

Agenda of Regular Meeting

The Board of Trustees Seguin ISD

A Regular Meeting of the Board of Trustees of Seguin ISD will be held May 19, 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.
- B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a 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 Sections § 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 Emily Allen and Dr. Jack Lee	4
D.	Campus Highlight Denise Crettenden will introduce Alberto Munoz	5
7.	Reports/Information Items	
A.	Curriculum and Instruction	
1.	May 2026 Professional Development Plan and Assessment Overview Adrienne Flores and Jessica Lee	6
2.	Dual Language (DL) Programming from Rodriguez Elementary to McQueeney Elementary Robert Arriola and Kristi Miranda	45
3.	Notice of Intent to Apply for Federal Grants Kristi Miranda	58
4.	Future School Library Advisory Council Appointment Dr. Jack Lee	64
B.	Student Support Services Dr. Kenneth Vogel and Phia Rigney	
1.	SB 546 School Bus Seat Belt Study	65
C.	Human Resources Jeremy Nueman	
1.	Personnel Information - Professional Employees	75
D.	Business Services Liz Banks	
1.	Seguin ISD Purchasing Cooperative Management Fees Report 2025-2026	79
2.	Bond Interest Revenue Instructional Break Improvements	81
3.	Budget Presentation	83
4.	Financial Statements for April 2026	104
5.	New Vendors	109
6.	Purchases made over \$50,000	111

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 - April 28, 2026.	113
Nancy Ramirez	
B. Approval of Tax Collection Reports for April 2026	122
Liz Banks	
C. Approval of Proposed Budget Amendments for May 2026	123
Liz Banks	
D. Consider Approval of Agreement with Texas Association of School Boards for Workers' Compensation Coverage and Property, Liability, and Auto Insurance for the period July 1, 2026, through June 30, 2027	127
Liz Banks	
E. Consider Approval of Board Policy BE(LOCAL), DEC(LOCAL), and DED(LOCAL)	128
Dr. Jack Lee	
F. Acknowledge Public Information Act Requests for April - May 2026	139
Emily Allen	
9. Action Items	
A. Discuss and Take Action on Recommendations of Library Material Challenge Committee	141
Jackie Silvius	
B. Approval of Credit by Exam Dates for 2026 – 2027	294
Kristi Miranda	
C. Consider, Discuss, and Possible Action to Approve a Board Resolution Changing the Length of Terms of Trustees	295
Dr. Jack Lee	
10. Board Comments and Request	
11. Adjourn	

Recognition Item	Student/Staff/Board/Community Recognition
Contact Person(s)	Emily Allen, Executive Director of Communications
Background	<p>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.</p> <p>Superintendent’s Student Advisory Team Seguin High School Early College High School Spring 2026 Associate Degree recipients Seguin High School Cosmetology Dual Credit Recognition Seguin High School 2026 UIL 5A State Track & Field Qualifiers Matador Theatre One-Act Play Cast Superintendent’s Students of the Month from:</p> <ul style="list-style-type: none"> - Vogel Elementary School - Seguin High School <p>Superintendent’s Apple Award</p>
Fiscal Implication(s)	N/A
District Goals	<input checked="" type="checkbox"/> Challenging & Meaningful Learning Experiences <input checked="" type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input checked="" type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> 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

Recognition Item	Campus Highlight
Contact Person(s)	Emily Allen, Executive Director of Communications
Background	<p>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 2025-26 regular board meetings.</p> <p>Seguin High School will highlight a year of growth, resilience, and pride, grounded in our guiding themes, <i>“Riding for the Brand”</i> and <i>“We Are Matador Nation.”</i> Principal Alberto Munoz will reflect on the school’s key academic highlights, instructional focus, campus culture, family and community engagements, and Matador excellence as displayed by students and staff. The presentation will also look at the administration’s vision and priorities for the 2026-27 school year.</p>
Fiscal Implication(s)	N/A
District Goals	<input checked="" type="checkbox"/> Challenging & Meaningful Learning Experiences <input checked="" type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input checked="" type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> 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

Information Item	May 2026 Professional Development Plan and Assessment Overview
Contact Person(s)	Adrienne Flores, Elementary Curriculum Coordinator Jessica Lee, District Testing Coordinator
Background	Provide an update on the May 2026 Professional Development Plan and an overview of assessment for the 2025-26 school year, including changes for 2026-27 and 2027-28 school years.
Fiscal Implication(s)	N/A
District Goals	<input checked="" type="checkbox"/> Challenging & Meaningful Learning Experiences <input checked="" type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input checked="" type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends the Board of Trustees receives an update on the May 2026 Professional Development Plan and Assessment Overview.
Proposed Motion Language	N/A

CURRICULUM, INSTRUCTION, & ASSESSMENT: ANSWERING THE CALL



Aligning the 2026-2031 Strategic Plan with Classroom Action

GROUNDING THE WORK IN OUR STRATEGIC PRIORITIES



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.

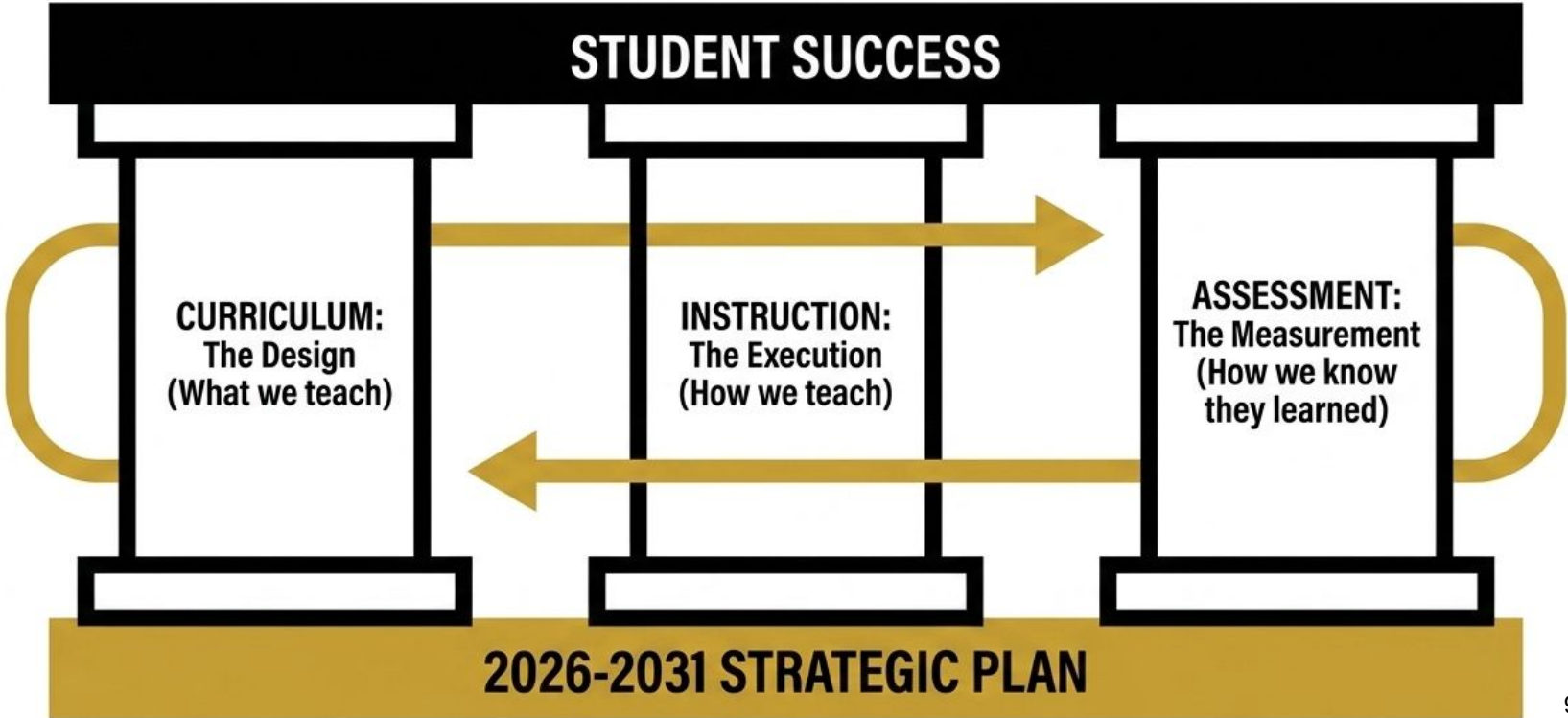


PRIORITY 4: GROWTH-MINDED PERSONNEL

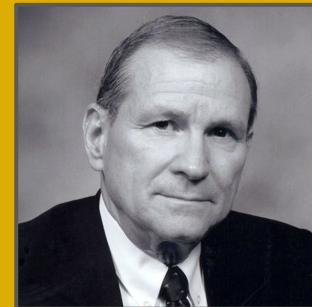
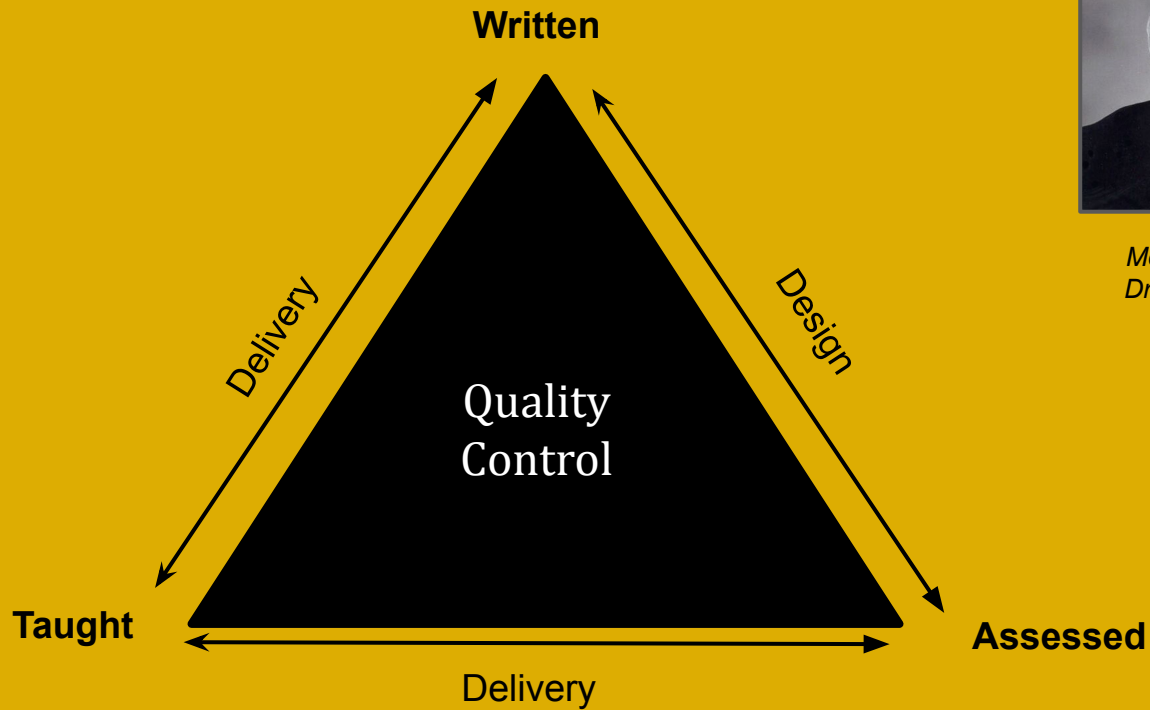
Increase teacher retention from 74% to 81% by 2030.

WE BUILD FUTURES BY EMPOWERING OUR TEACHERS WITH ALIGNED CURRICULUM, INSTRUCTION, AND ASSESSMENT.

THE C.I.A. FRAMEWORK



In Seguin ISD, these three pillars form a continuous, year-round feedback loop.



*Model designed by:
Dr. Fenwick English*

PILLAR 1 - CURRICULUM: Design & Alignment

STEP 1: The Standard


Texas Essential Knowledge and Skills (TEKS).
All design begins strictly with the mandated state depth and complexity.

STEP 2: The Blueprint

Scope & Sequence / Year-at-a-Glance (YAG).
Guarantees horizontal and vertical alignment across all grades and campuses.

STEP 3: The Tools

Model Lessons & High-Quality Instructional Resources.

Our comprehensive curriculum management plan ensures that no matter the campus, every student receives instruction directly aligned with the rigorous expectations of the  state.

PILLAR 2 - INSTRUCTION: Frameworks & Materials

Daily Classroom Practice

Instructional Frameworks

HQIM (e.g., Bluebonnet)

High-Quality Instructional Materials provide a common language and a guaranteed standard of excellence.

Support, Not Supplant.

HQIM and district frameworks are designed to support, not supplant, teacher creativity and autonomy. They ensure parents and the community that a baseline of quality exists district-wide.

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May/June Professional Development

May 25th	May 26th	May 27th	May 28th	May 29th	June 1
Memorial Day Holiday	Teacher Workday Leadership Training	District PD Day	District PD Day	Campus Day	*Teacher Exchange Day

ELEVATING TEACHER VOICE (MAY PD FOCUS)



THE STRATEGY

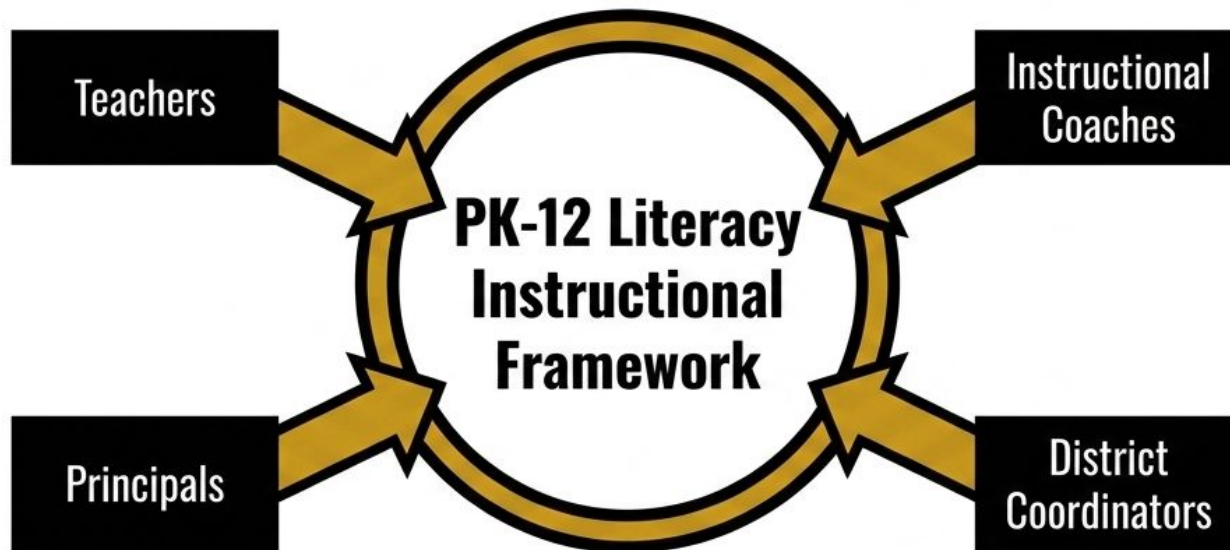
The core philosophy behind our pacing and YAG work is honoring the expertise of our classroom educators.

REFLECTING ON YEAR 1: PROFESSIONAL DEVELOPMENT



Seguin teachers are specifically utilizing May PD to review and rewrite their pacing calendars. For Math, this involves reflecting on their first year with the Bluebonnet HQIM adoption to inform next year's pacing.

INSTRUCTION: The Seguin ISD Literacy Committee



April: Committee Kickoff & Process Learning



May: Vision Statements Developed



May PD: RLA RBIS Training for Elementary

May 2026 District PD- Elementary

Subject/Content	Session
Reading Language Arts (RLA)	<ul style="list-style-type: none">● RLA Research Based Instructional Strategies (RBIS) Training● Content-Based Language Instruction (CBLI) and English Language Proficiency Standards (ELPS)● Introduction to Bluebonnet RLA
Math	<ul style="list-style-type: none">● RLA Research Based Instructional Strategies (RBIS) Training● Content-Based Language Instruction (CBLI) and ELPS● Bluebonnet Math 26-27 Pacing
Science	<ul style="list-style-type: none">● 5th Grade Science 26-27 Pacing
Fine Arts & Specials	<ul style="list-style-type: none">● Fine Arts- Year Review and Kodaly Prep● PE Teachers- Curriculum & Year At a Glance (YAG's)● Tech Lab Managers- Curriculum & Year At a Glance (YAG's)● Librarians- TX Library Standards & Library Best Practices for Collections Development and Reading Incentives

May 2026 District PD- Secondary

Subject/Content	Session
6-12th Core Teachers: RLA, Math, Science, Social Studies	<ul style="list-style-type: none"> ● 26-27 Pacing Calendar Planning ● EOC Data Review
Fine Arts	<ul style="list-style-type: none"> ● 26-27 Scope and Sequence and Pacing Calendar (Program) ● 26-27 Scope and Sequence and Pacing Calendar (Campus Horizontal)
CTE	<ul style="list-style-type: none"> ● CTE teachers will inventory CTE equipment, clean shop area, computer lab inventory, work on uploading IBC's to tracker, assess CTE equipment ● 26-27 YAG for CTE and EDC Calendar of Events, IBC CTE Tiering and POS
K-8 PE Teachers	<ul style="list-style-type: none"> ● First Aid-CPR-Water Safety ● K-8 Curriculum and YAG
All Librarians	<ul style="list-style-type: none"> ● TX Library Standards ● Library Best Practices for Collection Development and Reading Incentives

Job-Embedded Support (August PD Preview)

The PD Philosophy

Professional development in Seguin ISD is heavily job-embedded, driven year-round by data and active classroom walkthroughs, rather than just isolated workshops.



August PD planning is currently in the Brainstorming Phase. It is not predetermined in a vacuum. The final agenda will be strictly driven by these data points, ensuring training directly targets actual student and teacher needs.

Assessment Overview



Navigating Dual Horizons in Seguin ISD



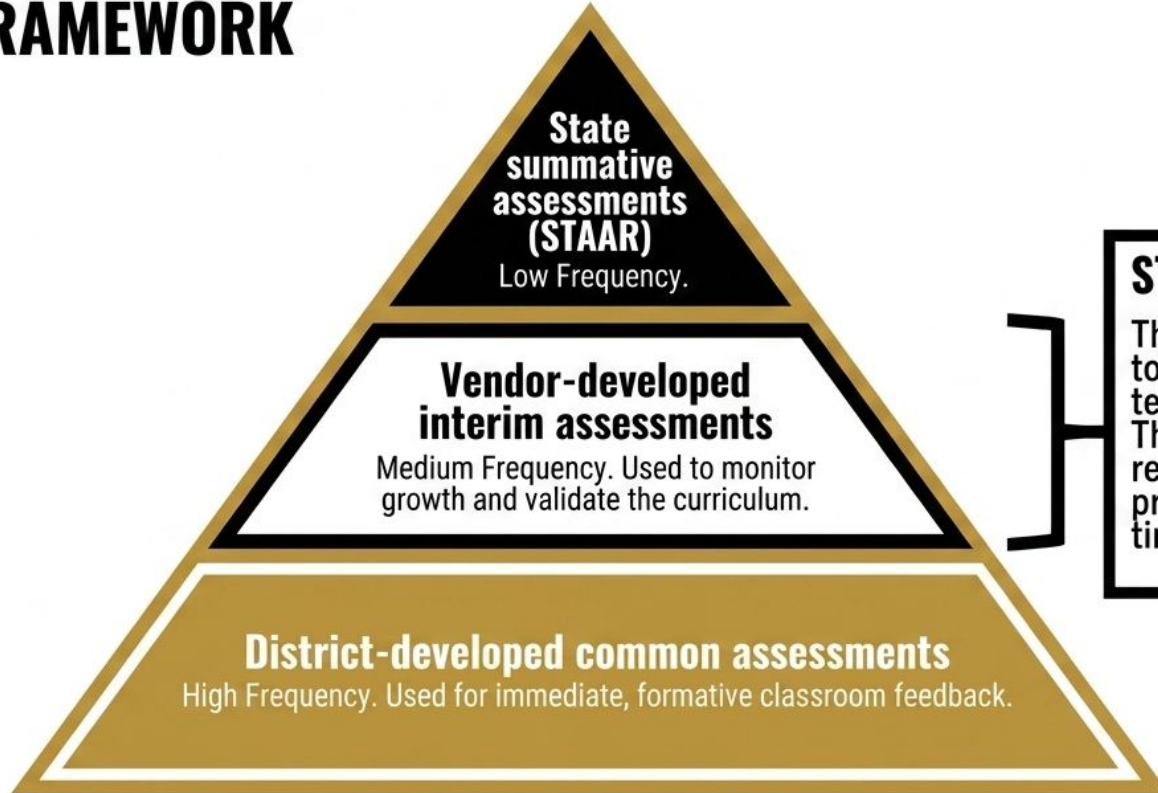
The Macro Landscape (2026-2030)

Preparing for HB 2 foundational literacy shifts, CCMR methodology changes, and the A-F Accountability refresh.

The Micro Execution (2025-2026)

Navigating the immediate tactical calendar—from BOY adaptive assessments to the High School Spring EOY bottleneck.

PILLAR 3 - ASSESSMENT: THE MEASUREMENT FRAMEWORK FRAMEWORK



STRATEGIC BOUNDARY

The district strictly adheres to TEA limits on benchmark tests (max 2 for grades 3-8). This ensures assessment remains meaningful and protects vital instructional time from over-testing.

Seguin ISD Balanced Assessment Framework

Instructionally Sensitive Assessments

State Testing

Diagnostic & Screening Assessments

Campus Created

- Exit Tickets
- Teacher Created Assessments
- Quick Checks
- Aggressively Monitoring
- One-to Five Scale

District Created

- Short Term- District Assessments (DA)
- Long Term- Spring Benchmark

- STAAR 3-8 & EOC's (Algebra 1, English 1 & Biology)
- STAAR Alt
- TELPAS & TELPAS Alt

- PreK-2 CLI Engage (Circles) (Reading) TX_KEA
- K-8 RenStar Math & RLA
- Emergent Bilingual K-5 LAS Links

- High School- National Normed:
 - PSAT
 - SAT
 - ACT
 - AP TSIA
 - ASVAB

The 2025-2026 District Rhythm of Assessment

	Fall Anchor	Winter Anchor	Spring Anchor
Early/Elem	RenStar BOY, Circle PreTest, DA#1 in late Sept	RenStar MOY, DA#2 in Dec	STAAR in Apr, RenStar EOY, DA#4 in May
Middle	RenStar BOY RLA/Math, DA#1 in Sept	RenStar MOY, DA#2 in Dec, DA#3 in Feb	STAAR in Apr, Final Exams late May
High School	RenStar BOY, Eduphoria pre-tests, DA#1/DA2, Fall Interim	Dec EOC retesting, RenStar MOY	STAAR EOCs, AP Exams, HS Finals

Elementary Track (PreK - 5th)

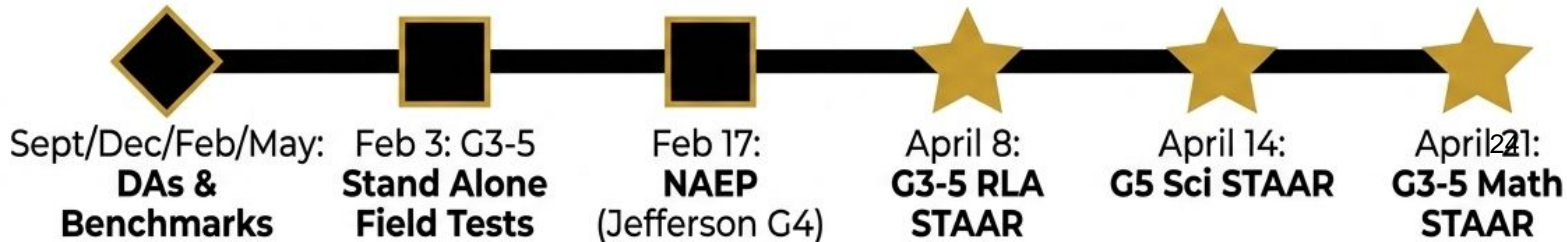
PreK / ECC



Kinder -
Grade 2



Grades
3 - 5



MIDDLE SCHOOL CORE CADENCE (6TH - 8TH)

UNIVERSAL CADENCE:
RENSTAR RLA/MATH BOY (AUG),
MOY (JAN), EOY (MAY)

SPECIAL OPS:
NAEP TESTING FEB 18 (AJB G8)

READING LANGUAGE ARTS (RLA)



MATHEMATICS



SCIENCE

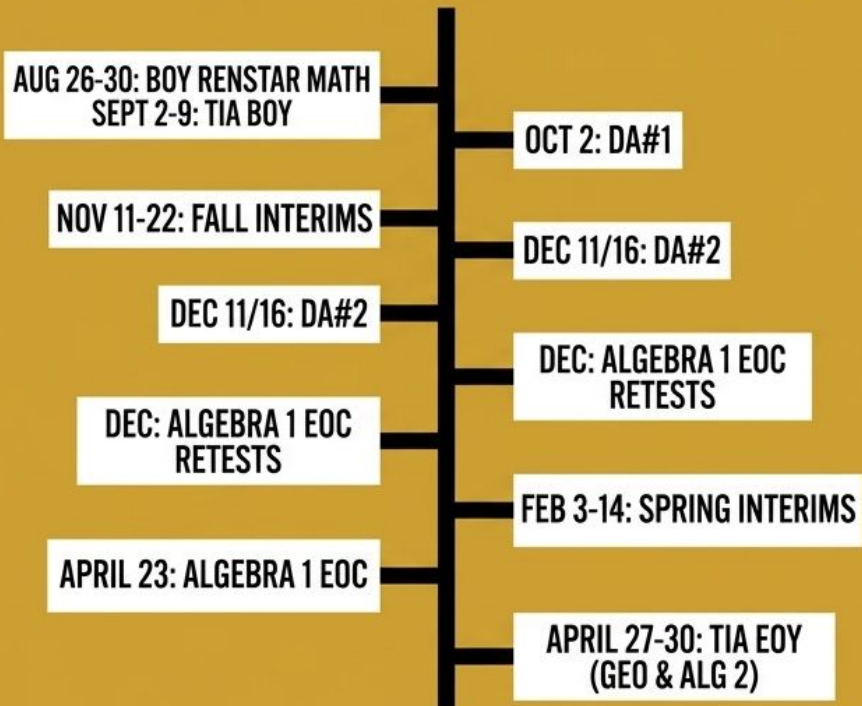


SOCIAL STUDIES



HIGH SCHOOL CORE: MATH & RLA

MATHEMATICS (ALG 1, GEO, ALG 2, PRECALC)

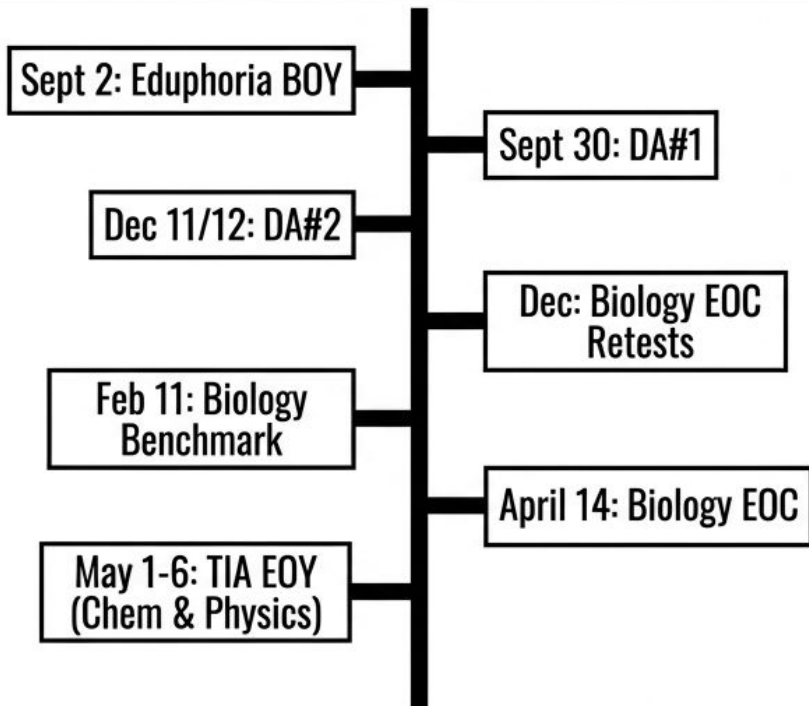


ELAR (ENG 1-4, DEBATE, COLLEGE PREP)

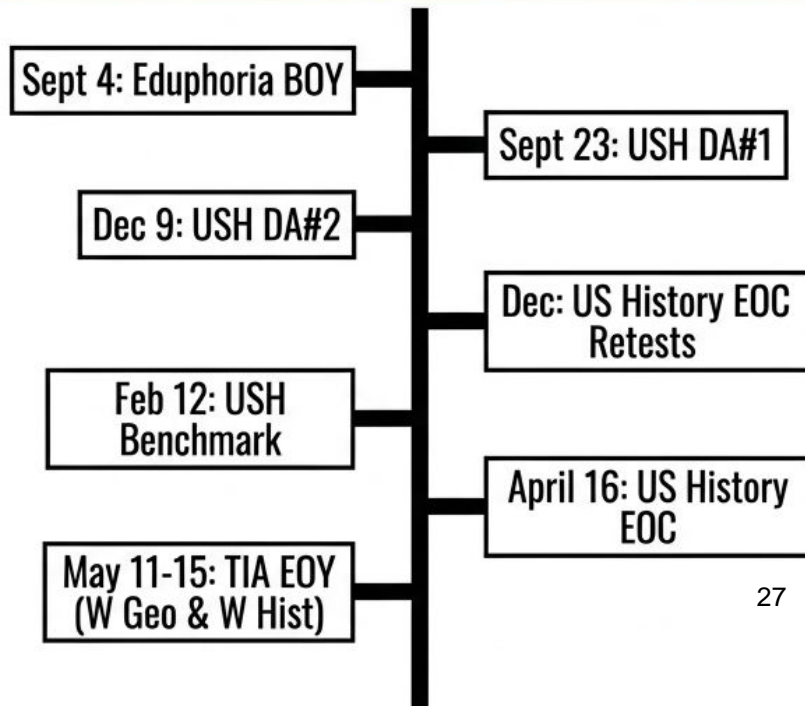


HIGH SCHOOL CORE: SCIENCE & SOCIAL STUDIES

SCIENCES (BIO, CHEM, PHYSICS, A&P)



SOCIAL STUDIES (W GEO, W HIST, US HIST)



CTE & Specialized Courses (TIA Pre/Post Tracking)

HEALTH SCIENCES

MEDICAL TERMINOLOGY

Pre-test: Aug 25-29

Post-test: Sep 15-29

ANATOMY & PHYSIOLOGY

Pre-test: Aug 25-29

Post-test: May 13 (I PM)

BUSINESS & TECHNOLOGY

FOUNDATIONS OF COMM & TECH (BIM)

Pre-test: Aug 25-29

Post-test: May 13-23

FUNDAMENTALS OF COMPUTER SCIENCE

Pre-test: Aug 25-29

Post-test: May 13, II V

LAW & MEDIA

AUDIO VISUAL PRODUCTION

Pre-test: Aug 25-29

Post-test: May 13 (PM)

PRINCIPLES OF LAW

Pre-test: Aug 25-29

Post-test: May 13 (K Bldg PM)

Mapping of STAAR, AP, and TIA Post-Tests

APRIL (STAAR & EOC Density) (STAAR & EOC Density)

April 8: Eng 2 EOC & G3-8 RLA STAAR

April 14: Bio EOC & G5/8 Sci STAAR

April 16: USH EOC & G8 SS STAAR

April 21-23: Math/Alg 1 STAAR & EOC

MAY (AP & TIA Overlaps)

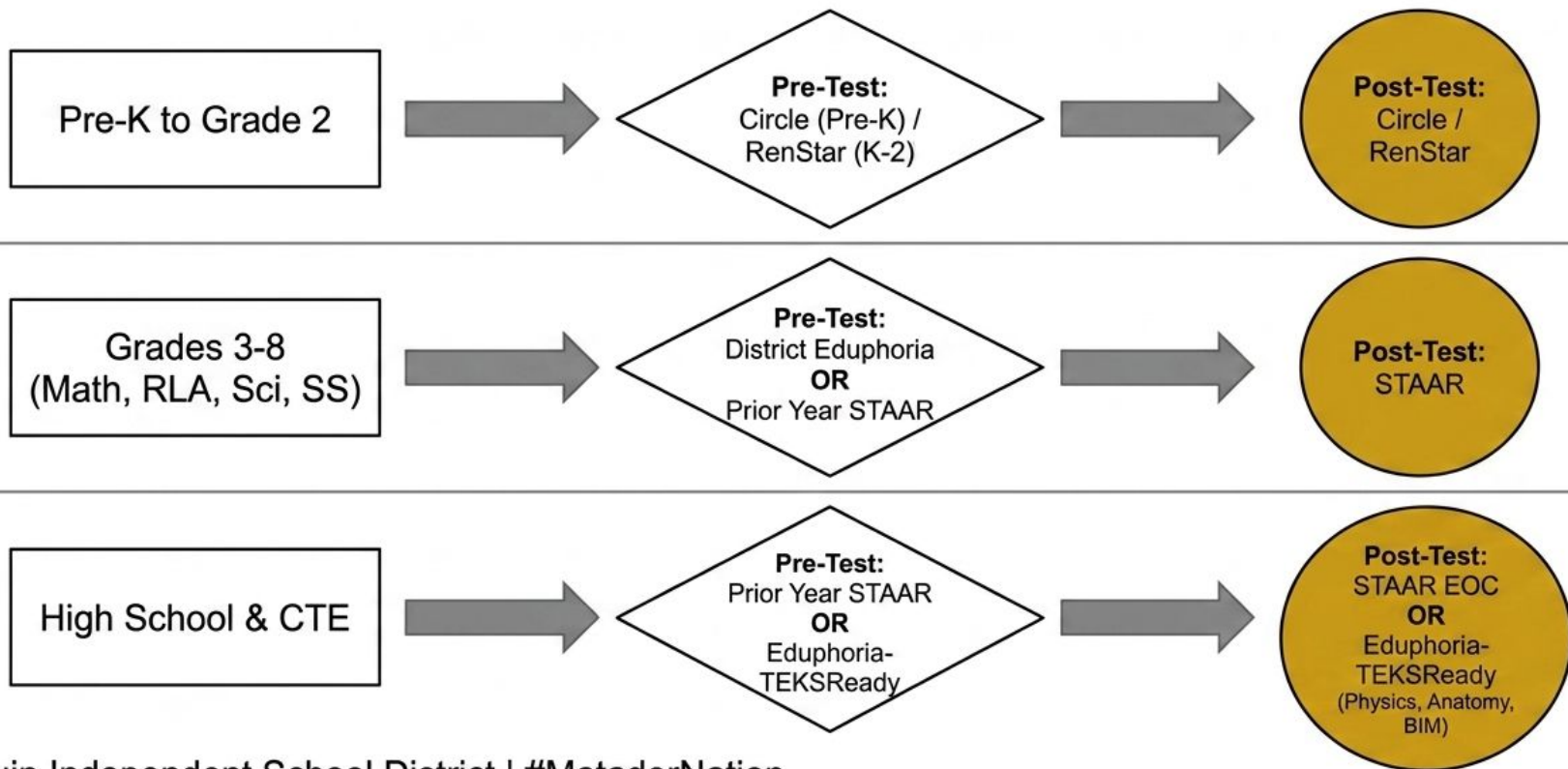
May 4-8: AP Bio, Human Geo, US Gov, Eng 4, World Hist, Stats, US Hist, Macro.

May 11-15: AP Calc, Psych, Eng 3, Comp Sci, Env Sci.

May 1-15: TIA Post-Tests (Chem, Physics, W Geo, W Hist, CTE).

May 18-22: Final Exams

Mapping Teacher Incentive Allotment (TIA) Growth Measures



Assessment Changes

Guidance for K–3 Assessments in the 2026–27 School Year

Kindergarten Reading Readiness

- Must continue to be administered no later than the 60th day to all kindergarten students using either:
 - Circle Kindergarten Progress Monitoring by CLI or
 - mCLASS Texas by Amplify

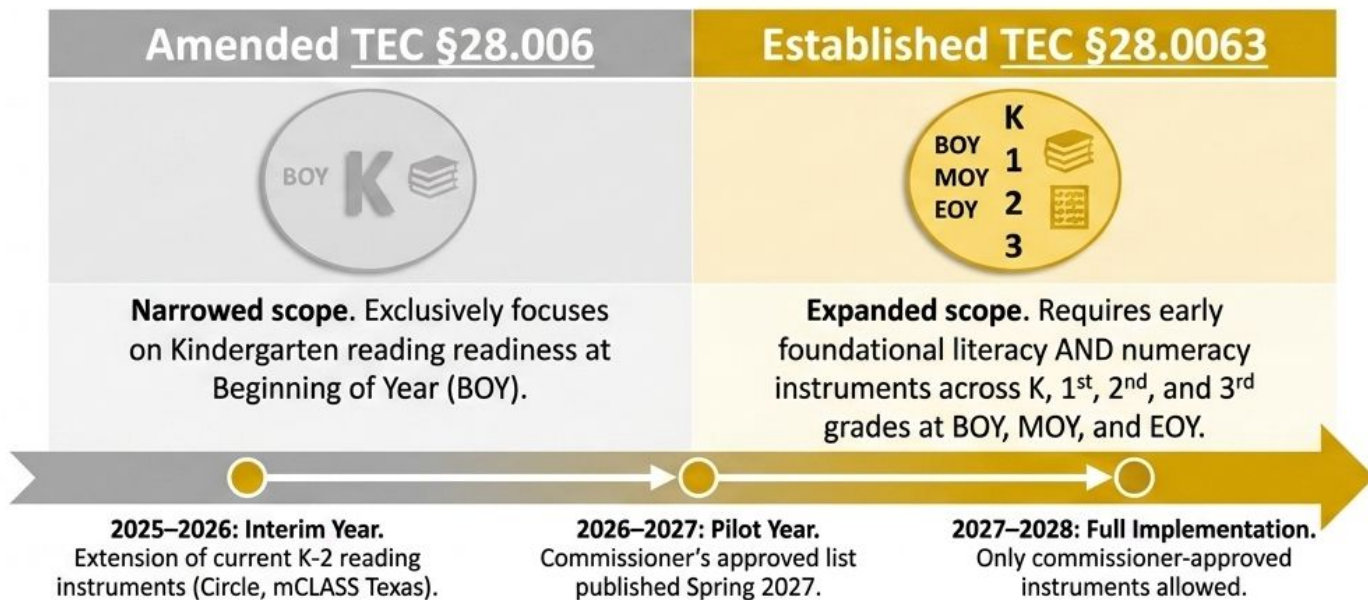
K–1 Universal Dyslexia Screening

- Must continue to be administered for all K–1 students in accordance with The Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders, 2024 Update

Foundational Literacy and Numeracy Instruments

- Commissioner’s K–3 instrument list not yet adopted
- Districts may use board-selected literacy/numeracy instruments in the interim; however, instruments that are used must meet statutory criteria under TEC, §28.0063(b)
- Use during 2026–27 is encouraged, not required.

The Legislative Shift in K–3 Assessments



The K-3 Implementation Pathway (2026-2028)

2026-2027 School Year

Extension Granted.

Current K-2 reading instruments remain authorized at no cost to avoid disruption.

Universal Dyslexia screening continues for K-1.



2027-2028 School Year



Required Transition.

All K-3 students must be assessed using **ONLY** the new commissioner-approved foundational literacy and numeracy tools. Data must be formally submitted to TEA.

	BOY	MOY	EOY
Kindergarten (K)	*	✓	✓
Grade 1	✓	✓	✓
Grade 2	✓	✓	✓
Grade 3	✓	✓	*

**K BOY is governed by TEC, §28.006 (Kindergarten Reading Readiness). For K BOY, school systems must administer a commissioner-approved kindergarten reading readiness instrument provided at no cost.*

**For grade 3, the EOY component will be administered through the state's summative academic achievement assessment—currently STAAR—which will transition to the Student Success Tool, as required by HB 8, beginning in the 2027–year.*

Administration and Data Submission At-a-Glance for K–3 Instruments

	BOY (Beginning-of-Year)	MOY (Middle-of-Year)	EOY (End-of-Year)
Kindergarten	Kindergarten Reading Readiness Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument
Grade 1	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument
Grade 2	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument
Grade 3	Foundational Literacy Instrument Foundational Numeracy Instrument	Foundational Literacy Instrument Foundational Numeracy Instrument	State Summative Academic Achievement Assessment <i>*collected through different platform</i>

Per statute, instruments used **must** be from the list of commissioner-approved instruments. **Usage of unapproved instruments will not be allowed.**

Assessment data collected after each wave to support reporting requirements and inform early literacy intervention supports

ASSESSMENT UPDATES



Fall 2025


- HB8 TAA (released 10/16)
- HB8 FAQ (iterative)
- Item development begins

Spring 2026



- Embedded field test (legacy and new RLA design)

• Standalone field test

Summer 2026

- **Reporting prototypes release**
- Educator Item Review and other stakeholder feedback – blueprints, rubrics, etc. 
- Announcement of allowable third-party assessment list
- Testing calendars release (SY27-28 and SY28-29)

Fall 2026

- One-stop shop webpage
- Implementation roadmap for test coordinators
- Test design blueprints and rubrics
- Reporting design feedback 
- Cognitive labs for students 

Spring 2027

- Final reporting tools and score reports
- Embedded field test (legacy and new RLA design)
- **Standalone field test**
- Transition report for the legislature
- Trainings for educators

Fall 2027

- Go-live for BOY/MOY
- Family portal results
- Digital delivery of reports

Spring 2028

- Go-live for EOY
- Release of full EOY accountability data reports (delayed due to standard setting)
- **Standalone field test**

BEGINNING IN 27-28

ASSESSMENT UPDATES

	Beginning-of-year (BOY)	Middle-of-year (MOY)	End-of-year (EOY) <i>Two parts</i>	
Calendar	September	January - February	Early April	May
Format*	Adaptive	Adaptive	Static	Static
Question types	Multiple choice/Multiple select	Multiple choice/Multiple select	Extended Constructed Response/ECR	Multiple Choice/Multiple select

Educators will be involved in every part of the development and scoring process

*The BOY and MOY assessments will be adaptive to allow for shorter assessments that provide the most useful student-level information; The EOY assessment will be static to ensure parents and teachers have full access to all released test questions each school year.

