

Agenda of Special Meeting

The Board of Trustees Southwest ISD

A Special Meeting of the Board of Trustees of Southwest ISD will be held Tuesday, March 4, 2025, beginning at 11:30 AM in the Central Office, Building 800, 11914 Dragon Lane, San Antonio, TX 78252.

The public may access this meeting by clicking on the following link: http://youtube.com/channel/UC_bEJcktTOZtDm0hIYvWmQw/live

Members of the public who desire to address the board regarding general comments or an item on this agenda must sign up in person at least 10 minutes before meeting start time. The board president or designee will call for public comments at the beginning of the meeting. All other public comment rules will be followed. After the close of public comment, the Board will proceed with the rest of the agenda.

No formal action will be taken on subjects to be discussed.

- I. Call meeting to order
- II. Invocation and Pledges to Allegiance
- III. Public comments related to posted agenda items
- IV. Consider approval of the Guaranteed Maximum Price (GMP) for package 2 of the Kriewald Road School of the Arts Renovation Project. 3
- V. Consider approval of 95 Phonics 4
- VI. Consider approval of Opposition Letter of Section 504 Lawsuit 7
- VII. Consider approval of overnight trip for the 4th grade students of Medio Creek and Bob Hope Elementary to attend Outdoor Education at YMCA Camp Twin Lakes 9
- VIII. Items of Information
 - A. Delinquent Tax Collection Presentation 12
 - B. Bob Hope Elementary Addition and Renovation Project Update 13
 - C. Southwest ISD Supper Feeding Program 14
 - D. Discussion on Intruder Audit Findings 15
 - E. Math Instructional Framework 16
 - F. Benchmark Data Update 21
- IX. Closed session
 - As permitted by Sections, 551.001-551.146 of the Texas Government Code (the Open Meetings Law).
 - A. Pursuant to Texas Government Code 551.076 and 551.089, discussion on Intruder Detection Audit report findings and related safety items.

- X. Convene in open session and take appropriate action on items discussed in closed session.
- XI. Other business
- XII. Adjournment

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

For the Board of Trustees

Consider approval of the
Guaranteed Maximum Price (GMP) for Package 2
of the Kriewald Road School of the Arts Renovation Project

1. Background:

The Southwest ISD Board of Trustees approved Marksmen General Contractors as the Construction Manager at Risk for the Kriewald Elementary School of the Arts Renovation Project at the July 2024 Board meeting.

2. Process:

Marksmen General Contractors accepted bids for this project. District staff, Marksmen, and Huckabee have worked together in preparing the Package 2 GMP for the Kriewald Elementary School of the Arts Renovation Project.

3. Fiscal Impact:

The total Package 2 GMP amount will be \$14,846,168 and will be funded by the 2023 Bond.

4. Recommendation:

That the Board approve the Guaranteed Maximum Price (GMP) for Package 2 of the Kriewald Elementary School of the Arts Renovation Project, not to exceed the amount of \$14,846,168 and allow District Staff to negotiate terms and conditions on the GMP.

5. Required:

Board action

Consider approval of 95 Phonics

1. **Background:**

On December 2nd we sought approval from the Board for the purchase of 95% Phonics for Kindergarten through 3rd grade. The purchase was approved and is already being implemented across all eleven elementary campuses. 95 Phonics is a research-based program and provides explicit, systematic instruction in phonemic awareness and phonics—critical components for building strong readers. At this time, we would like to add 4th grade to the implementation. 95% Phonics aligns with best practices outlined in the science of reading, addresses the needs of all learners, which includes those at risk for reading difficulties. The program supports the district's commitment to high-quality instruction, and would empower educators to deliver targeted, impactful instruction, closing literacy gaps and setting students on a path to success.

2. **Process:**

Programs were reviewed and selected through a committee process. Literacy Coaches, as the content experts, led this work. Programs were reviewed with all campus K-3 teachers. Through this collaborative effort across all elementary campuses, we recommend a phonics program to support all K-3 students and now would like to add 4th grade. We will implement the *95 Phonics* program as a supplemental resource for all K-4 students at each elementary campus.

