept private funding for the purpose of developing a curriculum, purchasing or selecting curriculum materials, or providing teacher training or professional development related to a concept listed in Education Code 28.0022(a)(4)(A).
CJ(LEGAL) and (LOCAL) — Contracted Services	Adopted new provisions reflect that contractors may not engage in or assign instructional activities prohibited by law or DEI duties under SB 12. Violations will result in termination of the contract.
CMD(LEGAL) — Equipment and Supplies Management: Instructional Materials Care and Accounting	In providing instructional materials for each subject in the required curriculum and each grade level, the district protects students from obscene or harmful content as necessary for compliance with Education Code 28.0022.
CQA(LEGAL) — Technology Resources: District, Campus, and Classroom Websites	The list of required website postings was updated to reflect that a district must post notice at least seven days before the date on which a meeting is held to discuss the certification of compliance with Education Code 11.005 and 28.0022.
DG(LEGAL) — Employee Rights and Privileges	Teachers may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs and may not be subject to discipline for an allegation that they did so if they are using SBOE-approved instructional materials and teaching with fidelity.
EMB(LEGAL) — Miscellaneous Instructional Policies: Teaching About Controversial Issues	The legal framework at this code was updated with the information from Education Code 28.0022.
FOA(LEGAL) — Student Discipline: Removal by Teacher or Bus Driver	A teacher may not remove a student from class based on a single incident of behavior if the student is reasonably discussing certain debated and controversial topics subject to Education Code 28.0022.

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.

N/A

Section 5: Board Approval

Date of Board/Governing Body Meeting: September 22, 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: _____

Date: _____

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

_____

Notary Public, State of Texas

1221 E. Kingsbury
Seguin, TX 78155

SEGUIN INDEPENDENT SCHOOL DISTRICT

P: (830) 401-8600
F: (830) 379-0392
www.seguin.k12.tx.us

Action Item	Consideration and Action to Approve a Memorandum of Understanding (MOU) for Special Education Services, and Withdrawal/Closure of Shared Services Arrangement
Contact Person(s)	Dr. Jack Lee, Superintendent
Background	Included is a Memorandum of Understanding (MOU) detailing special education services with Luling ISD. For the past several years, our two districts have operated in a Shared Services Arrangement (SSA) allowing Seguin ISD to provide special education services to Luling ISD students. The new MOU will replace the previous SSA.
Fiscal Implication(s)	Revenue and Expenditures for Special Education Services
District Goals	☐ Challenging & Meaningful Learning Experiences ☐ Life-Ready Students ☐ Positive Community Culture ☐ Growth-Minded Personnel ☒ Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees authorize the superintendent to executive the memorandum of understanding as presented, and to take any necessary action to withdraw or dissolve the previous shared services arrangement.
Proposed Motion Language	I move to authorize the superintendent to executive the memorandum of understanding as presented, and to take any necessary action to withdraw or dissolve the previous shared services arrangement.

MEMORANDUM OF UNDERSTANDING

Between

Seguin Independent School District and

Luling Independent School District

For the Provision of Specialized Instructional Programs and Related Services

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ARTICLE I

PURPOSE
Section 1.01 Purpose

This Memorandum of Understanding ("MOU") is entered into by and between **Seguin Independent School District ("Seguin ISD")** and **Luling Independent School District ("Luling ISD")** for the purpose of establishing the terms and conditions under which Seguin ISD will provide (1) specialized instructional programs for eligible students with disabilities transferred to Seguin ISD for purposes of placement; and (2) related services evaluations, re-evaluations, and related services for students enrolled in Luling ISD.

The Districts recognize their shared commitment to providing students with disabilities a **Free Appropriate Public Education (FAPE)** in the **Least Restrictive Environment (LRE)** as required by the Individuals with Disabilities Education Act (IDEA), the Texas Education Code, and all applicable federal and state regulations.