BEGINNING IN 27-28

SST Test Design Basics

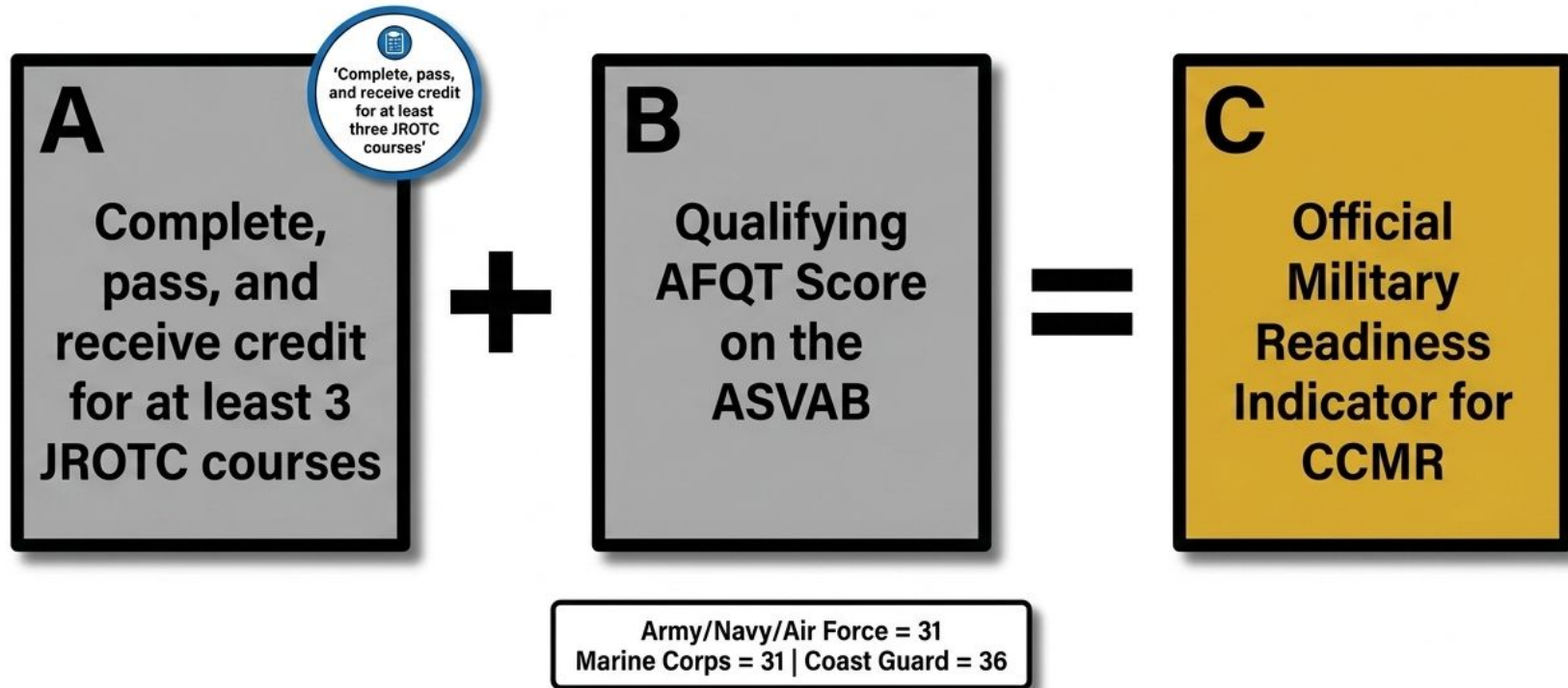


	Beginning-of-year (BOY)	Middle-of-year (MOY)	End-of-year (EOY) <i>Two parts</i>	
Calendar	September	January - February	Early April (RLA only)	May
Full Scope to allow	<ul style="list-style-type: none"> ✓ Ability to test off-grades for M/RLA ✓ Off grade adaptivity, where possible ✓ Progress monitoring to support local instruction (BOY-MOY, MOY-EOY) 		<ul style="list-style-type: none"> ✓ Summative Results ✓ EOY-EOY Growth Measure will remain 	
Format*	Item level Adaptive (RLA, passage level adaptive)	Item level Adaptive (RLA, passage level adaptive)	Fixed	Fixed (allows for full form release)
Item types	Machine scored (no adjudication)	Machine scored (no adjudication)	Extended Constructed Response (ECR)	Machine scored (no adjudication)
Test Results	<ul style="list-style-type: none"> ✓ End of window in Y1 ✓ Immediate Y2 and beyond ✓ Texas specific normed results (State and District) 		<ul style="list-style-type: none"> ✓ 48 hrs. after close of window ✓ Texas specific normed results (State and District) 	

*Fixed forms for each stage (BOY, MOY, EOY) will be developed to accommodate paper, PES, Braille, and ASL administrations

CHANGES TO CCMR

A New Formula for Military Readiness Reporting



Valuing Postsecondary Outcomes Through CCMR Tiers

Advanced Tier

- Associate Degree OR Met TSI + potential college credit (AP/IB/On Ramps/Dual Credit) OR Military Enlistment OR CTE Completer with aligned Tier 1 IBC.

Demonstrated Tier

- Met TSI via SAT/ACT/TSIA OR CTE Completer with aligned Tier 2 IBC OR SPED Advanced Diploma.

Foundational Tier

- Met TSI (Math & RLA) via College Prep Course OR CTE Completer with aligned Tier 3 IBC OR JROTC + AFQT Category IIIB.

WHAT DOES THIS ALL MEAN?

BEGINNING IN 27 - 28:

- **EVERY STUDENT PRE-K THROUGH 8TH GRADE WILL TAKE A BOY/MOY/EOY ASSESSMENT THAT WILL BE REPORTED TO TEA.**
- HS BOY/MOY is optional.
- English II will no longer be a STAAR test.
- We will have a new accountability system and STAAR will become the SST: Student Success Tool.

Seguin ISD Assessment in 26 - 27

- Reduction of district assessments from 4 to 2: 1 Fall, 1 Spring
- Consider utilizing the HS exam schedule for district assessments/end of year TIA post tests to reduce instructional time lost.
- Continuing RenStar as our BOY/MOY/EOY test and universal screener, with the potential to adopt something different for 27-28 after we see the state list to continue to reduce assessments.
- District Alignment in using the module/unit assessments that are provided with the HQIM across all campuses.
 - This is the only data we will be able to use in 27-28.
 - We will utilize teacher input to review the vendor created tests for length and accuracy.

SYNTHESIS: THE C.I.A. ALIGNMENT MATRIX

	CORE FRAMEWORK	TEACHER INVOLVEMENT	MEASUREMENT METRIC
CURRICULUM	TEKS-Aligned Scope & Sequence	May PD: Teachers revising Math Pacing	(Validated by Assessments)
INSTRUCTION	HQIM (Bluebonnet) & Literacy Framework	Cross-functional Seguin ISD Literacy Committee	(Walkthrough & Coaching Data)
ASSESSMENT	Formative, Interim, and STAAR ecosystem	Data-driven August PD Brainstorming	BOY, MOY, EOY Growth Tracking

Additional Links

[2025 - 2026 Seguin ISD Assessment Calendar](#)

[2028 Accountability System Overview](#)

[Lead4ward: HB8 Changes](#)

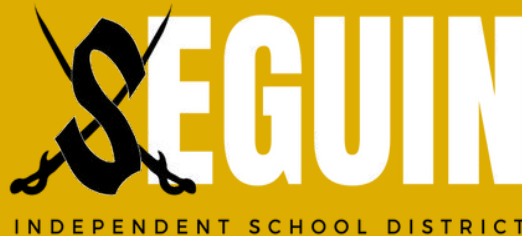
BUILDING FUTURES TOGETHER

A robust curriculum, instruction, and assessment framework - powered by teacher voice and guided by data - is how Seguin ISD achieves the 2026-2031 strategic plan.

Information Item	Dual Language (DL) Programming Possible Move from Rodriguez Elementary to McQueeney Elementary
Contact Person(s)	Roberto Arriola, Director Multilingual Education Kristi Miranda, Director of Accountability and TIA
Background	<p>Provide the board with an update of possibly moving the Dual Language program from Rodriguez Elementary to McQueeney Elementary</p> <p>Exhibit: Presentation</p>
Fiscal Implication(s)	N/A
District Goals	<input checked="" type="checkbox"/> Challenging & Meaningful Learning Experiences <input checked="" type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input checked="" type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends the Board of Trustees receives an update on the Dual Language Programming Possible Move from Rodriguez Elementary to McQueeney Elementary.
Proposed Motion Language	N/A

Dual Language Programming

May 19th, 2026





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BUILDING RELATIONSHIPS
INSPIRING SUCCESS
EMPOWERING ALL

VISION

SEGUIN ISD: A COMMUNITY DEDICATED TO SHAPING
BRIGHTER FUTURES THROUGH CONNECTION,
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VALUES

STUDENTS FIRST, ALWAYS.
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HIGH EXPECTATIONS FOR ALL
SUPPORT EVERY VOICE
INTEGRITY IN ALL WE DO
COLLABORATIVE CULTURE
GROWTH MINDSET, LIFELONG LEARNING
RISE TO THE CHALLENGE

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- Growth Mindset, Lifelong Learning
- Rise to the Challenge



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.



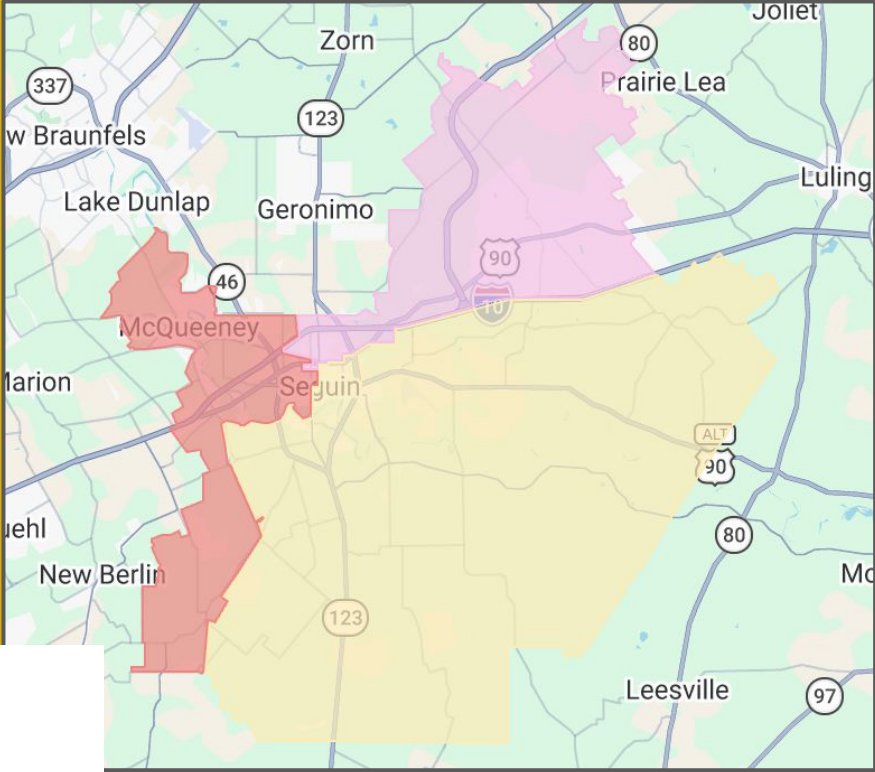
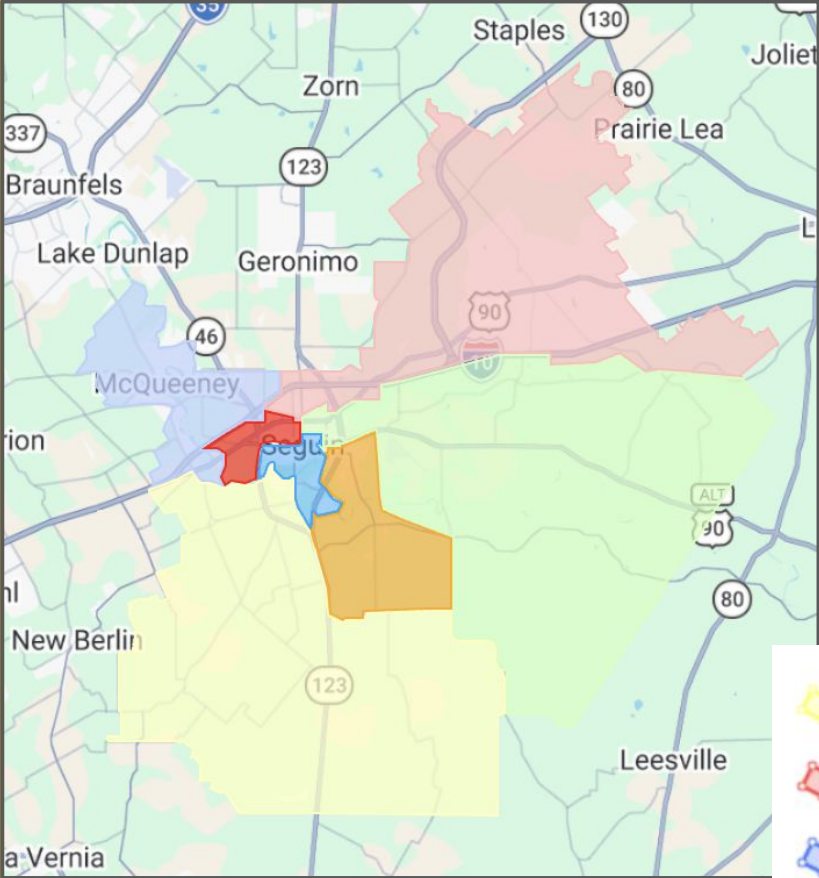
PRIORITY 5: STRATEGIC OPERATIONAL STEWARDSHIP

- 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.

Current Dual Language Campuses

Campus	Rodriguez Elementary (211 DL Students)		Patlan Elementary (143 DL Students)		Koennecke Elementary (179 DL Students)	
	Emergent Bilingual	Non- Emergent Bilingual	Emergent Bilingual	Non- Emergent Bilingual	Emergent Bilingual	Non- Emergent Bilingual
Kinder	27	10	27	10	30	5
1st Grade	30	5	15	11	13	13
2nd Grade	31	8	17	7	26	5
3rd Grade	26	9	14	13	22	5
4th Grade	26	5	15	8	21	7
5th Grade	31	3	13	NA	25	7
Totals 540	171	40	101	49	137	42

General Education & Bilingual Attendance Zones



- Vogel
- Patlan
- McQueeney
- Jefferson
- Rodriguez
- Weinert
- Koennecke

Projected Rodriguez Dual Language Enrollment

26-27 Projected K-5th DL Rodriguez (Home Campus Information)

Home Campus	Total Count DL Students		EB Home Campus	Non EB Home Campus
Rodriguez	64	31%	50	14
McQueeney	77	38%	69	8
Jefferson	41	20%	35	6
Vogel	16	7%	11	5
Weinert	1	1%	0	1
Patlan	0	0%	0	0
Out of District	4	2%	0	4
Totals	203*		165	38

*does not included 18 additional students joining dual language @ Kinder 26-27

Proposed Dual Language Programing Changes 26-27

26-27 McQueeney Projected with DL

Grade Level	Current McQueeney	Adding Rodriguez DL	Grade Level Totals New McQueeney
Kinder	50	44	94
1st Grade	58	36	94
2nd Grade	54	35	89
3rd Grade	48	40	88
4th Grade	54	35	89
5th Grade	47	31	78
Total	311	221*	532

Projected Sub Pops			
	MCQ	ROD	Total
SPEED	88	31	119 (22%)
504	10	5	15 (3%)
EB	6	141	147 (28%)

*18 additional students joining dual language @ Kinder

What would this Program Change have done to Accountability?

Domain 1 - Student Achievement

Before Change	All Test DNM	All Test Approaches +	All Test Meets +	All Test Masters	Domain 1	
Rodriguez	36.38%	63.62%	33.33%	9.14%	60	D
McQueeney	30.25%	69.75%	41.14%	13.90%	71	C
After Change	All Test DNM	All Test Approaches +	All Test Meets +	All Test Masters	Domain 1	
Rodriguez	32.92%	67.08%	36.05%	9.72%	65	D
McQueeney	34.49%	65.51%	36.63%	11.72%	65	D

What would this Program Change have done to Accountability?

Domain 2 Part A - Academic Growth

Before Change	Total Assessments from Annual Growth	Academic Growth Domain Points Earned	Annual Growth Points Earned	Accelerated Learning Bonus Points Earned	Domain 2a	
Rodriguez	311	57.72%	55.31%	9.65%	63	D
McQueeney	204	71.81%	68.87%	11.76%	82	B
After Change	Total Assessments from Annual Growth	Academic Growth Domain Points Earned	Annual Growth Points Earned	Accelerated Learning Bonus Points Earned	Domain 2a	
Rodriguez	173	56.79%	54.05%	10.98%	62	D
McQueeney	342	66.59%	64.04%	10.23%	75	C

What would this Program Change have done to Accountability?

Domain 2 Part B - Relative Performance

Before Change	Domain 1 Raw Score	Domain 1 Raw Score	Relative Perf Domain 2b	Eco Dis	Domain 2b*	
Rodriguez	35.36%	78.68%	65.00%	84.57%	65	D
McQueeney	41.60%	80.71%	74.00%	73.50%	74	C
After Change	Domain 1 Raw Score	Domain 1 Raw Score	Relative Perf Domain 2b	Eco Dis	Domain 2b*	
Rodriguez	37.62%	84.57%	69.00%	78.68%	69	D
McQueeney	37.95%	73.46%	70.00%	80.71%	70	C

Considerations

- **Fiscal Operational Stewardship**
- **Dual language programming remains unchanged.**
- **No students will be removed from the program.**
- **Staffing considerations**
- **Reduced students bus ride time**
 - **Bus transportation for non-emergent bilingual students participating in program.**



Information Item	Notice of Intent to Apply for Federal Grants
Contact Person(s)	Kristi Miranda, Director of Accountability and TIA Monica Lyons, Chief Academic Officer
Background	<p>The District shall provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District’s website.</p> <p>Intent to apply for the following federal grants for the 2026-2027 school year: 2026-27 ESSA Consolidated Grant 2026-27 Perkins V: Strengthening CTE 2026-27 Special Education Consolidated Grant</p> <p>Exhibit: Presentation – Seguin ISD Intent to Apply for Federal Grants</p>
Fiscal Implication(s)	N/A
District Goals	<input checked="" type="checkbox"/> Challenging & Meaningful Learning Experiences <input checked="" type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input checked="" type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration’s Recommendation	The Administration recommends the Board of Trustees receives notice on the intent to apply for federal grant for the 2026-2027 school year.
Proposed Motion Language	N/A

Notice to Apply for Federal Grants

CB (LOCAL): The District shall provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District's website. The District shall make available opportunities for public input as required by law or the granting agency.

May 19th, 2026





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Grant	Purpose	Planning Amount
Title I, Part A	Improving Basic Programs	TBA
Title I, Part D	Support for at-risk students detained in locally operated correctional facilities to meet state academic standards.	TBA
Title II, Part A	Support effective instruction by improving teacher and principal quality.	TBA
Title III, Part A	Support to improve language acquisition for Emergent Bilingual students.	TBA
Title IV, Part A	Support students through well-rounded educational activities.	TBA
IDEA B	Support for students receiving Special Education services.	TBA
IDEA B Preschool	Support for Preschool students receiving Special Education services.	TBA
Perkins V	Strengthening Career and Technical Education programs.	TBA



Agenda Item	Future School Library Advisory Council Appointment
Contact Person(s)	Dr. Jack Lee, Superintendent
Background	<p>Board Policy EFG(LLEGAL) states: <i>The board shall establish a local SLAC if the parents of at least 10 percent of the students enrolled in the district or 50 or more parents of students enrolled in the district, whichever is fewer, present to the board a petition to establish a local SLAC. A SLAC established under this provision may not be abolished until the third anniversary of the date on which the SLAC was established.</i></p> <p><i>The local SLAC must consist of at least five members, with each member appointed by the board, and with each trustee appointing an equal number of members. A majority of the voting members of the SLAC must be persons who are parents of students enrolled in the district and who are not employed by the district. One of those members shall serve as chair of the SLAC. The board may also appoint one or more persons to serve as nonvoting members of the SLAC from any of the following groups:</i></p> <ol style="list-style-type: none"> 1. Classroom teachers employed by the district; 2. Librarians employed by the district; 3. School counselors certified under Education Code, Chapter 21, Subchapter B, employed by the district; 4. School administrators employed by the district; 5. The business community; and 6. The clergy. <p>The board will appoint a School Library Advisory Council. This informational item is to ensure the board is aware of this future appointment, and to review next steps.</p>
Fiscal Implication(s)	N/A
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input type="checkbox"/> Strategic Operational Stewardship
Administration's Recommendation	N/A
Proposed Motion Language	N/A

Information Item	SB 546 School Bus Seat Belt Study
Contact Person(s)	Dr. Kenneth Vogel, Chief of Student Support Services
Background	<p>Texas: School Bus Seat Belt Mandate</p> <p>In Texas, SB 546 was passed in response to a 2024 tragic school bus crash in Bastrop County. The bill aims to close loopholes in previous laws that allowed older buses to operate without seat belts.</p> <ul style="list-style-type: none"> • The Mandate: It requires all school buses (whether owned or contracted) to be equipped with three-point seat belts for every passenger, including the driver. • Key Changes: It removes the "model year" exemption that previously allowed buses built before 2018 to skip seat belt requirements. • Timeline: * Effective Date: September 1, 2025. <ul style="list-style-type: none"> ○ Reporting: By the end of the 2025–2026 school year, districts must report their seat belt status and estimated costs for full compliance to the Texas Education Agency (TEA). ○ Full Enforcement: Districts have until September 1, 2029, to reach full compliance. <p>Funding: While the state is collecting data to determine total costs, the bill allows districts to accept gifts and grants to help pay for the upgrades.</p>
Fiscal Implication(s)	TBD
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration’s Recommendation	The Administration recommends that the Board of Trustees approve the submission of the SB 546 school bus seat belt study.
Proposed Motion Language	I move to approve the submission of the SB 546 school bus seat belt study as presented.

The image shows the interior of a bus, looking down a central aisle. Rows of blue plastic seats with dark blue seatbelts are visible on both sides. The seats are arranged in a perspective that leads towards the front of the bus. Large white text is overlaid on the center of the image.

SENATE BILL 546



What is SB 546?

It's a Texas law that was passed in direct response to a fatal March 2024 Hays CISD school bus crash that killed a child and an adult, and injured others, in Bastrop, TX.

Unlike a similar law passed in 2017, which mandated that all new buses have seatbelts, this law requires **all** buses, even our oldest in the fleet, be equipped with three point seat belts **by September 1, 2029**.



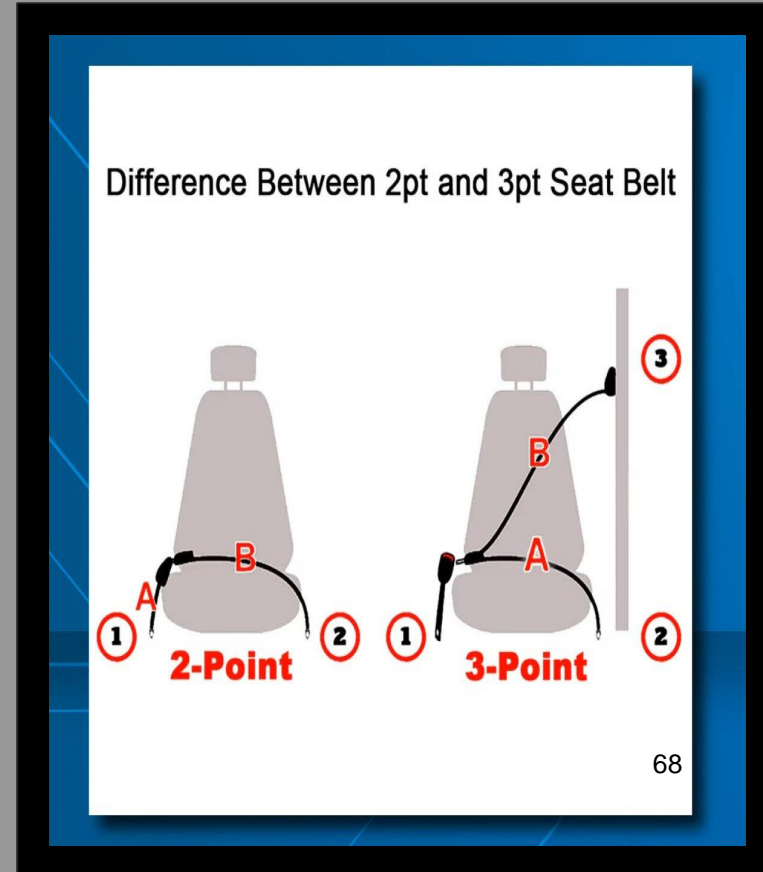
What Does the Seguin ISD School Board Need to Know?

We have determined that the district's budget does not allow for the complete purchase of buses equipped with three-point seat belts; therefore, according to the state mandated "TEA Seatbelt Study" we must report the following information in a public board meeting:

1. The number of buses operated by or contracted for use by our district that:
 - a. are not equipped with seat belts;
 - b. are equipped with two-point seat belts;
 - c. are equipped with three-point seat belts; and

2. The estimated cost to the district to equip all buses with three-point seat belts.

This information must then be provided to the Texas Education Agency.



By the Numbers:

87 Total Buses in the Seguin ISD Fleet

- **66** are 71 to 77 passenger buses
- **21** buses serve students with specific or special needs

36 buses (both types) are already equipped with 3 point seat belts

13 buses are currently equipped with 2 point seat belts (Special or specific need buses)

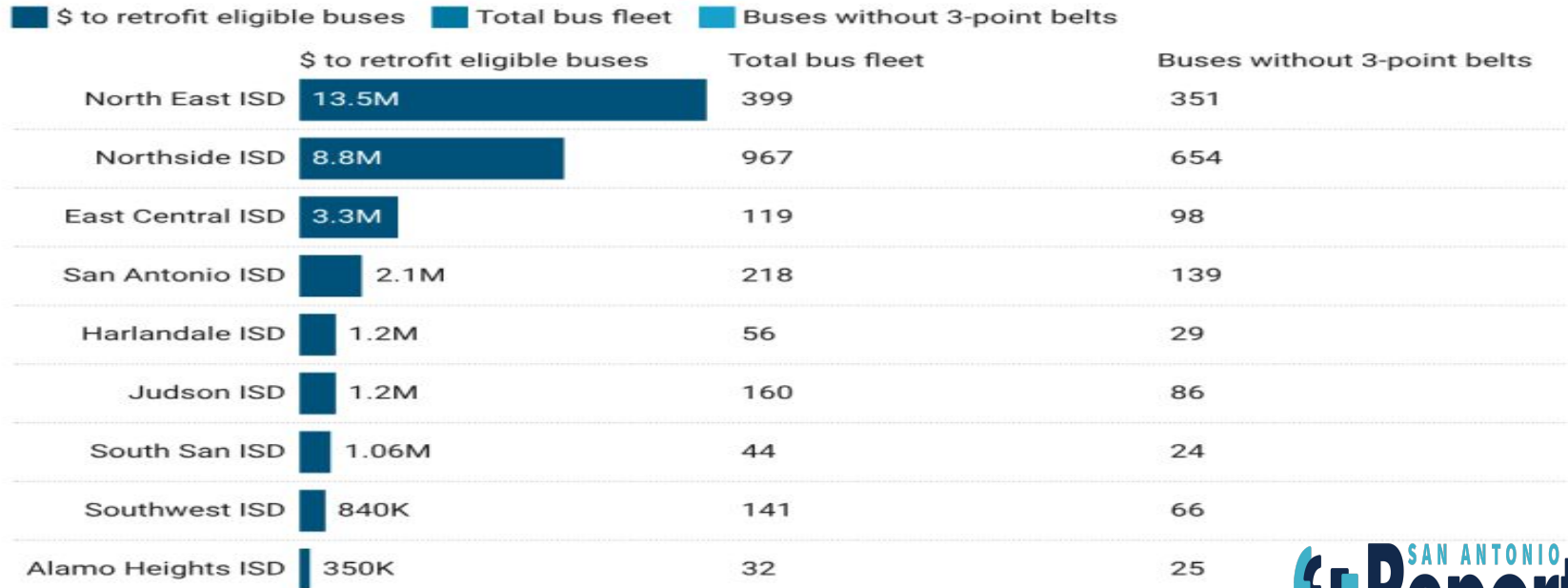
51 Total Buses Need 3 pt. Seat Belts

- 38 - Regular buses (71 to 77 seaters)
- 13 - Buses for students with specific or special needs



'Classic unfunded mandate'

Complying with SB 546 would cost millions for San Antonio school districts



Note: Not all San Antonio-area school districts have released their seat belt reports.

Chart: Xochilt Garcia • Created with Datawrapper

Estimated Retrofit Costs

International's Retrofit Plan

Retrofits for buses 2011 and newer (subject to floor inspection):

- 8 of the 71-passenger buses qualify
- 2 buses for students with specific or special needs qualify

Estimated Costs:

\$262,762 (71-passenger)

\$27,000 (Students with Specific or Special Needs)

Total: \$317,762

Blue Bird Policy

Will NOT retrofit any seats.

“We will only certify the original OEM seating configuration. We do not approve aftermarket seating modifications... Anyone making modifications is responsible for ensuring compliance with all applicable FMVSS.”

Therefore, 51 total buses need 3-point belts.
Only 10 total qualify for retrofits from International.



Fleet Condition, Costs, and Replacement Schedule

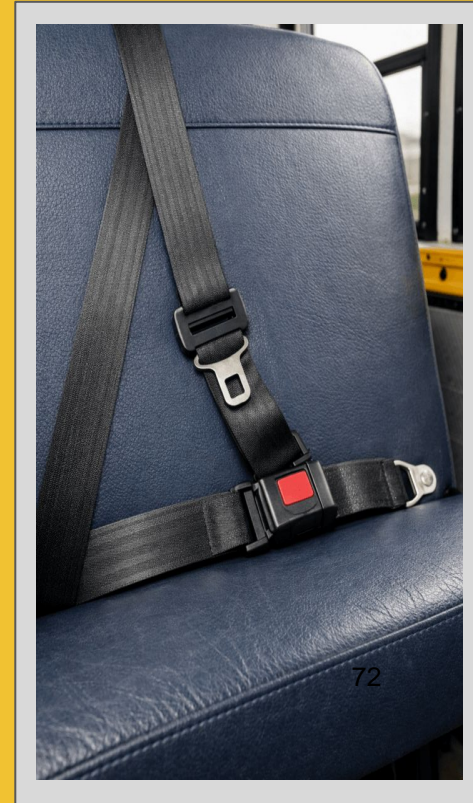
Again, once all proposed retro fits have been completed on eligible buses, there would still be **thirty** 71-seat passenger buses and **eleven** buses that serve students with specific or special needs that would need 3-point seat belts.

If we kept our fleet at its current size of **87** buses, and had to purchase new buses (that cannot be retrofitted) to comply with the law, we estimate that it would cost \$6,904,523.

If we add this to the estimated retrofit cost of \$317,762 for the 10 buses that are eligible, we are looking at a price tag of \$7,222,285

Gradual Replacement

We do plan on buying some new buses in the next 3 years as part of a regular replacement of buses, and this should bring down the total unexpected cost of the number above.



Possible Grant Opportunities

- **We have applied for The Rebate Grants Program or TERP Grant (Texas Emissions Reduction Plan)Clean Diesel - TCEQ (Texas Commision on Environmental Quality)**
 - This grant opened April 29th. It allows for the trade in of older model diesel buses for new cleaner burning diesel buses. With assistance through Holt/Longhorn bus sales, we have officially applied.
 - IF awarded the grant, 5 buses would bring \$108,660.00 per bus (\$543,300) and 1 bus at \$64,517.00 for a grand total of \$607,817.00
 - We could purchase 6 buses for the cost of 2!
- **Electric Buses through Highland**
 - Possible addition of 6 buses, but we are still working through infrastructure additions, direct costs, and charging capabilities
- **TEA Proposed State Grant (Once their study of districts surveys are done)**
 - Upon the advice of Dr. Lee, Phia and I met with a representative of TEA to discuss the seat belt study. The representative told us that “a grant is on the horizon” to assist LEAs; however, she also said it will not be a large enough grant to cover all costs, so we are in a **wait and see mode.**



THANK YOU!

Information Item	Personnel Information - Professional Employees
Contact Person(s)	Jeremy Nueman, Chief Human Resources Officer
Background	<p>BOARD’S ACKNOWLEDGEMENT RESIGNATIONS:</p> <p><u>Angel, Amy, Seguin High School, effective June 1, 2026</u> Ms. Angel, Social Studies Teacher, has resigned due to personal reasons. Ms. Angel has been with Seguin ISD for 2 years.</p> <p><u>Barrow, Katherine, Jim Barnes Middle School, effective June 1, 2026</u> Ms. Barrow, ELA Teacher, has resigned due to personal reasons. Ms. Barrow has been with Seguin ISD for 1 year.</p> <p><u>Bennette, Emilee, Jim Barnes Middle School, effective June 1, 2026</u> Ms. Bennette, 6th Grade Teacher, has resigned due to personal reasons. Ms. Bennette has been with Seguin ISD for 2 years.</p> <p><u>Bowden, Shannon, Weinert Elementary, effective June 1, 2026</u> Ms. Bowden, 3rd Grade Teacher, has resigned due to certification requirements. Ms. Bowden has been with Seguin ISD for 2 years.</p> <p><u>Casso, Valerie, Jefferson Elementary, effective June 1, 2026</u> Ms. Casso, Kindergarten Teacher, has resigned to work for another school district. Ms. Casso has been with Seguin ISD for 6 years.</p> <p><u>Cloughly, Carolyn, Vogel Elementary, effective June 1, 2026</u> Ms. Cloughly, 1st Grade Teacher, has resigned due to personal reasons. Ms. Cloughly has been with Seguin ISD for 8 years.</p> <p><u>Duffek, Michael, Mercer-Blumberg Learning Center at Saegert, effective May 22, 2026</u> Dr. Duffek, Principal, has resigned due to other employment. Dr. Duffek has been with Seguin ISD for 1 year.</p> <p><u>Henricksen, Karen, Patlan Elementary, effective June 1, 2026</u> Ms. Henricksen, Special Education Intervention Teacher, has resigned due to personal reasons. Ms. Henricksen has been with Seguin ISD for 7 years.</p> <p><u>Horn, Ciara, Matador Special Services Department, effective June 9, 2026</u> Ms. Horn, Licensed Specialist in School Psychology, has resigned due to personal reasons. Ms. Horn has been with Seguin ISD for 3 years.</p>

Hough, Cristina, Matador Special Services Department, effective June 9, 2026

Ms. Hough, Bilingual School Psychologist, has resigned due to personal reasons.
Ms. Hough has been with Seguin ISD for 3 years.

Johnson, Sharon, McQueeney Elementary, effective June 16, 2026

Ms. Johnson, Assistant Principal, has resigned due to personal reasons.
Ms. Johnson has been with Seguin ISD for 4 years.

Loya, Antonio, A.J. Briesemeister Middle School, effective June 1, 2026

Mr. Loya, PE Teacher, has resigned due to personal reasons.
Mr. Loya has been with Seguin ISD for 1 year.

Martin, Angela, Matador Special Services, effective June 9, 2026

Ms. Martin, ARD Facilitator, has resigned to work for another school district.
Ms. Martin has been with Seguin ISD for 2 years.

Martinez, Charles, Seguin High School, effective June 1, 2026

Mr. Martinez, ESL Teacher, has resigned due to personal reasons.
Mr. Martinez has been with Seguin ISD for 1 year.

Montes, Abigail, Seguin High School, effective June 30, 2026

Ms. Montes, District Lead Counselor, has resigned and elected to retire.
Ms. Montes has been with Seguin ISD for 22 years.

Mulrone, Elizabeth, Curriculum & Instruction Department, effective May 1, 2026

Ms. Mulrone, Language Arts Curriculum Coordinator, has resigned due to family reasons.
Ms. Mulrone has been with Seguin ISD for 3 years.

Neumann, Lindsey, Koennecke Elementary, effective June 1, 2026

Ms. Neumann, 5th Grade Math Teacher, has resigned due to personal reasons.
Ms. Neumann has been with Seguin ISD for 8 years.

Palmer, Lane, Seguin High School, effective June 1, 2026

Mr. Palmer, Assistant Band Teacher, has resigned due to personal reasons.
Mr. Palmer has been with Seguin ISD for 1 year.

Perez, Maria, Vogel Elementary, effective June 1, 2026

Ms. Perez, 2nd Grade Teacher, has resigned due to personal reasons.
Ms. Perez has been with Seguin ISD for 3 years.

Rabinowitz, Alan, A.J. Briesemeister Middle School, effective June 1, 2026

Mr. Rabinowitz, Math Teacher, has resigned due to relocation.
Mr. Rabinowitz has been with Seguin ISD for 1 year.

Rodriguez, Sara, Seguin High School, effective June 1, 2026

Ms. Rodriguez, Spanish Teacher, has resigned due to personal reasons.
Ms. Rodriguez has been with Seguin ISD for 4 years.

Swank, Megan, Seguin High School, effective June 1, 2026

Ms. Swank, English I Teacher & Head Tennis Coach, has resigned due to personal reasons.
Ms. Swank has been with Seguin ISD for 1 year.

Thompson, Michelle, Matador Special Services, effective June 9, 2026

Ms. Thompson, Educational Diagnostician, has resigned due to personal reasons.
Ms. Thompson has been with Seguin ISD for 13 years.

Timber, Leigh Ann, Matador Special Services, effective June 1, 2026

Ms. Timber, Homebound Teacher, has resigned and elected to retire.
Ms. Timber has been with Seguin ISD for 2 years.

Tobola, Christopher, Seguin High School, effective June 1, 2026

Mr. Tobola, Social Studies Teacher & Coach, has resigned due to personal reasons.
Mr. Tobola has been with Seguin ISD for 1 year.

Trevino, Ashley, Seguin High School, effective June 1, 2026

Ms. Trevino, Social Studies Teacher, has resigned due to personal reasons.
Ms. Trevino has been with Seguin ISD for 2 years.

Tyson, Christopher, Seguin High School, effective June 1, 2026

Mr. Tyson, Social Studies Teacher, has resigned due to personal reasons.
Mr. Tyson has been with Seguin ISD for 2 years.

Villarreal, Blanca, Matador Special Services Department, effective June 9, 2026

Ms. Villarreal, Educational Diagnostician, has resigned due to personal reasons.
Ms. Villarreal has been with Seguin ISD for 1 year.

Winters, Jacquelyn, Matador Special Services Department, effective June 9, 2026

Ms. Winters, Essential Academics Specialist, has resigned due to personal reasons.
Ms. Winters has been with Seguin ISD for 1 year.