3. **Fiscal Impact:**

Total cost to implement this literacy program with materials for 4th and 5th grade students, professional development and training for teachers is not to exceed \$80, 000, which will be paid with Title I Campus/District Funds. The district will own the materials and will need to replenish only the consumables annually. The product and services were competitively procured through RFP 2223-120 Instructional Materials and Assessment/Test Prep Materials and RFP 2223-122 Professional Development.

4. **Recommendation:**

That the Board approve the purchase for 95 Phonics for the 2024-2025 school year, as a supplemental resource, not exceeding \$80,000.00.

5. **Required:**

Board action.



QUOTE DATE: February 27, 2025

QUOTE FORM

Company Information

Company Name	95 Percent Group	Quote Number	Q-107149
Address	475 Half Day Road, Suite 350 Lincolnshire, IL 60069	Created Date	February 27, 2025
Prepared By	Cara Warren	Expiration Date	June 30, 2025
Title	Regional Account Executive TX	Delivery Type	Upfront
Telephone	(847) 496-9246		
Email	cwarren@95percentgroup.com		

Customer Information

Account Name	Southwest ISD-District Office
Address	Attn: Accounts Payable 11914 Dragon Ln San Antonio, Texas 78252
Contact Name	Bonnie Robinson
Contact Title	Director of Teaching and Learning
Contact Telephone	210-622-4335
Contact Email	brobinson@swisd.net

Invoice / Billing Information

Bill to Name	Southwest ISD-District Office	Bill to Address	Attn: Accounts Payable 11914 Dragon Ln San Antonio, Texas 78252
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QUOTE SUMMARY

<u>Group1 - Physical Product</u>				
Site Shipping Information: Southwest ISD-District Office 11914 Dragon Ln San Antonio, TX 78252				
Product Name	Product Item #	Unit Price	Qty	Net Total
Phonics Core Program 4G - Workbook Set of 5 07/01/2025 - 06/30/2026	PH4004.05	\$99.00	80	\$7,920.00
Phonics Core Program 4G - Manipulative Kit for 5 students 07/01/2025 - 06/30/2026	PH4004.03	\$51.00	80	\$4,080.00
Phonics Core Program Grade 4 - Classroom Kit	PH4004	\$1,199.00	43	\$51,557.00
Phonics Core Program 4G - Manipulative Kit for 5 students 07/01/2025 - 06/30/2026	PH4004.03	Included as part of Phonics Core Program Grade 4 - Classroom Kit	172	\$0.00
Phonics Core Program 4G - Workbook Set of 5 07/01/2025 - 06/30/2026	PH4004.05	Included as part of Phonics Core Program Grade 4 - Classroom Kit	172	\$0.00
		Sub Total		\$63,557.00

Group1 - Digital Product

Site Shipping Information:
Southwest ISD-District Office
11914 Dragon Ln
San Antonio, TX 78252

Product Name	Product Item #	Unit Price	Qty	Net Total
95 Phonics Core Program, Digital Presentation, Grade 4 07/01/2025 - 06/30/2026	PH4004.08	Included as part of Phonics Core Program Grade 4 - Classroom Kit	43	\$0.00
			Sub Total	\$0.00

Net Total :	\$63,557.00
Shipping & Handling (10% of printed product) :	\$6,355.70
Tax :	\$0.00
Grand Total :	\$69,912.70

Notes: Classroom kits will come with student workbooks and student manipulative kits for 20 students. This quote reflects additional student workbooks (80 packs for 400 students) and student manipulative kits (80 packs for 400 students).

Limited 30 day return/replacement policy: All product returns require prior approval. Please contact orders@95percentgroup.com to receive authorization. 15% restocking fee on all printed Phonics Lesson Library products. 10% on all other printed products. NO returns on opened shrink wrapped product. Damaged materials (stamped, written on, damaged from usage by client) will not be accepted. All sales are final for 95 Phonics Booster Bundle: Summer School Edition. NO refunds, exchanges or returns.