This MOU establishes administrative procedures, financial responsibilities, operational expectations, and collaborative practices necessary to ensure students receive appropriate educational services while clearly defining the responsibilities of each District.

Nothing contained in this MOU is intended to relieve either District of any responsibility imposed by federal or state law that cannot legally be delegated.

ARTICLE II

DEFINITIONS

Unless the context clearly requires otherwise, the following definitions apply throughout this Memorandum.

Admission, Review, and Dismissal (ARD) Committee

The committee established pursuant to the Individuals with Disabilities Education Act (IDEA), Texas Education Code, and Texas Administrative Code responsible for developing, reviewing, and revising a student's Individualized Education Program (IEP).

Individualized Education Program (IEP)

The written educational program developed through the ARD Committee process that identifies the special education instruction, related services, accommodations, modifications, supplementary aids and services, transition services, and other educational supports necessary for a student to receive FAPE.

Resident Local Education Agency

Luling Independent School District.

Luling ISD retains Child Find responsibilities, initial evaluation responsibilities, reevaluation responsibilities, PEIMS reporting, maintenance of the permanent educational record, and all statutory duties assigned to the resident LEA unless specifically delegated herein and permitted by law.

Receiving District

Seguin Independent School District.

Seguin ISD agrees to provide enrollment, specialized instructional programs, evaluations/re-evaluations and related services for eligible students accepted under this MOU, and assumes responsibility for day-to-day implementation of each student's IEP while students participate in Seguin ISD programs.

Specialized Instructional Programs

Programs operated by Seguin ISD available under this MOU include:

- PLUS Program
- Middle School Essential Academics
- High School Essential Academics
- Seguin Works Transition Program
- Other specialized instructional programs mutually approved by the Districts.

Minor changes in instructional methodology, staffing assignments, classroom organization, or curriculum shall not require amendment of this MOU provided the overall purpose of the program remains unchanged.

Related Services

Related services available under this MOU may include, as determined by a student's IEP:

- Occupational Therapy
- Physical Therapy
- Vision Services
- Orientation and Mobility
- Deaf and Hard of Hearing Services
- Adapted Physical Education
- Counseling
- Homebound Services
- Assistive Technology Consultation
- Other services mutually agreed upon by the Districts.

ARTICLE III

REFERRAL, ACCEPTANCE, AND PLACEMENT
Section 3.01 Student Referral

Luling ISD may refer a student for placement into a Seguin ISD specialized instructional program whenever the student's ARD Committee determines such placement is necessary to provide FAPE in the least restrictive environment.

Referrals shall be based solely upon the student's individual educational needs and shall not be made for reasons of staffing shortages, financial considerations, administrative convenience, or disability category alone.

The students outlined in Exhibit C shall be accepted into the applicable Seguin ISD programs and enrolled in Seguin ISD as part of the existing ARD determination that these placements are appropriate for the continuing provision of FAPE for the 2026-2027 school year.

Section 3.02 Referral Documentation

Prior to new student placement consideration in Seguin ISD programs, Luling ISD shall provide the following documentation:

- Current Full Individual and Initial Evaluation (FIIE);
- Current IEP;
- Most recent ARD documentation;
- Current progress reports;
- Functional Behavioral Assessment and Behavior Intervention Plan, if applicable;
- Medical documentation affecting educational programming;
- Attendance records;
- Discipline records;
- Health care plans;
- Any additional documentation reasonably requested by Seguin ISD.

Section 3.03 Review of Referral

Seguin ISD shall review each new referral to determine:

- availability of classroom space;
- availability of qualified personnel;
- ability to implement the student's IEP;
- availability of required related services; and
- any additional information necessary before placement
- availability of required related services; and
- any additional information necessary before placement.

Referral reviews will be completed by Seguin as expeditiously as possible, and generally within five business days of Luling ISD's provision of the required referral data. Eligibility and placement decisions remain the responsibility of the student's ARD Committee. Once Seguin ISD confirms that appropriate staffing and resources are available, the referred student will be enrolled and placed in the applicable Seguin ISD program, subject to ARD Committee determination that the placement is appropriate.