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

Fiscal Implication(s)

N/A

District Goals

- | | |
|--|---|
| <input type="checkbox"/> Challenging & Meaningful Learning Experiences | <input type="checkbox"/> Life-Read Students |
| <input checked="" type="checkbox"/> Positive Community Culture | <input checked="" type="checkbox"/> Growth-Minded Personnel |
| <input type="checkbox"/> Strategic Operational Stewardship | |

**1221 E. Kingsbury
Seguin, TX 78155**



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

Administration's Recommendation	The Administration recommends that the Board of Trustees recognize and acknowledge the resignations for the 2025-2026 academic year.
Proposed Motion Language	N/A

Information Item	Seguin ISD Purchasing Cooperative Management Fees Report 2025-2026
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Jennifer Martinez, Purchasing Coordinator, RTSBA
Background	<p>According to H.B. No. 273, Sec. 44.0331, a school district that enters into a purchasing contract valued at \$25,000 or more under Section 44.031(a)(5), under Subchapter F, Chapter 271, Local Government Code, or under any other cooperative purchasing program authorized for school districts by law shall document any contract-related fee, including any management fee, and the purpose of each fee under the contract.</p> <p>Additionally, Subsection (b) states that, the amount, purpose, and disposition of any fee described by Subsection (a) must be presented in a written report and submitted annually in an open meeting of the board of trustees of the school district. The written report must appear as an action item. Subsection (c) states that, the commissioner may audit the written report described by Subsection (b).</p> <p>Purchasing cooperatives are an important and helpful tool to Texas School Districts because they:</p> <ul style="list-style-type: none"> • Facilitate compliance with state purchasing requirements • Identify qualified vendors of commodities, goods, and services • Benefit from a competitive market place to maximize savings
Fiscal Implication(s)	N/A
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> 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
Purchasing Cooperative Management Fees**

Cooperative Name	Associated Fees	Notes
BuyBoard	\$ -	No management fees for BuyBoard.
Central Texas Purchasing Alliance (CTPA)	\$ 150.00	Annual fee of \$150.00 assessed in December 2023 for calendar year 2024.
Choice Partners	\$ -	No management fees for Choice Partners.
Equalis Group	\$ -	No management fees for Equalis
ESC Region 2, GoodBuy	\$ -	No management fees for GoodBuy.
ESC Region 19, Allied States Purchasing Cooperative	\$ -	No management fees for Allied States.
ESC Region 20, 2013 Purchasing Cooperative	\$ 1,647.00	Annual fees for General Supplies (\$875.00) and Ed Tech (\$772.00).
OMNIA Partners (U.S. Communities and National IPA/TCPN)	\$ -	No management fees for Omnia Partners.
Purchasing Association of Cooperative Entities (PACE)	\$ -	No management fees for Pace - included as part of 2013 Purchasing Cooperative membership.
Sourcewell	\$ -	No management fees for Sourcewell.
Texas 20	\$ -	No management fees for Texas 20.
Texas Department of Information Resources (DIR)	\$ -	No fees. No customer membership required. Seguin ISD qualifies to use DIR as a Public School District.
Texas Smart Buy	\$ 100.00	Annual member ship fee of \$100.00.
The Interlocal Purchasing System (TIPS)	\$ -	No management fees for TIPS.
ESC Region 6, EPIC6 Purchasing Cooperative	\$ -	No management fees for EPIC6.
ESC Region 16, TEXBUY Purchasing Cooperative	\$ -	No management fees for TEXBUY.
791 Purchasing Cooperative	\$ -	No management fees for 791.
ESC Region 5, SETX Purchasing Cooperative	\$ -	No management fees for SETX.
Total	\$ 1,897.00	

Information Item	Bond Interest Revenue Instructional Break Improvements
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA
Background	<p>Administration has identified some smaller projects that can be funded with bond interest revenue. The district is going to start the procurement process and then re-evaluate to determine if these items can be funded and scheduled around the summer instructional break.</p> <p>CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition</p>
Fiscal Implication(s)	N/A
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration's Recommendation	That the Board receive information on the identification of some smaller projects that can be funded with bond interest revenue.
Proposed Motion Language	N/A

Instructional Break Facilities Improvement - Bond Interest Revenue Informational Report

The District is currently developing a plan for seasonal construction and facility improvement projects. Several projects have been identified that align with the approved bond language and may be funded using accumulated interest revenue.

Historically, Seguin ISD has waited until all bond projects are complete before allocating under-budget funds and interest revenue. However, given the current balance and identified needs, administration recommends moving forward with select projects at this time with interest revenue.

This is not an all inclusive list of facility items needed by the district. These are items we feel like we can complete timely this year. After the bidding process, administration will re evaluate the scope and timeline.

All applicable projects will follow required procurement and bidding processes.

Project	Estimated Cost
Fuel (diesel) tanks and pumps – Transportation - on hold	\$150,000-\$200,000
Resource Building Renovation (pending PD approval) - on hold	\$400,000-\$600,000
Ball Playground	\$600-\$625,000
AJB & Barnes Football Bleachers	\$254,000
Replace Gas Lines on Roofs Tested every two years - repairs leaks as we find them, but have never replaced them. (Starting with Saegert)	\$50,000-\$75,000
Vogel and Patlan restrooms renovation (Koennecke next summer)	\$350,000-\$400,000

Information Item	Budget Presentation
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA
Background	<p>To provide the Board of Trustees with regular updates on Seguin Independent School District's Budget.</p> <p>CE (LEGAL) and CE (LOCAL) Annual Operating Budget</p>
Fiscal Implication(s)	N/A
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends the Board of Trustees receive an update on budget planning.
Proposed Motion Language	N/A

MATADOR NATION

Home of the Matadors

Budget Presentation

May 2026

Unlocking Tier 2 Funding



Seguin ISD 2026-2027 Budget Development

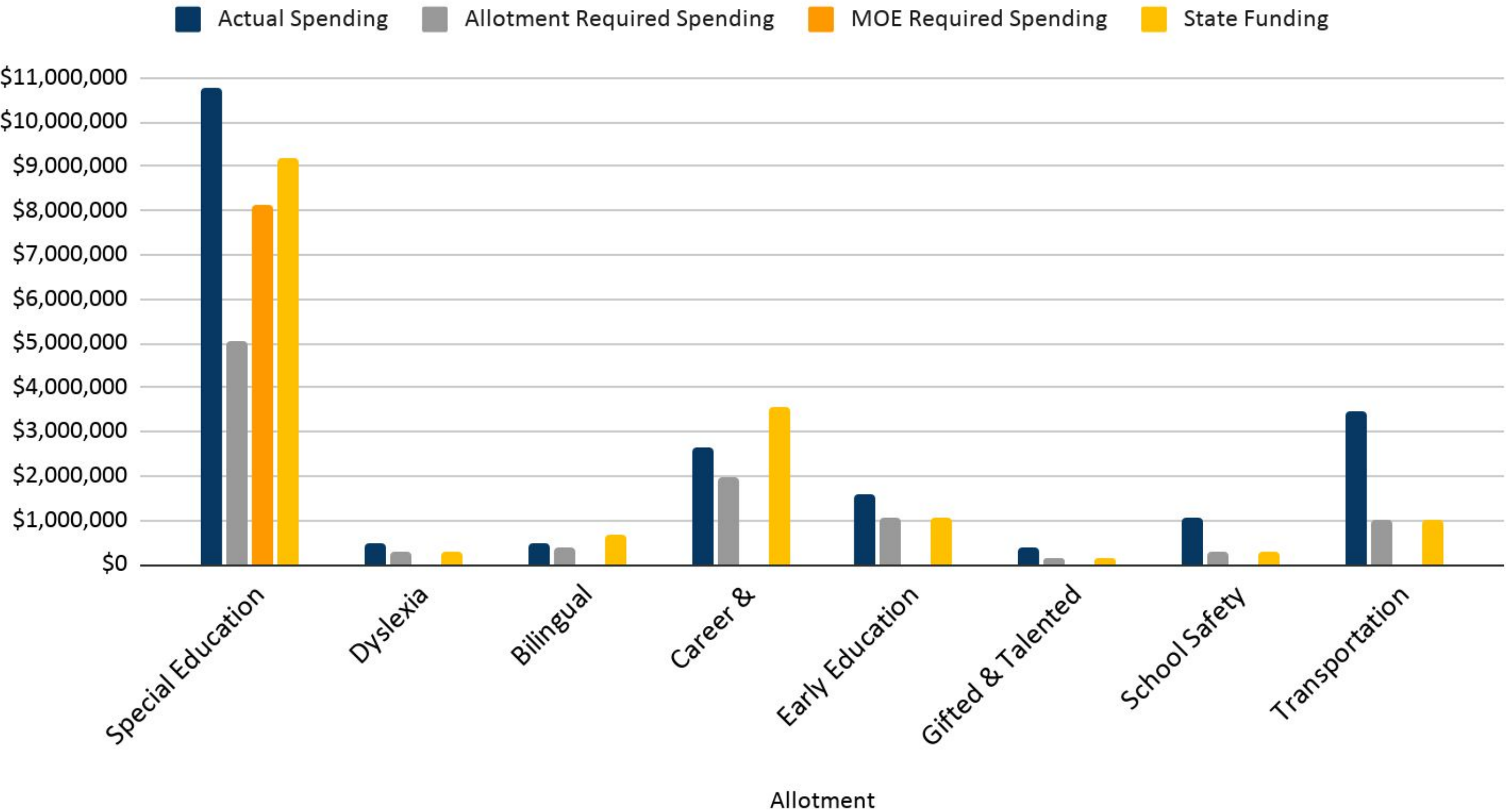
- Allotments funding and spending
- Tax rate and revenue - Tier 1 and Tier 2
- Using Tier 2 funding to address the budget deficit



PRIORITY 5: STRATEGIC OPERATIONAL STEWARDSHIP

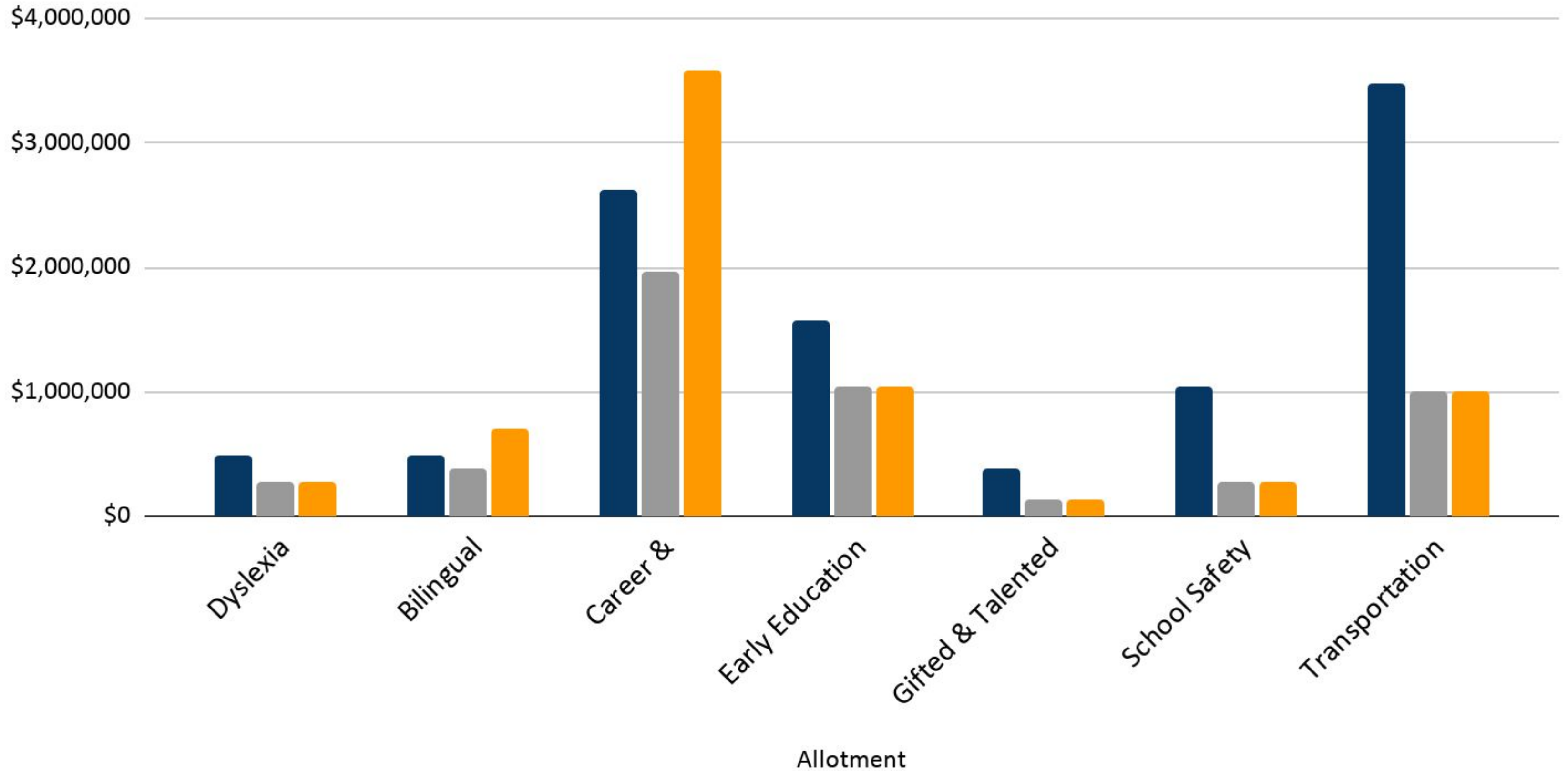
- Decrease the budget deficit from 8 million to zero by 2030.
- Decrease the average age of district technology devices from 5 years to 4 years by 2030.
- Increase student enrollment from 7180 to 7425 by 2030.
- Elevate the average percentage of student attendance from 91% to 95% by 2030.

State Funding vs. Actual & Required Spending



2024-2025 State Funding vs Actual & Required Spending

Actual Spending Required Spending State Funding



Tax Rate Definitions

M & O - Maintenance & Operations
Tax Rate

Pays for day to day running of the school district - Salaries, utilities, instructional programs, transportation

I & S - Interest & Sinking Tax Rate

Buildings and long term debt (bonds).
Money must be used to pay off the bonds.

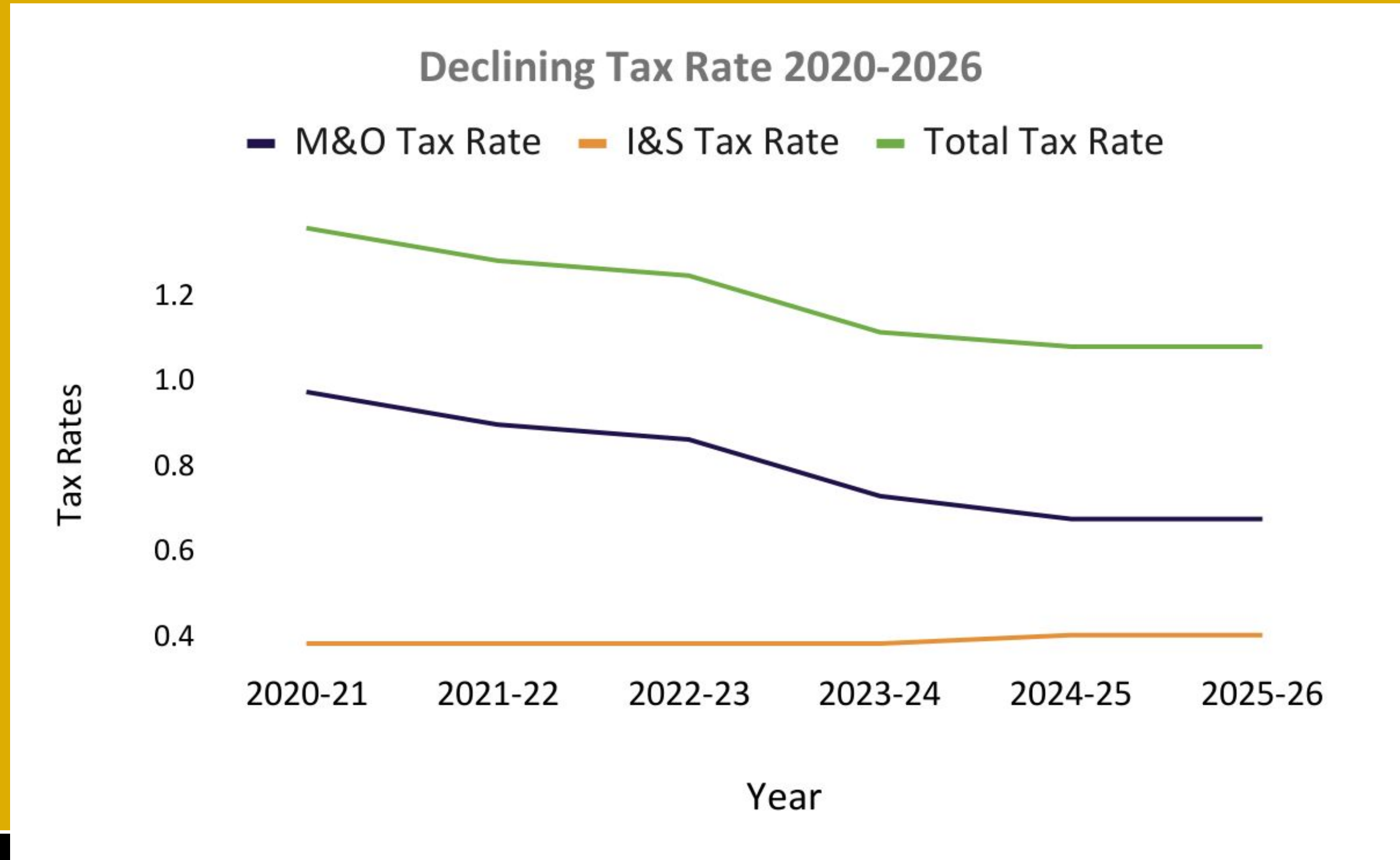
MCR - Maximum Compressed Tax
Rate

Highest M & O rate the state allows us
to adopt before we ask voters for
approval

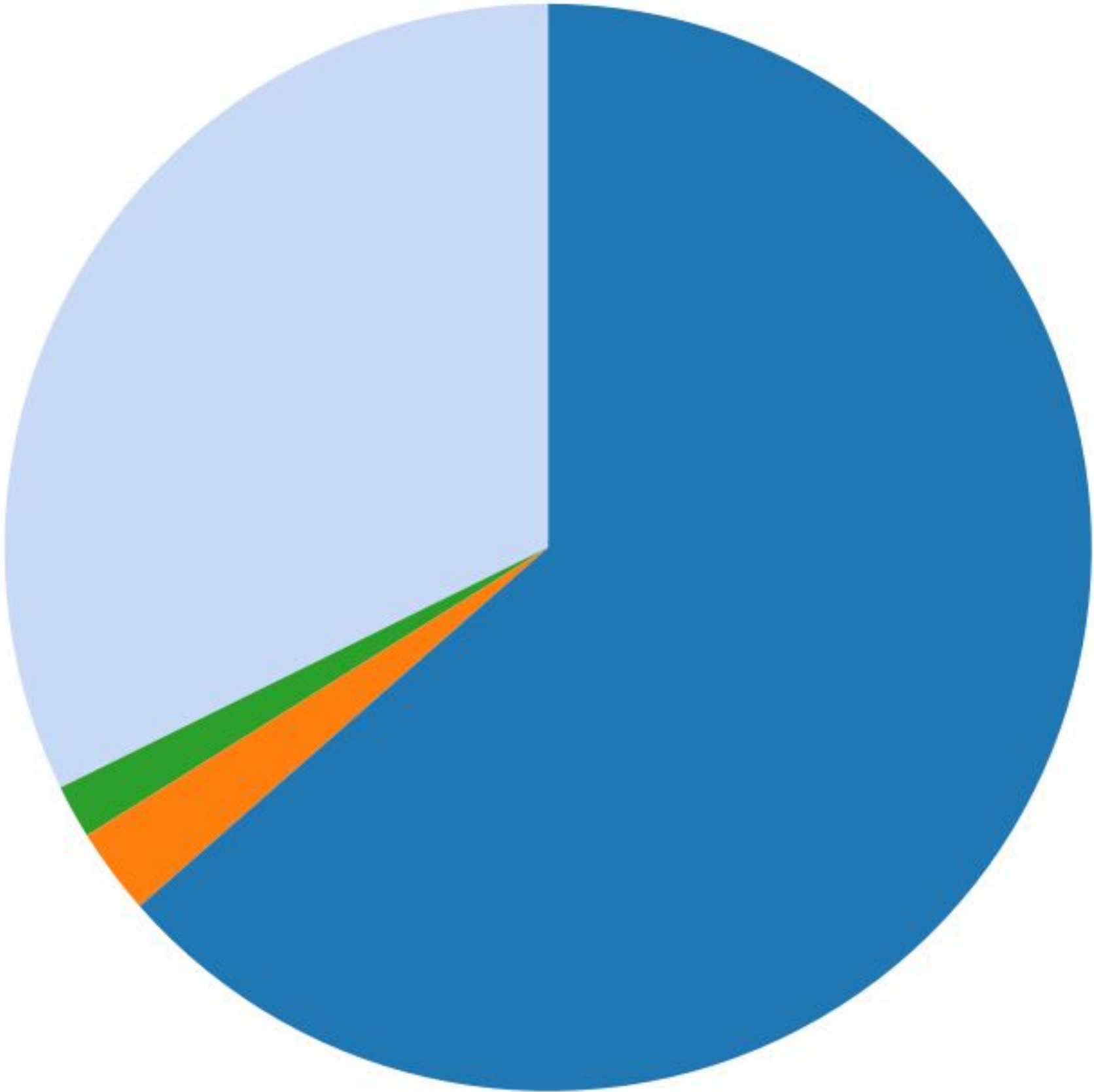
Tax Rate

M & O Tax Rate + I & S Tax Rate = Total Tax Rate

Year	M&O Tax Rate	I&S Tax Rate	Total Tax Rate
2020-21	0.9764	0.385	1.3614
2021-22	0.8996	0.385	1.2846
2022-23	0.8646	0.385	1.2496
2023-24	0.7316	0.385	1.1166
2024-25	0.6778	0.405	1.0828
2025-26	0.6778	0.405	1.0828

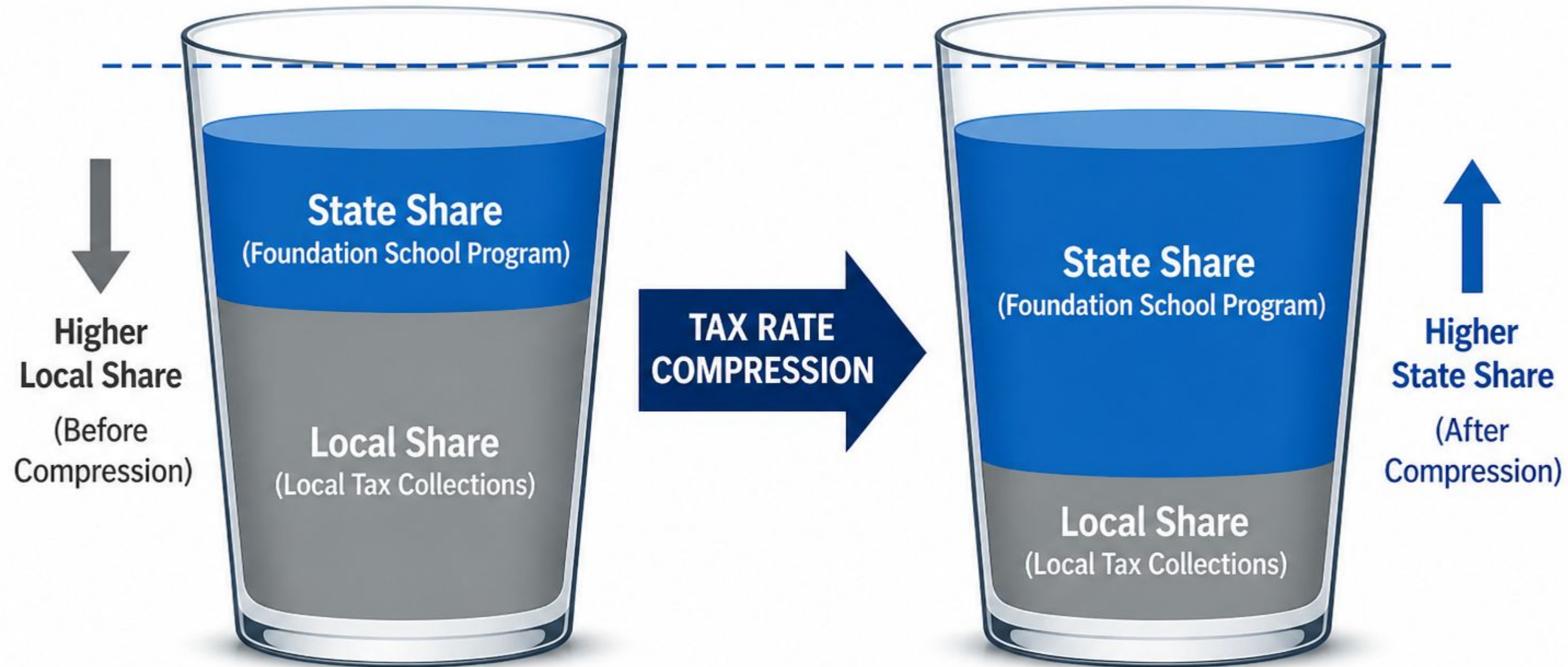


Total Funding 2025-2026



- Foundation School Program
- Available School Fund
- Other Sources
- Local Tax Collections

State and Local Share



The total funding stays the same —
the mix of **state** and local share changes.

Foundation School Program - Tier One

To provide each student with a basic instructional program

Required spending and/or required programs

Adds in allotments

Special Education

Dyslexia

State Comp Ed

Early Education

Bilingual

Based on Refined Average Daily Attendance

Includes the Basic Allotment - \$6,215 / student

Gifted and Talented

Career & Technology

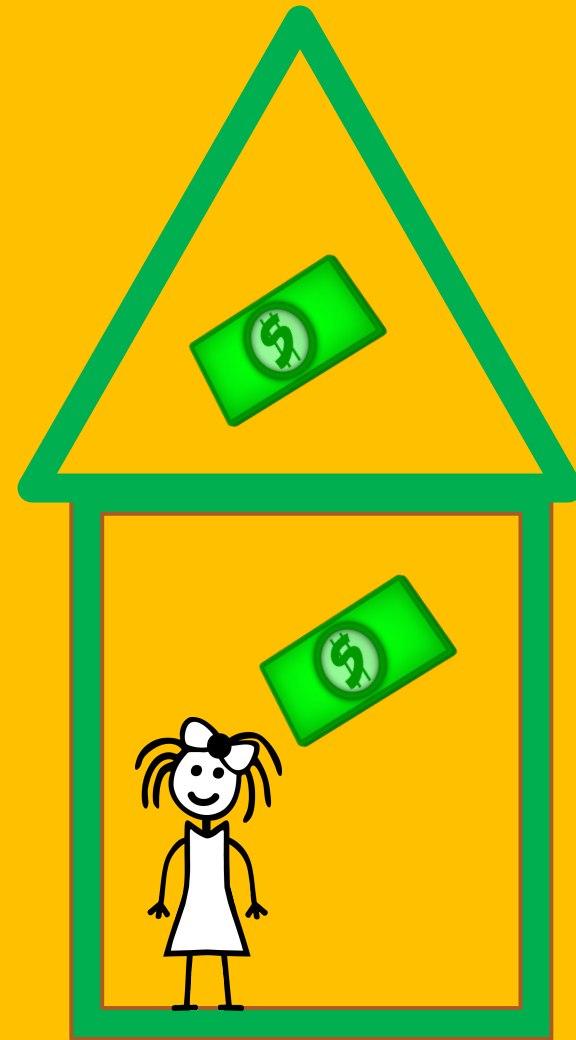
School Safety

Teacher Retention Allotment

Makes up almost 75-80% of our total budget

Tier 1 Tax Rate and Revenue

District A

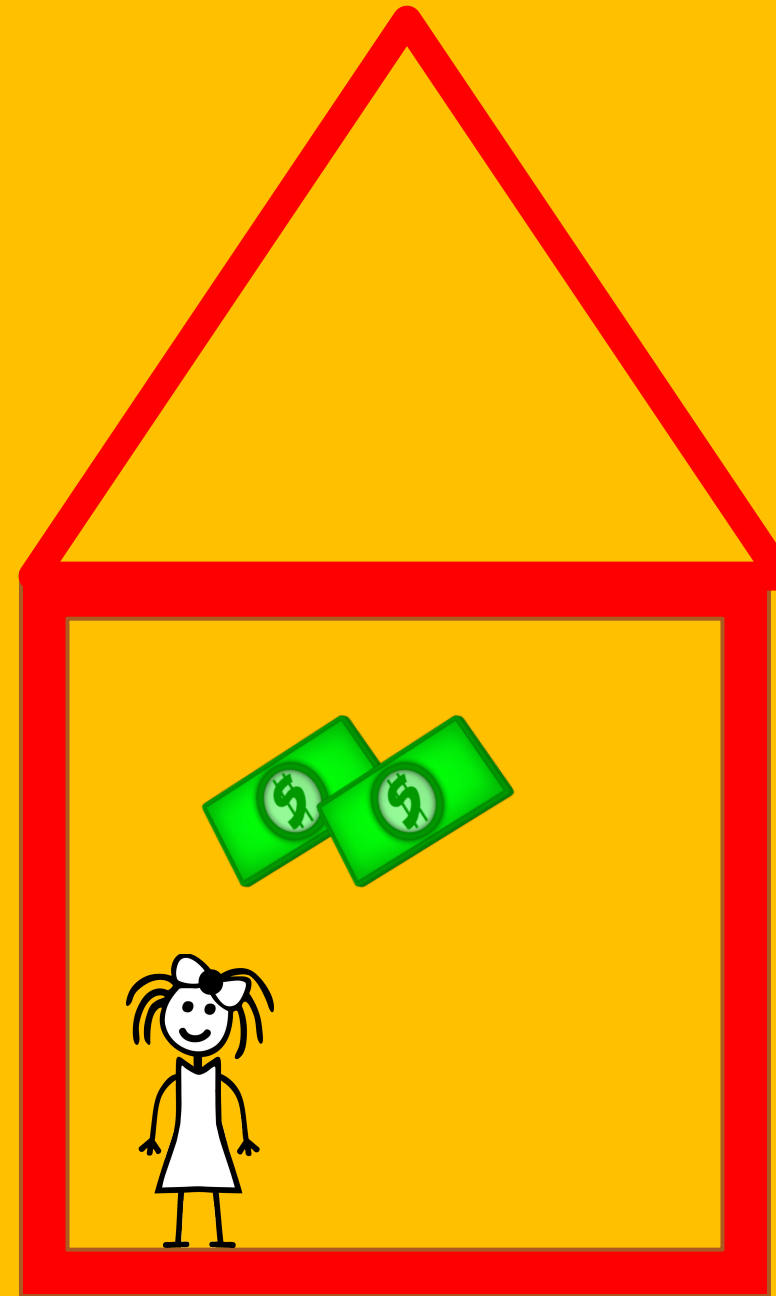


\$100,000

\$1,000 tax collections

MCR = \$1.00

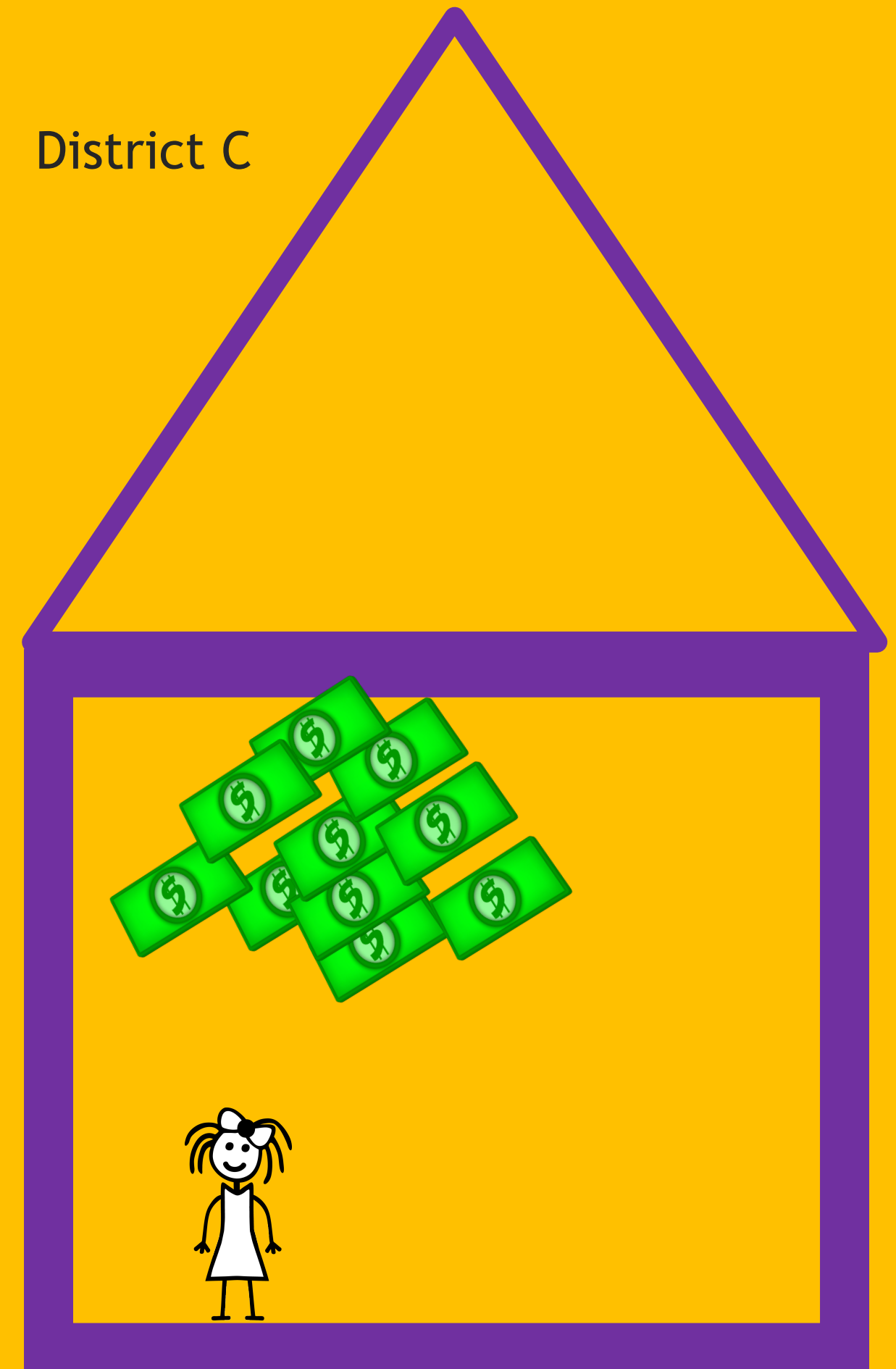
District B



\$200,000

\$2,000 tax collections

District C



\$1,000,000

\$10,000 tax collections

Foundation School Program - Tier Two

Enrichment Funding

Based on District's tax effort that is above the Maximum Compressed Tax Rate (MCR)

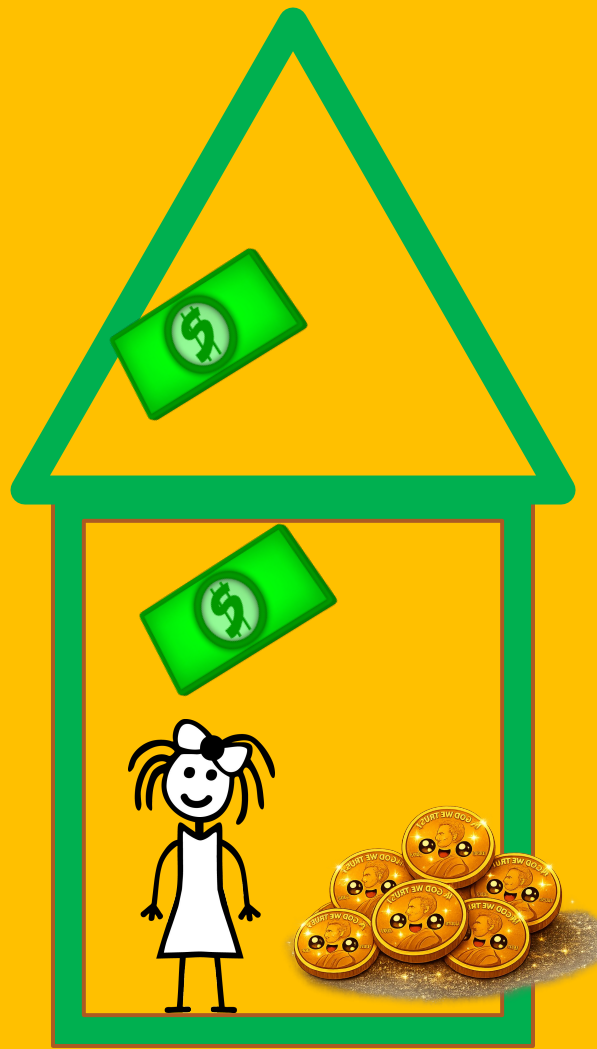


Weighted Average
Daily Attendance
(WADA) =

Basic Allotment - \$6,215

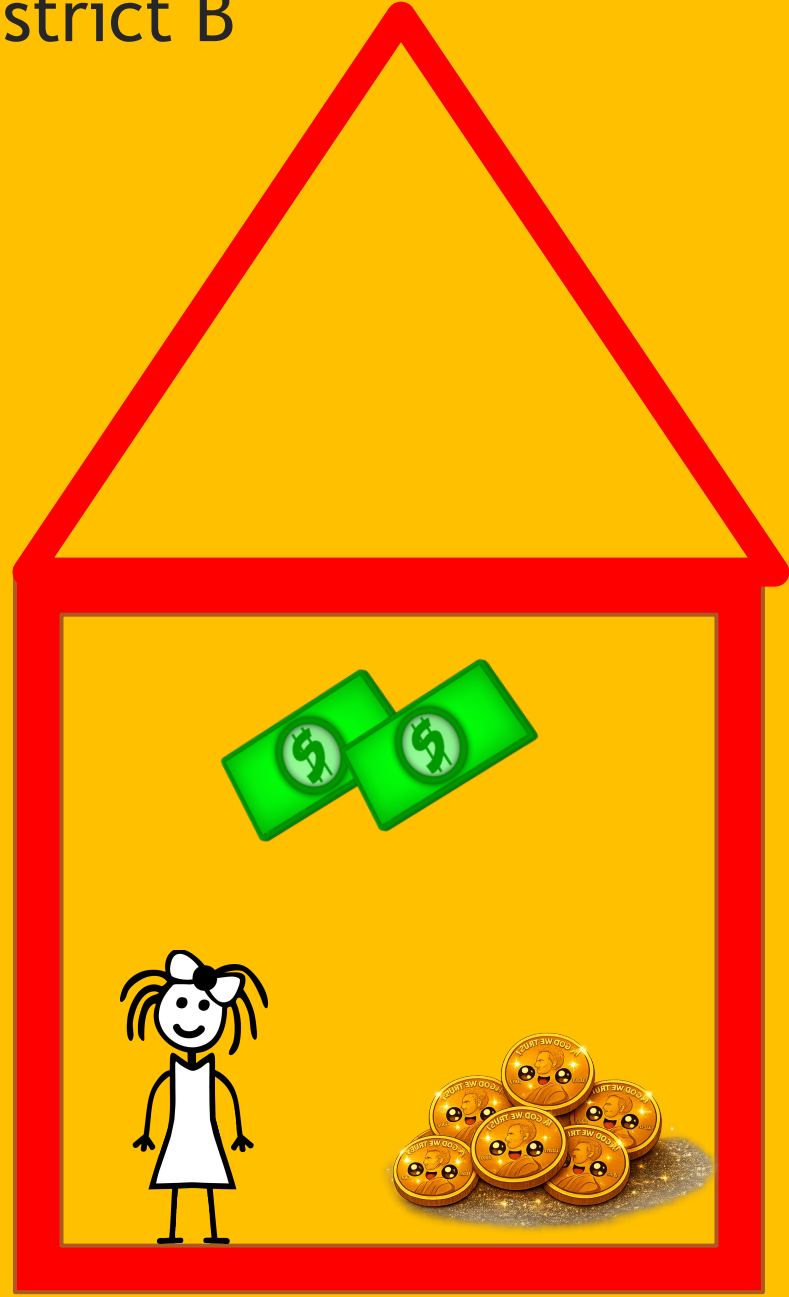
Tier 2 Tax Rate - Golden Pennies - up to eight (8)

District A



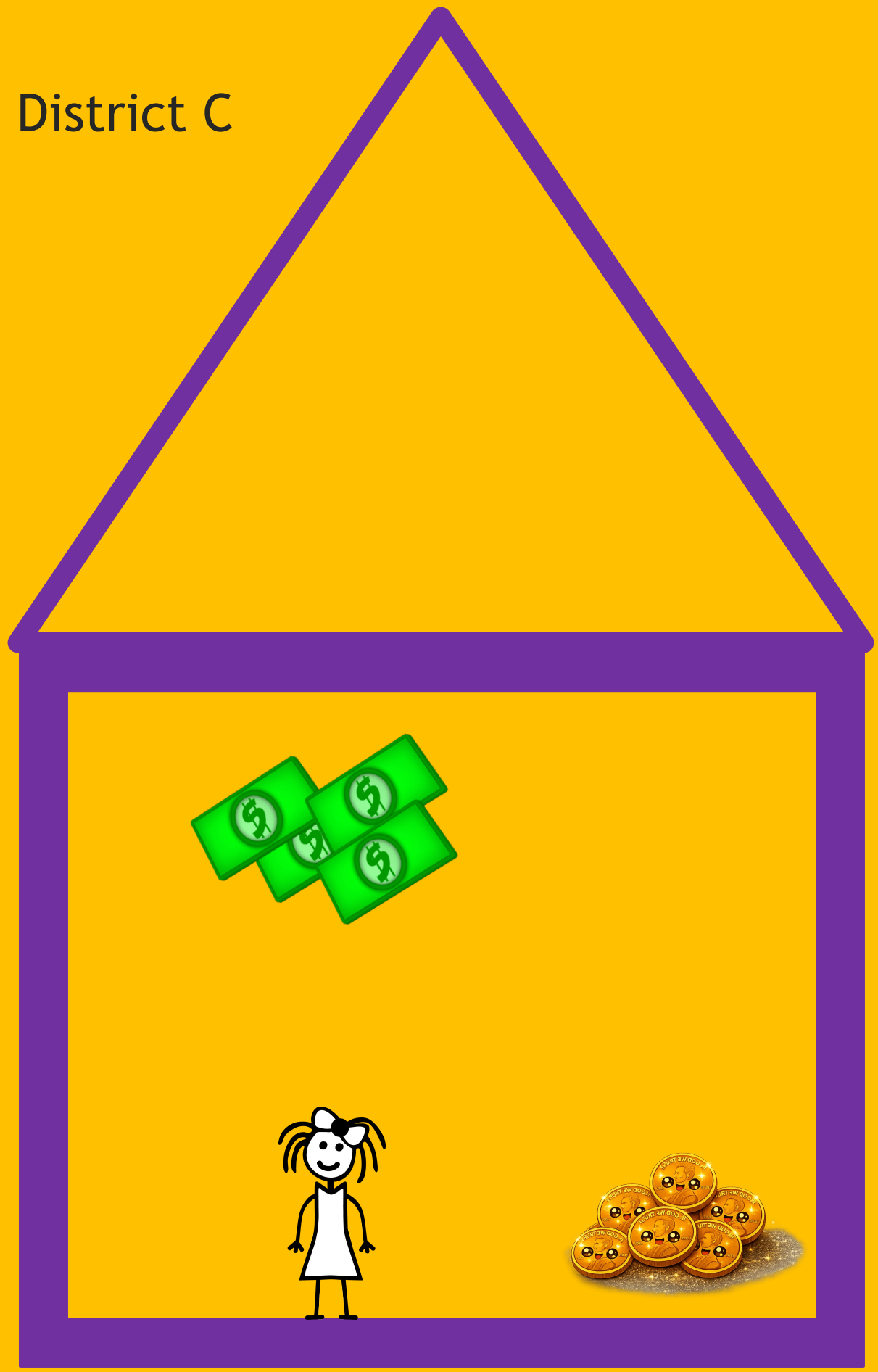
\$100,000
\$60 Tax Collections

District B



\$200,000
\$120 Tax Collections

District C



\$1,000,000
\$600 Tax Collections

What does this mean specifically for Seguin ISD?