Consider approval of Opposition Letter of Section 504 Lawsuit

1. **Background:**

In September 2024, Texas Attorney General Ken Paxton, along with attorneys general from 16 other states, filed a lawsuit challenging Section 504 of the Rehabilitation Act of 1973. The plaintiffs argue that expansions that were added to Section 504 imposes undue burdens on states and question the constitutionality of Section 504 itself. This has raised concerns among disability rights advocates about the potential undermining of longstanding protections for individuals with disabilities. Section 504 provides accommodations and services to students with disabilities to ensure they receive a free appropriate public education (FAPE).

2. **Process:**

Filing of this lawsuit challenges the validity of Section 504 itself which could lead to a reduction in federal oversight and protections for students with disabilities

3. **Fiscal Impact:**

N/A

4. **Recommendation:**

District staff is recommending the Board approve the submission of a letter to Texas Attorney General Ken Paxton strongly opposing the lawsuit.

5. **Required:**

Board Action



Southwest

Independent School District

11914 Dragon Lane • San Antonio, TX 78252-2647 • 210-622-4300 • Fax 210-622-4301 • www.swisd.net

The Honorable Ken Paxton
Attorney General of Texas
Office of the Attorney General
P.O. Box 12548 Austin, TX 78711-2548

Subject: Opposition to Litigation Regarding Section 504 Protections

Dear Attorney General Paxton,

We, the members of the Southwest Independent School District Board of Trustees, write to express our strong opposition to the recent lawsuit challenging the enforcement of Section 504 of the Rehabilitation Act of 1973. As elected representatives of our district, we are committed to ensuring that all students, regardless of disability, receive the necessary accommodations and protections to thrive in their educational journey.

Section 504 has been instrumental in providing students with disabilities the support they need to access a free and appropriate public education. Any legal action that seeks to diminish these protections threatens the well-being of countless students and contradicts the fundamental values of equal opportunity and inclusivity that we uphold as a public education system.

Our district, like many others across Texas, has worked diligently to comply with federal requirements under Section 504 to create an equitable learning environment for all students. Weakening these protections would not only hinder our ability to meet the needs of students with disabilities but also expose school districts to unnecessary legal uncertainties and financial strain.

We urge you to reconsider any legal action that undermines the rights of students protected under Section 504. Instead, we ask that you work with school districts, parents, and disability advocates to ensure that Texas remains a state where all children—regardless of ability—are given the tools they need to succeed.

Thank you for your time and consideration. We welcome the opportunity to engage in further dialogue on this important issue.

Sincerely,

Names Southwest Independent School District Board of Trustees

Sylvester Vasquez Jr., SWISD Board President

Ida Sudolcan, SWISD Board Vice President

Florinda Bernal, SWISD Board Secretary

James Sullivan Jr., SWISD Board Asst. Secretary

Daniel Carrillo, SWISD Board Member

Jose Diaz, SWISD Board Member

James Gonzalez, SWISD Board Member

COMMITMENT TO GROWTH. COMMITMENT TO SERVICE. COMMITMENT TO RESULTS.

Consider approval of overnight trip for the 4th grade students of Medio Creek Elementary and Bob Hope Elementary to attend Outdoor Education at YMCA Camp Twin Lakes

1. **Background:**

Medio Creek Elementary and Bob Hope Elementary Administration are requesting permission to travel to Outdoor Education at YMCA Camp Twin Lakes in Cedar Park, TX. It is a camp that provides an enriching, educational experience that reinforces the science curriculum being taught in classrooms and helps build a stronger sense of community. Students will receive instruction on the following: Web of Life; Erosion, Weathering, and Deposition; Water Cycle; Birds of a Feather; Thermal Energy

2. **Process:**

Parent permission slip will be required for participation.

3. **Fiscal Impact:**

The cost of attendance is approximately \$6,700.00 for camp and another \$1,000 for transportation and it will be funded by grant funds.

4. **Recommendation:**

That the board approves the overnight stay for the 4th grade students of Medio Creek Elementary and Bob Hope Elementary to attend the Outdoor Education at YMCA Camp Twin Lakes in Cedar Park, TX.