Luling ISD will comply with any administrative procedures required by Seguin ISD to support the placement of new student(s) into Seguin ISD programming.

ARTICLE IV

OPERATIONAL RESPONSIBILITIES
Section 4.01 General Responsibilities

The Districts acknowledge that successful implementation of this Memorandum requires ongoing collaboration, timely communication, and clearly defined responsibilities. Seguin Independent School District shall be responsible for enrollment, for the day-to-day administration of the specialized instructional programs and related services provided under this Memorandum, and timely notification of attendance status to the designated Luling ISD representative(s).

Except as specifically provided herein, each District shall remain responsible for those duties assigned by federal law, state law, and Texas Education Agency regulations.

Both Districts agree to work cooperatively to ensure that students receive uninterrupted services in accordance with their Individualized Education Programs (IEPs).

Section 4.02 Responsibilities of Seguin ISD

Upon acceptance of a new student into a Seguin ISD program, and for the continuation of services for the students identified in Section 3.01, Seguin ISD shall:

1. Enroll the student in Seguin ISD.
2. Provide specialized instruction and related services in accordance with the student's

current IEP.

3. Employ or contract with appropriately certified personnel necessary to provide instructional and related services.
4. Coordinate, schedule, and facilitate all Admission, Review, and Dismissal (ARD) Committee meetings while the student is served in a Seguin ISD program.
5. Maintain the student's permanent educational record.
6. Prepare all ARD documentation, including Notices of ARD Committee meetings.
    - Draft IEPs;
    - Present Levels of Academic Achievement and Functional Performance (PLAAFP);
    - Annual Goals;
    - Related service recommendations;
    - Transition planning documentation;
    - Prior Written Notice;
    - Meeting minutes and supporting documentation.
7. Maintain attendance records, service logs, therapy documentation, progress monitoring data, and documentation required by state and federal law.
8. Provide progress reports consistent with the student's IEP and furnish copies to Luling ISD.
9. Promptly notify Luling ISD of:
    - significant behavioral concerns;
    - extended absences;
    - disciplinary removals;
    - medical emergencies;
    - staffing issues affecting implementation of the IEP;
    - recommendations for revisions to educational programming.
10. Maintain regular communication with parents regarding classroom performance, student progress, behavioral concerns, and campus activities.
11. Coordinate Manifestation Determination Reviews when required by IDEA.
12. Administer all instructional programs in accordance with District policy and applicable law.

Section 4.03 Responsibilities of Luling ISD

Luling ISD shall:

1. Serve as the Resident Local Education Agency for students who remain enrolled in Luling ISD or will re-enroll in Luling ISD during the course of the 2026-2027 school year due to a change in placement based upon the applicable ARD Committee decisions.
2. Conduct Child Find activities.
3. Complete all initial evaluations, with the support of Seguin ISD as set forth in Section 7.04.
4. Complete all reevaluations, with the support of Seguin ISD as set forth in Section 7.04.
5. Participate in all ARD Committee meetings.

6. Complete all PEIMS reporting.
7. Maintain procedural safeguard responsibilities required by IDEA.
8. Reimburse Seguin ISD pursuant to Article VII.
9. Provide educational records necessary for implementation of each student's IEP.
10. Collaborate regarding graduation planning, transition planning, and post-secondary services.

Section 4.04 Program Administration

Seguin ISD shall retain authority over the enrollment and daily operation of its specialized instructional programs, including:

- staffing assignments;
- classroom organization;
- instructional methodologies;
- daily schedules;
- campus procedures;
- assignment of related service personnel;
- instructional materials; and
- supervision of employees.

Nothing contained in this Memorandum shall be interpreted as restricting Seguin ISD's authority to manage its educational programs consistent with applicable law.