Maximum compressed tax rate + golden pennies + copper pennies =
Total M & O Tax Rate

Current rate - \$.6178 + \$.06 = \$.6778

\$.5990 + \$.08 = \$.6790

\$2,400,282 additional
revenue in the 2026-2027
school year



Tier 2 Tax Rate - Copper Pennies (up to 9)

District A



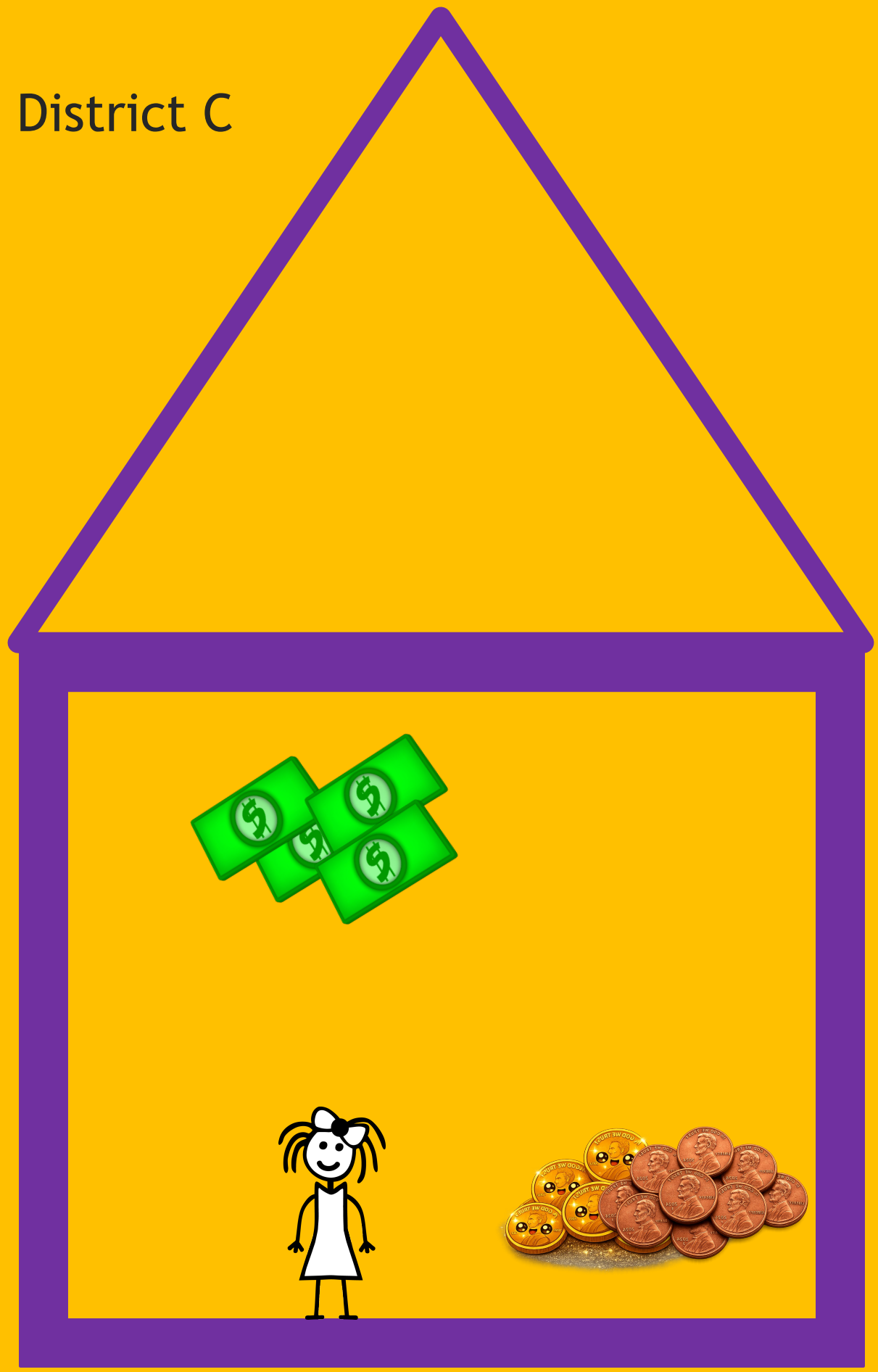
\$100,000
\$170 Tax Collections

District B



\$200,000
\$340 Tax Collections

District C



\$1,000,000
\$1,700 Tax Collections

What does this mean specifically for Seguin ISD?

Maximum compressed tax rate + golden & copper pennies =
Total M & O Tax Rate

Current rate - \$.6178 + \$.06 = \$.6778

Possible proposed rate for all pennies- \$.5990 + \$.08 + \$.09 = \$.7690

\$3,910,953 additional net
revenue in the 2026-2027
school year
(copper pennies)

\$779,332 Recapture

\$6,311,235 total additional
net revenue for all golden
and copper pennies



What would this mean specifically for Seguin ISD Taxpayers?



\$100,000

All Golden Pennies (8)

M & O Tax Rate - From \$.6778 to .6790

\$1.20 increase per \$100,000 of values annually

All Golden & Copper Pennies (17)

M & O Tax Rate - From \$.6778 to .7690

\$91.20 increase per \$100,000 of values annually

Each copper penny is roughly worth about \$434,000 (net) with about \$86,000 in recapture each.

	M & O Tax Rate	I & S Tax Rate	Property Taxes / \$100,000 Value	Approx. Increase / Decrease (annual)	Additional Revenue Generated
2025-2026 Current	0.6778	0.405	\$1,083		
26-27 No VATRE	0.659	0.405	\$1,064	-\$19	\$0
Two Golden Pennies	0.679	0.405	\$1,084	\$1	\$2,400,282
One Copper	0.689	0.405	\$1,094	\$11	\$2,834,282
Two Copper	0.699	0.405	\$1,104	\$21	\$3,268,282
Three Copper	0.709	0.405	\$1,114	\$31	\$3,702,282
Four Copper	0.719	0.405	\$1,124	\$41	\$4,136,282
Five Copper	0.729	0.405	\$1,134	\$51	\$4,570,282
Six Copper	0.739	0.405	\$1,144	\$61	\$5,004,282
Seven Copper	0.749	0.405	\$1,154	\$71	\$5,438,282
Eight Copper	0.759	0.405	\$1,164	\$81	\$5,872,282
Nine Copper	0.769	0.405	\$1,174	\$91	\$6,311,235

How does this impact our budget deficit?

As of our current budget we are sitting at about a \$5.2 million deficit

- Student enrollment / attendance
- Staff raises

Golden pennies alone would decrease the budgeted deficit to about \$3 million for 2026-2027 all other items remaining constant



Timeline for VATRE (Voter Approval Tax Rate Election)

- August 5th - Deadline for TEA to issue preliminary MCR
- August 7th - Last day for districts planning for a VATRE to publish tax notice
- August 17th - Deadline to order a VATRE (after adopting the tax rate)
- November 3rd - Election Day



Key Takeaways & What's Up Next

- Both golden and copper pennies available to the school district with an election
- Golden alone will generate approximately \$2.4 million annually
- Copper pennies would add to that amount at about \$434,000 per penny (net - after recapture)
- Copper pennies would lead to “recapture” at about \$86,000 per penny



Next Budget Presentation

Year End Financial Estimate

Staff Raises

Budget Adoption - June 30, 2026

Information Item	Financial Statements for April 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	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> 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
April 2026**

						Month 10 of 12	0.83%	Prior Year for Comparison Only	
REVENUE	Adopted Budget	April 30, 2026	April 30, 2026	Budget Remaining	Percent Collected	April 30, 2025	April 30, 2025		
		Amended Budget	Year to Date Actual Revenues			Amended Budget	Year to Date Actual Revenues		
Local									
Property Taxes-Current	36,705,360	36,705,360	32,976,381	3,728,979	89.84%	36,690,360	34,131,441		
Property Taxes-Delinquent	1,000,000	1,000,000	872,258	127,742	87.23%	950,000	811,963		
Property Taxes-Penalty & Interest	629,000	629,000	372,797	256,203	59.27%	500,000	349,778		
Interest Income	900,000	900,000	1,131,779	-	125.75%	1,300,000	1,263,665		
Other Local Income	475,000	2,475,000	2,719,989	-	109.90%	240,000	429,057		
State	38,615,154	43,980,154	27,748,139	16,232,015	63.09%	34,887,076	20,803,557		
Federal	767,000	767,000	275,559	491,441	35.93%	767,000	474,155		
REVENUE	79,091,514	86,456,514	66,096,900	20,359,614	76.45%	75,334,436	58,263,616		
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	April 30, 2026	April 30, 2026	Budget Remaining	Percent Expended	April 30, 2025	April 30, 2025		
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	Year to Date Actual Expenditures		
11 - Instruction	44,994,828	48,896,019	34,555,198	14,340,821	70.67%	43,934,095	28,999,643		
12 - Instructional Resources & Media Svcs	1,093,681	1,093,524	729,095	364,429	66.67%	1,071,809	786,040		
13 - Curr & Instructional Staff Development	592,703	599,983	371,823	228,160	61.97%	579,373	376,343		
21 - Instructional Leadership	2,318,118	2,136,472	1,611,381	525,091	75.42%	2,350,713	1,687,887		
23 - School Leadership	5,163,188	5,539,139	4,062,959	1,476,180	73.35%	5,107,443	3,869,391		
31 - Guidance & Counseling Services	3,133,002	3,215,144	2,351,129	864,015	73.13%	2,808,040	1,989,438		
32 - Social Work Services	694,724	680,944	505,740	175,204	74.27%	682,222	442,591		
33 - Health Services	918,998	914,098	615,222	298,876	67.30%	865,619	583,054		
34 - Student Transportation	3,672,980	3,606,300	2,723,479	882,821	75.52%	3,593,504	2,707,786		
35 - Food Service	-	-	-	-	-	-	-		
36 - Co-curricular Activities	2,278,671	2,261,867	1,690,555	571,312	74.74%	2,213,555	1,636,770		
41 - General Administration	3,556,289	3,544,931	3,082,698	462,233	86.96%	3,543,148	2,680,099		
51 - Plant Maintenance & Operations	8,838,321	10,447,154	8,295,594	2,151,560	79.41%	8,461,947	6,634,636		
52 - Security & Monitoring Services	1,599,854	1,645,795	1,240,906	404,889	75.40%	1,198,967	887,641		
53 - Data Services	2,379,265	2,708,042	2,331,530	376,512	86.10%	2,318,411	1,966,028		
61 - Community Services	26,845	26,845	19,505	7,340	72.66%	27,329	6,816		
71 - Debt Services	-	665,000	665,000	-	100.00%	665,000	665,000		
81 - Facilities Acquisition & Construction	-	1,080,594	989,055	91,539	0.00%	1,780,800	1,204,718		
93 - Payments to Fiscal Agent/SSA	2,695,312	1,762,670	-	1,762,670	0.00%	2,695,312	-		
99 - Intergovmntl Charges (Appraisal Svcs)	954,500	804,500	579,865	224,635	72.08%	802,645	522,695		
EXPENSE	84,911,279	91,629,021	66,420,733	25,208,288	72.49%	84,699,932	57,646,576		
REVENUE OVER/(UNDER) EXPENSE	\$ (5,819,765)	\$ (5,172,507)	(323,833)			\$ (9,365,496)	617,040		
Other Sources	-	-	-			-	-		
Other Uses	-	-	-			-	-		
OTHER SOURCES AND USES	\$ -	\$ -	\$ -			\$ -	\$ -		
RESULT OF ACTIVITIES	\$ (5,819,765)	\$ (5,172,507)	\$ (323,833)			\$ (9,365,496)	\$ 617,040		
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	April 30, 2026	April 30, 2026	Budget Remaining	Percent Expended	April 30, 2025	April 30, 2025		
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	Year to Date Actual Expenditures		
6100 - Salaries	61,168,017	65,558,230	47,607,868	17,950,362	72.62%	59,232,066	41,788,342		
6144 - TRS On-Behalf Payments	5,307,700	4,807,700	2,789,287	2,018,413	58.02%	5,307,700	2,685,426		
6200 - Purchased & Contracted Services	9,736,649	11,292,631	9,144,858	2,147,773	80.98%	9,505,055	6,875,079		
6300 - Supplies & Materials	4,113,799	4,534,652	3,790,087	744,565	83.58%	3,841,717	3,154,112		
6400 - Other Operating Costs	4,455,802	3,551,873	1,402,770	2,149,103	39.49%	4,375,785	1,258,591		
6500 - Debt Service	-	665,000	665,000	-	100.00%	665,000	665,000		
6600 - Capital Outlay	129,312	1,218,935	1,020,863	198,072	83.75%	1,772,609	1,220,025		
EXPENSE	84,911,279	91,629,021	66,420,733	25,208,288	72.49%	84,699,932	57,646,576		

**Sequin Independent School District
Financial Statements
Child Nutrition Fund
April 2026**

Month 10 of 12

0.83%

REVENUE	Adopted Budget	April 30, 2026	April 30, 2026	Budget Remaining	Percent Collected	Prior Year for Comparison Only	
		Amended Budget	Year to Date Actual Revenues			April 30, 2025	April 30, 2025
						Amended Budget	Year to Date Actual Revenues
Local							
Property Taxes-Current	-	-	-	-		-	-
Property Taxes-Delinquent	-	-	-	-		-	-
Property Taxes-Penalty & Interest	-	-	-	-		-	-
Interest Income	100,000	100,000	42,746	57,254	42.75%	20,000	98,661
Other Local Income	340,500	340,500	222,437	118,063	65.33%	339,500	232,060
State	55,500	55,500	24,792	30,708	44.67%	55,500	33,747
Federal	7,174,000	7,174,000	5,563,235	1,610,765	77.55%	6,675,000	5,539,023
REVENUE	7,670,000	7,670,000	5,853,210	1,816,790	76.31%	7,090,000	5,903,490
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	April 30, 2026	April 30, 2026	Budget Remaining	Percent Expended	April 30, 2025	April 30, 2025
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	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	6,339,055	1,304,445	82.93%	7,063,500	6,054,999
36 - Co-curricular Activities	-	-	-	-		-	-
41 - General Administration	-	-	-	-		-	-
51 - Plant Maintenance & Operations	19,500	19,500	8,918	10,582	45.73%	19,500	9,973
52 - Security & Monitoring Services	7,000	7,000	486	6,514	6.94%	7,000	530
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	6,348,458	1,321,542	82.77%	7,090,000	6,065,502
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	(495,248)			\$ -	(162,012)
Other Sources	-	-	-			-	-
Other Uses	-	-	-			-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ -			\$ -	\$ -
RESULT OF ACTIVITIES	\$ -	\$ -	\$ (495,248)			\$ -	\$ (162,012)
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	April 30, 2026	April 30, 2026	Budget Remaining	Percent Expended	April 30, 2025	April 30, 2025
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	Year to Date Actual Expenditures
6100 - Salaries	3,181,000	3,124,000	2,330,904	793,096	74.61%	3,021,900	2,250,923
6144 - TRS On-Behalf Payments	-	-	-	-		-	-
6200 - Purchased & Contracted Services	182,900	242,550	169,465	73,085	69.87%	182,700	141,999
6300 - Supplies & Materials	4,191,000	4,187,177	3,532,187	654,990	84.36%	3,724,000	3,359,363
6400 - Other Operating Costs	65,100	47,450	22,357	25,093	47.12%	61,400	44,429
6500 - Debt Service	-	-	-	-		-	-
6600 - Capital Outlay	50,000	68,823	293,546	(224,723)	426.52%	100,000	268,788
EXPENSE	7,670,000	7,670,000	6,348,458	1,321,542	82.77%	7,090,000	6,065,502

**Seguin Independent School District
Financial Statements
Debt Service Fund
April 2026**

Month 10 of 12

0.83%

REVENUE	Adopted Budget	April 30, 2026	April 30, 2026	Budget Remaining	Percent Collected	Prior Year for Comparison Only	
		Amended Budget	Year to Date Actual Revenues			April 30, 2025	April 30, 2025
						Amended Budget	Year to Date Actual Revenues
Local							
Property Taxes-Current	20,585,821	20,585,821	19,697,066	888,755	95.68%	21,325,262	20,378,123
Property Taxes-Delinquent	300,000	300,000	467,551	-	155.85%	250,000	397,910
Property Taxes-Penalty & Interest	200,000	200,000	202,342	-	101.17%	100,000	180,356
Interest Income	400,000	400,000	443,038	-	110.76%	-	576,044
Other Local Income	-	-	932	-	-	-	-
State	2,100,000	2,100,000	3,880,126	-	184.77%	-	2,426,767
Federal	-	-	-	-	-	-	-
REVENUE	23,585,821	23,585,821	24,691,054	(1,105,233)	104.69%	21,675,262	23,959,200
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	April 30, 2026	April 30, 2026	Budget Remaining	Percent Expended	April 30, 2025	April 30, 2025
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	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	23,585,821	23,585,821	23,320,060	265,761	98.87%	21,675,262	16,782,635
81 - Facilities Acquisition & Construction				-			
93 - Payments to Fiscal Agent/SSA				-			
99 - Intergovmntl Charges (Appraisal Servs)				-			
EXPENSE	23,585,821	23,585,821	23,320,060	265,761	98.87%	21,675,262	16,782,635
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	1,370,994			\$ -	7,176,565
Other Sources	-	-	793			-	793
Other Uses	-	-	-			-	-
OTHER SOURCES AND USES	\$ -	\$ -	793			\$ -	793
RESULT OF ACTIVITIES	\$ -	\$ -	1,371,787			\$ -	7,177,358
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	April 30, 2026	April 30, 2026	Budget Remaining	Percent Expended	April 30, 2025	April 30, 2025
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	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	23,585,821	23,585,821	23,320,060	265,761	98.87%	21,675,262	16,782,635
6600 - Capital Outlay				-			
EXPENSE	23,585,821	23,585,821	23,320,060	265,761	98.87%	21,675,262	16,782,635

Information Item	New Vendors
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Jennifer Martinez, Purchasing Coordinator, RTSBA
Background	<p>To provide the Board of Trustees with regular updates on vendors that have responded to Requests for Proposals and are being added to the district's approved vendor list.</p> <p>CH(LEGAL) and CH(LOCAL) Purchasing and Acquisition</p>
Fiscal Implication(s)	N/A
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees receive the vendor information as presented.
Proposed Motion Language	N/A

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	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> 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

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, April 28, 2026, beginning at 6:01 p.m. in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Joshua Bright, Lisa Burns (arrived at 6:03 p.m.), Denise Crettenden, William Dwyer (left at 7:36 p.m.), Alejandro R. Guerra, Grace Mueller, and Dr. Jack Lee, Superintendent

Absent: Linda Duncan

Also Present: Elizabeth Banks, Chief Financial Officer; Dr. Ruben Carrillo, Chief Technology and Security Officer; Monica Lyons, Chief Academic Officer; Jeremy Nueman, Chief Human Resources Officer; Dr. Kenneth Vogel, Chief Student Support Services Officer; Emily Allen, Executive Director of Communications; Maria Guerra, Jefferson Elementary Principal; Kristi Miranda, Director of Accountability and TIA; Troy Spear, Construction Manager; Sierra Mosher, Seguin High School CTE Teacher and Coach; Jackie Silvius, District Lead Librarian; Hannah Farmer, Seguin Public Library Assistant Director, and Nancy Ramirez, Superintendent Secretary.

1. Call to Order

A. Mrs. Crettenden called the meeting to order at 6:01 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

Vanessa Casso signed up to address the Board regarding agenda item “9E Possible action on employment for D. Ebarra, AJB employee”.

Eva Carter signed up to address the Board regarding “9E Discussion and possible action on termination of probationary contracts for Denise Ebarra, AJB employee”.

Ashlon Mosley signed up to address the Board regarding “9E Discussion and possible action on termination of probationary contracts for D. Ebarra, and Mr. Paul”.

Emily Brisco signed up to address the Board regarding “9E Discussion and possible action on termination of probationary contracts for D. Ebarra, and Mr. Paul”.

Shalon Chinawa signed up to address the Board regarding “9E Discussion and possible action on termination of probationary contracts for D. Ebarra, and Mr. Paul”.

Krystal Haefner signed up to address the Board regarding “9E Ms. Ebarra possible termination vs. the positive impact that she has had on the school and most importantly, our students”.

Paris-Faith Hernandez signed up to address the Board regarding “9E Dance and theatre impact on my confidence, and what it means to me AJB”.

Sarah De Leon signed up to address the Board regarding “9E AJB Theatre Department Mrs. Ebarra and Mr. Paul”.

Jan Ashcraft signed up to address the Board regarding “I’m a volunteer with Be SMART for kids and I’d like to talk about gun safety”.

Briana Villegas signed up to address the Board regarding “9E AJB Theatre and dance Ms. Ebarra and Mr. Paul”.

Adyson Spacek signed up to address the Board regarding “9E Discussion and possible action on termination of probationary contracts. Jeremy Nueman for Denise Ebarra, AJB employee”.

Natalee Dean signed up to address the Board regarding “9E Discussion and possible action on termination of probationary contracts for Denise Ebarra, AJB employee”.

Brandon Gilleland signed up to address the Board regarding “9E Theatre/dance teacher jobs”.

3. **Closed Meeting:** The Board went into closed session at 6:29 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.
 - 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 recessed from 7:13 p.m. until 7:17 p.m. The Board reconvened at 7:17 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 Aaron Vasquez, a fifth-grade student from Jefferson Elementary School, 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.
 - C. **Student/Staff/Board/Community Recognition**

The Board of Trustees recognized the following students and staff for their outstanding accomplishments:

 - **Superintendent’s Students of the Month from Jefferson Elementary School, and Mercer-Blumberg Learning Center**

Dr. Lee was honored to recognize Aaron Vasquez, a fifth-grade student at Jefferson Elementary School, and Kara Soliz, a 12th grade student at Mercer-Blumberg Learning Center, as leaders and exceptional students in and out of the classroom. They both are excellent role models working hard to achieve their goals while assisting their peers.
 - **Superintendent’s Apple Award**

Dr. Lee was honored to recognize John Schnautz, Juvenile Detention Center Teacher, as the March recipient, and Jose Ruiz, Student Support and Safety Coordinator, as the April recipient of the Superintendent’s Apple Award for going above and beyond daily duties to cultivate, inspire, and empower their students, colleagues, and the Seguin ISD community.

- **Seguin High School Indoor Percussion and Matador Colorguard**

Dr. Lee was honored to recognize Seguin High School’s Indoor Percussion and Matador Colorguard for their recent achievements at state competition, where both groups earned second place. The students also presented trustees with their own medals.

D. Teacher Incentive Allotment (TIA) Recognition

The Board of Trustees recognized the 38 Seguin ISD teachers who met rigorous standards in their student growth data and observations to receive new or higher state designations. The purpose of this presentation is to recognize the performance and effort put forth by the teachers who have received the Recognized, Exemplary, and Master designations from the Texas Education Agency.

E. Campus Highlight

The presentation was provided courtesy of Jefferson Elementary School. Maria Guerra provided a brief overview of the schools current data, instructional priorities for STAAR, and campus culture initiatives. The presentation also outlined key priorities and goals for the upcoming school year.

7. Reports/Information Items:

A. Seguin Ready to Read Project UpdateThe Board of Trustees received an overview from Jackie Silvius and Hannah Farmer on the partnership between Seguin ISD and the public library in providing library cards and outreach visits to kindergartners in the district.

B. ACE Program UpdateThe Board of Trustees received an ACE program update from Allison Seidenberger that included examples of how the opportunities within the ACE program successfully impact student achievement.

C. Seguin High School Student Crime StoppersThe Board of Trustees received information from Sierra Mosher and her students about the Student Crime Stoppers of Seguin which is a student-led program that promotes a safe school environment by encouraging students to anonymously report safety concerns. The program builds a bridge between students, school administrators, and law enforcement to prevent crime, bullying, and potential threats before they escalate. Crime Stoppers members represented Seguin ISD by attending the 30th Annual Texas Crime Stoppers Campus Safety Conference and are working toward attending the 31st Annual Conference scheduled for February 22–24, 2027 in Beaumont, Texas.

D. Human Resources Personnel Information – Professional EmployeesThe Board of Trustees received information regarding the following new hires and resignations for the 2025-2026 school year listed below:

New Hire Elections:

Name	Location	Title	Effective Date
Loya, Megan	Matador Special	School Psychologist (LSSP)	4/27/26

	Services Department		
*Waggoner, Victoria	Vogel Elementary	5 th Grade RLA Teacher	3/25/26

*returning employee

Resignations:

Acuna, Rene, Seguin High School, effective June 1, 2026

Mr. Acuna, Math Teacher, has resigned due to relocation.

Mr. Acuna has been with Seguin ISD for 2 years.

Alexander, Natalie, Seguin High School, effective June 1, 2026

Ms. Alexander, Science Teacher, has resigned and elected to retire.

Ms. Alexander has been with Seguin ISD for 21 years.

Amescua, Carla, Jefferson Elementary, effective June 1, 2026

Ms. Amescua, Essential Academics Teacher, has resigned due to personal reasons.

Ms. Amescua has been with Seguin ISD for 3 years.

Barron, Monica, Jim Barnes Middle School, effective March 6, 2026

Ms. Barron, Science Teacher, has resigned due to personal reasons.

Ms. Barron has been with Seguin ISD for 4 months.

Baumann, Dalton, Seguin High School, effective June 1, 2026

Mr. Baumann, Math Teacher, has resigned due to personal reasons.

Mr. Baumann has been with Seguin ISD for 2 years.

Bennett, Angela, Patlan Elementary, effective June 1, 2026

Ms. Bennett, 1st Grade Dual Language Teacher, has resigned due to personal reasons.

Ms. Bennett has been with Seguin ISD for 8 years.

DeLeon, Alexis, McQueeney Elementary, effective June 1, 2026

Ms. DeLeon, 1st Grade Teacher, has resigned due to personal reasons.

Ms. DeLeon has been with Seguin ISD for 1 year.

Denson, Dustin, Seguin High School, effective June 1, 2026

Mr. Denson, English Teacher, has resigned due to personal reasons.

Mr. Denson has been with Seguin ISD for 2 years.

Diaz, Leonor, Seguin High School, effective June 1, 2026

Ms. Diaz, Math Teacher, has resigned due to personal reasons.

Ms. Diaz has been with Seguin ISD for 4 years.

Dilworth, Cameron, Seguin High School, effective June 1, 2026

Mr. Dilworth, Math Teacher, has resigned due to personal reasons.

Mr. Dilworth has been with Seguin ISD for 3 years.

Faulks, Daryl, Seguin High School, effective June 1, 2026

Mr. Faulks, Social Studies Teacher, has resigned due to personal reasons.

Mr. Faulks has been with Seguin ISD for 4 years.

Fenner, Kiersten, Weinert Elementary, effective March 13, 2026

Ms. Fenner, Essential Academics Teacher, has resigned due to personal reasons.
Ms. Fenner has been with Seguin ISD for 7 months.

Hardin, Samuel, Seguin High School, effective March 15, 2026

Mr. Hardin, ESL Teacher, has resigned due to personal reasons.
Mr. Hardin has been with Seguin ISD for 3 months.

Howard, Kyla, Seguin High School, effective June 1, 2026

Ms. Howard, English I Teacher, has resigned due to personal reasons.
Ms. Howard has been with Seguin ISD for 2 years.

Johnson, Tiyana, McQueeney Elementary, effective June 1, 2026

Ms. Johnson, Kindergarten Teacher, has resigned due to personal reasons.
Ms. Johnson has been with Seguin ISD for 1 year.

La Roche, Joshua, Seguin High School, effective March 25, 2026

Mr. La Roche, English Teacher, has resigned due to contract abandonment.
Mr. La Roche has been with Seguin ISD for 3 months.

Leal, Desiree, McQueeney Elementary, effective June 1, 2026

Ms. Leal, Kindergarten Teacher, has resigned due to personal reasons.
Ms. Leal has been with Seguin ISD for 1 year.

Lyons, Monica, Curriculum & Instruction Department, effective June 30, 2026

Ms. Lyons, Chief Academic Officer, has resigned and elected to retire.
Ms. Lyons has been with Seguin ISD for 3 years.

Mahaffey, Megan, Vogel Elementary, effective June 1, 2026

Ms. Mahaffey, Kindergarten Teacher, has resigned to further her education.
Ms. Mahaffey has been with Seguin ISD for 1 year.

Mendez, Vera, Patlan Elementary, effective March 6, 2026

Ms. Mendez, Dual Language Kindergarten Teacher, has resigned and elected to retire.
Ms. Mendez has been with Seguin ISD for 4 years.

Mesecke, Katelyn, Seguin High School, effective June 1, 2026

Ms. Mesecke, English Teacher & Assistant Powerlifting Coach, has resigned due to medical reasons.
Ms. Mesecke has been with Seguin ISD for 3 years.

Morgan, Kristina, Ball Early Childhood Center, effective June 2, 2026

Ms. Morgan, Counselor, has resigned due to personal reasons.
Ms. Morgan has been with Seguin ISD for 1 year.

Perez, Cynthia, Student Support Services, effective June 16, 2026

Ms. Perez, MTSS Specialist, has resigned and elected to retire.
Ms. Perez has been with Seguin ISD for 4 years.

Price, Sunshine, Seguin High School, effective June 1, 2026

Ms. Price, Art I Teacher, has resigned due to personal reasons.

Ms. Price has been with Seguin ISD for 1 year.

Rodriguez, Artemio, A.J. Briesemeister Middle School, effective June 1, 2026

Mr. Rodriguez, 7th Grade Science Teacher, has resigned and elected to retire.

Mr. Rodriguez has been with Seguin ISD for 12 years.

Russell, Kaymey, Jefferson Elementary, effective June 1, 2026

Ms. Russell, 4th Grade Teacher, has resigned due to personal reasons.

Ms. Russell has been with Seguin ISD for 2 years.

Silva, Veronica, Rodriguez Elementary, effective June 1, 2026

Ms. Silva, 2nd Grade Dual Language Teacher, has resigned and elected to retire.

Ms. Silva has been with Seguin ISD for 28 years.

Sykora, Rhett, Seguin High School, effective March 31, 2026

Mr. Sykora, Agricultural Mechanics Teacher, has resigned due to other employment.

Mr. Sykora has been with Seguin ISD for 4 years.

Villa, Justin, Curriculum & Instruction Department, effective March 24, 2026

Mr. Villa, State & Federal Programs Coordinator, has resigned due to personal reasons.

Mr. Villa has been with Seguin ISD for 9 months.

Whitford, Faith, Jefferson Elementary, effective June 1, 2026

Ms. Whitford, Kindergarten Teacher, has resigned due to personal reasons.

Ms. Whitford has been with Seguin ISD for 4 years.

E. Business Services

1. Seguin ISD Bond Construction Update

The Board of Trustees received an update on current bond projects.

2. Budget Presentation

The Board of Trustees received an update on Seguin Independent School District's Budget.

3. Financial Statements for March 2026

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

4. New Vendors

The Board of Trustees received an update regarding vendors that have responded to requests for proposals and are being added to the district's approved vendor list.

5. Purchases Made Over \$50,000

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

The Board recessed from 10:24 p.m. until 10:33 p.m. The Board went into closed session at 10:33 p.m. The Board reconvened at 11:43 p.m.

8. Consent Agenda Items – Consider and Possible Approval:

A. Approval of Board Minutes for:

Regular Meeting, March 24, 2026

Special Meeting, March 26, 2026

Team of 8 Training, April 7, 2026

B. Approval of Tax Collection Reports for March 2026

The Board of Trustees approved the Guadalupe County Tax Office Monthly Recap from Daryl John, Guadalupe County Tax Assessor-Collector for March 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 April 2026

The Board of Trustees approved the proposed budget amendments for April 2026.

D. Approval of Donations Received March 2026

The Board of Trustees approved the donations received by the District during the month of March 2026 in the amount of \$2,595.92 from various businesses and individuals. 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."

E. Approval of Investment Report for the Third Quarter Ended March 31, 2026

The Board of Trustees approved the Investment Report for the Third Quarter Ended March 31, 2026.

F. Discussion and Possible Action to Authorize Administration to Enter into a Lease Agreement with OTG Coffee, LLC

The Board of Trustees authorized Seguin ISD administration to enter into a lease agreement with OTG Coffee, LLC.

G. Acknowledge Public Information Act Requests March 2026 – April 2026

The Board of Trustees received information regarding the Public Information Act requests received since March 9, 2026. The purpose of this agenda item is to keep trustees apprised of the District's Public Information program.

Mr. Bright moved, seconded by Mr. Guerra, to approve the Consent Agenda Items as read:

A. Approval of Board Minutes for:

Regular Meeting, March 24, 2026

Special Meeting, March 26, 2026

Team of 8 Training, April 7, 2026

B. Approval of Tax Collection Reports for March 2026

C. Approval of Proposed Budget Amendments for April 2026

D. Approval of Donations Received March 2026

E. Approval of Investment Report for the Third Quarter Ended March 31, 2026

F. Discussion and Possible Action to Authorize Administration to Enter into a Lease Agreement with OTG Coffee, LLC

G. Acknowledge Public Information Act Requests March 2026 – April 2026

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

Nays: None

9. Action Items:

A. Approval to Purchase District Library Books

Mrs. Burns moved, seconded by Mr. Bright, to remove "Butts or Face? Volume 4: Ador-a-butts!," "Hellaween," "Butt Sandwich & Tree," "You Poop Here," "Haunted Hospital," "Horror Healing:

Scary Hospitals & Asylums,” “Healer & Witch,” and “Petrifying Playtime: Scary Amusement Parks and Playgrounds” from the approved the book list.

Ayes: Bright, Burns, Crettenden, and Mueller

Nays: Guerra

Mrs. Mueller moved, seconded by Mr. Bright, to approve the purchase of the amended list of library books.

Ayes: Bright, Crettenden, Guerra, and Mueller

Nays: Burns

B. Discuss and Take Action on Recommendations of Library Material Challenge Committee

Mrs. Mueller moved, seconded by Mr. Guerra, to approve the recommendations of the Library Material Challenge Committee.

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

Nays: None

C. Approval of Instructional Materials Allotment (IMA) TEKS Certification

Mr. Bright moved, seconded by Mrs. Mueller, to approve the IMA TEKS Certification for the 2026-2027 school year. Districts are required to certify annually to the State Board of Education and to the Commissioner that for each subject area in the required curriculum students have access to the instructional materials that cover all of the Texas Essential Knowledge and Skills (TEKS). Districts will be unable to submit any requisitions or disbursements of IMA funds until the certification has been approved and submitted to the Texas Education Agency.

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

Nays: None

D. Consider Approval of Administrator Contracts

Mrs. Burns moved, seconded by Mr. Guerra, to approve the administrator contracts as provided in closed session.

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

Nays: None

E. Discussion and Possible Action on Termination of Probationary Contracts

Mr. Dwyer moved, to deny the termination of the probationary contracts as recommended by the Human Resources department. The motion did not pass for failure of a second motion. Mrs. Mueller moved, seconded by Mrs. Burns, to propose the termination of the probationary contracts as recommended by Human Resources as the termination will serve the best interest of the District. In accordance with the Texas Education Code § 21.103(a) and Board Policy DFAB (LEGAL), a probationary contract employee may be terminated at the end of the contract period if the Board determines that such termination will serve the best interests of the District. The Board shall give the employee(s) notice of its decision to terminate the employment not later than the 10th day before the last day of instruction required under the Texas Education Code. The Board’s decision to terminate probationary employee(s) at the end of a contract period is final and may not be appealed.

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

Nays: Dwyer

10. Board Comments and Request

Mrs. Crettenden invited the community out to Barnes Middle School’s production of “the Wizard

of Oz” and Seguin High School’s “Mamma Mia!”

All prior Board requests have been addressed.

11. Adjourn

Mr. Bright moved, seconded by Mrs. Burns, to adjourn the meeting. The meeting adjourned at 11:54 p.m.

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

Nays: None

Secretary/May 19, 2026

President/May 19, 2026

Consent Action Item	Approval of Tax Collection Report for April 2026																
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Sally Eckhart, Budget Coordinator																
Background	The Texas Property Tax Code 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)	<p>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.</p> <p>Total Tax Collections for the month of April 2026:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Current</td> <td style="text-align: right;">\$ 645,973</td> </tr> <tr> <td>Delinquent</td> <td style="text-align: right;">40,100</td> </tr> <tr> <td>Penalty and Interest</td> <td style="text-align: right;">69,955</td> </tr> <tr> <td>Total Monthly Collections</td> <td style="text-align: right; border-top: 1px solid black; border-bottom: 3px double black;">\$ 756,028</td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Total Tax Collections Year to Date</td> <td style="text-align: right; border-bottom: 3px double black;">\$ 54,588,394</td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Delinquent Tax Levy</td> <td style="text-align: right;">\$ 3,469,682</td> </tr> <tr> <td>Percent Collected through April 2026</td> <td style="text-align: right;">55.19%</td> </tr> <tr> <td>Percent of Tax Levy Collected last year</td> <td style="text-align: right;">53.55%</td> </tr> </table>	Current	\$ 645,973	Delinquent	40,100	Penalty and Interest	69,955	Total Monthly Collections	\$ 756,028	Total Tax Collections Year to Date	\$ 54,588,394	Delinquent Tax Levy	\$ 3,469,682	Percent Collected through April 2026	55.19%	Percent of Tax Levy Collected last year	53.55%
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District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> 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 March 2026.																
Proposed Motion Language	I move to approve the Tax collection report for the month of April 2026.																

Consent Action Item	Approval of Proposed Budget Amendment for May 2026
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Sally Eckhart, Budget Coordinator
Background	<p>The District’s official budget includes the General Fund, Child Nutrition Fund, and Debt Service Fund. The adoption of the budgets associated with these funds and subsequent amendments should be approved by the Board of Trustees.</p> <p>This budget amendment will account for small budget transfer requests from campuses and departments.</p>
Fiscal Implication(s)	Budget amendments reflected in this report require approval by the Board of Trustees.
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration’s Recommendation	The Administration recommends that the Board of Trustees approve the proposed budget amendments for the General Fund, Child Nutrition Fund, and Debt Service Fund as of April, 2026.
Proposed Motion Language	I move to approve the proposed budget amendments for the month of May 2026.