5. **Required:**

Board action.

Southwest Independent School District

MEMO

Date: February 27, 2025

To: Dr. Jeanette Ball

From: Amy Garza, Principal @ BHE

RE: Overnight Trip to Twin Lakes YMCA Science Camp



Request SWISD Board or Trustees approval for an overnight trip for:

Bob Hope Elementary School

ORGANIZATION

Amy Garza - Principal

SPONSOR

YMCA Science Camp 4th grade

EVENT

ADDITIONAL SPONSOR

ADDITIONAL SPONSOR

April 29-30, 2025

DATE(S) OF EVENT

ADDITIONAL SPONSOR

60

25

35

OF STUDENTS

MALE

FEMALE

Cedar Park, TX - YMCA

LOCATION OF EVENT

YMCA Cedar Park Twin Lakes

NAME OF HOTEL/MOTEL

10am 4/29/25

DEPARTURE TIME

5:00:00 PM 4/30/25

RETURN TIME

School Bus

MODE OF TRANSPORTATION

NO COST - GRANT FUNDED

ESTIMATED COST TO DISTRICT

EXPLANATION OF ACTIVITIES:

Students will experience SCIENCE with hands on activities and interactive learning through the YMCA. This overnight trip will be an experience of a lifetime for the BHE 4th graders!

Signature of Requestor

Administrator Signature

Date

Date

Delinquent Tax Collection Presentation

1. Background:

Team members from Linebarger, Goggan, Blair, and Sampson will be here to present the year end summary of delinquent tax collection activities and results for Southwest ISD.

2. Process:

None.

3. Fiscal Impact:

None.

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4. Board Action:

Review.

Southwest ISD Supper Feeding Program

1. Background:

Southwest ISD Child Nutrition Department is implementing a new feeding program across the district. This feeding program is a part of our USDA programs, but under a different feeding program, CACFP (Child and Adult Care Food Program). We are calling it the Supper Feeding Program, and will be able to provide an afterschool meal for all of our students at no cost. Our goal is to start this program after spring break in March of this year. The program will take all current after school programs and provide them with a “Super Snack” or 5 meal items, versus their current afterschool snack which only provides 2 menu items.

This program will increase the number of students we can feed again before going home and it will also increase our Child Nutrition Department’s revenue, with a reimbursement rate of \$4.73 per meal served.

2. Process:

The Child Nutrition Department will move forward with the required application, trainings and implementation to start this program in March of 2025.

3. Fiscal Impact:

None.

4. Recommendation:

None, Item of Information.

5. Board Action:

Review.

Discussion of Intruder Detection Audit Findings

1. Background:

The top priority of the Southwest Independent School District is keeping students, staff and visitors safe every day. The Texas Education Agency recently conducted Intruder Detection Audits at several of our campuses. These audits test whether a campus is accessible to an unauthorized individual and also help districts to identify how campuses can improve safety and security.

We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information to the broader public as it could lead to compromising security information. Specific details of the Intruder Detection Audit will be discussed in the Executive Session and with the District Safety and Security Committee in June. Southwest ISD is committed to providing a safe and secure learning environment for our students and staff.

2. Process:

None.

3. Fiscal Impact:

None.

4. Recommendation:

Item of information.

5. Required:

None.

Math Instructional Framework Item of Information

1. Background:

The LASO Strong Foundations Planning Grant was an initiative designed to support Local Education Agencies (LEAs) in strengthening their math instructional practices. Funded through the Learning Acceleration Support Opportunities (LASO) grant it provides resources for districts to assess and improve their core instructional materials, professional development, and intervention strategies. The goal is to ensure that schools implement high-quality, evidence-based practices that align with the Texas Education Agency's (TEA) Strong Foundations framework, ultimately improving student outcomes in key academic areas.