Section 4.05 Communication

The Districts agree that prompt communication is essential to ensuring compliance and continuity of services.

Representatives from both Districts shall communicate promptly regarding:

- implementation of IEP services;
- student progress;
- transition planning;
- significant disciplinary events;
- parent concerns;
- staffing issues;
- program recommendations;
- matters requiring ARD Committee consideration.

Whenever practical, operational concerns should be resolved collaboratively before becoming compliance issues.

ARTICLE V

ADMISSION, REVIEW, AND DISMISSAL (ARD) PROCEDURES

Section 5.01 Administration of ARD Meetings

When students are served in Seguin ISD programs under this MOU, Seguin ISD shall coordinate and facilitate ARD Committee meetings. Seguin ISD shall provide written notice to Luling ISD's Special Education Director or authorized designee, and shall coordinate dates and times for ARD that will permit a Luling ISD representative to attend any ARD meetings.

The attendance of Seguin ISD related services providers at ARD meetings for Luling ISD students will be coordinated between the Luling ISD director or designee with the Seguin ISD director or designee.

Seguin ISD shall be responsible for preparing all meeting documentation, coordinating participant attendance, providing notices required by law, and facilitating discussion during the meeting.

Section 5.02 Required Documentation

Seguin ISD shall prepare:

- Notice of ARD Committee Meeting;
- Draft Individualized Education Program;
- PLAAFP statements;
- Annual Goals and Objectives;
- Behavior Intervention Plan revisions;
- Functional Behavioral Assessment recommendations;
- Related service recommendations;
- Transition assessments and planning;
- Prior Written Notice;
- Attendance sheets;
- ARD deliberation documentation.

Completed documentation shall be provided to Luling ISD within five (5) business days following the ARD Committee meeting for inclusion in the student's permanent educational record.

Section 5.03 Participation

Each District shall ensure appropriate representatives attend every ARD Committee meeting.

Seguin ISD representatives shall include personnel knowledgeable regarding the student's educational programming and implementation of the IEP.

Luling ISD shall designate a representative with authority to commit district resources as required under IDEA.

ARTICLE VI

TRANSPORTATION, STUDENT CONDUCT, AND DISCIPLINE

Section 6.01 Transportation

Unless otherwise agreed in writing, Luling Independent School District ("Luling ISD") shall be responsible for arranging and funding transportation for students receiving services under this Memorandum.

Transportation shall be provided in accordance with the student's Individualized Education Program (IEP) when transportation has been determined by the Admission, Review, and Dismissal (ARD) Committee to be a required related service.

If the Districts mutually agree that Seguin Independent School District will provide transportation, the terms, schedule, and reimbursement shall be established in writing and incorporated as an addendum to this Agreement.

Nothing contained in this Memorandum shall require Seguin ISD to provide transportation unless specifically agreed to by both Districts.

Section 6.02 Arrival and Dismissal

Students served pursuant to this Memorandum shall follow the daily instructional calendar, campus schedule, arrival procedures, dismissal procedures, emergency operations, and safety protocols established by Seguin ISD while participating in Seguin ISD programs.

The Districts shall promptly communicate regarding transportation delays, emergencies, or other circumstances affecting student attendance.

Section 6.03 Student Code of Conduct

Students receiving services pursuant to this Memorandum shall comply with the Seguin ISD Student Code of Conduct and campus operating procedures while attending a Seguin ISD campus or participating in any Seguin ISD-sponsored instructional activity.

Seguin ISD shall maintain responsibility for routine student supervision, classroom management, and administration of disciplinary consequences consistent with district policy and applicable law.

Section 6.04 Student Discipline

Seguin ISD shall administer routine disciplinary actions, including classroom interventions, campus disciplinary consequences, in-school suspension, and other corrective measures authorized by law and district policy.

When disciplinary action may constitute a removal under the Individuals with Disabilities

Education Act (IDEA), Seguin ISD shall promptly notify Luling ISD and coordinate the required Admission, Review, and Dismissal (ARD) Committee meeting or Manifestation Determination Review.