**SEGUIN ISD
GENERAL FUND
PROPOSED BUDGET AMENDMENT
MAY 2026**

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	\$ 41,709,360	\$ -	\$ 41,709,360
58XX	State Revenue	\$ 43,980,154	\$ -	\$ 43,980,154
59XX	Federal Revenue	\$ 767,000	\$ -	\$ 767,000
	Revenue Budget	\$ 86,456,514	\$ -	\$ 86,456,514
Expense:				
11 -	Instruction	\$ 48,896,019	\$ (30,890)	\$ 48,865,129
12 -	Instructional Resources & Media Svcs	\$ 1,093,524	\$ -	\$ 1,093,524
13 -	Curr & Instructional Staff Development	\$ 599,983	\$ (6,000)	\$ 593,983
21 -	Instructional Leadership	\$ 2,136,472	\$ (5,690)	\$ 2,130,782
23 -	School Leadership	\$ 5,539,139	\$ -	\$ 5,539,139
31 -	Guidance & Counseling Services	\$ 3,215,144	\$ 24,799	\$ 3,239,943
32 -	Social Work Services	\$ 680,944	\$ -	\$ 680,944
33 -	Health Services	\$ 914,098	\$ -	\$ 914,098
34 -	Student Transportation	\$ 3,606,300	\$ -	\$ 3,606,300
35 -	Food Service	\$ -	\$ -	\$ -
36 -	Co-curricular Activities	\$ 2,261,867	\$ -	\$ 2,261,867
41 -	General Administration	\$ 3,544,931	\$ -	\$ 3,544,931
51 -	Plant Maintenance & Operations	\$ 10,447,154	\$ -	\$ 10,447,154
52 -	Security & Monitoring Services	\$ 1,645,795	\$ -	\$ 1,645,795
53 -	Data Services	\$ 2,708,042	\$ -	\$ 2,708,042
61 -	Community Services	\$ 26,845	\$ 17,781	\$ 44,626
71 -	Debt Services	\$ 665,000	\$ -	\$ 665,000
81 -	Facilities Acquisition & Construction	\$ 1,080,594	\$ -	\$ 1,080,594
93 -	Payments to Fiscal Agent/SSA	\$ 1,762,670	\$ -	\$ 1,762,670
99 -	Intergovernmental Charges (Appraisal Servs)	\$ 804,500	\$ -	\$ 804,500
	Expenditure Budget	\$ 91,629,021	\$ -	\$ 91,629,021
	Assigned Fund Balance	\$ -	\$ -	\$ -
	Unassigned Fund Balance (Budget Deficit)	\$ (5,172,507)	\$ -	\$ (5,172,507)

**SEGUIN ISD
CHILD NUTRITION
PROPOSED BUDGET AMENDMENT
MAY 2026**

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	\$ 440,500	\$ -	\$ 440,500
58XX	State Revenue	\$ 55,500	\$ -	\$ 55,500
59XX	Federal Revenue	\$ 7,174,000	\$ -	\$ 7,174,000
Revenue Budget		\$ 7,670,000	\$ -	\$ 7,670,000
Expense:				
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
36 -	Co-curricular Activities	\$ -	\$ -	\$ -
41 -	General Administration	\$ -	\$ -	\$ -
51 -	Plant Maintenance & Operations	\$ 19,500		\$ 19,500
52 -	Security & Monitoring Services	\$ 7,000	\$ -	\$ 7,000
53 -	Data Services	\$ -	\$ -	\$ -
61 -	Community Services	\$ -	\$ -	\$ -
71 -	Debt Services	\$ -	\$ -	\$ -
81 -	Facilities Acquisition & Construction	\$ -	\$ -	\$ -
93 -	Payments to Fiscal Agent/SSA	\$ -	\$ -	\$ -
99 -	Intergovernmental Charges (Appraisal Servs)	\$ -		\$ -
Expenditure Budget		\$ 7,670,000	\$ -	\$ 7,670,000
Assigned Fund Balance		\$ -	\$ -	\$ -
Unassigned Fund Balance (Budget Deficit)		\$ -	\$ -	\$ -

**SEGUIN ISD
DEBT SERVICE
PROPOSED BUDGET AMENDMENT
MAY 2026**

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	\$ 21,485,821	\$ -	\$ 21,485,821
58XX	State Revenue	\$ 2,100,000	\$ -	\$ 2,100,000
59XX	Federal Revenue	\$ -	\$ -	\$ -
Revenue Budget		\$ 23,585,821	\$ -	\$ 23,585,821
Expense:				
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	\$ 23,585,821	\$ -	\$ 23,585,821
81 -	Facilities Acquisition & Construction	\$ -	\$ -	\$ -
93 -	Payments to Fiscal Agent/SSA	\$ -	\$ -	\$ -
99 -	Intergovernmental Charges (Appraisal Servs)	\$ -	\$ -	\$ -
Expenditure Budget		\$ 23,585,821	\$ -	\$ 23,585,821
Assigned Fund Balance		\$ -	\$ -	\$ -
Unassigned Fund Balance (Budget Deficit)		\$ -	\$ -	\$ -

Consent Action Item	Consider Approval of Agreement with Texas Association of School Boards for Workers' Compensation Coverage and Property, Liability, and Auto Insurance for the period July 1, 2026, through June 30, 2027
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Jennifer Martinez, Purchasing Coordinator, RTSBA
Background	<p>That the Board of Trustees approve the agreement with the Texas Association of School Boards, Inc. (TASB) Risk Management Fund to provide coverage for the District's workers' compensation, property, liability, and fleet insurance for the period July 1, 2026, through June 30, 2027, with a premium of \$977,686.</p> <p>The total cost for all services is \$100,300 more than in 2025-2026. Coverages under the plan include the following: property, auto (liability and physical damage), school liability, privacy & information security, violent acts, and workers' compensation. The cost increase is a result of added property, increased property values, increased costs in materials, and an overall increase in the severity and cost of weather-related claims in the state of Texas.</p> <p>CRE (LEGAL) Insurance and Annuities Management Workers' Compensation, CRB (LEGAL) and CRB (LOCAL) Insurance and Annuities Management-Liability Insurance</p>
Fiscal Implication(s)	Funds are provided by the Workers' Compensation Internal Service Fund and General Operating Fund.
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration's Recommendation	The Board of Trustees authorizes Administration to negotiate and possibly execute a contract with TASB, Inc.
Proposed Motion Language	I move to approve the agreement as presented.

Consent Action Item	Consider Approval of Board Policy BE(LOCAL), DEC(LOCAL), and DED(LOCAL)
Contact Person(s)	Dr. Jack Lee, Superintendent
Background	<p>There are three proposed policy revisions / adoptions:</p> <ul style="list-style-type: none"> • BE(LOCAL) – BOARD MEETINGS <ul style="list-style-type: none"> ○ This revision aligns our board meeting times from 6:30 pm to 6:00 pm, and aligns with our board operating procedures for the agenda creation. • DEC(LOCAL) – COMPENSATION AND BENEFITS – LEAVES AND ABSENCES <ul style="list-style-type: none"> ○ This revision removes extended sick leave. The district currently has a sick leave bank as outlined in DEC(LOCAL). • DED(LOCAL) – COMPENSATION AND BENEFITS – VACATIONS AND HOLIDAYS <ul style="list-style-type: none"> ○ This policy adoption creates a policy to allow for paid vacation days for eligible employees in positions normally requiring 12 months of service. This includes custodian, maintenance/operations, clerical, transportation, and professional classifications of employees.
Fiscal Implication(s)	N/A
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input checked="" type="checkbox"/> Growth-Minded Personnel <input type="checkbox"/> Strategic Operational Stewardship
Administration’s Recommendation	The Administration recommends that the Board of Trustees approve the revision of board policies BE(LOCAL), DEC(LOCAL), and DED(LOCAL) as presented.
Proposed Motion Language	I move to approve the revision of board policies BE(LOCAL), DEC(LOCAL), and DED(LOCAL) as presented.

PROPOSED REVISIONS

Meeting Place and Time	<p>Board meetings shall be held during a time that is outside of typical work hours. [See FA(LEGAL)]</p> <p>The notice for a Board meeting shall reflect the date, time, and location of the meeting.</p>
Regular Meetings	<p>Regular meetings of the Board shall normally be held on the last Tuesday of each month at 6:30 p.m. <u>6:00 p.m.</u> When determined necessary and for the convenience of Board members, the Board President may change the date, time, or location of a regular meeting with proper notice.</p>
Special or Emergency Meetings	<p>The Board President shall call special meetings at the Board President's discretion or on request by two members of the Board.</p> <p>The Board President shall call an emergency meeting when it is determined by the Board President or two members of the Board that an emergency or urgent public necessity, as defined by law, warrants the meeting.</p>
Agenda	<p>The deadline for submitting items for inclusion on the agenda is the <u>14</u>10th calendar day before regular meetings and the <u>14</u>10th calendar day before special meetings.</p>
Deadline	
Preparation	<p>In consultation with the Board President, the Superintendent shall prepare the agenda for all Board meetings. Any Board member may request that a subject be included on the agenda for a meeting, and the Superintendent shall include on the preliminary agenda of the meeting all topics that have been timely submitted by a Board member.</p> <p>Before the official agenda is finalized for any meeting, the Superintendent shall consult the Board President to ensure that the agenda and the topics included meet with the Board President's approval. In reviewing the preliminary agenda, the Board President shall ensure that any topics the Board or individual Board members have requested to be addressed are either on that agenda or scheduled for deliberation at an appropriate time in the near future. The Board President shall not have authority to remove from the agenda a subject requested by a Board member without that Board member's specific authorization.</p>
Notice to Members	<p>Members of the Board shall be given notice of regular and special meetings at least three business days prior to the scheduled date of the meeting and at least one hour prior to the time of an emergency meeting.</p>

BOARD MEETINGS

BE
(LOCAL)

Closed Meeting

Notice of all meetings shall provide for the possibility of a closed meeting during an open meeting, in accordance with law.

The Board may conduct a closed meeting when the agenda subject is one that may properly be discussed in closed meeting. [See BEC]

Order of Business

The order of business for regular Board meetings shall be as set out in the agenda accompanying the notice of the meeting. At the meeting, the order in which posted agenda items are taken may be changed by consensus of Board members.

Rules of Order

The Board shall observe the parliamentary procedures as found in *Robert's Rules of Order, Newly Revised*, except as otherwise provided in Board procedural rules or by law. Procedural rules may be suspended at any Board meeting by majority vote of the members present.

Record Vote

Voting on any item shall be a record vote by show of hands or roll call, as directed by the Board President. Any member may abstain from voting on an item, and a member's vote or failure to vote shall be recorded in the minutes. [See BDAA(LOCAL) for the Board President's voting rights]

Consent Agenda

When the agenda is prepared, the Board President shall determine items, if any, that qualify to be placed on the consent agenda. A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. 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.

Minutes

Board action shall be carefully recorded by the Board Secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the Board President and the Board Secretary.

[See CPC regarding retention of records.]

Discussions and Limitation

Discussions shall be addressed to the Board President and then the entire membership. Discussion shall be directed solely to the business currently under deliberation, and the Board President shall halt discussion that does not apply to the business before the Board.

The Board President shall also halt discussion if the Board has agreed to a time limitation for discussion of an item, and that time

limit has expired. Aside from these limitations, the Board President shall not interfere with debate so long as members wish to address themselves to an item under consideration.

PROPOSED REVISIONS

**Leave
Administration**

The Superintendent shall develop administrative regulations addressing employee leaves and absences to implement the provisions of this policy.

Definitions

The term "immediate family" is defined as:

Immediate Family

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

Family Emergency

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

Leave Day

A "leave day" for purposes of earning, using, or recording leave shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

School Year

A "school year" for purposes of earning, using, or recording leave shall mean the term of the employee's annual employment as set by the District for the employee's usual assignment, whether full-time or part-time.

Daily Rate of Pay

The "daily rate" of a contract employee, including a teacher, school counselor, or librarian, shall be computed by dividing the employee's annual salary by the number of duty days in the employee's contract year.

Catastrophic Illness
or Injury

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Such conditions typically require prolonged hospitalization or

recovery or are expected to result in disability or death. Conditions relating to pregnancy or childbirth shall be considered catastrophic if they meet the requirements of this paragraph.

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

Availability

The District shall make state personal leave and local leave for the current year available for use at the beginning of the school year.

State Leave Proration

If an employee separates from employment with the District before his or her last duty day of the school year or begins employment after the first duty day of the school year, state personal leave shall be prorated based on the actual time employed.

If an employee separates from employment before the last duty day of the school year, the employee's final paycheck shall be reduced for state personal leave the employee used beyond his or her pro rata entitlement for the school year.

Medical Certification

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;
2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent; or
3. The employee requests FMLA leave for the employee's serious health condition; a serious health condition of the employee's spouse, parent, or child; or for military caregiver leave.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

State Personal Leave

The Board requires employees to differentiate the manner in which state personal leave is used.

Nondiscretionary Use

Nondiscretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Nondiscretionary use includes leave related to the birth or placement of a child and taken within the first year after the child's birth, adoption, or foster placement.

Discretionary Use

Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

*Request for
Leave*

In deciding whether to approve or deny a request for discretionary use of state personal leave, the supervisor shall not seek or consider the reasons for which an employee requests to use leave. The supervisor shall, however, consider the duration of the requested absence in conjunction with the effect of the employee's absence on the educational program and District operations, as well as the availability of substitutes.

Local Leave

Each employee shall earn five paid local leave days per school year in accordance with administrative regulations.

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of state personal leave. [See State Personal Leave, above]

An employee may also use local leave for absences related to the birth or placement of a child when leave is taken within the first year after the child's birth, adoption, or foster placement.

Extended Sick Leave

~~After all available paid leave days and any applicable compensatory time have been exhausted, an employee shall be granted in a school year a maximum of 20 leave days of extended sick leave to be used for the employee's catastrophic illness or injury, including pregnancy related illness or injury, or for absences related to the catastrophic illness or injury of a member of the employee's immediate family.~~

~~A written request for extended sick leave must be accompanied by medical certification of the illness or injury.~~

~~The District shall deduct the average daily rate of pay of a substitute for the employee's position for each day of extended sick leave taken, whether or not a substitute is employed.~~

Sick Leave Bank

The District shall establish a sick leave bank that employees may join through contribution of local leave.

Leave contributed to the bank shall be solely for the use of participating employees. An employee who is a member of the bank may request leave from the bank if the employee or a member of the employee's immediate family experiences a catastrophic illness or injury and the employee has exhausted all paid leave and any applicable compensatory time.

The Superintendent shall develop regulations for the operation of the sick leave bank that address the following:

1. Membership in the sick leave bank, including the number of days an employee must contribute to become a member;
2. Procedures to request leave from the sick leave bank;

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

3. The maximum number of days per school year a member employee may receive from the sick leave bank;
4. The committee or administrator authorized to consider requests for leave from the sick leave bank and criteria for granting requests; and
5. Other procedures deemed necessary for the operation of the sick leave bank.

Appeal

An employee may appeal a decision regarding the sick leave bank in accordance with DGBA(LOCAL), beginning with the Superintendent or appropriate administrator.

Family and Medical Leave

The District shall make FMLA leave available to employees in accordance with DECA(LEGAL) and the following provisions.

Concurrent Use of Paid Leave

FMLA leave shall run concurrently with applicable paid leave and compensatory time, as applicable, except as provided below.

Exception

A teacher shall notify the appropriate administrator if they choose not to use paid leave concurrently with FMLA leave for an absence related to pregnancy or the birth or adoption of child.

Twelve-Month Period

For purposes of an employee's entitlement to FMLA leave, the 12-month period shall begin on the first duty day of the school year.

Combined Leave for Spouses

When both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks.

Intermittent or Reduced Schedule Leave

The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee.

Certification of Leave

When an employee requests leave, the employee shall provide certification, in accordance with FMLA regulations, of the need for leave.

Fitness-for-Duty Certification

In accordance with administrative regulations, when an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification.

Leave at the End of Semester

When a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester.

Temporary Disability Leave

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for return to active duty.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent as a request for temporary disability leave.

The District shall require the employee to use temporary disability leave and paid leave, including any compensatory time, concurrently with FMLA leave.

**Workers'
Compensation**

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance.

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

Paid Leave Offset

The District shall permit the option for paid leave offset in conjunction with workers' compensation income benefits. [See CRE]

Court Appearances

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

**Payment for
Accumulated Leave
Upon Retirement**

The following leave provisions shall apply to local leave accumulated beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for payment for accumulated local leave under the following conditions:

1. The employee's retirement is voluntary, i.e., the employee is not being discharged or nonrenewed.
2. The employee provides advance written notice of intent to retire. Contract employees must provide written notice at least 30 calendar days before the last day of employment. Noncontract employees must provide written notice at least 14 calendar days before the last day of employment.
3. The employee has at least 10 years of service with the District.

The employee shall receive payment for each day of accumulated local leave, to a maximum of 30 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

ADD POLICY

Vacation Days

Eligible employees in positions normally requiring 12 months of service annually shall receive paid vacation days in accordance with administrative regulations that address the following:

1. Eligibility criteria;
2. Accrual rates and availability;
3. Request and approval processes;
4. Accumulation and carryover limits; and
5. Treatment of vacation days upon separation from service.

Seguin ISD PIA Requests received from April 13 - May 8, 2026				
Date	Requester	Requested Documents	Status	Action
062 April 7, 2026	Oshea Smith, Sunlight Access	Purchasing data for July 2025 - February 2026	Complete	Document shared
063 April 15, 2026	Jimena Rubio, The Data Branch	Purchasing data for January 2021 - present	Complete	Documents shared
064 April 20, 2026	CT Mills, Public Info Access LLC	Employee names, titles, work emails, & work locations	Complete	Documents shared
065 April 30, 2026	Krystal Haefner	Information related to employee contracts	In progress	
066 April 30, 2026	Andrew Caldwell & Irene Gauthier, The Data Branch	Procurement records for specific vendors from January 2021 - present	Complete	Responded
067 May 2, 2026	Sophia Price & Jacqueline Degas, The Data Branch	Procurement records for specific vendors from January 2021 - present	In progress	Documents shared
067 May 6, 2026	ETVC (SS) Jonathan M. Quist, Navy Recruiting Station San Marcos	Names, phone numbers, and addresses for the Classes of 2026 & 2027	In progress	Documents shared

Action Item	Discuss and Take Action on Recommendations of Library Material Challenge Committee		
Contact Person(s)	Monica Lyons, Chief Academic Officer Jackie Silvius, Seguin ISD Lead Librarian		
Background	With the implementation of SB13, the board shall approve the decisions of the Library Materials Challenge Review Committee to either remove, retain, or relocate library materials that have been challenged.		
	Exhibits (Review Committee Reports):		
	All the Rage	Courtney Summers	Retain
	Allegedly	Tiffany Jackson	Remove
	An Abundance of Katherines	John Green	Retain
	Anger is a Gift	Mark Oshiro	Retain
	Better than the Movies	Lynn Painter	Retain
	Dear Evan Hansen	Val Emmich, Steven Levenson	Retain
	Dumplin'	Julie Murphy	Retain
	Eleanor & Park	Rainbow Powell	Retain
	Flamer	Mike Curato	Retain
	Shiver	Maggie Stiefvater	Retain
	Her Royal Highness	Rachel Hawkins	Retain
	Kingdom of the Wicked	Kerri Maniscalco	Retain
	Monday's Not Coming	Tiffany Jackson	Retain
	Heartstopper 1, 2, 3	Alice Oseman	Retain
	Nick and Charlie	Alice Oseman	Retain
	I Am Not Your Perfect Mexican Daughter	Erika Sanchez	Retain
	The Freedom Writer's Diary	Erin Gruwell	Retain
	Speak	Laurie Halse Anderson	Retain
The Hate U Give	Angie Thomas	Retain	
Ready Player One	Ernest Cline	Retain	
The Music of What Happens	Bill Konigsberg	Retain	
Fiscal Implication(s)	N/A		
District Goals	<input checked="" type="checkbox"/> Challenging & Meaningful Learning Experiences <input checked="" type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input checked="" type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship		
Administration's Recommendation	The Administration recommends that the Board of Trustees approve the recommendations of the Library Material Challenge Committee regarding challenged library materials.		
Proposed Motion Language	I move to approve the recommendations of the Library Material Challenge Committee.		

Library Materials Challenge Review Committee Report
April 13, 2026, 3:00 pm
Central Office, Staff Development Room

Challenged Material

Title: *All the Rage*

Author: Courtney Summers

Publication Date: 2016

Interest Level: Grade 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 1

Date Challenged: January 15, 2026

Challenger: Lynnette Leanox

Summary of the Book:

The sheriff's son, Kellan Turner, is not the golden boy everyone thinks he is, and Romy Grey knows that for a fact. Because no one wants to believe a girl from the wrong side of town, the truth about him has cost her everything—friends, family, and her community. Branded a liar and bullied relentlessly by a group of kids she used to hang out with, Romy's only refuge is the diner where she works outside of town. No one knows her name or her past there; she can finally be anonymous. But when a girl with ties to both Romy and Kellan goes missing after a party, and news of him assaulting another girl in a town close by gets out, Romy must decide whether she wants to fight or carry the burden of knowing more girls could get hurt if she doesn't speak up. Nobody believed her the first time—and they certainly won't now—but the cost of her silence might be more than she can bear.

Awards:

Best Fiction for Young Adults, 2016

Committee Members:

Jackie Silvius - District/Seguin High School Librarian

Jennifer Martinez - Purchasing Coordinator, Seguin ISD

Steven Shortess - Parent

Lisa Weir - RLA Coordinator, Seguin High School

Number of Voting Members: 4

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [4] No

The review committee concluded that the material does not appeal to a prurient interest, as its themes of sexual assault and nudity are handled with clinical realism and emotional gravity rather than graphic or sensationalized detail. Members noted that references to past trauma are essential to the narrative arc, illustrating the protagonist's psychological struggle and her eventual journey toward healing. The committee further determined that depictions of nudity—such as a character observing her own body or scenes in a locker room—are brief, non-sexualized, and reflect common adolescent experiences. Ultimately, the group agreed that the material's dominant theme emphasizes the serious, long-term consequences of trauma and the importance of respectful intimacy, making it a relevant and responsible inclusion for young adult readers.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [4] No

The review committee determined that the material is not patently offensive to prevailing community standards regarding suitability for minors. Members noted that the narrative realistically reflects the high school experience while addressing serious social issues, including sexual assault, alcoholism, and the dynamics of power in small-town life. Rather than glorifying harmful behaviors like substance abuse (specifically referencing the dangers of GHB, a drug used in a few characters' drinks) or bullying, the text illustrates their negative consequences and serves as a catalyst for important real-world conversations about safety and consent. Furthermore, the committee highlighted the story's positive themes of empathy, redemption, and cross-cultural connection,

concluding that the book's focus on overcoming trauma and challenging social assumptions aligns with the educational and developmental needs of young adults.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [4] No

The review committee concluded that the material possesses significant redeeming social value for minors, offering an exploration of empathy, consent, and social-emotional growth. The narrative addresses the complexities of victim-blaming and the real-world consequences of trauma while providing critical lessons on communal accountability and the importance of supporting peers in vulnerable situations. Members highlighted the book's positive depictions of healing, particularly through the protagonist's evolving relationship with her mother and her discovery of healthy, respectful connections with characters like Leon and his family. By realistically portraying the psychological struggle of a survivor finding her voice and self-worth, the committee determined that the material serves as a meaningful tool for helping young adult readers understand the necessity of trust, resilience, and finding hope in the aftermath of tragedy.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [4] No

The review committee found that while the material contains some vulgar language, it is not used excessively or pervasively throughout the text. Members noted that profanity is used sparingly and strategically to heighten emotional realism or to characterize specific interpersonal conflicts, such as the protagonist's relationship with her father. The committee observed that the language used is consistent with the everyday environment of contemporary

young adults and is significantly less graphic than what is commonly encountered in modern media. Members determined that the language is not gratuitous or offensive to the intended audience, as it serves the narrative purpose of authentically depicting the characters' lived experiences without becoming a dominant feature of the material.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [4] No

The review committee determined that the material does not contain lewd or profanely indecent content, noting that such elements are neither a central focus nor referenced pervasively throughout the story. The committee highlighted that the narrative intentionally avoids graphic or gratuitous detail, even when addressing the protagonist's past assault, focusing instead on her emotional recovery. Members specifically contrasted the traumatic events of her past with her current relationship with Leon, which serves as a positive model for healthy boundaries and consent. By showing a partner who immediately respects the word "no," the material emphasizes personal agency and healing rather than indecency, reinforcing the theme that the protagonist's identity is defined by her resilience rather than the trauma she experienced.

If the committee chose "yes" for **one or both** questions above, the material is pervasively vulgar.

Is the material "**pervasively vulgar**"? [0] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [4] No

The review committee determined that the material is pedagogically suitable for high school use, noting its significant potential for literary analysis and

social-emotional instruction. Members identified opportunities for teaching complex characterization and symbolism—specifically through the protagonist's methodical use of appearance (applying lipstick and nail polish) as a defense mechanism—and noted the book's effectiveness for discussions on justice, silence, and resilience. The committee suggested the text is well-suited for literature circles and comparative studies alongside other social justice narratives, as it encourages students to evaluate the importance of advocacy and active listening. The committee highlighted the story's relevance to the adolescent experience, particularly regarding themes of navigating social hierarchies, bullying, and the process of self-recreation in new environments, concluding that the material offers valuable lessons in empathy and personal agency.

2. Does the material encourage harmful behaviors? Yes No

The review committee concluded that the material does not encourage harmful behaviors; instead, it consistently illustrates the severe negative consequences of actions such as substance abuse, bullying, and bystander apathy. Members noted that the narrative serves as a cautionary tale, demonstrating how the "oblivious systems" of a town and the failure of peers to intervene in dangerous situations lead to tragic outcomes, including the death of a character. Rather than glorifying misconduct, the story emphasizes the moral responsibility to speak up, showing that silence itself is a harmful choice.

3. Is the material unsuitable because of other factors? Yes No

The review committee found no additional factors that would render the material unsuitable, noting that the "uncomfortable" nature of the text stems from its honest depiction of difficult realities—such as trauma, systemic failure, and social injustice—rather than any profane or indecent content. Members discussed the narrative's critique of institutional reliability, observing that the portrayal of untrustworthy authority figures serves as a vital catalyst for social justice discussions and self-reflection on communal accountability. Rather than being offensive, the inclusion of realistic elements like menstruation and social hierarchies was seen as a reflection of lived experience that fosters empathy. The committee concluded that the book serves as a safe, educational gateway for young adults to confront and discuss sensitive topics like consent and institutional integrity, ultimately arguing that the material's value lies in its ability to challenge readers to prevent the very harms it depicts.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [4] No

Committee members unanimously agree that the material **does not** portray sexual organs or activities in a patently offensive way. The committee has discussed the topic at length throughout previous conversations above.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [4] No

The review committee determined that the material does not portray excretory organs or activities in a way that is patently offensive. While the text includes depictions of bodily functions—such as a character vomiting due to emotional or physical distress—and brief, non-graphic descriptions of physical contact during a traumatic flashback, these elements are not presented for sensationalist or prurient purposes. Members noted that the two sentences in question are essential for establishing the narrative's central conflict and are intended to be disturbing rather than offensive. By distinguishing between content that is meant to unsettle the reader and content that is gratuitously indecent, the committee concluded that these brief passages are necessary to convey the weight of the protagonist's tragedy and do not violate community standards for suitability.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [4] No

The review committee determined that the material does not include grossly offensive language and does not constitute a public nuisance. Members noted that profanity is so infrequent that it required a targeted search to locate, rather than being a pervasive or dominant feature of the text. The committee concluded that if the language is not immediately apparent and must be "hunted for," it cannot be categorized as grossly offensive or disruptive to the intended audience's experience. The members agreed that the dialogue remains well within the bounds of standard young adult literature and does not interfere with the educational or social value of the work.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [4] No

The committee unanimously agreed there was no mention of websites of any kind in the material.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 4 committee members vote to retain the material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 15, 2026, 5:15 pm
Central Office, Staff Development Room

Challenged Material

Title: *Allegedly*

Author: Tiffany Jackson

Publication Date: 2017

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 1

Date Challenged: January 15, 2026

Challenger: Lynnette Leanox

Summary of the Book:

Mary Addison has spent the last six years of her life locked up in juvenile detention, convicted of killing a white baby who was left in the care of Mary's mother. Now 15, the African American teen finds herself pregnant and at risk of having her own child taken away. Desperate to keep her baby, Mary makes a startling confession—she did not kill the baby in her mother's care. But with a conviction hanging over her head, it might be hard to convince anyone she's telling the truth. “Suspenseful without being emotionally manipulative, compelling without resorting to shock value, this is a tightly spun debut that wrestles with many intense ideas and ends with a knife twist that will send readers racing back to the beginning again”.

Awards:

Margaret A. Edwards Award, Winner
Best Fiction for Young Adults, Selection
Teen Favorites Award, Selection
School Library Journal Best Books of the Year, Selection

Committee Members:

Jackie Silvius - District/High School Librarian - Committee Chair
Danielle Benavides - Parent, AJB Teacher
Emily Tovar - Occupational Therapy Assistant, Seguin ISD
Allison Pape - Parent
Jennifer Martinez - Purchasing Coordinator, Seguin ISD

Number of Voting Members: 4

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others.

[0] Yes [4] No

The committee concluded that while the book contains references to abuse, sexual activity, and physical violence, these elements are not presented in an explicit, gratuitous, or encouraging manner. The discussion highlighted that depictions of unhealthy relationships—including neglect, control, and peer-on-peer violence—are portrayed with a discouraging tone rather than a glorifying one. Members noted that descriptions of bodies and traumatic events remain clinical or background-oriented, serving the narrative's exploration of the characters' histories rather than acting as the book's primary focus or purpose. The committee determined that the material does not promote or celebrate the mature themes it addresses.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [4] No

The participants concluded that the material is not patently offensive to community standards regarding suitability for minors, as it addresses "heavy" real-world topics—such as racial issues, foster care, and child abuse—without glorifying or providing graphic, "play-by-play" details of the acts. The group emphasized that while the content is emotionally resonant and highlights toxic environments, it is written in an appropriate young adult style that focuses on the characters' internal experiences rather than "grotesque" or "visual" descriptions. They specifically noted that even disturbing subplots, such as an instance of animal abuse, are presented as clearly wrong and not central to the book's

dominant themes, allowing readers to process the reality of these situations without being exposed to gratuitous or instructional violence.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [4] No

The participants concluded that the material possesses significant redeeming social value for minors, particularly through its literary structure and its capacity to foster empathy. By utilizing a complex narrative with an open-ended conclusion, the book encourages critical thinking and provides a platform for classroom debates regarding systemic inequality and the justice system. The members noted that the story serves as a powerful tool for social-emotional learning, "shining a light" on the barriers faced by voiceless youth in foster care and highlighting the resilience of marginalized characters navigating a system that often works against them.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [4] Yes [0] No

While the participants acknowledged the presence of significant profanity and racial slurs throughout the material, they concluded that the language is utilized as a tool for realism rather than gratuitous offense. The group noted that the dialogue reflects the authentic environment of the characters—specifically within a high-stress group home—and mirrors the language students frequently encounter in school hallways. They observed that the profanity provides necessary emotional impact and character depth, while the use of racial slurs is presented in a "conversational and familiar" context between peers of color rather than as derogatory insults from outsiders. The consensus was that the language is contextually appropriate for the setting and does not overshadow the story's themes.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [4] No

Committee members agreed that lewdly or profanely indecent content **is not** referenced throughout the material.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [x] Yes [] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [4] No

The participants agreed that the material is pedagogically suitable, noting its potential as a versatile tool for classroom instruction or counseling. Despite the "heavy" nature of the content, the group suggested it could effectively support lessons on narrative structure—specifically the use of plot twists—as well as persuasive writing and Socratic seminars. They emphasized that while the subject matter requires teachers to provide intentional space for students to process and discuss the themes, the book’s complexity offers significant educational value rather than serving as a reason for exclusion.

2. Does the material encourage harmful behaviors? [0] Yes [4] No

The participants concluded that the material does not encourage harmful behaviors; rather, it effectively discourages them by illustrating the severe negative repercussions of such actions. While the book depicts harmful situations, the group noted that these behaviors are never presented in a positive light or as something a reader would wish to emulate. Instead, the narrative emphasizes the "spiderweb" of consequences following poor decisions, showing how a single choice can lead to systemic trauma, broken families, and the upending of lives. By portraying these realities as unhealthy and destructive, the

material encourages readers to recognize the gravity of the characters' actions rather than glorifying them.

3. Is the material unsuitable because of other factors? [0] Yes [4] No

The participants determined that the material is not unsuitable, concluding that while it explores provocative themes such as racial tensions, teen pregnancy, systemic injustice, and bullying, these elements reflect real-world challenges that young adults should be encouraged to process. Members argued that the book serves as a vital tool for developing perspective, particularly for "privileged" students who may not understand the realities of the foster care system or the barriers faced by marginalized youth. Rather than being seen as inappropriate, the group felt the content provides a necessary lens for understanding complex social dynamics, fostering a more empathetic and less judgmental student body.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [4] No

The participants concluded that the material does not portray sexual organs or activities in a patently offensive manner. While the group acknowledged the presence of sexual activity, including some "outside of the norm," they emphasized that the descriptions are straightforward and lack "grotesque" or overly detailed imagery. The consensus was that the content remains within the realm of average, normal descriptions and is not presented in a way that is gratuitous or impossible to read.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [4] No

Committee members agreed that excretory organs or activities **are not** referenced in the material.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [4] No

The committee determined that the material does not contain grossly offensive language that would be considered a public nuisance. While acknowledging the high frequency of profanity, the group noted that the language is utilized contextually to reflect real-world situations and character environments rather than to cause public shock or breach the peace. They concluded that because the dialogue is rooted in realistic settings, it does not meet the threshold of being "indecent" or "grossly offensive" as defined by the standard of a public nuisance.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [4] No

Websites of any kind were not mentioned in the library material.

VIII. Committee Vote on Action to be Taken:

***Although the committee unanimously voted to retain the library material, and is noted as such in the recording, the material may not remain in the library catalog because the committee found it to be "Pervasively Vulgar".**

- Motion A: To retain the challenged material in the library collection. *4 committee members voted to retain the material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report

April 15, 2026, 7:30 am

Central Office, PLC 1

Challenged Material

Title: *An Abundance of Katherines*

Author: John Green

Publication Date: 2006

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 0

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox

Summary of the Book:

When it comes to relationships, Colin Singleton's type is girls named Katherine. And when it comes to girls named Katherine, Colin is always getting dumped. Nineteen times, to be exact. On a road trip miles from home, this anagram-happy, washed-up child prodigy has ten thousand dollars in his pocket, a bloodthirsty feral hog on his trail, and an overweight, Judge Judy-loving best friend riding shotgun—but no Katherines. Colin is on a mission to prove The Theorem of Underlying Katherine Predictability, which he hopes will predict the future of any relationship, avenge Dumpees everywhere, and finally win him the girl. Love, friendship, and a dead Austro-Hungarian archduke add up to surprising and heart-changing conclusions in this ingeniously layered comic novel about reinventing oneself.

Awards:

Michael L. Printz Award, Honor

Horn Book Fanfare, Selection

Committee Members:

Jackie Silvius - District/High School Librarian

Jennifer Spencer - Parent

Lucy Lebron Santiago - ELAR Teacher, Seguin High School

Madelyn Albrecht - Librarian, Rodriguez Elementary

2 committee members were unable to attend because of unexpected car issues and other circumstances

Number of Voting Members: 4

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [4] No

The committee concluded that the material does not appeal to the prurient interest of a minor, noting that the dominant themes do not focus on sex, nudity, or excretion. The group identified only one brief instance of sexual activity—a scene in a graveyard—which they described as non-explicit and lasting only a few sentences. Members further noted that the limited instances of nudity were minor, such as a character removing a shirt, and that mentions of excretion were restricted to a character being physically ill after an injury. The committee agreed that the material lacks the detailed or excessive focus on intimate affairs required to meet the definition of prurient interest.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [4] No

The committee concluded that the material is not patently offensive to community standards for minors, characterizing the story as a relatable exploration of two friends navigating life, relationships, and the transition to college. The members noted that the dialogue—including the use of "fug" as a substitute for profanity—and the protagonist's focus on his past relationships are consistent with the perspective of a typical teenage boy and lack any sense of anger or malice. While they observed minor instances of physical fighting and a character briefly objectifying a peer, these were described as mild, often occurring in the context of self-defense or typical adolescent thoughts. The consensus was that

the book contains nothing that would be considered "patently offensive" or unsuitable for a young adult audience.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [4] No

The committee agreed that the material possesses significant redeeming social value, particularly for older high-school students facing the transition into adulthood. Members noted the protagonist's journey from a "gifted" child struggling with newfound challenges to an adult who accepts his limitations and potential. Similarly, they pointed to the character of Lindsay, who moves from a state of self-doubt toward genuine self-acceptance. The committee also emphasized the character Hollis's dedication to her employees and the community, sparking conversations about leadership and sacrifice for the collective good. Members also found value in the story's focus on interviewing community elders. They noted that this promotes the importance of visiting older generations, listening to their stories, and preserving local or family history to foster a sense of belonging and purpose.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [4] No

The committee agreed that the material does not contain pervasive or offensive language, noting that the characters use "fug" as a euphemism for profanity. They observed that actual curse words appear only once to explain this substitution, and while one character occasionally uses a playful nickname for his anatomy, these instances are so infrequent and non-vulgar that they are easily overlooked. Members concluded that the language is neither persistent nor

offensive, as the dialogue focuses more on the characters' self-perceptions than on explicit or derogatory content.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [4] No

The committee concluded that the material does not contain lewd or profanely indecent content. They reiterated that the only scene involving sexual activity—the graveyard sequence—was neither gratuitous nor explicit. The group agreed that the dialogue and depictions remain well within acceptable boundaries, with nothing to add that would suggest the content is indecent or lewd.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [0] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [4] No

The committee determined that the material is pedagogically suitable, noting several ways it could be integrated into a classroom setting. They suggested that teachers could use specific selections to connect with historical topics, such as the origins of World War I or the myths surrounding the Archduke Franz Ferdinand. Additionally, the group highlighted the book’s potential for practical assignments, such as conducting oral history projects within the local community. They also pointed to the positive character traits of the protagonists—specifically their academic drive, commitment to higher education, and intellectual curiosity—as reasons why the material is appropriate and even beneficial for a student audience.

2. Does the material encourage harmful behaviors? [0] Yes [4] No

The committee concluded that the material does not encourage harmful behaviors, noting that the characters' actions are generally responsible and grounded. They observed that while the protagonists engage in minor "rule-breaking"—such as drinking half a beer, hunting without a license, or eating excessive fast food—they also demonstrate safety consciousness by wearing hunting vests and staying in constant contact with their parents. Members highlighted that the characters choose to work during their trip rather than engage in reckless behavior.

The committee joked that the author's extensive use of footnotes and complex mathematical appendices may be harmful.

3. Is the material unsuitable because of other factors? [0] Yes [4] No

The committee unanimously agreed that there is NOT material that is unsuitable because of other factors.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [4] No

The committee concluded that the material does not portray sexual organs or activities in a patently offensive way, describing the depictions as vague and brief. They noted that even the most explicit moment—a scene in a graveyard—is limited to a few indirect sentences, while a later romantic encounter in a cave is only alluded to through subtext and punctuation rather than descriptive action. Members agreed that the few references to male anatomy are limited to a character's infrequent use of a non-vulgar nickname, and they found the overall portrayal of intimacy to be subtle and non-gratuitous.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [4] No

The committee unanimously agreed the material **does not** reference any excretory organs or activities.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [4] No

The committee determined that the material does not contain grossly offensive language that would constitute a public nuisance. They noted that the book largely avoids standard profanity, using the euphemism "fug" instead. While one participant raised a minor concern about younger students potentially adopting the slang if it were used in a middle school setting, the group clarified that the book's intended interest level is grades 9 through 12. Members concluded that actual profanity is extremely rare—appearing perhaps only once to establish the substitution—and is not used frequently enough to be considered offensive or disruptive.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [4] No

Websites of any kind were not mentioned in the library material.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 4 committee members voted to retain the material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report

April 15, 2026, 4:15 pm

Central Office, PLC 1

Challenged Material

Title: *Anger is a Gift*

Author: Mark Oshiro

Publication Date: 2019

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 1

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox

Summary of the Book:

Moss Jeffries is many things—considerate student, devoted son, loyal friend and affectionate boyfriend, enthusiastic nerd.

But sometimes Moss still wishes he could be someone else—someone without panic attacks, someone whose father was still alive, someone who hadn't become a rallying point for a community because of one horrible night.

And most of all, he wishes he didn't feel so stuck.

Moss can't even escape at school—he and his friends are subject to the lack of funds and crumbling infrastructure at West Oakland High, as well as constant intimidation by the resource officer stationed in their halls. That was even before the new regulations—it seems sometimes that the students are treated more like criminals.

Something will have to change—but who will listen to a group of teens?

When tensions hit a fever pitch and tragedy strikes again, Moss must face a difficult choice: give in to fear and hate or realize that anger can actually be a gift.

Awards:

Schneider Family Book Award, Winner

Lambda Literary Award, Finalist

Book Riot's Best Books

Committee Members:

Jackie Silvius - District/High School Librarian - Committee Chair, non-voting member
Emily Tovar - Therapy Assistant, Seguin ISD
Adrienne Flores - Elementary Curriculum Coordinator, Seguin ISD
Suzanne Whitecotton - Social Studies Teacher, Seguin High School, parent
Xander Bien - ELAR Teacher, Seguin High School
Liz McCown - Parent
Samantha Noble - Science Teacher, Seguin High School

Number of Voting Members: 6

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [6] No

The committee concluded that the material does not appeal to the prurient interest of a minor, noting that the central relationship is depicted as innocent, slow-moving, and highly responsible. They highlighted that the characters explicitly discuss the social pressure on teenagers to rush into physical intimacy and consciously choose to resist it, opting instead for a relationship defined by "sweet" milestones like kissing once and having dinner with their families. Rather than encouraging an inappropriate interest in sexual matters, the group agreed that the narrative promotes healthy, well-informed relationship boundaries.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [6] No

The participants determined that the material is not patently offensive, as it focuses on the "sad reality" of systemic issues rather than inappropriate content. The group discussed how the novel explores themes of systemic racism and the impact of school surveillance, such as the installation of metal detectors, which can make students feel like criminals even when they have done nothing wrong.

One participant shared that their teenager viewed the content as "real-life stuff," reinforcing that the book reflects social truths rather than offensive material. (It was clarified during the meeting that while a participant's daughter had read the book as a freshman, the title has currently been pulled from the high school shelves and is not available for general circulation during the review process.)

The committee noted that the narrative highlights how adults and systems can fail children, requiring them to navigate complex societal challenges at a young age. The committee also observed that the book portrays the difficulty teachers face when trying to explain these unfortunate social realities to their students.

Ultimately, the consensus was that the book's depiction of societal flaws and "unfortunate realities" does not meet the threshold for being patently offensive to community standards.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [6] No

The committee concluded that the material holds redeeming social value, particularly as a contemporary resource for social-emotional learning and historical empathy. Members characterized the novel as an "educational" and "prophetic" exploration of systemic racism, police brutality, and the immigrant experience, suggesting that its modern relevance makes it more relatable for today's high schoolers than traditional classics like *The Outsiders*. The group specifically praised the book's realistic portrayal of mental health, noting that the protagonist's engagement with therapy and coping strategies provides a vital roadmap for students navigating their own traumas or feelings of isolation.