2. Process:

This school year Southwest ISD received the LASO-Strong Foundations Planning Grant to support math acceleration for students in Kindergarten through 5th grade. The district was awarded \$250,000 to strengthen instructional capacity and improve student achievement in foundational math skills. In collaboration with the National Institute for Excellence in Teaching (NIET), Southwest ISD developed a Math Instructional Framework, which was submitted to TEA. We are proud to announce that TEA accepted the framework and rated it as Exemplary. Moving forward, this framework will serve as a guiding tool for math instruction across the district, ensuring consistency and excellence in teaching practices.

3. Fiscal Impact:

NONE

4. Recommendation:

NONE

5. Required:

NONE



Southwest ISD
Math Instructional Framework

Vision Statement

Southwest ISD is dedicated to fostering a community of curious, resilient, and critically thinking mathematicians who are able to navigate complex problems that impact our world.

Belief Statements

Math RBIS 1: Balance of Conceptual and Procedural

To achieve rigor in mathematics education, we believe it is essential to integrate conceptual understanding, procedural skills, and fluency. By doing so, we will be preparing our students to apply their knowledge effectively not only to reach the required standards set by the TEKS, but also to apply the acquired knowledge in real-world mathematical challenges.

Math RBIS 2: Depth of Key Concepts

We believe in focusing on math content that aligns with the rigor of the TEKS for each grade level. This will ensure students are engaged with standards-based instructional materials that foster a deeper understanding and mastery of essential topics and prepare them for more complex mathematical challenges.

Math RBIS 3: Coherence of Key Concepts

We believe implementing rigorous Tier 1 instruction must include a strategic progression of alignment within and across all grade levels so students continuously build their foundation to prepare them for future learning.

Math RBIS 4: Productive Struggle

We believe math skills can be cultivated and developed through productive struggle. Confidence and resilience are built when mathematicians identify mistakes and challenges as opportunities to reflect and learn.

SWISD Stakeholder Actions

	Students	Teachers	Instructional Leaders	Families
Balance of Conceptual and Procedural	<ul style="list-style-type: none"> ● Demonstrate a deep conceptual knowledge that allows students to understand procedural skills while developing mathematical fluency ● Practice skills and solve problems in multiple ways. ● Show their work and justify their strategy. ● Collaborate with peers to investigate and solve. ● Explore why and how math strategies work. 	<ul style="list-style-type: none"> ● Internalize HQIM through planning and PLC discussion. ● Provide multiple opportunities, tools (manipulatives), and representations for students to explore and share different solution methods to become problem solvers. ● Provide opportunities for students to complete open-ended tasks and justify their answers. ● Debrief work with students to identify the gaps and misconceptions. ● Provide opportunities for student discourse with problem solving. ● Communicate with parents about their child's progress or lack of progress. 	<ul style="list-style-type: none"> ● Provide protective time for teachers to engage and dive deep into their grade level TEKS, high-quality instructional materials, and lesson internalization. ● Provide teachers and students with high-quality instructional materials and resources (e.g., Bluebonnet Math) ● Promote and monitor the effective implementation of high-quality instructional materials (e.g., Learning Walks, Assessment Data). ● Provide professional development in and out of the classroom based on walkthrough data. (e.g., model instruction, peer observation, and coaching cycles.) ● Hold regular meetings to discuss individual teacher and student needs to provide support as needed. ● Support families through awareness of HQIM to ensure students are mastering the grade-level skills. 	<ul style="list-style-type: none"> ● Understand that math instruction is rigorous. ● Be open to new approaches to solving math problems and learn new concepts and strategies alongside their students. ● Attend parent/teacher conferences to discuss math progress and other math-related family night events throughout the school year.