The Districts agree to cooperate in implementing disciplinary decisions while ensuring that each student continues to receive educational services required by federal and state law.

Section 6.05 Manifestation Determination Reviews

Whenever disciplinary removals require a Manifestation Determination Review (MDR), Seguin ISD shall:

- coordinate the meeting;
- provide required notices;
- prepare supporting documentation;
- present educational data;
- facilitate the meeting.

Luling ISD shall participate in the ARD Committee meetings for students who are enrolled in Seguin ISD as part of this Agreement.

Both Districts shall cooperate in implementing the determination reached by the ARD Committee.

Section 6.06 Behavioral Emergencies

If a student experiences a significant behavioral crisis requiring emergency intervention, Seguin ISD shall respond in accordance with:

- Texas law;
- District policy;
- the student's Behavior Intervention Plan;
- applicable restraint and restraint notification requirements.

Seguin ISD shall notify Luling ISD and the student's parent or guardian as soon as reasonably practicable following any incident requiring restraint, emergency intervention, injury, law enforcement involvement, or emergency medical response.

Section 6.07 Health and Medical Emergencies

Seguin ISD shall provide reasonable supervision and emergency response while students are participating in Seguin ISD instructional programming.

When a medical emergency occurs, Seguin ISD shall:

- obtain emergency medical assistance when necessary;
- notify the student's parent or guardian;

- notify Luling ISD;
- document the incident in accordance with District policy.

Nothing in this Memorandum transfers responsibility for medical decision-making from the student's parent or guardian.

ARTICLE VII

FINANCIAL RESPONSIBILITIES

Section 7.01 General Financial Responsibility

Luling ISD agrees to reimburse Seguin ISD for specialized instructional programs and related services provided pursuant to this Memorandum.

Each District shall remain responsible for its own administrative expenses, employee salaries, employee benefits, legal expenses, insurance, and operational costs unless specifically assigned to the other District by this Memorandum.

Section 7.02 Tuition

Annual tuition rates for specialized instructional programs shall be approved annually by Seguin ISD and identified in **Exhibit A**.

Programs eligible for tuition billing include:

- PLUS Program;
- Middle School Essential Academics;
- High School Essential Academics;
- Seguin Works Transition Program; and
- any additional instructional program mutually approved by the Districts.

Tuition shall begin on the student's first day of attendance and shall cease upon withdrawal, graduation, ARD Committee change of placement, or termination of services.

Partial months shall be prorated based upon the student's actual dates of service in Seguin ISD programming.

Section 7.03 State Funding

In addition to the tuition amounts described in Section 8.02, Seguin ISD shall be entitled to all funding generated through the student’s average daily attendance (ADA) based upon their enrollment in Seguin ISD

The state funding entitlement under this Section is separate from, and in addition to, the tuition charged by Seguin ISD pursuant to Section 7.02.

Section 7.04 Related Services

Luling ISD may contract with Seguin ISD for evaluations, re-evaluations and the provision of related services for the following related services areas:

- Occupational Therapy;
- Physical Therapy;
- Vision Services;
- Orientation and Mobility;
- Deaf and Hard of Hearing Services;
- Adapted Physical Education;
- Counseling;
- Homebound Services; and
- other mutually approved related services.

Current rates shall be identified within **Exhibit B**.

Section 7.05 Additional Services

Should Luling ISD request services beyond those described in this Memorandum, including consultation, behavioral support, professional development, nursing services, specialized evaluations, or assistive technology consultation, the Districts may execute a written amendment establishing the scope of services and applicable fees.

Section 7.06 Billing

Seguin ISD shall submit invoices monthly unless otherwise agreed by the Districts.

Each invoice shall include:

- student identification;
- instructional program;
- related services provided;
- billing period;
- applicable rates; and
- total amount due.