The discussion highlighted the importance of the novel's supportive adult characters, such as homeroom teachers and resilient parents, who provide a necessary counterbalance to the systemic failures depicted in the plot. The committee noted that while the book addresses heavy "real-world" issues—including the fears of undocumented families and the aftermath of tragedy—it does so in a way that encourages students to seek support and

engage with their communities. The committee viewed the material as a high-quality library resource for grades 9–12 that fosters civic understanding and emotional resilience.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means “offensive in language” or “lewdly or profanely indecent.”

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [6] No

The committee concluded that offensive language is not pervasive in the material, noting that the narrative actually discourages profanity. Members observed that when a "strong" word is used, it is treated with gravity—often shocking other characters—and is only permitted by adult figures under extreme, specific circumstances. The committee emphasized that the use of any such language or slurs is contextually driven by the storytelling rather than being a dominant theme, with parental characters actively policing and limiting its use throughout the book.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [6] No

The committee unanimously agreed that lewd or profane content **was not** present in the material.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find

objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [6] No

The committee firmly concluded that the material is pedagogically suitable and highly valuable for a high school setting. members emphasized that the novel's 2018 publication date makes it incredibly relevant to current events, such as local student walkouts and political protests, providing a safe "outlet" for students to process real-world complexities.

A significant point of praise was the book's portrayal of healthy adult-child communication, which the group noted is rare in young adult literature. Rather than the typical trope of "angsty" teens shutting out their families, the protagonists actively seek guidance from supportive parents and teachers to understand the history of activism and the legalities of their actions. By showing characters like Moss consulting adults before engaging in civil disobedience—such as chaining himself to a flagpole—the material provides a constructive model for students on how to engage in civic discourse responsibly and thoughtfully.

2. Does the material encourage harmful behaviors? [0] Yes [6] No

The committee concluded that the material does not encourage harmful behaviors; instead, it highlights the risks and consequences associated with social activism. While the protagonist engages in a desperate act of civil disobedience by chaining himself to a flagpole, the group characterized this as a "last resort" and a peaceful alternative to violence. Members noted that the narrative carefully depicts the students attempting to follow proper channels first—such as meeting in churches and consulting supportive adults—before turning to more visible protests to make their voices heard.

The discussion emphasized that the "harmful behavior" in the book is actually the overreaction and unjustified violence from law enforcement rather than the actions of the teenagers. By focusing on the risks involved and the impulsive nature of the protest, the participants felt the book provides a realistic look at political engagement. Members concluded that the story ultimately encourages healing and "socially emotional behavior" by showing students how to organize within their community and seek safe, non-violent ways to demand justice.

3. Is the material unsuitable because of other factors? [0] Yes [6] No

The committee concluded that the material is not unsuitable due to "other factors," but they acknowledged that its diverse representation and critique of authority might be points of contention for some readers. The discussion highlighted that the book features a wide range of identities—including queer, non-binary, disabled, and people of color—presented in a way that feels intentional and supportive. The committee noted that the core of the story is not about "lewdness" but about a remarkably supportive group of friends and families who model the kind of community one would want for their own children.

The committee also addressed the portrayal of law enforcement and systemic failure, identifying several key plot points. The narrative contrasts the lack of basic educational resources (like textbooks) with the high funding for invasive security equipment. The committee also discussed scenes where students are harmed by overzealous security, such as an injured student being hospitalized due to improper screening equipment and an epileptic student being physically brutalized by an SRO, triggering a seizure. Members agreed that while the book fosters a skepticism of power, the story ends with accountability. The authorities eventually admit to protocol failures, apologize, and take responsibility for the escalation of violence.

The committee agreed that while the book portrays "bad things" happening, its dominant theme is resilience. Members felt the material is a realistic reflection of modern social contexts that teaches students how to adapt to trauma, ask critical questions, and lean on a support system rather than simply promoting a distrust of authority.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [6] No

The participants concluded that the material does not portray sexual organs or activities in a patently offensive manner, with one participant describing the content as the "exact opposite" of offensive. The group noted that the romantic relationship between the characters is depicted through "very, very innocent" behaviors, such as hand-holding or playing "footsie" under the table during a supervised dinner with their mothers.

The discussion emphasized that the protagonist's attraction to his partner is expressed through appreciative thoughts about his appearance and the "teenage butterflies" associated with a first romance. The participants agreed that there are no descriptions of sexual organs or explicit behaviors, characterizing the relationship as wholesome and age-appropriate.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [6] No

The committee unanimously agreed the material **did not** have descriptions of excretory organs or activities.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [6] No

The committee concluded that the material does not include grossly offensive language that could be considered a public nuisance. Members observed that the characters treat language "delicately" and that any instances of profanity are rare and treated with weight rather than being used casually. Members noted that when characters have minor "outbursts" of bad language, the parents in the story are quick to intervene and correct them, reinforcing social boundaries.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [6] No

Prohibited websites were not referenced in the material.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 6 committee members voted to retain the material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 16, 2026, 5:15 pm
Central Office Staff Development Room

Challenged Material

Title: *Better than the Movies*

Author: Lynn Painter

Publication Date: 2022

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 3

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox

Summary of the Book:

Perpetual daydreamer Liz Buxbaum gave her heart to Michael a long time ago. But her cool, aloof forever crush never really saw her before he moved away. Now that he's back in town, Liz will do whatever it takes to get on his radar—and maybe snag him as a prom date—even befriend Wes Bennet.

The annoyingly attractive next-door neighbor might seem like a prime candidate for romantic comedy fantasies, but Wes has only been a pain in Liz's butt since they were kids. Pranks involving frogs and decapitated lawn gnomes do not a potential boyfriend make. Yet, somehow, Wes and Michael are hitting it off, which means Wes is Liz's in.

But as Liz and Wes scheme to get Liz noticed by Michael so she can have her magical prom moment, she's shocked to discover that she likes being around Wes. And as they continue to grow closer, she must reexamine everything she thought she knew about love—and rethink her own ideas of what Happily Ever After should look like.

Awards:

Junior Library Guild Selection

Committee Members:

Jackie Silvius - District/High School Librarian - Committee Chair, non-voting member

Denise Wilcox - High School Library Aide

Emily Tovar - Therapy Assistant, Seguin ISD

Ashley Spahn - Parent, High School AVID teacher

Robin Koehler - Parent

Another committee member was sick and unable to attend

Number of Voting Members: 4

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [4] No

The committee evaluated whether the book's content met the legal or ethical criteria for appealing to the "prurient interest" of minors, ultimately concluding that the material was non-explicit and age-appropriate. members noted that the romantic elements were limited to two "chaste" and "sweet" kisses, with no references to nudity, sexual activity, or the removal of clothing for sexual purposes. A scene involving a character removing his shirt was identified as a functional and "gallant" gesture—specifically to assist the protagonist with a nosebleed—rather than a suggestive act. The committee agreed that the narrative portrayed an innocent relationship rather than inappropriate or sexualized themes.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [4] No

The committee concluded that the material was not patently offensive according to prevailing community standards for minors, specifically for grades 9 through 12. Members noted that while the book contained some mild profanity, the language was infrequent and no more explicit than common everyday conversation or primetime television. Members addressed the presence of

smoking and alcohol, observing that these elements were not glorified; for instance, a character found smoking a cigar to be an unpleasant experience, and a party scene involving drinking was described as a background element rather than a focal point. Committee members agreed that the material's dominant themes were appropriate for a high school audience.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [4] No

The committee determined that the material possessed significant redeeming social value for minors, particularly in the areas of emotional learning and literacy. They highlighted how the narrative encouraged empathy by exploring the protagonist's grief following the loss of her mother and the subsequent evolution of her relationships with friends and her stepmother. Members noted that the book modeled the importance of communication and mutual understanding in resolving interpersonal conflicts. Committee members emphasized the book's value for reluctant readers, noting its engaging, fast-paced nature and the fact that it was originally recommended by a student, demonstrating its appeal and its ability to promote consistent reading habits among high schoolers.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [4] No

The committee concluded that offensive language and vulgarity were not present as central or dominant themes in the material. The group noted that the narrative focused primarily on character development, teenage interpersonal issues, and a "classic love triangle" rather than lewd or unrefined behavior. They emphasized that even when exploring romantic interests, the content remained non-sexual and lacked any explicit or tasteless descriptions. Members highlighted that the

book prioritized the emotional dynamics between characters over any attempt to be provocative or offensive.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [4] No

The committee determined that the material did not contain lewd or profanely indecent content. They specifically noted that "lust," as defined by sexually inappropriate or indecent behavior, was entirely absent from the book. Members characterized the romantic elements as "mild attraction" rather than anything sexual in nature, concluding that the content failed to meet any criteria for the lewd category.

If the committee chose "yes" for **one or both** questions above, the material is pervasively vulgar.

Is the material "**pervasively vulgar**"? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [4] No

The committee determined that the material was not unsuitable for pedagogical reasons, asserting instead that it offered several educational benefits. Members noted that the book supported literacy development through its engaging and accessible writing style, making it a valuable tool for encouraging reading. The committee highlighted the book's strength in addressing social-emotional learning, specifically its portrayal of a character navigating grief and learning the importance of vulnerability and communication. The discussion concluded with a consensus that the themes of empathy and emotional growth made the material appropriate and beneficial for classroom discussion.

2. Does the material encourage harmful behaviors? [0] Yes [4] No

The committee concluded that the material did not encourage harmful behaviors, specifically addressing concerns regarding the depiction of a cigar. They noted that the behavior was not glorified, as the protagonist explicitly described the

experience as "gross," which the group felt served as a deterrent rather than an encouragement. While acknowledging the concerns raised by a district resident, the participants characterized the criticisms as "nitpicky" and maintained that the brief mentions of such activities did not constitute a promotion of harmful conduct.

3. Is the material unsuitable because of other factors? [0] Yes [4] No

Committee members unanimously agreed the material **did not** contain any other factors that could be construed as unsuitable.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [4] No

The committee confirmed that the material did not portray sexual organs or activities in a patently offensive manner, noting a complete absence of such content. Members observed that there was no mention of sexual organs and that the only romantic activities described were two instances of kissing. The committee clarified that the narrative did not include sexual thoughts or any other explicit references, concluding that the book avoided the topic of sex entirely.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [4] No

Committee members unanimously agreed the material **did not** portray excretory organs or activities in any way.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [4] No

The committee concluded that the material did not contain grossly offensive language or content that could be considered a public nuisance. They noted that the presence of profanity was minimal, neither pervasive nor repetitive, and far

less frequent than in typical adult literature. The group observed that the few offensive words included were no different than what is commonly heard in daily conversation, on the street, or in workplace environments. Furthermore, members argued that encountering such language in a controlled, fictional context provides an opportunity for students to learn boundaries and societal standards. Ultimately, the consensus was that the book's language was not grossly offensive and remained appropriate for a high school audience.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [4] No

Committee members unanimously agreed websites containing prohibited content were not mentioned in the material.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 4 committee members voted to retain the material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 20, 2026, 4:15 pm
Central Office, PLC 1

Challenged Material

Title: *Dear Evan Hansen*

Author: Val Emmich, Steven Levenson

Publication Date: 2022

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 2

Summary of the Book:

Dear Evan Hansen,

Today's going to be an amazing day and here's why...

When a letter that was never meant to be seen by anyone draws high school senior Evan Hansen into a family's grief over the loss of their son, he is given the chance of a lifetime: to belong. He just has to stick to a lie he never meant to tell, that the notoriously troubled Connor Murphy was his secret best friend.

Suddenly, Evan isn't invisible anymore—even to the girl of his dreams. And Connor Murphy's parents, with their beautiful home on the other side of town, have taken him in like he was their own, desperate to know more about their enigmatic son from his closest friend. As Evan gets pulled deeper into their swirl of anger, regret, and confusion, he knows that what he's doing can't be right, but if he's helping people, how wrong can it be?

No longer tangled in his once-incapacitating anxiety, this new Evan has a purpose. And a website. He's confident. He's a viral phenomenon. Every day is amazing. Until everything is in danger of unraveling and he comes face to face with his greatest obstacle: himself.

A simple lie leads to complicated truths in this big-hearted coming-of-age story of grief, authenticity, and the struggle to belong in an age of instant connectivity and profound isolation.

Overview of Challenge:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

Campus: Unanswered

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

“I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment.”

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius, District/High School Librarian - Committee Chair, non-voting member

Tiffany Cunningham - English Teacher - Seguin High School

Denise Wilcox - Library Aide, Seguin High School

Victoria Shumate - English Teacher - Seguin High School

Jody Doerfler - Parent

Rebecca Kinz - Parent

Kelsey Theiss - Parent, English Teacher - Barnes Middle School

Stephanie Spacek - Social Studies Teacher - Barnes Middle School

Sam Parrott - Fine Arts Director, Seguin ISD

Jennifer Spencer - Parent

Elizabeth Moore - Lead Coordinator for Student Services, Seguin ISD

Number of Voting Members: 10

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [10] No

The committee reviewed the material to determine if it appealed to the prurient interests of minors regarding sex, nudity, or excretion. Members unanimously concluded that the book contained no such content, noting that references to physical intimacy were limited to non-detailed kissing and vague, minor underlying hints rather than explicit descriptions. After confirming the total absence of nudity or depictions of excretion, the committee reached a consensus that the material does not meet the criteria for inappropriate sexual content.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [10] No

The committee discussed whether the material is patently offensive to community standards regarding what is suitable for minors, ultimately determining that the book's themes are relevant rather than offensive. While acknowledging potentially sensitive topics—including suicide, mental health, medication, and a subtle LGBTQ+ relationship—members agreed these elements are handled with necessary restraint and reflect the "awkward" but "prevalent" realities of modern high school life. The discussion highlighted that the book functions as an educational resource for both students and parents by addressing the complexities of rehabilitation and family dynamics without providing "negative" instructional detail. The committee concluded that since the more mature subtext

is infrequent and not the dominant theme of the work, the material remains appropriate for its intended audience.

3. Is the material **utterly without** redeeming social value for minors?

[0] Yes [10] No

The committee concluded that the material possesses significant redeeming social value for minors, specifically through its strong emphasis on social-emotional learning and empathy. Members noted that the narrative offers perspectives on the complexities of mental health, the far-reaching impact of suicide on families and communities, and the importance of kindness in social interactions. By exploring the internal lives of the characters and their evolving understanding of their parents and teachers, the book serves as an "eye-opening" resource that encourages students to look beyond surface-level behavior. The committee agreed the text provides valuable "life lessons" and educational insights into emotional intelligence that are highly relevant to the experiences of modern teenagers.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [10] No

The committee assessed whether offensive language was prevalent throughout the material, concluding that it did not reach a level that would justify removal. Members noted that while profanity exists—primarily used by a supporting character to reflect the realistic dialogue of high schoolers—it is not a dominant theme and decreases significantly as the narrative shifts toward the protagonist's inner monologue. With approximately 20 instances identified across the entire text, the committee agreed that the language is not prominent and is appropriate for the story's setting, leading to a consensus to move forward with a vote.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [10] No

The committee briefly addressed the presence of lewd or profanely indecent content, concluding that such material is effectively non-existent in the text. Building on their earlier findings, members noted that the most provocative elements were limited to "subtle" hints of kissing that were so understated they were easily overlooked upon first reading. The committee reached a quick consensus that the content is neither lewd nor "in your face," requiring minimal discussion to confirm its appropriateness.

If the committee chose "yes" for **one or both** questions above, the material is pervasively vulgar.

Is the material "**pervasively vulgar**"? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [10] No

The committee evaluated the material's pedagogical suitability, focusing on whether depictions of harmful behaviors—specifically suicide and drug use—were handled appropriately. Members determined that while these themes are present, the narrative does not encourage them; instead, it illustrates the negative consequences and "outfall" of such actions. The discussion also highlighted the literary value of the book's unique structure, specifically the inclusion of a perspective from the deceased character and the supporting character Miguel. These elements were noted for adding essential depth to the story's dynamics and character development that were absent in other adaptations, ultimately supporting the book's educational and narrative merit.

2. Does the material encourage harmful behaviors? [0] Yes [10] No

The committee concluded that the material does not encourage harmful behaviors, such as suicide, drug use, or lying, but rather addresses them with "grace" and "taste." Members noted that the narrative avoids glorifying or shaming these actions, focusing instead on the realistic consequences and the emotional "fallout" experienced by those left behind. The discussion highlighted the book's portrayal of coping mechanisms—such as therapy and journaling—and its cautionary depiction of how social media can exacerbate misinformation. The committee agreed the text serves as a valuable lesson on accountability and mental health without providing instruction or encouragement for negative behaviors.

3. Is the material unsuitable because of other factors? [0] Yes [10] No

The committee considered additional factors regarding the material's suitability, focusing on the portrayal of mental health, self-harm, and the realism of the characters. Members noted that while themes like "cutting" or burning are mentioned, they are handled through subtle literary inference rather than graphic detail. Despite some debate over whether the protagonist's behavior made him "unsympathetic," the group agreed that the book provides a realistic look at how teenagers struggle with mistakes and "catastrophize" scenarios. A professional therapist on the committee pointed out that while some medical details—such as the specific prescription of Ativan—felt slightly "outdated" or unrealistic, these inaccuracies did not detract from the book's overall value. The committee emphasized that the material successfully normalizes conversations about mental health for both students and parents, concluding that there is no justification for removing it from the library's optional collection.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [10] No

The committee reviewed the material to determine if it portrays sexual organs or activities in a patently offensive manner, concluding that it does not. Members noted that while the character Jared makes occasional comments or jokes, these instances do not rise to the level of obscenity to make it patently offensive.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [10] No

The committee did not find any instances of excretory organs or activities being portrayed in the material.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [10] No

As mentioned in previous questions, the committee agrees that the material **does not** include grossly offensive language.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [10] No

Websites containing content prohibited under our policy are not present.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 10
Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 21st, 7:30 am
Central Office Staff Development Room

Challenged Material

Title: *Dumplin'*

Author: Julie Murphy

Publication Date: 2017

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 1

Summary of the Book:

Self-proclaimed fat girl Willowdean Dickson (dubbed “Dumplin’” by her former beauty queen mom) has always been at home in her own skin. Her thoughts on having the ultimate bikini body? Put a bikini on your body.

With her all-American beauty best friend, Ellen, by her side, things have always worked . . . until Will takes a job at Harpy’s, the local fast-food joint. There she meets Private School Bo, a hot former jock. Will isn’t surprised to find herself attracted to Bo. But she is surprised when he seems to like her back.

Instead of finding new heights of self-assurance in her relationship with Bo, Will starts to doubt herself. So she sets out to take back her confidence by doing the most horrifying thing she can imagine: entering the Miss Clover City beauty pageant—along with several other unlikely candidates—to show the world that she deserves to be up there as much as any girl does.

Awards:

Indies Choice Book Awards Honor

YALSA Quick Picks for Reluctant Young Adult Readers, Commended

Best Fiction for Young Adults, Selection

Cooperative Children’s Book Center Choices, Selection

Overview of Challenge:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

Campus: Unanswered

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

“I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment.”

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian - Committee Chair, non-voting member

Meg Barrett - Special Education Counselor, Seguin ISD

Mark Dibble - Parent

Liz Banks - Chief Financial Officer, Seguin ISD

Jennifer Shortess - Parent

Ashley Spahn - Parent, AVID Teacher, Seguin High School

Karla Munoz - Long Term Substitute, Seguin ISD

Jennifer Martinez - Purchasing Coordinator, Seguin ISD

FeeDee Langher - Counselor, Seguin ISD

Number of Voting Members: 8

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [8] No

The committee determined that the material does not appeal to the prurient interests of minors, as references to sex and nudity are minimal and non-descriptive. Members noted that while sexual activity is mentioned, it is limited to a vague reference concerning a friend's experience and lacks any graphic or anatomical detail. The discussion clarified that instances involving changing clothes—specifically in the context of a beauty pageant—are presented as functional rather than sexual. The committee concluded that sexual themes are merely incidental to the plot, focusing instead on the characters' emotional states and social interactions rather than encouraging an inappropriate interest in sexual matters.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [8] No

The committee evaluated whether the material is patently offensive to community standards, specifically addressing a potential concern regarding the inclusion of a drag bar and its patrons. Members noted that the main characters visit the establishment to seek advice for a beauty pageant from a group that admires Dolly Parton. The discussion emphasized that the interaction was portrayed as "very positive" and focused entirely on building self-confidence and literacy, rather than sexual themes or nudity. The committee observed that the characters from the bar do not encourage the minors to dress in drag, but rather to be themselves, ultimately concluding that the inclusion of these characters serves as a "play on pop culture" that does not violate community standards for suitability.

3. Is the material **utterly without** redeeming social value for minors?

[0] Yes [8] No

The committee concluded that the material possesses significant redeeming social value, specifically in the areas of body positivity, self-acceptance, and

emotional learning. Members highlighted the protagonist's journey through the grief of losing an aunt and her transition toward embracing her identity as a "plus-sized" individual. The discussion emphasized that the book successfully challenges societal beauty stereotypes and provides a relatable, "entertaining" narrative that encourages critical thinking about cultural assumptions. Committee members noted that having such a representation available in the library is vital for students navigating similar personal challenges, as it champions the importance of loving oneself and finding confidence in one's own skin.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [8] No

The committee determined that vulgarity and lewdness are not central or dominant themes of the material. While the book contains occasional profanity and references to the drag community, members noted that these elements are neither descriptive nor concentrated. The discussion clarified that the few instances of "salty" language—such as common pageant directives or internal monologues—are used in passing and are not presented in an obscene way. The committee agreed that the dialogue and internal thoughts remain focused on the story's broader narrative rather than being dominated by offensive content, with such instances being "few and far between."

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [8] No

The committee confirmed that profanely indecent or lewd content is not present in the material. Members noted that the text avoids descriptions of body parts or sexual acts, and while the existence of sex is occasionally mentioned, it is handled without graphic detail. The discussion concluded that the writing is not intended to be arousing and that there is no sexually inappropriate content referenced throughout the work, requiring little deliberation to reach a consensus.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [0] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [8] No

The committee concluded that the material is pedagogically sound, with members emphasizing its value for social-emotional growth and literary analysis. Educators on the committee noted that the protagonist’s journey through grief and self-confidence issues provides a highly relatable framework for adolescent readers. From a technical instruction standpoint, the text was praised for its complex first-person narrative, its use of an unreliable narrator—which allows students to examine character biases—and its intricate layering of subplots and themes. The committee agreed that the book offers opportunities for classroom discussion and helps students navigate both cultural assumptions and personal identity development.

2. Does the material encourage harmful behaviors? [0] Yes [8] No

The committee concluded that the material does not encourage harmful behaviors, but instead champions self-acceptance and resilience against social norms. Members noted that the narrative follows a diverse group of characters—each possessing traits that deviate from traditional beauty standards—who choose to embrace their identities by participating in a beauty pageant. While the book mentions minor instances of alcohol use, such as the protagonist sharing a drink with her mother, the committee viewed this as a “footnote” that facilitates maternal bonding rather than a promotion of substance abuse. The committee highlighted the story’s responsible portrayal of a bar setting, where the owners enforce age-appropriate boundaries for the minors. Members praised the material for promoting the idea that a person’s worth and health are not tied to their physical size.

3. Is the material unsuitable because of other factors? [0] Yes [8] No

The committee found no other factors that would render the material unsuitable, noting that the setting—a small Texas town—makes the story particularly relatable and applicable to the local student population. Members agreed that the context of the characters' actions and surroundings feels authentic to the community's own experiences, reinforcing the book's relevance rather than presenting any additional concerns.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [8] No

The committee did not find any instances of sexual organs or activities being portrayed in a patently offensive way.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [8] No

The committee did not find any instances of excretory organs or activities being portrayed in a patently offensive way.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [8] No

The committee concluded that the material does not include grossly offensive language or slurs that would be considered a public nuisance. Members observed that the dialogue is "conversational" rather than pervasive, noting a significant absence of derogatory terms often directed at plus-sized individuals. Despite the opportunities for such language given the book's themes, the committee found that the author avoids harmful slang, using only occasional profanity that remains incidental to the narrative.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [8] No

Websites containing content prohibited under our policy are not present.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 8 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 21, 4:15 pm
Central Office, Staff Development Room

Challenged Material

Title: *Eleanor & Park*

Author: Rainbow Rowell

Publication Date: 2013

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 3 copies, 2 checkouts total

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox

Summary of the Book:

Set over the course of one school year in 1986, this is the story of two star-crossed misfits-smart enough to know that first love almost never lasts, but brave and desperate enough to try. When Eleanor meets Park, you'll remember your own first love-and just how hard it pulled you under.

Awards:

Michael L. Printz Honor Book for Excellence in Young Adult Literature

Boston Globe Horn Book Award for Best Fiction Book.

Publishers Weekly Best Children's Book

A New York Times Book Review Notable Children's Book

A Kirkus Reviews Best Teen Book

An NPR Best Book

Indies Choice Book Award Winner

Odyssey Award, Honor

Best Fiction for Young Adults, Top 10, Selection

YALSA Teens' Top Ten Winner

Walden Award Winner

El dia de los ninos/El dia de los libros, Selection

Center for the Study of Multicultural Children's Literature Best Books Selection

School Library Journal Best Books of the Year, Selection

Committee Members:

Jackie Silvius - District/High School Librarian - Committee Chair

Jennifer Martinez - Purchasing Coordinator, Seguin ISD

Xander Bien - ELAR Teacher, Seguin High School
Danielle Benavides - Parent, AJB Teacher
Edith Zeisloft - Parent
Laura Patranella - Parent, ELAR Teacher, Seguin ISD
Taylor Haecker - AVID Teacher, Seguin High School

Number of Voting Members: 6

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [6] No

The committee determined that the material does not appeal to the prurient interests of minors, as it lacks graphic or excessive focus on sexual matters. Members noted that the only relevant scene involves two characters in the back of a car, yet the narrative remains entirely devoid of physical detail, focusing instead on the characters' emotional connections and feelings. The discussion highlighted that the act is only vaguely alluded to and follows a year of minimal physical contact, concluding that the content is not descriptive and does not encourage an inappropriate interest in sexual activities.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [6] No

The committee concluded that the material is not patently offensive to community standards, as the challenging themes presented are contextually necessary for

the narrative. Members discussed the depiction of a stepfather's abusive behavior, noting that while the mistreatment of a child is naturally distressing, it serves to reinforce the theme of solidarity among the teenage characters. The committee addressed the book's handling of race and identity in a 1986 setting, acknowledging that while some language and the "white perspective" of the author have faced criticism, the portrayal remains "contextually valid." The discussion emphasized that the story accurately reflects the isolation of a minority character in a predominantly white town, navigating an environment where Asian Americans represent a small fraction of the population, making the character's search for identity a realistic element of the period's social landscape.

3. Is the material **utterly without** redeeming social value for minors?

[0] Yes [6] No

The committee reached a consensus that the material possesses substantial redeeming social value, explicitly rejecting claims that it is without merit. Educators on the committee cited positive classroom outcomes, noting that the text effectively fosters empathy, promotes social-emotional learning, and encourages students to consider the "hidden" struggles others face. The narrative was praised for its mature handling of complex themes, including domestic verbal abuse and adolescent identity, while highlighting the protagonist's strength in prioritizing her personal safety over romantic attachments. The committee noted that the book's contrast of diverse family dynamics offers students critical insight into human relationships, making it a valuable addition to the high school curriculum..

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [6] No

The committee concluded that while the material contains moderate vulgarity and occasional racial slurs, these elements are neither central nor dominant themes. Members determined that this language is contextually necessary to authentically portray the setting, the harsh realities of student interactions, and the character development required for the narrative. The group agreed that the usage is not excessive or gratuitous, but rather serves a purposeful role in grounding the story's realism and deepening its thematic impact without being intended to offend.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [6] No

The committee concluded that the material does not contain lewd or profanely indecent content, nor does it emphasize lustful behavior. Members noted that any romantic interactions are merely implied rather than explicitly described, specifically citing the backseat scene as a moment where no physical or indecent detail is provided. The discussion emphasized that the narrative's core focus remains on the innocent, often naive experiences of adolescents navigating the complexities of high school life, rather than on sexual or indecent themes.

If the committee chose "yes" for **one or both** questions above, the material is pervasively vulgar.

Is the material "**pervasively vulgar**"? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [6] No

Committee members agreed the answer to this question was covered fully in question 3 under *Harmful Materials*. A teacher on the committee shared in detail how she used the book in her classroom and the positive effects it had on her students.

2. Does the material encourage harmful behaviors? [0] Yes [6] No

The committee determined that the material does not encourage harmful behavior; rather, it provides a constructive model for resilience and responsible decision-making. Members noted that the narrative consistently depicts negative behaviors—such as substance use, bullying, and physical aggression—as undesirable actions that carry tangible consequences. Conversely, the protagonist serves as a positive role model who demonstrates emotional maturity by actively seeking support from trusted adults, refusing to engage in retaliation, and prioritizing her own safety and well-being. The committee concluded that the protagonist's strength serves as the moral anchor of the story, discouraging readers from imitating the negative behaviors presented.

3. Is the material unsuitable because of other factors? [0] Yes [6] No

The committee concluded that there are no additional factors that render the material unsuitable for the high school curriculum. While the narrative depicts sensitive issues—including domestic abuse, substance use, and physical aggression—members noted that these elements are never condoned or celebrated by the text. Rather, the story frames these negative behaviors with clear, meaningful consequences, ensuring they are handled responsibly within the narrative structure. The committee confirmed they could identify no other problematic content, ultimately finding the book suitable in its entirety.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [6] No

The committee did not find any instances of sexual organs or activities being portrayed in a patently offensive way.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [6] No

The committee did not find any instances of excretory organs or activities being portrayed in a patently offensive way.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [6] No

The committee concluded that the material does not contain grossly offensive language that would constitute a public nuisance. Members agreed that the language is contextually appropriate rather than gratuitous or excessive, and it is not pervasive throughout the narrative. The discussion emphasized that where harsh content appears—specifically regarding the antagonist's actions—it serves a necessary narrative purpose by effectively illustrating the character's nature and deepening the reader's understanding of the conflict, thereby validating its inclusion in the story.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [6] No

Websites containing content prohibited under our local policy are not present.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 6 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 22, 2026, 4:15 pm
Central Office, Staff Development Room

Challenged Material

Title: *Flamer*

Author: Mike Curato

Publication Date: 2020

Interest Level: Grades 10-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 1

Summary of the Book:

It's the summer between middle school and high school, and Aiden Navarro is away at camp. Everyone's going through changes--but for Aiden, the stakes feel higher. As he navigates friendships, deals with bullies, and spends time with Elias (a boy he can't stop thinking about), he finds himself on a path of self-discovery and acceptance.

Awards:

Golden Kite Award, Honor
Great Graphic Novels for Teens, Commended
Lambda Literary Award, Winner
CCBC Choices, Selection
YALSA Teens' Top Ten, Finalist
Horn Book Fanfare, Selection
School Library Journal Best Books of the Year, Selection

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

Campus: Unanswered

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

"I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment."

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian - Committee Chair

Jennifer Martinez - Purchasing Coordinator, Seguin ISD

Meg Barrett - Special Education Counselor

FeeDee Langrehr - Seguin High School Counselor

Katie Weatherly - Parent

Steven Shortess - Parent

Cathy Anderson - District Resident

Number of Voting Members: 7

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [7] No

The committee concluded that the material does not appeal to a minor's prurient interest in sex, nudity, or excretion. Members emphasized that references to sexual identity and physical development reflect the authentic complexities of the coming-of-age experience rather than an attempt to sexualize the narrative. The committee noted that depictions of nudity in communal settings (the shower at camp that shows bare chests and legs) serve to highlight the protagonist's vulnerability, insecurity, and internal struggle, rather than to evoke arousal or glorify the behaviors of others. Ultimately, the group determined that the work acts as a serious, contextualized exploration of adolescent self-discovery—including the intersection of faith and identity—and lacks any erotic purpose or intent to encourage inappropriate sexual behavior.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [7] No

The committee determined that the material is not patently offensive to the prevailing standards of the adult community. Members emphasized that while the text depicts emotionally intense themes—such as bullying, homophobia, and mental health struggles—these elements reflect authentic adolescent experiences rather than sensationalism or gratuitous intent.

The committee noted that the "adult community" lacks a monolithic standard; while some readers may find the content uncomfortable, the group concluded that this discomfort is a productive, necessary catalyst for reflecting on internal prejudices and societal norms. The committee affirmed that the narrative is age-appropriate for high school students, serves a valuable function by confronting harmful stereotypes rather than promoting them, and lacks the objective grounds required to be deemed patently offensive.

3. Is the material **utterly without** redeeming social value for minors?

[0] Yes [7] No

The committee unanimously concluded that the material possesses substantial redeeming social value, serving as a powerful resource for historical understanding, social-emotional learning, and the cultivation of empathy. Members highlighted the narrative's nuanced exploration of the intersection between faith and identity, noting that it offers a constructive model of resilience and the importance of supportive friendship. The discussion emphasized that the book effectively teaches students that while individuals may hold different

perspectives, such differences do not necessitate cruelty. Ultimately, the committee determined that the text offers hope and valuable insight to all readers—regardless of their personal background—thereby affirming its significant educational and social merit.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means “offensive in language” or “lewdly or profanely indecent.”

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [7] No

The committee concluded that while offensive language and slurs are present within the material, they are not gratuitous, pervasive, or endorsed by the author. Instead, these elements are used contextually to accurately depict the reality of bullying and harassment, providing the essential narrative conflict necessary to illustrate the gravity of the protagonist's struggles. Because these instances are not the dominant focus of the text but rather serve as a necessary tool for character development and plot integrity, the committee determined that the language does not constitute a public nuisance and remains appropriate within the context of the story's literary structure.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [7] No

The committee concluded that the material is neither lewd nor profanely indecent, as the narrative contains no intent to be sexually gratifying or inappropriate. While the story addresses sensitive topics—such as adolescent confusion and exposure to mature imagery—these instances are brief, situational, and visually restrained, focusing on the protagonist's internal emotional turmoil, guilt, and struggle with faith rather than explicit content. The narrative does not linger on these moments, nor does it glorify them; instead, the protagonist is shown distancing himself from these experiences, which are integral to his character development and the story's broader themes of redemption and personal growth. The committee determined that these scenes

serve a necessary narrative function and remain appropriate for a high school audience.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [7] No

The committee concluded that the material possesses high pedagogical value, making it an excellent resource for the high school curriculum. As a graphic novel, it functions as a rich multimodal text that challenges students to analyze complex visual symbolism—such as the evolving “fire” motif—while moving beyond the limitations of sanitized materials to engage students in deeper, more critical literary interpretation.

The committee also agreed the narrative provides essential social-emotional support by portraying character growth with realistic honesty. By showing a protagonist who navigates uncertainty and inner turmoil without reaching an artificial “perfect” resolution, the book offers a relatable and human experience that fosters empathy and hope. Members emphasized that for adolescents who may feel isolated or are struggling with their own identities, the text serves as a powerful representation of resilience. The committee determined that the work plants vital “seeds of empathy,” teaching students that navigating different perspectives does not necessitate cruelty and that the story’s authentic struggle provides both a mirror for self-discovery and a lens for understanding others.

2. Does the material encourage harmful behaviors? [0] Yes [7] No

The committee unanimously concluded that the material does not encourage harmful behaviors. Rather than promoting or sensationalizing self-harm or suicide, the narrative depicts these issues as grave consequences of isolation, bullying, and systemic neglect. The committee emphasized that the text serves as a cautionary exploration of these realities, intended to foster awareness rather than provide a model for emulation.

The committee agreed that the narrative explicitly illustrates the destructive impact of harmful behaviors. By showing the protagonist's internal struggle, the book demonstrates the pain and "moral danger" associated with such choices, ultimately framing them as results of extreme emotional distress rather than viable solutions.

The committee noted that while the protagonist experiences moments of despair, he ultimately rejects self-harm, choosing instead to "find his flame." This transformation acts as a powerful metaphor for personal growth—similar to how fire can act as a cleansing force in agriculture, allowing for new, stronger life to emerge from the ashes of destruction.

The inclusion of a helpline and support resources in the back of the book was highlighted as a critical, responsible feature. This demonstrates the author's intent to provide help to readers who may be experiencing similar struggles.

Some members acknowledged that visual depictions of difficult subjects can feel more intense than written text; it was concluded that this realism is essential. By making the consequences of bullying and emotional turmoil tangible, the material challenges readers to confront the human impact of their actions, effectively arguing against cruelty and for empathy.

Ultimately, the committee determined that the work does not encourage harmful actions; instead, it offers a stark, honest look at the difficulties of adolescent life, emphasizing the necessity of choosing resilience, finding support, and recognizing the inherent value of life.

3. Is the material unsuitable because of other factors? [0] Yes [7] No

The committee discussed whether the depiction of the protagonist's volatile home life—specifically the aggressive domestic behavior, parental conflict, and the character's role in protecting his younger siblings—rendered the material unsuitable. The committee reached a consensus that these factors do not make the book unsuitable; rather, they serve as a realistic and poignant reflection of challenges that many students face in their own lives.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [7] No

The committee unanimously concluded that the material does not portray sexual organs or activities in a way that is patently offensive, noting the complete absence of any graphic or explicit visual imagery. The romantic elements within the story are modest, innocent, and consistent with standard young adult literature, focusing on typical

adolescent crushes rather than provocative content. These depictions are directly comparable to relationship portrayals commonly found in high school curricula and classic literature, as the narrative prioritizes the protagonist's emotional and social development over physical intimacy. The committee determined that the book's handling of romance remains well within the bounds of age-appropriate narratives and does not violate any standards of appropriateness, serving instead as a realistic reflection of typical adolescent experiences.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [7] No

The committee concluded that the controversial "tent scene" does not meet the threshold for being patently offensive; rather, it functions as an essential, albeit uncomfortable, catalyst for the narrative. Far from gratuitous, the scene is a structural necessity that drives the plot, deepening the protagonist's vulnerability and highlighting the central conflict regarding his identity. By presenting this "ugly" reality, the author forces a confrontation with difficult themes, distinguishing the work as a sophisticated piece of literature that uses narrative tension to explore human behavior rather than relying on shock value or gratification.

From an educational perspective, the committee determined that this scene serves as a powerful "mirror" for students, allowing them to examine their own experiences, social pressures, and the potential impact of their words. Rather than excluding the text, educators can leverage this discomfort to facilitate critical discussions about bullying, isolation, and moral responsibility. Ultimately, when viewed within the broader arc of the story, the scene provides a valuable opportunity for introspection, demonstrating that engaging with difficult realities through literature can serve as a vital catalyst for empathy and personal development in high school students.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [7] No

Regarding the question of whether the material includes grossly offensive language that constitutes a public nuisance, the committee concluded that the language used is intermittent and character-driven. It is strictly tied to the antagonist characters—the bullies—and is never normalized or endorsed by the narrative. Instead, this language serves a specific narrative purpose: to accurately depict the reality of bullying, illustrate the emotional harm inflicted

upon the protagonist, and highlight the negative consequences of such behavior. Therefore, the committee determined that the language does not violate community standards, but rather functions as a tool for authentic storytelling.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [7] No

Websites containing content prohibited under our local policy are not present.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 7 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report

April 23, 2026, 3:45 pm

Barnes Middle School

Challenged Material

Title: *Shiver*

Author: Maggie Stiefvater

Publication Date: 2009

Interest Level: Interest Level: Grades 9-12

Current Location of Library Material: Jim Barnes Middle School

Total Circulation Over the Past Three Years: 2 copies, 3 checkouts

Summary of the Book:

For years, Grace has watched the wolves in the woods behind her house. One yellow-eyed wolf--her wolf--is a chilling presence she can't seem to live without. Meanwhile, Sam has lived two lives: In winter, the frozen woods, the protection of the pack, and the silent company of a fearless girl. In summer, a few precious months of being human . . . until the cold makes him shift back again. Now, Grace meets a yellow-eyed boy whose familiarity takes her breath away. It's her wolf. It has to be. But as winter nears, Sam must fight to stay human--or risk losing himself, and Grace, forever.

Awards:

YALSA Teens' Top Ten, Winner

Indies Choice Book Awards, Honor

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

"I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment."

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius, District/High School Librarian - Committee Chair

Karen Sturm - Barnes Middle School Librarian

Melanie Dotterman - Parent

Kelsie Theiss - ELAR Teacher - Barnes MS, Parent

Stacey Vasquez - Special Education Teacher, Barnes MS

Number of Voting Members: 4

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

[0] Yes [4] No

The committee thoroughly evaluated the material to determine if it appeals to the prurient interests of a minor and concluded that it does not. The narrative contains no sexual content, explicit descriptions, or vulgarity; rather, the romantic elements presented are strictly age-appropriate, reflecting innocent, grade-level crushes rather than sexual exploration. The committee specifically addressed a scene involving characters under blankets, determining that it utilizes a "fade-to-black" narrative technique similar to standards found in mainstream

television, where intimacy is implied rather than depicted. Because there are no details regarding sexual acts and the focus remains on non-sexual adolescent development, the committee found no evidence of an appeal to prurient interests, deeming the material appropriate for the intended audience.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?
[0] Yes [4] No

The committee unanimously determined that the material is not patently offensive to prevailing community standards regarding what is suitable for minors. After a thorough review, members concluded that the content is entirely age-appropriate for middle school and high school students, with several members expressing that they would personally feel comfortable with their own children reading the book. By comparing the narrative's tone and themes to established, popular young adult literature, the committee affirmed that the book operates well within accepted cultural and educational boundaries. The committee found no evidence of unsuitable or offensive material, concluding that the work is a standard, appropriate contribution to young adult fiction that aligns with community expectations.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [4] No

The committee rejected the assertion that the material is without redeeming social value, identifying it instead as a highly effective resource for Social-Emotional Learning (SEL). By depicting the protagonist's navigation of parental neglect and her consistent, selfless dedication to the well-being of others, the text offers students a model of empathy, resilience, and emotional maturity. The material highlights the importance of teamwork and collective problem-solving, offering a relatable framework for students to explore themes of loyalty and community support. The committee agreed the work proves to be a valuable educational asset that encourages introspection and offers students essential emotional tools to help them better navigate the complexities of their own lives.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [4] No

The committee concluded that the material does not contain pervasive or offensive language, noting that any rare instances are so minimal they do not impact the overall reading experience. Members observed that the book's language is significantly more restrained than the casual discourse frequently heard in school hallways, reinforcing that profanity is neither a dominant theme nor a defining characteristic of the narrative.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [4] No

The committee agreed that lewd or profane content **is not** present in the material.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [4] No

The committee determined that the material is pedagogically suitable by comparing its content to established literary works already present in the curriculum. A member argued that the book's depictions of violence and emotional intensity are comparable to, or less explicit than, the content found in texts such as *The Odyssey* and *Romeo and Juliet*, which are already standard teaching materials. By noting that these classics contain graphic violence, suicide, and mature romantic themes, the committee concluded that the book adheres to existing educational standards and does not present any unique or prohibited pedagogical challenges.