	Students	Teachers	Instructional Leaders	Families
Depth of Key Concepts	<ul style="list-style-type: none"> ● Engage in collaborative discussions with peers using academic vocabulary, tools, and strategies to deepen understanding of grade-level TEKS. ● Produce work that meets the success criteria and demonstrates their understanding of the learning intention aligned with the TEKS. ● Spend the most time and effort deeply engaging in the primary focal areas for the grade level. 	<ul style="list-style-type: none"> ● Use high-quality instructional materials utilizing scaffolds, manipulatives, graphic organizers, and technology with fidelity ● Unpack and deeply understand the grade-level TEKS and internalize modules and lessons in a collaborative setting. ● Share the learning intention and success criteria with students at the beginning, throughout, and end of the lesson. ● Communicate with families about the primary focal areas and grade-level strategies before they are covered. 	<ul style="list-style-type: none"> ● Provide teachers with training and dedicated, protected time during the school day to internalize lessons, plan tools, scaffolds, and strategies that effectively support student learning. ● Conduct walkthroughs, observations, and hold coaching cycles with all math teachers consistently. ● Monitor teacher lesson plans and sit in on teacher planning meetings and/or PLCs to ensure connection to the TEKS, lesson internalization, and instruction is on pace with the YAG. ● Ensure teachers plan for differentiated and small group instruction. ● Ensure the daily schedule and YAG allow teachers to cover the full scope and sequence and dive deep into the primary focal area. ● Implement effective campus data analysis protocols to guide actions that drive academic growth for all students. 	<ul style="list-style-type: none"> ● Understand that math instruction is rigorous. ● Be open to new approaches to solving math problems and learn new concepts and strategies alongside their students. ● Attend parent/teacher conferences to discuss math progress and other math-related events throughout the school year.

	Students	Teachers	Instructional Leaders	Families
Coherence of Key Concepts	<ul style="list-style-type: none"> Actively engage in grade-level TEKS to connect prior knowledge to new learning. Apply learning to real-world situations and transfer knowledge to future concepts. Persevere in building a strong mathematical foundation. 	<ul style="list-style-type: none"> Intentionally collaborate with colleagues to internalize and deliver explicit instruction grounded in a deep understanding of the TEKS progression across grades, units, and lessons using high-quality instructional materials. Use data and student work to problem-solve and refine instruction, ensuring strong conceptual connections. 	<ul style="list-style-type: none"> Set and maintain high expectations for rigorous Tier 1 instruction that builds conceptual coherence and supports real-world application. Allocate and protect time for teachers to deeply analyze grade-level TEKS and high-quality instructional materials. Facilitate collaboration and professional development to strengthen instructional alignment and coherence across grade levels. 	<ul style="list-style-type: none"> Support their child by encouraging persistence and engagement in their mathematical learning. Help their child see connections between math and its real-world applications. Participate in school engagement opportunities to stay informed and involved in their child's progress.
	Students	Teachers	Instructional Leaders	Families
Productive Struggle	<ul style="list-style-type: none"> Embrace challenges and view mistakes as opportunities to deepen understanding. Ask questions and persevere through complex problems, knowing that effort leads to growth. Reflect on feedback and use it to improve problem-solving strategies and mathematical thinking. 	<ul style="list-style-type: none"> Provide opportunities that promote productive struggle by challenging students to think critically and explore multiple strategies. Foster a classroom culture where mistakes are celebrated as part of the learning process. Provide timely feedback to guide students through challenges while encouraging independence. Model perseverance and a growth mindset by sharing strategies for overcoming challenges. 	<ul style="list-style-type: none"> Support teachers in creating environments where productive struggle is integral to math instruction. Provide professional learning opportunities focused on providing tasks and scaffolded instruction to promote resilience and critical thinking. Observe and provide feedback to teachers on fostering productive struggle, emphasizing positive student engagement. Celebrate classrooms and student work that exemplify perseverance and problem-solving. 	<ul style="list-style-type: none"> Encourage their child to take on challenging math problems and to view struggles as opportunities to grow. Reinforce a growth mindset by praising effort, persistence, and improvement over simply "getting it right." Provide a safe space at home for their child to explore and discuss math challenges without fear of failure. Engage in family math activities for exploration, problem-solving, and resilience-building.

Item of Information: Benchmark Data Update

1. Background:
During the month of February, STAAR tested grades and subjects were administered a Benchmark assessment to provide formative data on student progress.
2. Process:
District staff analyzed data from the February Benchmark assessment.
3. Fiscal Impact:
Item of information
4. Recommendation:
Item of information
5. Required:
Item of information