Upon reasonable request, Seguin ISD shall provide documentation supporting invoiced charges while maintaining student confidentiality.

Section 7.07 Payment

Luling ISD shall remit payment within thirty (30) calendar days after receipt of an undisputed invoice.

If Luling ISD disputes any portion of an invoice, written notice identifying the disputed charges shall be provided within fifteen (15) business days.

The Districts shall work cooperatively to resolve billing disputes promptly. Undisputed amounts shall remain payable according to the payment terms of this Memorandum.

Section 7.08 SHARS and Medicaid

Unless otherwise agreed in writing, each District shall remain responsible for its own participation in Medicaid, SHARS, or any other third-party reimbursement program.

Nothing contained in this Memorandum shall require either District to submit reimbursement claims on behalf of the other.

ARTICLE VIII

STUDENT RECORDS, CONFIDENTIALITY, AND INFORMATION SHARING

Section 8.01 Educational Records

Seguin Independent School District shall maintain all educational records necessary for the operation of its instructional programs, including attendance records, instructional documentation, service logs, therapy records, behavioral documentation, progress monitoring data, and other records required to implement the student's Individualized Education Program (IEP). At the end of the contract term or upon a change of placement, any records in the possession of Seguin ISD regarding any Luling ISD students will be returned to Luling ISD.

Copies of records generated by Seguin ISD that are necessary for inclusion in the student's permanent educational record shall be provided to Luling ISD in a timely manner.

Section 8.02 Confidentiality

Both Districts acknowledge that educational records created or maintained under this Memorandum are confidential and shall be protected in accordance with:

- Family Educational Rights and Privacy Act (FERPA);
- Individuals with Disabilities Education Act (IDEA);
- Texas Education Code;
- Texas Public Information Act; and
- all other applicable federal and state laws.

Neither District shall disclose confidential student information except as authorized by law.

Section 8.03 Exchange of Information

The Districts agree to exchange educational information reasonably necessary to:

- implement the student's IEP;
- monitor student progress;
- complete related services evaluations/re-evaluations;
- schedule ARD meetings;
- coordinate related services;
- address disciplinary matters;
- satisfy state and federal reporting requirements;
- ensure continuity of educational services.

Information may be exchanged electronically through secure methods consistent with each District's information security policies.

Section 8.04 Record Retention

Each District shall retain records generated under this Memorandum in accordance with the Texas State Library and Archives Commission records retention schedule and any other applicable legal requirements.

ARTICLE IX

COMPLIANCE

Section 9.01 Compliance with Law

Both Districts shall perform their respective responsibilities in accordance with all applicable federal and state laws, including but not limited to:

- Individuals with Disabilities Education Act (IDEA);
- Section 504 of the Rehabilitation Act of 1973;
- Americans with Disabilities Act (ADA);
- Family Educational Rights and Privacy Act (FERPA);
- Texas Education Code;
- Texas Administrative Code;
- guidance issued by the Texas Education Agency.

Nothing contained in this Memorandum shall be interpreted as relieving either District of responsibilities imposed by law.

Section 9.02 Monitoring and Cooperation

The Districts agree to cooperate fully in connection with:

- compliance reviews;

- state monitoring activities;
- audits;
- due process hearings;
- complaints;
- mediation;
- litigation;
- corrective action requirements.

Each District shall provide records and information reasonably necessary to respond to such matters.

Section 9.03 Notice of Legal Matters

Each District shall promptly notify the other upon receipt of:

- a request for mediation;
- a due process hearing request;
- a state complaint;
- litigation;
- an Office for Civil Rights complaint;
- any legal action involving a student served under this Memorandum.

The Districts shall cooperate in responding to such matters while recognizing that each District retains independent legal representation.

ARTICLE X

GENERAL PROVISIONS

Section 10.01 Independent School Districts

Nothing contained in this Memorandum shall be construed as creating:

- a partnership;
- a joint venture;
- an employment relationship; or
- an agency relationship

between the Districts.

Each District shall remain an independent governmental entity responsible for its own employees, operations, liabilities, and legal obligations.

Section 10.02 Responsibility and Immunity

To the extent permitted by Texas law, each District shall be responsible for the acts and omissions

of its own officers, employees, and agents.

Nothing contained in this Memorandum shall be construed as a waiver of governmental immunity or any other defense available under Texas law.

Section 10.03 Insurance

Each District shall maintain insurance coverage or participate in a governmental risk pool as required by law.

Section 10.04 Dispute Resolution

The Districts agree to make every reasonable effort to resolve disagreements arising under this Memorandum through informal administrative discussions before pursuing legal remedies.

Operational disputes should first be addressed by the designated Special Education administrators.

If the matter cannot be resolved administratively, it shall be referred to the respective Superintendents or their designees for further discussion before either District initiates formal legal proceedings, except where immediate legal action is necessary to comply with applicable law or to protect the rights of a student.

Section 10.05 Notices

Any notice required under this Memorandum shall be provided in writing and delivered by:

- personal delivery;
- United States Mail;
- recognized overnight delivery service; or
- electronic mail to the designated representatives of each District.

Each District shall notify the other of any change in contact information.

Section 10.06 Amendment

This Memorandum may be amended only by written agreement approved by the governing bodies of both Districts and signed by authorized representatives.

Updates to tuition rates or service fee schedules contained in the exhibits may be made without amending the body of this Memorandum, provided both Districts acknowledge the revised exhibits in writing.

Section 10.07 Severability

If any provision of this Memorandum is determined to be invalid or unenforceable by a court of competent jurisdiction, the remaining provisions shall remain in full force and effect.

Section 10.08 Entire Agreement

This Memorandum constitutes the entire agreement between the Districts regarding the subject matter addressed herein and supersedes all prior oral or written understandings relating to the provision of services described in this Memorandum.

ARTICLE XI

TERM, RENEWAL, AND TERMINATION

Section 11.01 Term

This Memorandum shall become effective upon execution by both Districts and shall remain in effect through **July 1, 2027**, unless earlier terminated in accordance with this Article.

Section 11.02 Termination

This Memorandum may be terminated prior to the date noted in Section 11.01 upon mutual written agreement of the Districts or if continuation of the agreement becomes unlawful due to changes in federal or state law.

Termination shall not interrupt services to currently enrolled students unless an alternative placement has been identified through the ARD Committee process. The Districts agree to cooperate in transitioning affected students in a manner that minimizes disruption to educational services.

ARTICLE XII

AUTHORIZATION

The undersigned certify that they are authorized to execute this Memorandum of Understanding on behalf of their respective Boards of Trustees and that the terms of this Memorandum have been duly approved in accordance with applicable law.

SEGUIN INDEPENDENT SCHOOL DISTRICT

By: _____

Name: _____

Title: Superintendent

Date: _____

LULING INDEPENDENT SCHOOL DISTRICT

By: _____

Name: _____

Title: Superintendent

Date: _____

EXHIBIT A

Annual Tuition Schedule

Program	Annual Tuition	Prorated Tuition
PLUS Program	$ 6,000	Yes
Middle School Essential Academics	$6,000	Yes
High School Essential Academics	$6,000	Yes
Seguin Works 18+ Transition Program	$6,000	Yes

EXHIBIT B

Annual Related Services Fee Schedule

Service	Billing Method	Rate
Occupational Therapy	Hourly	$ 100
Physical Therapy	Hourly	$ 100
Vision Services	Hourly	$ 110
Orientation & Mobility (if applicable)	Hourly	$ 110
Deaf/Hard of Hearing	Hourly	$ 110
Adapted Physical Education	Hourly	$ 85
Special Education Counseling	Hourly	$ 90
Homebound Services	Hourly	$ 40

Exhibit C

Student List