2. Does the material encourage harmful behaviors? [0] Yes [4] No

The committee determined that the material does not encourage harmful behaviors. While the narrative includes a character with scars on his wrists, members clarified that these are the result of parental abuse—an attempt to "purge" the character's werewolf nature—rather than acts of self-harm or suicide. The committee agreed that this element serves as necessary, non-glorified traumatic backstory rather than an endorsement of dangerous activities. The committee noted the absence of substance use, such as alcohol or smoking, within the text, ultimately finding no content that promotes or normalizes harmful conduct.

3. Is the material unsuitable because of other factors? [0] Yes [4] No

The committee examined whether other narrative elements might render the material unsuitable, specifically addressing the plot point where the protagonist hides a male character in her room without parental knowledge. Members concluded that this scenario is not grounds for objection, as it serves as a narrative consequence of the parents' established neglect rather than a suggestion of impropriety. As previously discussed, the material lacks sexual content or suggestive themes.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [4] No

The committee did not find instances of sexual organs or activities being portrayed in the material.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [4] No

The committee did not find any instances of excretory organs or activities being portrayed in the material.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [4] No

The committee agreed that language is only sprinkled throughout the material and would not consider any of it grossly offensive.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [4] No

Websites containing content prohibited under our local policy are not present.

Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 4 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 23, 2026, 5:15 pm
Central Office, Staff Development Room

Challenged Material

Title: *Her Royal Highness*

Author: Rachel Hawkins

Publication Date: 2020

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 1

Summary of the Book:

Millie Quint is devastated when she learns her sort-of-best-friend/sort-of-girlfriend has been kissing someone else, so upset in fact that she applies for scholarships to foreign boarding schools. She gets accepted into an exclusive school located in the Highlands of Scotland, but unfortunately and unbelievably, her roommate is a princess--an actually princess. Princess Flora of Scotland cannot stand Millie, and Millie cannot stand Flora--until suddenly they can, and become friends and more than friends perhaps. However, real life is not a fairytale and it can't last, Millie is sure.

Awards:

Best Fiction for Young Adults, Selection

Overview of Challenge:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

"I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment."

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian, Committee Chair - non-voting member

August Nightingale - Choir Director, Seguin High School

Kelsie Theiss - RLA Teacher, Barnes MS, Parent

Janet Wolber - District Resident

Stephen Richardson - Special Education Para - Jefferson Elementary

Jennifer Shortess - Parent

Number of Voting Members: 5

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [5] No

The committee concluded that the material does not appeal to the prurient interest of a minor, grounding their evaluation in the legal standards established by *Roth v. US* and *Miller v. California*. Members found no evidence of nudity, sexual activity, or an inappropriate focus on intimate affairs, characterizing the book's limited romantic interactions as typical for middle and high school-level

social dynamics. After reviewing specific scenes—such as a campout and a formal dance—the committee confirmed that all physical contact described is entirely innocent and lacks sexual intent.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [5] No

The committee concluded that the material is not patently offensive to prevailing community standards regarding the suitability for minors. Members noted that the inclusion of a scene in a Scottish pub is culturally appropriate, given the local legal drinking age, and lacks any depiction of excessive alcohol consumption or intoxication. The discussion further dismissed concerns regarding themes of teen marriage and royal decorum, identifying these as narrative plot devices rather than problematic content. The committee addressed a literary allusion to *The Mill on the Floss*, determining that although the classic work contains tragic themes, the book in question resolves its plot in a positive, "cute and sweet" manner, thereby ensuring that any potential dark foreshadowing does not impact the narrative's suitability.

3. Is the material **utterly without** redeeming social value for minors?

[0] Yes [5] No

The committee concluded that the material is far from being without redeeming social value, identifying it instead as a highly beneficial resource for students. The narrative provides significant educational opportunities by encouraging readers to expand their worldviews and consider the personal growth that comes from studying abroad. Furthermore, the committee praised the book's effective exploration of socioeconomic themes, noting that the contrast between the protagonist's humble, hardworking background and her wealthy, sheltered peers serves as a powerful vehicle for teaching empathy and resilience.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader

story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [5] No

The committee concluded that offensive language is not a pervasive or dominant feature of the material. They determined that the scattered use of British and Scottish slang—such as "bollocks," "shite," and "snog"—functions as regional flavor rather than genuine profanity, often expressing frustration or nonsense within the cultural setting of the story. Members agreed that these terms are used in innocent, non-offensive contexts and are consistent with the narrative's locale, confirming that the book does not violate community standards regarding language.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [5] No

The committee determined that the material does not contain profanely indecent content. While acknowledging that a "devil's advocate" might attempt to highlight isolated instances where specific colloquialisms appear, the committee emphasized that such language is extremely sparse—limited to perhaps only a handful of pages throughout the entire volume—and therefore does not constitute a pervasive or indecent theme. Members reiterated that these terms function as culturally specific slang rather than profanity, lacking any intent to be prurient, vulgar, or obscene. The committee concluded that the rare occurrence of such language does not rise to the level of indecency and remains well within the accepted standards for young adult literature.

If the committee chose "yes" for **one or both** questions above, the material is pervasively vulgar.

Is the material "**pervasively vulgar**"? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [5] No

The committee concluded that the material is not only suitable but highly valuable for pedagogical purposes. The text offers rich opportunities for educational engagement, specifically regarding culture shock and the complexities of international exchange. Members highlighted the sociological merit regarding the story's depiction of "clanishness," ostracism, and rigid social hierarchies, noting that these dynamics mirror the environments students navigate in middle and high school daily. The committee also felt the protagonist's path toward self-discovery—as she juggles her identity, a career in geology, and the resistance to conformity—makes her story a deeply relatable inspiration for personal growth

2. Does the material encourage harmful behaviors? [0] Yes [5] No

The committee concluded that the material does not encourage harmful behaviors, noting that any questionable actions—such as the scene in the pub (physical altercation that results in students getting expelled and other consequences)—are portrayed as negative choices that result in clear, natural consequences. Members emphasized that the brief, non-consumptive nature of the pub scene served as a plot device for character development rather than a glorification of substance use, and they highlighted that all characters involved faced direct, appropriate punishment for their actions.

3. Is the material unsuitable because of other factors? [0] Yes [5] No

The committee addressed whether any "other factors" rendered the material unsuitable, specifically acknowledging the potential for external objections regarding the protagonist's bisexuality. Members concluded that personal character background does not constitute valid grounds for disqualifying the material under the committee's guidelines, particularly since this aspect of the character's identity is neither a central theme nor pervasive, appearing as a single reference on page 148.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee did not find any instances of sexual organs or activities being portrayed in the material.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee did not find any instances of excretory organs or activities being portrayed in the material.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [5] No

The committee determined that the material does not contain grossly offensive language, nor does it constitute a public nuisance. Members reiterated that the limited instances of Scottish slang are sparse, non-central to the narrative, and do not rise to the level of offensive.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [5] No

Websites containing content prohibited under our local policy are not present.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 5 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 27, 4:15 pm
Central Office, Staff Development Room

Challenged Material

Title: *Kingdom of the Wicked*

Author: Kerri Maniscalco

Publication Date: 2020

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 1

Summary of the Book:

Emilia and her twin sister Vittoria are streghe - witches who live secretly among humans, avoiding notice and persecution. One night, Vittoria misses dinner service at the family's renowned Sicilian restaurant. Emilia soon finds the body of her beloved twin ... desecrated beyond belief. Devastated, Emilia sets out to find her sister's killer and to seek vengeance at any cost-even if it means using dark magic that's been long forbidden. Then Emilia meets Wrath, one of the Wicked-princes of Hell she has been warned against in tales since she was a child. Wrath claims to be on Emilia's side, tasked by his master with solving the series of women's murders on the island. But when it comes to the Wicked, nothing is at is seems...

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

"I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment."

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Library - Committee Chair, non-voting member

Lucy Lebron Santiago - ELAR Teacher, Seguin High School

Kelsie Theiss - RLA Teacher, Barnes Middle School, Parent

Jody Doerfler - Parent

Rebecca Kinz - Parent

Jennifer Martinez - Purchasing Coordinator, Seguin ISD

Number of Voting Members: 5

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [5] No

The committee evaluated whether the material appeals to the prurient interests of a minor—specifically regarding sexual content, nudity, or excretion—and concluded that it does not. Members determined that the text lacks explicit or graphic content, noting that romantic interactions are limited to non-explicit tension and a single instance of a kiss.

Regarding physical descriptions, the committee agreed that these serve vital narrative functions, such as character development and world-building (e.g., illustrating thematic elements of temptation), rather than serving a prurient

purpose. The committee observed that any instances of nudity mentioned are strictly contextual—serving medical or survival needs—and that overall descriptions of characters align with standard, age-appropriate observations consistent with everyday life. The committee found no evidence that the material appeals to or encourages inappropriate sexual interest.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?
[0] Yes [5] No

The committee concluded that the material is not patently offensive to the prevailing standards of the adult community regarding the suitability of content for minors. While the narrative contains dark thematic elements—such as depictions of crime scenes and references to witchcraft—members determined these are neither gratuitous nor explicitly detailed. The committee noted that the author utilizes these elements to explore themes of accountability and morality rather than to glorify dark behavior; antagonistic forces are portrayed as negative, and supernatural elements are grounded in contexts of protection and healing. The committee distinguished between personal or religious objections to specific subject matter and the objective standard of "patent offensiveness," finding that the book's clear focus on the consequences of the characters' actions keeps it well within acceptable community standards.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [5] No

The committee unanimously rejected the notion that the material is without redeeming social value, instead identifying several profound pedagogical benefits within the narrative. The text explores critical themes such as the distinction between justice and vengeance, the complexities of navigating grief, and the weight of moral decision-making. Members highlighted how the narrative demonstrates the destructive consequences of poor communication, secrecy, and disobedience, offering students a nuanced look at how choices—even well-intentioned ones—carry inherent consequences. The committee praised the depiction of loving, multi-generational family dynamics and the intriguing philosophical exploration of free will.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [5] No

The committee determined that the material does not contain or frequently reference offensive language. Throughout the narrative, the author consistently employs a stylistic choice to summarize instances of strong language—such as describing a character "letting out a string of foul language"—rather than including explicit profanity on the page. Because the author relies on innuendo to convey character emotion and tension without resorting to vulgarity, and given that the text contains no pervasive offensive terminology, the committee concluded that the work remains entirely free of language that could be considered offensive or problematic.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [5] No

The committee concluded that the material does not contain lewd or profanely indecent content. While the narrative features moments of romantic tension and intense kissing, the committee determined these are consistent with standard Young Adult literature and do not escalate to graphic or indecent levels. Regarding the brief internal mention of a character wishing a priest would break his vows, the committee viewed this as a fleeting character thought rather than a depiction of indecency. Because these romantic elements are neither pervasive nor central to the plot—and could be removed without altering the fundamental narrative arc—the committee determined that the material does not meet the threshold for being considered lewd or indecent.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [5] No

The committee determined that the material is pedagogically sound and highly suitable for student study. Rather than glorifying mature themes like gambling or drinking, the narrative explicitly frames them as cautionary examples, illustrating the severe personal and financial consequences that follow such choices. The committee praised the text for fostering critical thinking by challenging binary morality; it pushes students to look past appearances to evaluate character motivations and accountability. Members agreed that by exploring themes of free will, the weight of individual decisions, and the complex nature of humanity, the book serves as an effective, thought-provoking tool for classroom discussions on ethics and personal responsibility.

2. Does the material encourage harmful behaviors? [0] Yes [5] No

The committee evaluated whether the material promotes or encourages harmful behaviors and concluded that it does not. Members noted that while characters may engage in problematic or risky actions, the narrative consistently ensures that these choices are met with significant, tangible negative consequences.

3. Is the material unsuitable because of other factors? [0] Yes [5] No

The committee concluded that the inclusion of supernatural themes, such as witchcraft and demons, does not render the material unsuitable for a school library setting. Members determined that objections based on personal or religious convictions are subjective and do not constitute an objective standard for pedagogical unsuitability. Because the work is clearly categorized as fantasy, it is easily distinguished from reality and appropriately labeled for readers. The committee emphasized that the library's genre-based organization supports student and parent autonomy, ensuring that individuals can exercise personal choice in their reading selections, thereby confirming the material's appropriateness for the collection.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee did not find any instances of sexual organs or activities being portrayed in the material.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee concluded that the material does not contain any depictions of excretory organs or functions, nor does it present any bodily content that could be considered patently offensive. While the narrative briefly references the removal of hearts as part of a fantasy-based crime investigation, these mentions are devoid of graphic or gory detail and serve only as necessary plot points rather than gratuitous violence. The committee found that these narrative elements are entirely distinct from restricted or indecent content and pose no issues regarding the material's suitability for a school library collection. The committee also agreed that the heart is not an excretory organ.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [5] No

The committee concluded that the material does not contain grossly offensive language that could be considered a public nuisance. Members noted that the sparse use of strong language is strictly reserved for high-stakes, realistic moments—such as a character facing imminent, life-threatening danger—where such a reaction is humanly expected. Because these instances are limited, contextually justified, and lack the pervasive or gratuitous nature required to define a public nuisance, the committee determined that the language is entirely appropriate for the narrative and does not violate community standards.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [] Yes [5] No

Websites containing content prohibited under our policy are not present.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 5 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 28, 2026
Central Office, PLC 1

Challenged Material

Title: *Monday's Not Coming*

Author: Tiffany Jackson

Publication Date: 2018

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 2

Summary of the Book:

Monday Charles is missing, and only Claudia seems to notice. Claudia and Monday have always been inseparable—more sisters than friends. So when Monday doesn't turn up for the first day of school, Claudia's worried.

When she doesn't show for the second day, or second week, Claudia knows that something is wrong. Monday wouldn't just leave her to endure tests and bullies alone. Not after last year's rumors and not with her grades on the line. Now Claudia needs her best—and only—friend more than ever. But Monday's mother refuses to give Claudia a straight answer, and Monday's sister April is even less help.

As Claudia digs deeper into her friend's disappearance, she discovers that no one seems to remember the last time they saw Monday. How can a teenage girl just vanish without anyone noticing that she's gone?

Awards:

Margaret A Edwards, Winner

We Are Kid Lit Selected Summer Reading List, Selection

Walter Dean Myers Award for Outstanding Children's Literature, Honor

Coretta Scott King Book Award, New Talent Winner

Best Fiction for Young Adults, Top 10

SLJ Best Books of the Year, Selection

Overview of Challenge:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

“I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment.”

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian, Committee Chair

Amy Hanson - Financial Secretary, Seguin High School, Parent

Katie Weatherly - Parent

Teresa Cuevas - Highly Mobile Population Specialist, Seguin ISD, Parent

Jennifer Martinez - District Purchasing Coordinator, Seguin ISD

Number of Voting Members: 5

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in

sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [5] No

The committee determined that the material does not appeal to the prurient interest of a minor regarding sex, nudity, or excretion. Members confirmed the absence of explicit, graphic, or gratuitous descriptions of sexual or bodily acts throughout the text. While the narrative includes brief, situational references to teenage social dynamics and isolated instances of derogatory language, these moments were found to be non-descriptive, secondary to the plot, and entirely lacking in sexualization.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [5] No

The committee concluded that the material is not patently offensive to the adult community's standards regarding the suitability of literature for minors. While the narrative tackles sensitive and disturbing topics such as child abuse and systemic neglect, members determined that these themes are treated with appropriate gravity and narrative purpose. Rather than exploiting these issues for sensationalism, the author utilizes them to illustrate the tragic consequences of institutional and interpersonal failure, fostering critical awareness among readers. Because the text does not glorify harmful behavior but instead emphasizes the reality of these social challenges, the committee deemed it a serious, socially relevant work that adheres to appropriate standards for a high school library collection.

3. Is the material **utterly without** redeeming social value for minors?

[0] Yes [5] No

The committee determined that the material is far from being without redeeming social value; rather, it possesses significant educational and emotional merit. The work serves as a powerful instrument for fostering empathy and social-emotional learning, challenging readers—particularly educators and students—to look beyond surface appearances and recognize the subtle, often overlooked indicators of child neglect and abuse. The narrative offers a moving critique of systemic failures within institutions like schools and law enforcement, emphasizing the necessity of vigilance and proactive communal care. The committee concluded that by illustrating the real-world consequences of these systemic shortcomings, the book encourages a deeper sense of responsibility

and human connection, making it a highly relevant and valuable resource for the school library collection.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means “offensive in language” or “lewdly or profanely indecent.”

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [5] No

The committee evaluated the presence of strong language and racial terminology within the text, concluding that while profanity is present, it is contextually grounded and serves a vital narrative purpose. Members noted that the language effectively differentiates characters and environments, highlighting the stark contrast between the supportive, stable household of one protagonist and the abusive, dysfunctional setting of another. Regarding the specific use of racial slurs, the committee observed that these instances were infrequent, character-specific, and reflective of an antagonistic personality rather than gratuitous malice. The committee determined that the language is realistic for the high school setting, comparable to other media consumed by this age group, and serves as a tool for character development rather than an attempt to be overtly offensive. Because the dialogue remains tethered to the reality of the characters and their circumstances, it was deemed appropriate for a high school library collection.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [5] No

The committee evaluated whether the material contains lewd, profanely indecent, or sexually inappropriate content and unanimously concluded that such elements are not present, nor do they serve as a pervasive theme within the narrative. Members noted that while the text depicts realistic adolescent experiences—such as the emergence of crushes and the social dynamics typical of young adults—these interactions are characteristic of coming-of-age literature rather than lewd or explicit conduct. The committee determined that these plot

points are fundamentally about characters navigating the realities of growing up rather than catering to prurient interests. Members agreed the material is free of indecent content, and the narrative focus remains appropriate for a high school audience.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [5] No

The committee concluded that the material is highly suitable for pedagogical purposes, offering significant educational value that extends well beyond the classroom. The text serves as a vital tool for social-emotional learning, particularly in cultivating empathy, self-trust, and communal responsibility. By portraying a protagonist who persists in seeking the truth regarding a missing peer despite personal risk, the narrative encourages students to trust their instincts and remain vigilant for subtle, often overlooked warning signs of distress in those around them. Furthermore, the book provides a powerful framework for analyzing systemic failures—such as institutional blind spots in schools and social services—prompting students to think critically about how to better support vulnerable youth.

From a literary perspective, the committee also noted the effectiveness of the non-linear narrative structure, which challenges readers to synthesize complex information across different timelines; this technique not only keeps students engaged but also serves as an educational example of sophisticated, multi-layered storytelling that fosters critical thinking and active participation in the reading process.

2. Does the material encourage harmful behaviors? [0] Yes [5] No

The committee determined that the material does not encourage harmful behaviors; rather, it provides a realistic examination of such actions by focusing on their inevitable consequences. Instead of glorifying or glamorizing negative choices, the narrative depicts situations like substance use and high-risk social gatherings as dangerous and fraught with poor outcomes, such as physical illness and social alienation. The committee highlighted that the book effectively utilizes character contrast, contrasting reckless behavior with instances of integrity and respect—such as a partner choosing to act honorably when a peer is vulnerable. The members concluded that the text does not promote harmful behaviors, but instead illustrates the harsh realities and systemic challenges faced by the characters, thereby serving as a cautionary narrative rather than an endorsement of harmful lifestyle choices.

3. Is the material unsuitable because of other factors? [0] Yes [5] No

The committee evaluated whether the material's challenging subject matter—specifically its depictions of domestic abuse and systemic neglect—renders it unsuitable, ultimately concluding that such intensity is necessary for its educational impact. While the narrative is undeniably difficult to read, members emphasized that "uncomfortable stories" are essential for fostering personal growth and breaking the illusion of a problem-free world. The material serves as a crucial mirror to harsh societal realities, prompting students to move beyond passive observation to active vigilance. By highlighting systemic failures, the intersection of mental health and social marginalization, and the danger of accepting superficial excuses for a peer's absence, the book encourages a heightened sense of communal responsibility.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee evaluated whether the material contains depictions of sexual organs or activities that are patently offensive and concluded that it does not. Members specifically addressed a narrative incident involving a rumor of a sexual encounter in a school bathroom, clarifying that the scene serves as a critique of bullying and social manipulation rather than an instance of explicit content. The committee emphasized that the "sexual" interpretation was a false narrative constructed by antagonists to harass the characters, whereas the actual event was a compassionate moment of one student comforting a peer who was in

distress. Because the text avoids explicit anatomical language and describes no actual sexual activity, and because the incident functions to illustrate the damaging nature of distorted perceptions and rumors, the committee determined that the material is not patently offensive in this regard.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee evaluated the material to determine if it contains descriptions or portrayals of excretory organs or activities that would be considered patently offensive. Following a thorough review, the members concluded that no such content is present. While the narrative includes one brief mention of a character experiencing physical illness—specifically vomiting—as a direct consequence of their actions, the committee determined that this does not constitute "excretory" content under the scope of the criteria, nor is it depicted in a gratuitous or offensive manner.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [1] Yes [4] No

The committee evaluated whether the material contains "grossly offensive" language that constitutes a public nuisance, specifically referencing criteria similar to the Malicious Communications Act of 1988. While members acknowledged the presence of strong profanity and derogatory terms—including gender-based and racial epithets—the committee reached a consensus that the language does not meet the threshold for being "grossly offensive." The members determined that while the dialogue is harsh, it is contextually grounded in the realistic, authentic vernacular of the characters' high school environment. Rather than being deployed to cause significant distress, fear, or flagrant indecency, these instances function as a reflection of the characters' social reality. The committee concluded that the material does not violate community standards of propriety to a degree that would render it a public nuisance, as the language serves to preserve the integrity of the narrative rather than to shock or demean the reader.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [5] No

Websites containing content prohibited under our policy are not present.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 5 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report

April 29th, 2026, 4:15 pm

Central Office, Juan Seguin Room

Please note: The committee reviewed, at one time, all 3 volumes of the graphic novel series *Heartstopper*, which were challenged.

Challenged Material

Title: Heartstopper, Volume 1-3

Author: Alice Oseman

Publication Date: all, 2020

Interest Level: all, Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: Vol 1 - 6; Vol 2 - 6; Vol 3 - 3

Summary of the Book:

Heartstopper is a British coming-of-age graphic novel series that tells the story of Nick Nelson and Charlie Spring, two teenage boys who meet at school and fall in love.

Volume 1:

Shy and softhearted Charlie Spring sits next to rugby player Nick Nelson in class one morning. A warm and intimate friendship follows, and that soon develops into something more for Charlie, who doesn't think he has a chance. But Nick is struggling with feelings of his own, and as the two grow closer and take on the ups and downs of high school, they come to understand the surprising and delightful ways in which love works.

Volume 2:

Nick and Charlie are best friends, but one kiss has changed everything. In the aftermath, Charlie is sure that Nick isn't interested, but Nick is more confused than ever. Love works in surprising ways, and Nick comes to see the world from a new perspective. He discovers all sorts of things about his friends, his family... and himself.

Volume 3:

Charlie didn't think Nick could ever like him back, but now they're officially boyfriends. Nick has even found the courage to come out to his mom. But coming out isn't something that happens just once, and Nick and Charlie try to figure out when to tell their friends that they're dating. Not being out to their classmates gets even harder during a school trip to Paris. As Nick and Charlie's feelings get more serious, they'll need each other more than ever.

Awards:

Quick Picks for Reluctant Young Adult Readers, Commended

Great Graphic Novels for Teens, Commended

Read for Empathy Collections, Selection

Kids' Book Choice Awards, Winner
Bisexual Book Award, Young Adult Finalist, Graphic Novels Finalist

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

"I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment."

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian - Committee Chair

Xander Bien - ELAR Teacher, Seguin High School

Jennifer Shortess - Parent

Meg Barrett - Special Education Counselor, Seguin ISD

Julie Leos - District Resident

August Nightingale - Choir Director, Seguin High School

Number of Voting Members: 5

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

[0] Yes [5] No

The committee concluded that the material does not appeal to the prurient interest of a minor regarding sex, nudity, or excretion. Members emphasized a clear distinction between a romantic narrative and sexual content, noting that while the book depicts a teenage relationship, the interactions are limited to age-appropriate behaviors such as handholding, kissing, and navigating the emotional uncertainties typical of high school life. The committee highlighted that the characters consistently model healthy boundaries—explicitly communicating comfort levels regarding physical intimacy and acknowledging the priority of academic responsibilities—which serves to promote responsible decision-making rather than inappropriate sexual curiosity.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [5] No

The committee determined that the material is not patently offensive to the adult community and is entirely suitable for the high school student population. Following a thorough review, members concluded that the text avoids any graphic depictions of nudity, sexual organs, or explicit acts, focusing instead on age-appropriate themes such as identity formation, navigating romantic relationships, and managing peer conflict. The narrative is noted for its positive modeling of healthy communication and constructive family dialogue, which reinforces emotional growth and supportive relationship-building.

3. Is the material **utterly without** redeeming social value for minors?

[0] Yes [5] No

The committee unanimously determined that the material is far from being "utterly without redeeming social value"; instead, it offers significant educational and emotional benefits for the high school student population. Members highlighted the text's realistic and responsible approach to critical social topics,

particularly the clear modeling of consent, communication of personal boundaries, and the importance of accountability in relationships. By portraying characters who navigate bullying, apologize for overstepping, and support one another through complex emotional challenges, the work serves as an essential tool for social-emotional learning.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means “offensive in language” or “lewdly or profanely indecent.”

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [5] No

The committee determined that the language used within the material does not meet the threshold of being excessive, dominant, or inappropriate. Instead, members concluded that the instances of profanity are strictly context-driven, serving to ground the narrative in the authentic, high-stress realities of adolescent conflict and communication. A committee member with direct classroom experience noted that the dialogue is actually less frequent and intense than the language typically encountered in a real-world high school environment. The committee agreed that because the language functions solely to support character development and narrative realism rather than serving as a pervasive or gratuitous feature, the material is entirely appropriate and not in violation of school-appropriate standards.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [5] No

The committee evaluated the material to determine if it contained lewd or profanely indecent content and reached a firm consensus that it does not. Members observed that the narrative—including the visual elements unique to the graphic novel format—is devoid of any lustful or sexually explicit imagery. They noted that romantic interactions, such as kissing, are portrayed with artistic, wholesome symbolism like flowers and hearts, which reinforce the story's focus on innocent, adolescent first love rather than anything sexual in nature. Even references to parental boundaries, such as lighthearted, character-appropriate remarks, were viewed as entirely benign. Consequently, the committee concluded that the work maintains a strictly romantic and sweet tone,

successfully avoiding any content that could be categorized as lewd, indecent, or inappropriate for the intended school audience.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [5] No

The committee reviewed the material's suitability for pedagogical purposes, specifically addressing depictions of underage drinking and mental health struggles. Members concluded that the inclusion of these topics is constructive rather than problematic, serving as a valuable tool for social-emotional learning. The underage drinking depicted is framed as a cautionary experience where characters face negative physical and disciplinary consequences, which discourages rather than glamorizes the behavior. The narrative also handles mental health issues, such as anxiety and eating disorders, with profound empathy; it demonstrates how friends can provide support and how adults can intervene effectively, offering vital representation for male students who may face these challenges. The committee noted that the book's use of visual storytelling—specifically the symbolic nature of its artistic elements—provides significant literary value, allowing students to analyze character growth and thematic depth.

2. Does the material encourage harmful behaviors? [0] Yes [5] No

The committee concluded that the material does not encourage harmful behaviors; instead, it thoughtfully addresses sensitive topics by emphasizing accountability, boundaries, and the reality of consequences. Regarding underage drinking, the narrative depicts it as a brief, non-glorified occurrence where characters who participate face negative physical outcomes or disciplinary action, thereby reinforcing a cautionary message rather than an endorsement. Similarly, themes involving restrictive eating and bullying are handled with educational responsibility; the text illustrates the detrimental effects of these behaviors while highlighting the necessity of empathy, support systems,

and the "repair phase" of interpersonal conflict. By showing characters who set boundaries, apologize for wrongdoing, and seek help, the work promotes resilience and healthy social development rather than modeling or promoting harmful actions.

3. Is the material unsuitable because of other factors? [0] Yes [5] No

The committee concluded that there are no factors rendering the material unsuitable for the high school library. While members acknowledged that some individuals might personally object to the inclusion of LGBTQ relationships, they emphasized that such personal preferences do not equate to educational unsuitability. Instead, the committee highlighted the pedagogical value of the graphic novel format, noting its unique ability to increase accessibility and inclusivity. By integrating visual storytelling with text, the work serves as a resource for diverse learners—including those with dyslexia, reading difficulties, or English language learners—who benefit from visual context to support comprehension. The committee affirmed that the book's capacity to facilitate social-emotional learning and its accessibility to a wide range of students solidify its place as a valuable and suitable addition to the collection.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee did not find any instances of sexual organs or activities being portrayed in the material.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee did not find any instances of excretory organs or activities being portrayed in the material.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [5] No

The committee unanimously agreed that the material does not contain grossly offensive language that would constitute a public nuisance. Members noted that the limited use of profanity is strictly context-dependent, appearing only to underscore specific moments of character distress, conflict, or realistic peer interaction. The committee emphasized that such language is not pervasive throughout the work and is significantly less intense than the conversations often encountered in everyday public spaces, such as a grocery store.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [5] No

Websites containing content prohibited under our policy are not present.

Committee Vote on Action to be Taken:

Heartstopper, Volume 1:

- Motion A: To retain the challenged material in the library collection. 5 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Hearstopper, Volume 2:

- Motion A: To retain the challenged material in the library collection. 5 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Heartstopper, Volume 3:

- Motion A: To retain the challenged material in the library collection. 5 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 30th, 2026, 7:30 am
Seguin High School Library

Challenged Material

Title: *Nick and Charlie*

Author: Alice Oseman

Publication Date: 2023

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 0

Summary of the Book:

Absence makes the heart grow fonder ... right? Everyone knows that Nick and Charlie love their nearly inseparable life together. But soon Nick will be leaving for university, and Charlie, a year younger, will be left behind. Everyone's asking if they're staying together, which is a stupid question ... or at least that's what Nick and Charlie assume at first. As the time to say goodbye gets inevitably closer, both Nick and Charlie start to question whether their love is strong enough to survive being apart. Charlie is sure he's holding Nick back ... and Nick can't tell what Charlie's thinking. Things spiral from there. Everyone knows that first loves rarely last forever. What will it take for Nick and Charlie to defy the odds?

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

“I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment.”

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian, Committee Chair

Meg Barrett - Special Education Counselor, Seguin ISD

Xander Bien - ELAR Teacher, Seguin High School

Lucy Lebron Santiago - ELAR Teacher, Seguin High School

Jennifer Shortess - Parent

Dustin Denson - ELAR Teacher, Seguin High School

August Nightingale - Choir Director, Seguin High School

Number of Voting Members: 6

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [5] No [1] Abstained

The conversation centers on evaluating whether a book's content appeals to the prurient interests of minors through depictions of sex, nudity, or explicit material. The committee concluded that the book does not meet that standard because the references to sexual activity are brief, vague, and non-descriptive. Members note that the text simply mentions that two characters have sex in the first chapter and again near the end of the book, but without graphic language or detailed descriptions. The discussion emphasizes that the sexual content does not

dominate the story and instead serves to establish an adolescent romantic relationship and portray the characters' emotional connection and curiosity.

The members also discuss how the book handles the topic responsibly. One member points out that the text includes a reference to safe sex when a character grabs a condom, which they saw as potentially controversial but ultimately minimal in scope. They agree that the scenes are limited to only a small portion of the book and are not written in a way intended to arouse the reader or encourage sexual behavior. Instead, the references are presented matter-of-factly and without excessive profanity or pornographic detail.

The committee also discussed the question of nudity in the material. The members conclude that there is no explicit nudity depicted. Although there is mention of a picture being taken while characters are lying in bed, the illustration only shows them from the shoulders up, leaving any nudity implied rather than shown.

One member read a PDF version without illustrations, while another read the standard novel version with imagery. Overall, the group agrees that the material contains only minimal and non-explicit references to sex and physical affection, without graphic depictions of nudity or sexual acts.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?
[1] Yes [5] No

The committee held a comprehensive discussion regarding whether the material is "patently offensive" to the prevailing standards of the adult community, acknowledging the conservative demographic of Guadalupe County and the surrounding Seguin area. Members debated the distinction between content that is "uncomfortable" or "mature" and content that is truly "patently offensive." The consensus reached was that while some themes—such as the depiction of a same-sex relationship, mental health struggles, and the complexities of adolescent dating—may challenge some adults' personal comfort levels, they do not constitute patent offensiveness. The committee emphasized that the work serves as a realistic portrayal of the transitions, insecurities, and relationship dynamics that many high school students navigate as they approach adulthood.

A significant portion of the debate focused on specific scenes, including a "makeup sex" resolution and instances of underage drinking. The committee addressed these concerns by analyzing the work holistically rather than focusing

on isolated passages. It was determined that these moments are brief, non-gratuitous, and secondary to the broader narrative arc, which focuses on communication, empathy, and the repair of relationships. Members noted that these depictions are not graphic in nature, contrasting the work with other materials the district has removed. Because the book avoids explicit, graphic descriptions of sexual activity, it remains well within standard, non-offensive boundaries.

The committee reflected on its role as public educators, emphasizing that they must apply consistent, professional standards rather than bowing to personal discomfort. Members observed that the characters are approaching the age of consent, and the narrative promotes safety, consent, and respectful communication. The committee concluded that the book's value lies in its accessibility and its ability to foster social-emotional learning, particularly for students who may struggle with traditional text or who seek relatable representations of healthy relationship building.

Ultimately, the majority of the committee affirmed that the material is not patently offensive. While members acknowledged that they might pause before recommending the book for a middle school audience, they reached a firm consensus that it is age-appropriate and educationally suitable for the high school library collection. The committee determined that the work acts as a resource for students to explore complex life issues in a safe, guided context, and that its inclusion aligns with the standards of the broader adult community when viewed through a professional, educational lens.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [5] No [1] Abstained

The majority of the committee rejected the notion that the material is without redeeming social value, arguing instead that it offers significant educational and emotional utility for high school students. Members noted that the work mirrors real-life situations frequently faced by the student body—particularly seniors who are navigating the complexities of post-graduation transitions, long-distance relationships, and the anxiety of being "left behind." By depicting these realistic, relatable experiences, the book provides a valuable, accessible framework for students to process their own life changes.

A core strength identified by the committee is the book's contribution to social-emotional learning. The narrative serves as a practical lesson in the importance of honest communication, illustrating how avoiding difficult conversations—or attempting to manage them while under the influence—often

compounds conflict. Conversely, the characters demonstrate how to repair relationships through direct, respectful dialogue. Members highlighted the pedagogical value of these scenes, noting that they provide a "safe space" for students to observe and analyze how to set boundaries, practice consent, and seek emotional support from peers and adults.

Finally, the committee emphasized that the material functions as a teaching tool. By showcasing characters who make mistakes and subsequently work through them, the book offers a nuanced look at adolescent development that is often difficult to discuss in the abstract. Additionally, the work provides a comparative look at different cultural contexts, such as the UK's legal drinking age, which serves as a point of cultural inquiry.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [6] No

The committee discussed the material's language, concluding that any instances of profanity are neither pervasive nor gratuitous. Members observed that the use of such language is strictly localized to specific moments of high emotional intensity, such as an argument between characters, which serves to accurately reflect realistic peer dialogue and the typical communication patterns of the adolescent demographic. The consensus was that the limited use of stronger language is contextually appropriate and essential for character and plot development; it provides an authentic emotional intensity that softer alternatives would fail to convey. Because the text is not "littered" with unnecessary vulgarity and the language aligns with common, everyday speech, the committee determined that the material is neither coarse, tasteless, nor offensive, but rather a realistic depiction of the story's setting and age group.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [6] No

The committee thoroughly evaluated whether the material contains lewd or profanely indecent content and unanimously concluded that it does not. Members observed that any depictions of physical intimacy or romantic interactions are portrayed with significant restraint, characterized by vague, innocent descriptions rather than explicit or sensationalized detail. The committee confirmed that the work contains no graphic imagery of sexual organs, and references to sexual activity are handled discreetly, focusing on the narrative rather than the erotic. Because these depictions are neither graphic nor intended to promote vulgarity, the committee determined that the material does not meet the threshold for lewdness and remains well within appropriate educational standards.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [1] Yes [5] No

The committee evaluated the pedagogical suitability of the book, with the majority concluding that while it may not function as a high-rigor literary text suitable for a traditional literature curriculum, it possesses significant value for social-emotional learning. Members identified several critical themes—including anxiety, communication breakdowns, the impact of social media, the consequences of substance use, and the complexities of consent—as essential topics for adolescent development. The consensus was that the narrative does not promote negative behaviors; rather, it provides a realistic, cautionary framework that illustrates the emotional fallout of poor decision-making and the importance of healthy, respectful conflict resolution. These elements offer meaningful opportunities for students to analyze complex interpersonal dynamics in a safe, guided, and accessible context.

A significant portion of the discussion centered on the distinct roles of the high school library compared to a formal classroom environment. The committee emphasized that a library's purpose is to foster a lifelong love of reading, which requires a diverse collection that caters to various reading levels, interests, and purposes. While members acknowledged that individual parents might hold different standards for their children—such as preferring more challenging texts for younger students—the school's broader responsibility is to provide access to a wide array of material. The committee argued that maintaining an inclusive collection is vital, as it allows students to read for enjoyment and personal growth, rather than strictly for linguistic challenge or academic rigor.

The majority of the committee affirmed that the material is appropriate for the high school level. They agreed that the text acts as a useful tool for navigating the realities of growing up, providing students with a relatable representation of mature life transitions. By offering this book, the school supports its mission of providing a safe environment where students can explore difficult concepts like boundaries and communication.

2. Does the material encourage harmful behaviors? [0] Yes [6] No

The committee concluded that the material does not encourage harmful behaviors; rather, it promotes positive values such as accountability, clear communication, and an understanding of the consequences of one's actions. Members specifically commended the book's responsible approach to physical intimacy, noting that it models safe, consensual behavior—including the explicit mention of protection—which is a detail often omitted in similar literature. By portraying a stable, long-term relationship and illustrating the negative outcomes associated with poor decision-making, the text serves as a constructive resource that emphasizes maturity, safety, and mutual respect rather than promoting problematic conduct.

3. Is the material unsuitable because of other factors? [1] Yes [5] No

The committee discussed that it had covered all areas of the book, especially considering how short the material is. There was no discussion about other factors that would be considered unsuitable.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [6] No

The committee determined that the material does not contain any patently offensive depictions of sexual organs or activities. A thorough review confirmed that no sexual organs are referenced in the text. While certain passages address mature themes such as romantic intimacy and physical closeness, these are portrayed without graphic detail. The committee highlighted the material's emphasis on consent, noting an instance where a character responsibly halts physical interaction due to a partner's intoxication.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [6] No

The committee did not find any instances of excretory organs or activities being portrayed in the material.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [6] No

The committee evaluated whether the material contains grossly offensive language that could be considered a public nuisance, ultimately concluding that it does not. Members observed that any instances of strong language within the dialogue and narration are utilized authentically to reflect teenage frustration, emotional distress, and interpersonal conflict rather than serving as a dominant or pervasive element of the narrative. The consensus was that the language remains within appropriate bounds, serving to ground the story in a realistic context rather than acting as a gratuitous offense.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [6] No

Websites containing content prohibited under our policy are not present.

Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 5 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection. 1 Committee member agrees to remove the challenged material in the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
April 30th, 4:15 pm
Central Office, Staff Development Room

Challenged Material

Title: *I am Not Your Perfect Mexican Daughter*

Author: Erika Sanchez

Publication Date: 2017

Interest Level: Grades 10-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 2

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox

Summary of the Book:

Perfect Mexican daughters do not go away to college. And they do not move out of their parents' house after high school graduation. Perfect Mexican daughters never abandon their family. But Julia is not your perfect Mexican daughter. That was Olga's role. Then a tragic accident on the busiest street in Chicago leaves Olga dead and Julia left behind to reassemble the shattered pieces of her family. And no one seems to acknowledge that Julia is broken, too. Instead, her mother seems to channel her grief into pointing out every possible way Julia has failed

Awards:

Best Fiction for Young Adults, Selection

YALSA Teens Top 10, Winner

Tomas Rivera Book Award, Winner

International Latino Book Award, 2nd place

SLJ Best Books of the Year, Selection

National Book Award for Young People's Literature, Finalist

Committee Members:

Jackie Silvius - District/High School Librarian, Committee Chair, non-voting member

Julie Leos - District resident

Jennifer Martinez - District Purchasing Coordinator, Seguin ISD

Ninfa Cadena - Teacher, Barnes Middle School, Guardian

Carli Valverde - CCMR Specialist, Seguin ISD

Abigail Montes - District Lead Counselor, Seguin High School Counselor

Lisa Weir - RLA Instructional Coach, Seguin High School

Number of Voting Members: 6

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [6] No

The discussion centered on an evaluation of whether the material appeals to a minor's prurient interest in sex, nudity, or excretion. The committee unanimously concluded that the content does not meet these criteria, asserting that it is neither excessive nor inappropriate. While the material contains a brief, non-graphic reference to a sexual encounter, members clarified that it is devoid of descriptive detail, serves as a simple statement of fact rather than a dominant narrative theme, and could be removed without impacting the story. Members confirmed the absence of any nudity or depictions of excretion, ultimately determining that the material does not encourage prurient interest.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [6] No

The review committee reached a consensus that the material is not patently offensive to prevailing community standards regarding what is suitable for minors. While the narrative addresses mature themes—including mental health struggles, a suicide attempt, references to sexual trauma, and a tragic death—the participants concluded that these subjects are handled with nuance, emotional depth, and educational value rather than graphic or sensationalized detail. The committee noted that the author employs a subtle narrative style, requiring readers to "read between the lines" to fully understand the characters' histories and the weight of their experiences as immigrants. The members highlighted that the book serves as a constructive, empathetic exploration of

generational trauma, cultural taboos, and the path to psychological healing, rendering the content appropriate within its context.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [6] No

The committee concluded that the material possesses significant redeeming social value for minors, rejecting any suggestion that the text is lacking in educational or moral substance. The discussion highlighted the book's contributions to social-emotional learning, particularly its treatment of mental health. By depicting the protagonist's journey, the text validates experiences of anxiety and depression, framing them as natural challenges rather than indicators of personal failure, and promotes the importance of seeking help. The members praised the narrative's role in fostering empathy and emotional maturity, noting that the characters' struggles—ranging from navigating the grief of a sibling's death to managing complex family dynamics and interpersonal conflicts—provide students with relatable models for self-acceptance, conflict resolution, and the cultivation of patience with loved ones.

The committee also recognized the book's substantial impact on cultural awareness and inclusivity. Through its authentic exploration of Mexican heritage, the narrative serves as a bridge for students to better understand diverse cultural experiences, encouraging pride in one's own background while fostering appreciation for others. Members particularly emphasized the work's ability to provide a humanizing perspective on the immigrant experience; by detailing the dangers and realities faced in the pursuit of the American Dream, the book counters narrow or negative media stereotypes. Coupled with its focus on body positivity, the committee determined that these elements create a meaningful, eye-opening resource that invites students to develop a more empathetic and well-rounded worldview.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader

story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [6] No

The committee determined that while some strong language is present, it does not constitute a dominant or pervasive theme throughout the material. Members characterized the language as realistic, serving as an authentic reflection of the vocabulary and communication styles common among the young adult demographic for whom the book was written. The committee reached a consensus that focusing on a specific count of profanity is less relevant than analyzing the context; they noted that the dialogue aligns with the natural discourse of high school students. Ultimately, the committee concluded that the language is appropriate for the intended audience, distinguishing the text's realistic depiction of teenage interaction from gratuitous or intentionally offensive content.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [6] No

The committee addressed the question of whether the material contains lewd or profanely indecent content, concluding that it does not. The discussion highlighted the author's disciplined and restrained approach to sensitive subject matter; specifically, the committee noted that even significant, heavy topics—such as the character's suicide attempt—are portrayed without graphic or gratuitous detail. Instead of lingering on explicit or sensational descriptions, the narrative moves directly to the outcome, such as the character's hospitalization, ensuring the focus remains on the emotional reality of the situation rather than indecent exposure. Consequently, the members found that the book maintains necessary discretion, avoiding any content that could be classified as lewd or profane.

If the committee chose "yes" for **one or both** questions above, the material is pervasively vulgar.

Is the material "**pervasively vulgar**"? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [6] No

The committee concluded that the material is highly suitable for pedagogical purposes, rejecting the notion that it lacks educational value. Members emphasized the author's sophisticated writing style, which intentionally avoids over-explaining plot points, thereby requiring students to engage in critical analysis and make inferences—a skill set that is essential for student development. The consensus was that the text serves as a powerful teaching tool, either in its entirety or through selected excerpts, due to its beautiful, evocative imagery and its ability to challenge students to read more deeply. The committee identified the work as a beneficial resource for fostering reading comprehension, visual literacy, and analytical thinking in the classroom.

2. Does the material encourage harmful behaviors? [0] Yes [6] No

The committee reached a consensus that the material does not encourage harmful behaviors; rather, it promotes positive coping mechanisms and the importance of seeking professional mental health support. Members noted that while the narrative contains implied references to mature situations—such as substance use or complex personal relationships—these elements are not detailed or gratuitous. Instead, the book emphasizes the value of supportive networks, showcasing teachers and friends who actively notice distress and offer assistance. The discussion highlighted that the text serves as a powerful model for the importance of open communication, suggesting that "bottling things up" can lead to negative outcomes and that proactively reaching out for help is a crucial, healthy action for students.

3. Is the material unsuitable because of other factors? [0] Yes [6] No

The committee determined there are no other factors that could be considered unsuitable, specifically regarding the definitions found in SB13.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [6] No

The committee concluded that the material does not portray sexual organs or activities in a way that is patently offensive. Members observed that the narrative

lacks any explicit or graphic descriptions. Specifically, the committee discussed a minor instance involving grooming advice before a date; they determined that this exchange was realistic and relatable—serving as the type of casual guidance friends might offer one another regarding hygiene and presentation, similar to reminders to wear deodorant or brush one's teeth. The members found that these references do not constitute offensive content and remain entirely consistent with the story's development.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [6] No

The committee did not find any instances of excretory organs or activities being portrayed in the material.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [6] No

The committee unanimously concluded that the material does not contain grossly offensive language that would constitute a public nuisance. Members acknowledged that while certain turns of phrase might be considered informal or objectionable by members of older generations, the dialogue is entirely appropriate when viewed through the lens of its intended young adult audience. The committee characterized the language as a realistic reflection of contemporary speech patterns and media representation rather than gratuitous or inflammatory content. Furthermore, in discussing the book's depiction of sensitive social conflicts—such as the mistreatment of a character due to his sexual orientation—the committee determined that the narrative presents these realities honestly and matter-of-factly, without employing hate speech, slurs, or offensive terminology.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [6] No

Websites containing content prohibited under our local policy are not present.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 6 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
May 4th, 2026
Central Office, PLC 1

Challenged Material

Title: *The Freedom Writer's Diary*

Author: Freedom Writers Staff & Erin Gruwell

Publication Date: 2001

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 0

Summary of the Book:

Tells the story of how young English teacher Erin Gruwell confronted the problem of racial and ethnic intolerance in her classroom, and features excerpts from the diaries of her students, now known as The Freedom Writers.

Awards:

Spirit of Anne Frank Award

Micah Award

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

"I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment."

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian
Tess Coody - District Resident
Therese Sharp - District Resident
Jennifer Shortess - Parent
Mark Keddal - District Resident
Kay Lynn Dodd - Guardian, High School Counselor

Number of Voting Members: 5

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [5] No

The committee reached a unanimous consensus that the material does not appeal to the prurient interest of a minor, nor does it encourage an inappropriate fixation on sexual matters. Members addressed specific instances of sensitive content and clarified that these are strictly framed within accounts of trauma and abuse. They determined that such entries are confessional and somber in nature, serving as painful documentation of life experiences rather than attempts to titillate or provoke sexual arousal.

The committee emphasized that the text's true dominant themes revolve around the power of literature, the act of witnessing, and the transcendence of physical,

social, and intellectual adversity. Members argued that these difficult, real-world topics are necessary components of the narrative, as they illustrate the authentic challenges the teacher faced in building trust with students who were initially resistant to the educational system. By drawing thematic parallels between the students' own struggles and the experiences of a writer from the Balkans, the book validates the students' realities, proving itself to be an honest and vital teaching tool.

The committee praised the teacher's personal evolution throughout the story and agreed that the work successfully avoids any content that could be categorized as prurient, focusing instead on themes of resilience, excellent teaching, and the importance of storytelling.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [5] No

The committee reached a consensus that the material is not patently offensive to prevailing adult community standards regarding its suitability for minors. Members argued that the text is grounded in the perspectives of the minors themselves, accurately reflecting the language and standards of their lived experiences. Because the book authentically replicates these realities, the group found it entirely appropriate for its intended high school audience.

The discussion emphasized the material's strong pedagogical value, particularly its use as a model for culturally responsive teaching. The committee noted that the text has been recognized by organizations such as the American Library Association (ALA) for its ability to bridge individual student experiences with broader historical contexts, such as the Holocaust. By effectively facilitating these connections, the book is viewed as a significant, useful tool for educators rather than an affront to community values.

The committee highlighted the text's capacity to help students navigate the complexities of generational dynamics and the perceived hypocrisy of adults. The material provides a space for students to critically examine established societal standards—questioning who creates them, whether they are flawed, and if they remain relevant in a changing world. This intellectual challenge empowers students to engage with the world in a more meaningful way.

The committee praised the book's inclusive nature. The narrative depicts a diverse group of students—representing a wide range of religious, ethnic, and cultural backgrounds—who successfully find commonality despite their differences. The members concluded that fostering this type of understanding

and shared human experience aligns perfectly with positive community standards, making the work a valuable and appropriate resource for all students.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [5] No

The committee agreed that the material holds significant redeeming social value, serving as a powerful tool for social-emotional learning, empathy, and historical understanding. By showcasing diverse students who find common ground, the text encourages tolerance and helps young readers see themselves reflected in the narrative. The inclusion of raw, real-time reactions to historical tragedies—such as the Oklahoma City bombing—provides students with a meaningful framework for processing complex world events and finding closure.

The committee identified the book as a vital testament to the transformative power of literacy. By documenting the journey of students who defied expectations to pursue college, the work demonstrates that writing is an essential "superpower" for survival and self-advocacy. The members concluded that the students' authentic, human-voiced accounts offer a necessary contrast to artificial content, providing a deeply valuable model for students to find their own voices and navigate their educational and personal challenges.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [5] No

The committee determined that offensive language is not a dominant or central theme within the material. Members acknowledged that while isolated instances of profanity exist, they are neither pervasive nor intended to create a theme of vulgarity. The group agreed that these rare occurrences are not representative of

the text as a whole and do not meet the threshold for being considered "referenced throughout" the material.

In discussing specific examples, such as an instance of strong language on page 13, the committee determined that the choice of words was contextually justified. Rather than being used for gratuitous effect, the language reflected the internal thoughts of a character facing a life-or-death situation, capturing an authentic moment of extreme fear.

The committee also highlighted the educational trajectory shown in the text. The presence of stronger language serves to establish the students' initial state of expression, which then evolves as the narrative progresses. As the students develop their writing skills, their language becomes more sophisticated, and the use of profanity diminishes. The members concluded that this shift serves as proof of the students' educational growth, perfectly aligning with the core goals of English instruction.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [5] No

The committee reached a unanimous consensus that the material is entirely free of lewd or profanely indecent content. While members acknowledged that the narrative addresses heavy and sensitive subjects, including accounts of sexual abuse, they emphasized that these instances are handled with significant gravity and lack any intent to be provocative, titillating, or sexually exploitative. Instead, the committee confirmed that the book's central themes—which focus on racism, personal survival, social tolerance, and the transformative power of education—are fundamentally serious and educational in nature, thereby rejecting any characterization of the work as lewd or indecent.

If the committee chose "yes" for **one or both** questions above, the material is pervasively vulgar.

Is the material "**pervasively vulgar**"? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [5] No

The committee agreed that the material is highly suitable for pedagogical use, concluding that it serves as an exemplary model for classroom instruction. Members noted that the text aligns perfectly with state standards—specifically Texas Essential Knowledge and Skills (TEKS)—by providing a concrete example of expressive and creative writing that teachers can use as a "scaffolding" tool. This structure allows students to effectively bridge their own personal experiences with broader historical contexts, fostering deep engagement and meaningful connections to the curriculum.

The committee highlighted the work as a recognized standard of effective teaching, drawing parallels to other acclaimed educational narratives. They underscored the book's prestige, noting its *possible* recognition by professional organizations such as the American Library Association and the National Council of Teachers of English. The committee members confirmed their intent to officially document these accolades in the meeting minutes, reinforcing the material's verified pedagogical value and its demonstrated success in inspiring both educators and students. (The material won the Spirit of Anne Frank Award, the Micah Award and the book's methodologies are used by the Freedom Writers Foundation to train educators nationwide.)

2. Does the material encourage harmful behaviors? [0] Yes [5] No

The committee reached a consensus that the material does not encourage harmful behaviors; members argued that it actively discourages them. Members emphasized that the text focuses on themes of transcendence, resilience, and the power of leaving destructive patterns behind.

When harmful behaviors are depicted—such as a student struggling with substance use or an incident involving theft—the committee noted that they are never endorsed. Instead, these moments are presented with accountability and growth: the student struggling with alcohol acknowledges her self-destructive behavior and expresses a desire to change, while the student involved in theft faces the natural consequences of their actions. The committee concluded that every negative behavior in the book is paired with a clear, redemptive arc, reinforcing the importance of self-reflection, personal accountability, and the ability to move forward toward a better life.

3. Is the material unsuitable because of other factors? [0] Yes [5] No

The committee concluded that there are no additional factors that render the material unsuitable for its intended audience. While the book realistically depicts complex interpersonal dynamics—such as struggles between students and their parents or conflicts with other teachers—the members agreed that these themes are not only appropriate but highly valuable for high school students. The committee emphasized that the school library and the classroom are the ideal environments for this text, noting that with the guidance of a teacher or librarian, students are well-equipped to contextualize, discuss, and process these narrative challenges in a constructive and meaningful way.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee unanimously agreed that the material does not portray sexual content in a way that is "patently offensive." While members acknowledged the presence of sensitive topics—including accounts of sexual abuse, teen pregnancy, abortion, and hazing—they concluded that these depictions are fundamentally confessional in nature. Rather than being presented to titillate or provoke, these passages serve as raw, authentic disclosures that allow students to document and process severe life trauma.

The members emphasized that the narrative function of these sections is entirely distinct from indecent content. Because these accounts are deeply rooted in the context of the students' personal survival, healing, and transformation, the committee determined that they do not meet the threshold for being considered inappropriate. Members rejected any characterization of the material as lewd, affirming that the honest portrayal of such experiences is a necessary part of the students' educational and personal growth.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee did not find any instances of excretory organs or activities being portrayed in a patently offensive way.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [5] No

The committee unanimously determined that the material does not contain grossly offensive language that could be considered a public nuisance. Members agreed that any strong language present is not included with the intent to shock, provoke, or offend public sensibilities; rather, it is an authentic reflection of the students' real-time voices and experiences. Since this language is not pervasive throughout the text and serves a legitimate narrative purpose rather than an intent to create a disturbance, the committee concluded that the material does not violate community standards.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [5] No

Websites containing content prohibited under our local policy are not present.

Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 5 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
May 5th, 2026, 7:30 am
Central Office, Staff Development Room

Challenged Material

Title: *Speak*

Author: Laurie Halse Anderson

Publication Date: 1999

Interest Level: Grades 8-12

Current Location of Library Material: Seguin High School and Jim Barnes Middle School

Total Circulation Over the Past Three Years: SHS - 3, JBMS - 2 copies - 0

Summary of the Book:

From the first moment of her freshman year at Merryweather High, Melinda knows this is a big lie, part of the nonsense of high school. She is friendless, an outcast, because she busted an end-of-summer party by calling the cops. Now nobody will talk to her, let alone listen to her. As time passes, Melinda becomes increasingly isolated and practically stops talking altogether. Only her art class offers any solace, and it is through her work on an art project that she is finally able to face what really happened at that terrible party: she was raped by an upperclassman, a guy who still attends Merryweather and is still a threat to her. Her healing process has just begun when she has another violent encounter with him. But this time Melinda fights back—and refuses to be silent.

Awards:

A National Book Award Finalist for Young People's Literature

A Michael L. Printz Honor Book

An Edgar Allan Poe Award Finalist

A Los Angeles Times Book Prize Finalist

A *TIME* Magazine Best YA Book of All Time

A *Cosmopolitan* Magazine Best YA Books Everyone Should Read, Regardless of Age

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

"I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with

legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment.”

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian, Committee Chair

Mark Dibble - Parent

Ninfa Cadena - Barnes Middle School Teacher, Guardian

FeeDee Langrehr - High School Counselor

Deandra Vega - High School Counselor, Parent

Number of Voting Members: 5

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [5] No

The committee reached a consensus that the material does not appeal to the prurient interests of minors regarding sex, nudity, or excretion. Members noted that while the book contains a depiction of sexual assault, the scene is handled without graphic detail or any intent to excite or titillate the reader; instead, it is portrayed as a traumatic and "horrible" experience that evokes empathy rather than inappropriate interest. Members further observed that any potentially coarse language—such as the infrequent use of the word "piss"—does not meet the threshold of being excessive or indecent. The committee concluded that the text lacks any content designed to encourage an unhealthy or voyeuristic preoccupation with sexual matters, as the focus remains strictly on the students' difficult realities and personal growth.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?
[0] Yes [5] No

The committee determined that the material is not patently offensive to the prevailing standards of the adult community regarding what is suitable for minors. Members clarified that while the book depicts a traumatic event like rape, it does so in a way that is anti-glorification, choosing instead to critique the surrounding culture and illustrate the "terrible repercussions" and "awful" reality of the act. The group noted that the content is handled with such appropriate gravity that it would not be shocking even for middle school students, as it serves as a meaningful exploration of resilience and the difficult path to recovery after trauma. The committee agreed that the text's realistic portrayal of high school life and its focus on surviving hardship align with community expectations for serious, educational literature.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [5] No

The committee concluded that the material possesses significant redeeming social value for minors, rejecting any suggestion that it is without merit. Members highlighted the book's realistic portrayal of the social and educational consequences of trauma, specifically noting how it mirrors the "typical reaction" of a world that often blames the victim. By depicting the protagonist's struggle with silence, declining grades, and the misunderstanding of her parents and peers, the committee argued that the text provides a vital lesson on the importance of speaking up. Members noted that the narrative arc demonstrates a powerful shift: while silence led to isolation and further hardship, finding the

courage to share her truth eventually garnered the support necessary for healing and change.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means “offensive in language” or “lewdly or profanely indecent.”

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [5] No

The committee concluded that offensive language is not present or referenced throughout the material in any pervasive way. Members noted that the frequency of such language is "very, very low," with one member describing it as a "very light dusting" rather than a driving force of the dialogue or the book's themes.

The group contrasted the text's limited use of strong language with the everyday environment of middle and junior high schools, suggesting that students are exposed to significantly more intense language in a single day than what is found in the entire book. The committee agreed that the language used is not offensive in context and is certainly not pervasive enough to characterize the work as a whole.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [5] No

The committee unanimously determined that the material does not contain lewd or profanely indecent content. Members noted that while the book includes a depiction of sexual assault and a subsequent physical attack, these scenes are not explicit and are characterized by violence and aggression rather than sexual indecency or lewdness. The group emphasized that the focus remains on the gravity of the trauma and the attacker's actions, which are portrayed as horrific and offensive due to their violent nature, but do not meet the criteria for being profane or titillating.

If the committee chose “yes” for **one or both** questions above, the material is pervasively vulgar.

Is the material “**pervasively vulgar**”? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [5] No

The committee concluded that the material is not unsuitable for pedagogical reasons, but rather serves as a powerful teaching tool. Members identified the central theme of "speaking up" as a vital lesson, noting that the narrative demonstrates how silence leads to isolation while communication can foster support. They highlighted that this lesson is reinforced through various characters, such as the protagonist's lab partner who challenges an unfair teacher, and her own decision to set healthy boundaries by refusing to help a former friend who had abandoned her.

Beyond just the success stories, the committee appreciated the book's realistic portrayal of consequences; they noted that while some characters find immediate success when supported by family, the protagonist initially suffers for her defiance because she lacks that same backing. By showcasing different avenues of expression—such as the role of the art teacher in the healing process—the committee agreed that the book provides a nuanced, honest look at student agency, the complexities of the educational system, and the varied outcomes of standing up for oneself.

2. Does the material encourage harmful behaviors? [0] Yes [5] No

The committee concluded that the material does not encourage harmful behaviors, but rather explores the complex ways individuals attempt to cope with trauma. Members addressed a specific scene involving self-harm with a paperclip, noting that it is portrayed not as an endorsement, but as a poignant reflection of the protagonist's internal struggle to find an outlet for her pain. In contrast, they highlighted the book's emphasis on healthy coping mechanisms, specifically the protagonist's use of art and wood carving as positive tools for healing. The committee observed that instances of substance use, such as

alcohol, are depicted strictly through the lens of negative consequences; for example, the protagonist's inability to defend herself during the assault is linked to her lack of control due to drinking.

3. Is the material unsuitable because of other factors? [0] Yes [5] No

Committee members concluded that there were no examples of material that could be construed as unsuitable.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee unanimously agreed that the material does not portray sexual organs or activities in a way that is patently offensive. Members reiterated that while the book contains a depiction of rape, the scene is offensive only in the sense that the act itself is a horrific violation, rather than because of graphic or indecent imagery. Members specifically noted the absence of any explicit descriptions of sexual organs, concluding that the narrative's intent is to emphasize the gravity and trauma of the assault rather than to provide gratuitous or patently offensive detail.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee did not find any instances of excretory organs or activities being portrayed in the material.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [5] No

The committee concluded that the material does not include grossly offensive language and certainly does not reach the level of a public nuisance. Members noted that any strong language is "barely there" and that the specific terms used are far from the most offensive options available. The committee agreed that the

frequency and nature of the language are minimal and do not characterize the work as a whole.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [5] No

Websites containing content prohibited under our local policy are not present.

VIII. Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 5 Committee members agree to retain the challenged material in the library collection at both the Seguin High School and Jim Barnes Middle School libraries.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report

May 5, 2026, 4:15 pm

Central Office, PLC 1

Challenged Material

Title: *The Hate U Give*

Author: Angie Thomas

Publication Date: 2022 (SHS copy, originally published 2017)

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 4

Summary of the Book:

Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Khalil was unarmed.

Soon afterward, his death is a national headline. Some are calling him a thug, maybe even a drug dealer and a gangbanger. Protesters are taking to the streets in Khalil's name. Some cops and the local drug lord try to intimidate Starr and her family. What everyone wants to know is: what *really* went down that night? And the only person alive who can answer that is Starr.

But what Starr does—or does not—say could upend her community. It could also endanger her life.

Awards:

Cooperative Children's Book Center (CCBC) Choices, Selection

William C. Morreis Debut Award, Winner

Indies Choice Book Awards, Winner

Kids' Book Choice Awards, Winner

Coretta Scott King Book Awards, Author Honor

Teen Favorites Award, Selection

Quick Picks for Reluctant Young Adult Readers, Commended

Notable Social Studies Trade Books for Young People, Contemporary Concercens Selection

Michael L. Printz Award, Honor

Odyssey Award, Winner

Best Fiction for Young Adults, Top 10 Selection

Amelia Elizabeth Walden Award, Winner

Boston Globe-Horn Book Awards, Winner

Horn Book Fanfare, Selection

Kirkus Prize for Young Readers' Literature, Finalist
Publisher Weekly Best Book, Young Adult Selection
National Book Award for Young People's Literature, Longlist
Junior Library Guild Selections, Audiobook and High Interest Selections
SLJ Best Books of the year, Selection

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

"I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment."

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian, Committee Chair, non-voting member

Ninfa Cadena - Teacher at Barnes Middle School, Guardian

Jennifer Spencer - Parent

Tracy Donely - District Resident

Katie Weatherly - Parent

Abigail Montes - District Lead Counselor, Seguin ISD

Number of Voting Members: 5

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [5] No

The committee concluded that the material does not appeal to the prurient interests of minors regarding sex, nudity, or excretion, noting that such content is virtually non-existent in the text. Members observed that while there are brief mentions of "heavy petting" or "creepy" behavior, these moments lack any graphic sexual detail and are handled with significant discretion. Members emphasized that these elements are far from being a dominant theme of the book; instead, the narrative focuses on the protagonist's personal boundaries and moral choices. The committee agreed that the material is not sexual in nature and contains no content related to nudity or excretion that would meet the threshold for inappropriate interest.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [5] No

The committee engaged in a nuanced discussion regarding whether the material is patently offensive to community standards concerning suitability for minors, particularly regarding its portrayal of law enforcement. Members acknowledged that while the use of terms like "pigs" is inherently disrespectful, the narrative provides a dual perspective that reflects a complex reality.

One member highlighted the gut-wrenching but "very real" necessity in Black communities to teach children specific survival protocols for police encounters—a theme they felt was handled with authenticity rather than gratuitous offense. The committee also noted the book's balanced portrayal of law enforcement: while it

critiques a specific injustice, it also features a sympathetic uncle who is a police officer and concludes with the community choosing to cooperate with the police to report a criminal leader. By choosing to break the "culture of silence" and work within the system at the end, the committee felt the book ultimately demonstrates a move toward accountability and community agency. The committee determined the material is not patently offensive, but rather a realistic exploration of difficult social dynamics.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [5] No

The committee concluded that the material possesses substantial redeeming social value, rejecting any suggestion that it is without merit. A primary focus of the discussion was the book's capacity to foster empathy and social-emotional learning. Members noted that while the subject matter is intentionally "uncomfortable," this discomfort is essential for provoking thought and helping students understand perspectives outside of their own.

The committee also highlighted the historical and pedagogical significance of the text. Members observed that the narrative serves as a snapshot of a specific era in social justice, noting that the absence of body cameras in the story marks it as a precursor to more recent national conversations. This context allows students to analyze how the legal system and social movements have evolved over time, providing a framework for discussing modern civil rights and the importance of eyewitness testimony.

The committee emphasized the moral and civic lessons regarding the power of advocacy. The protagonist's struggle—deciding whether to speak up despite the physical and social risks—was seen as a powerful lesson in agency. Members pointed out that her eventual courage leads to positive community action and encourages others to uphold the law. With the added presence of strong parental guidance through characters like Maverick, the committee determined that the book offers significant value in teaching minors about responsibility, the consequences of silence, and the pursuit of a better world.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [5] No

The committee discussed the presence of offensive language and determined that while it exists within the text, it is neither pervasive nor the central focus of the narrative. Members highlighted that the characters are actually depicted as being accountable for their language; they specifically noted the household "swear jar" where the father, Maverick, often has to pay more than anyone else. This inclusion demonstrates an internal family dynamic that discourages, rather than promotes, the use of profanity.

A significant portion of the discussion centered on the authenticity of the dialogue and the concept of code-switching. The committee noted that the language varies significantly depending on the setting, such as the protagonist's home life versus her private school environment. This was praised as a "beautifully done" and realistic portrayal of how individuals navigate different social spheres. Members observed that the dialogue was not "superfluous" but reflected genuine ways of speaking that added to the book's depth and character development.

While members acknowledged that referring to police officers as "pigs" is inherently disrespectful, they concluded that such language is not used "throughout" in a way that overwhelms the story. Instead, members viewed the language as a tool used to set a realistic scene and illustrate the cultural and social pressures the characters face. The committee felt the dialogue was purposeful and served to enhance the book's themes of identity and environment rather than simply being offensive.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [5] No

The committee mentioned earlier in the conversation that there are no sexual scenes in the book and no other material that could be construed as lewd or profane. Members agreed that lewd or profanely indecent content is not referenced in the material.

If the committee chose "yes" for **one or both** questions above, the material is pervasively vulgar.

Is the material "**pervasively vulgar**"? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [5] No

The committee concluded that the material is pedagogically sound, serving as an authentic and essential tool for teaching empathy and civic agency. Rather than being unsuitable, members found that the book provides a vital framework for students to relate literature to real-world events and historical social movements. They specifically highlighted the narrative's exploration of bravery, noting that the protagonist's journey teaches students that true courage is defined by acting in the face of fear rather than in its absence. By encouraging readers to stand up for justice despite the difficulty of the consequences, the committee agreed that the material offers a profound lesson in moral development and the power of one's voice.

2. Does the material encourage harmful behaviors? [0] Yes [5] No

The committee determined that the material does not encourage harmful behaviors; rather, it serves as a cautionary tale that deglamorizes gangs, drugs, and underage drinking. Members noted that the protagonist actively rejects alcohol early in the story, setting a standard for avoiding substance abuse. The committee highlighted that gangs are portrayed as destructive forces rather than glorified entities, citing the character of King as a clear villain who uses violence and arson to maintain control. The narrative emphasizes the immense difficulty of "getting out" of gang life, using the father's past incarceration and the rescue of an abused family as evidence of the high cost of gang affiliation.

Members also touched on the portrayal of the character Khalil, whose involvement in illegal activity is framed as an act of desperation rather than a lifestyle choice. The committee observed that Khalil was not proud of his actions but was motivated by a need to pay off his mother's debts and care for his sick grandmother. This complexity was seen as a "level of thinking" that encourages students to analyze systemic poverty and the lack of opportunities in low-income communities. The committee agreed that the book highlights the tragic

consequences of harmful choices and the desperate circumstances that lead to them, rather than encouraging the behaviors themselves.

3. Is the material unsuitable because of other factors? [0] Yes [5] No

The committee addressed whether any "other factors" rendered the material unsuitable, specifically focusing on its portrayal of the justice system and law enforcement. Members acknowledged that the book is a "bubble popper," designed to challenge complacency and make readers uncomfortable by presenting a reality different from their own. They noted that while some might find the book objectionable because it disrupts a sense of security, this discomfort is an intentional pedagogical tool aimed at fostering an understanding of the systemic issues facing different communities.

During the discussion, members played devil's advocate to examine whether the narrative leans into a one-sided view of the police. Members discussed how the lack of legal justice in the story—specifically the acquittal of the officer despite eyewitness testimony—could be perceived by some as being anti-police or anti-court. However, the committee concluded that the book does not simply condemn the system, but rather explores the deep-seated frustration that occurs when the system appears to fail.

The committee felt these concerns were mitigated by the book's resolution. Members highlighted a pivotal shift where, after a gang leader commits an act of arson, the community decides to break the "culture of silence" and cooperate with the authorities. By showing that the characters still choose to seek help from the police to protect their neighborhood, the material offers a complex and ultimately hopeful perspective on civic engagement.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee did not find any instances of sexual organs or activities being portrayed in the material.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [5] No

The committee did not find any instances of excretory organs or activities being portrayed in the material.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [5] No

The committee concluded that the material does not contain language that could be classified as a public nuisance or as being grossly offensive when evaluated as a whole. While members acknowledged the use of profanity and disrespectful terms for law enforcement, they argued that these choices are an authentic reflection of the characters' community and specific circumstances. By examining the book in its entirety rather than "cherry-picking" isolated words, the group found that the language serves as a realistic narrative tool rather than a source of gratuitous offense.

A significant portion of the discussion centered on how the text uses language to teach code-switching and social navigation. Members noted that the story explicitly contrasts the informal, sometimes profane language used in the protagonist's neighborhood with the more formal speech required at her private school. This distinction provides a valuable lesson for high school students on how individuals adapt their communication to move between different social and professional environments, illustrating that language is often a tool for navigating toward success and breaking systemic cycles.

The committee also noted that the book provides a more constructive environment for processing difficult language than the digital media students consume daily. Unlike the rapid, unfiltered content found on social media platforms, the novel allows readers the time and space to think critically about *why* a character might use certain words. By encouraging students to look at the perspective and trauma behind the dialogue, the committee felt the material helps them develop their own nuanced thinking and empathetic understanding of diverse lived experiences.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [5] No

Websites containing content prohibited under our local policy are not present.

Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 5 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
May 6, 2026
Central Office, PLC 1

Challenged Material

Title: *Ready Player One*

Author: Ernest Cline

Publication Date: 2011

Interest Level: Grades 9-Adult

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 2

Summary of the Book:

A world at stake. A quest for the ultimate prize. Are you ready?

In the year 2045, reality is an ugly place. The only time Wade Watts really feels alive is when he's jacked into the OASIS, a vast virtual world where most of humanity spends their days.

When the eccentric creator of the OASIS dies, he leaves behind a series of fiendish puzzles, based on his obsession with the pop culture of decades past. Whoever is first to solve them will inherit his vast fortune—and control of the OASIS itself.

Then Wade cracks the first clue. Suddenly he's beset by rivals who'll kill to take this prize. The race is on—and the only way to survive is to win.

Awards:

Alex Award, Winner

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

"I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines

the school's duty to maintain a safe and appropriate educational environment.”

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian, Committee Chair, non-voting member

Stephen Shortess - Parent

Mark Dibble - Parent

Stephanie Cox - District Resident

Jeremy Weir - High School Teacher

Landry Otting - High School Teacher

Samanthia Noble - High School Teacher

Beth Wilcox - High School Teacher

Todd Marse - Parent

Tiffany Cunningham - High School Teacher

Number of Voting Members: 9

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [9] No

The committee determined that the material does not appeal to the prurient interest of a minor, nor does it contain inappropriate depictions of sex, nudity, or excretion. Members noted that while there are brief mentions of sexual concepts—such as the existence of sex dolls or certain adult services available within the "OASIS"—these are described as background elements of the setting rather than being actively depicted or used. The discussion clarified that these references are restricted to a few sentences and are not a prominent or gratuitous feature of the narrative.

The committee observed that the romantic interactions between characters remain age-appropriate for a young adult audience. The focus is on digital avatars whose physical contact is limited to basic gestures like holding hands. The committee concluded that the material maintains a focus on its primary themes and does not contain content that would be considered unsuitable or sexually explicit for minors.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?

[0] Yes [9] No

The committee concluded that the material is not patently offensive according to prevailing standards for what is suitable for minors. Members characterized the language as "minor profanity," noting that it aligns closely with—if not falls below—the standard of language that high school students encounter daily among their peers.

The committee emphasized that the book does not introduce students to any words or concepts they haven't likely already been exposed to in a school atmosphere or through modern media. One member noted that for a student to be shocked by the language in this book, they would have to be "very sheltered," as the text realistically mirrors the actual speech patterns of young adults. The committee found the material to be a reflection of current social realities rather than a violation of community standards, making it appropriate for its intended high school audience.

3. Is the material **utterly without** redeeming social value for minors?

[0] Yes [9] No

The committee concluded that the material possesses significant redeeming social value, offering a rich blend of historical literacy, ethical development, and

social-emotional learning. Members praised the book's accurate depiction of 1980s culture as a valuable historical touchstone, while also highlighting its modern relevance in exploring themes of technology addiction and corporate power struggles. By emphasizing the protagonist's ultimate realization that life must be lived in the real world rather than a digital simulation, the narrative provides a timely lesson on the importance of authentic human connection and communication.

The committee also noted that the book reinforces essential character traits such as honor, integrity, and collective problem-solving. Members highlighted how the characters learn to fulfill commitments and set aside personal judgment to fight against corporate greed, modeling a strong sense of civic responsibility and discipline. The committee found the material to be a compelling coming-of-age story that encourages students to evaluate their relationship with technology and understand the weight of moral integrity in both virtual and real-world spaces.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means "offensive in language" or "lewdly or profanely indecent."

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [9] No

The committee determined that while profanity is present in the material, it is not used in a way that is offensive or beyond social norms. Members observed that the language is utilized sparingly and strategically, appearing primarily at the beginning and middle of the book to reflect the characters' high-stress situations. By the end of the narrative, the frequency of such language diminishes significantly, suggesting it is tied to specific character arcs rather than being a pervasive feature of the text.

Members emphasized that the language is an emotional and contextual response to frustration rather than being gratuitous or "overboard." The committee concluded that the usage is realistic for the story's circumstances and would not be considered excessive by a reasonable reader.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [9] No

The committee determined that the material does not contain lewd or profanely indecent content as a recurring or dominant feature. Members addressed a specific, brief passage describing masturbation, noting it as the only instance that might be flagged for objection. However, members concluded that this section is a single, isolated paragraph that is far from being a central or dominant theme of the overall work.

Rather than being gratuitous, the committee found that this specific inclusion served a narrative purpose by adding depth to the character's development. It was viewed as a realistic depiction of a character's attempt to navigate a high-tech, isolated environment, illustrating the human desire to escape or find connection within a digital reality. The committee agreed that the passage is a minor detail in a much larger story and does not constitute a "lewd or profane" focus for the material as a whole.

If the committee chose "yes" for **one or both** questions above, the material is pervasively vulgar.

Is the material "**pervasively vulgar**"? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [9] No

The committee concluded that the material is **not** unsuitable for pedagogical reasons; instead, they found it to be an asset for high school curricula. Members highlighted that the story serves as a relevant springboard for exploring the "problems of technology," including digital addiction and corporate ethics. By engaging with these themes, students are encouraged to participate in essential conversations about the role of technology in their lives and the importance of maintaining a balance between the virtual and real worlds.

The committee focused on the book's structure as a "giant critical problem," which provides a practical model for inquiry-based learning. The committee noted that the characters' "heavy '80s media diet" requires high levels of media literacy and analytical thinking, mirroring the types of skills students need in a modern, information-heavy environment. The committee praised the material for its ability to blend science, ethics, and character-building, making it a highly effective and suitable educational resource.

2. Does the material encourage harmful behaviors? [0] Yes [9] No

The committee determined that the material does **not** encourage harmful behaviors; instead, it actively promotes self-discipline, physical health, and ethical decision-making. A key point of praise was the protagonist's "genius" decision to restrict his own technology use, forcing himself to complete a workout and maintain a healthy diet before he can access the virtual world. This self-imposed structure was seen as a positive model for students, emphasizing the necessity of staying "in touch with reality" and prioritizing physical well-being over digital escapism.

Regarding sensitive topics, the committee clarified that the book avoids the promotion of substance abuse and treats mental health struggles with contextual realism rather than as an encouragement of harm. Members addressed a brief, three-line mention of suicide, concluding that it was a fleeting reflection of frustration in a high-stakes moment rather than a graphic or glorified depiction. The committee agreed that the story's consistent focus on ethics and personal responsibility provides a constructive narrative that encourages readers to value their health and real-world connections.

3. Is the material unsuitable because of other factors? [0] Yes [9] No

The committee explored whether the material was unsuitable due to other factors and concluded that it is not. While members playfully noted that the book's "self-indulgent" focus on 1980s nostalgia has been a point of outside criticism, they found that these references do not detract from the book's value. Instead, members argued that the material is highly relatable to a modern high school audience because it mirrors contemporary experiences, such as remote learning and video game culture, making the story more accessible than traditional dystopian literature.

The committee also highlighted that the book functions as a timely "pay attention" warning for the near future. By weaving serious themes—such as bullying, the dangers of AI, and the impact of social media—into an entertaining narrative, the

book encourages students to think critically about society without being overly preachy. The committee agreed that the book's ability to engage students with relevant societal issues in a familiar "video game scenario" makes it a beneficial resource rather than an unsuitable one.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [9] No

The committee concluded that the material does **not** portray sexual organs or activities in a way that is patently offensive; in fact, members noted a distinct absence of such depictions. While the discussion briefly revisited a previously mentioned isolated passage, the committee clarified that the narrative remains largely devoid of sexual content.

The group specifically noted that even during scenes that could potentially become romantic or intimate, such as a dance, the physical interactions are portrayed with significant restraint. One member pointed out that even a simple touch on the shoulder is described in a way that emphasizes the limitations of the virtual environment rather than being sexual in nature. The committee agreed that there are no depictions in the material that would be considered offensive or inappropriate.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [9] No

The committee did not find any instances of excretory organs or activities being portrayed in the material.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [9] No

The committee concluded that the material does not contain grossly offensive language, characterizing the infrequent use of profanity as "very minor" and comparable to a PG-13 rating. Members noted that while a few instances appear at the start of the book,

the language is sparse throughout the remainder of the text and never reaches a level that could be considered a public offense or gratuitous.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [9] No

Websites containing content prohibited under our local policy are not present.

Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 9 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Library Materials Challenge Review Committee Report
May 7, 2026, 7:30 am
Central Office, Juan Seguin Room

Challenged Material

Title: *The Music of What Happens*

Author: Bill Konigsberg

Publication Date: 2020

Interest Level: Grades 10-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 1

Summary of the Book:

It is summer in Phoenix, and seventeen-year-old Maximo offers to help a Jordan, a fellow student in high school, with the food truck that belonged to Jordan's deceased father, and which may be the only thing standing between homelessness for Jordan and his mom; the boys are strongly attracted to each other, but as their romance develops it is threatened by the secrets they are hiding--and by the racism and homophobia of those around them.

Awards:

Best Fiction for Young Adults, Selection

Rainbow List: Top Ten LGBTQ Books for Children and Teens, Commended

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanos, District Resident

How does the challenged library material violate the Texas State Library and Archives Commission (TSLAC) standards?

"I am challenging this book pursuant to SB13 due to its inclusion of indecent and profane content that is not age-appropriate for students. SB13 mandates that instructional and library materials provided to minors be free from obscene or indecent material and aligned with legitimate educational objectives. This book fails to meet those requirements and undermines the school's duty to maintain a safe and appropriate educational environment."

Have you read the book? Unanswered

What brought this material to your attention? Unanswered

What concerns you about the material/resource? Unanswered

For what age group would you recommend this material? Unanswered

Do you represent yourself or an organization? Unanswered

Name of organization, if applicable.

Committee Members:

Jackie Silvius - District/High School Librarian, Committee Chair, non-voting member

Jennifer Shortess - Parent

Stephanie Cox - Resident

Samanthia Noble - High School Teacher, Seguin ISD

Lora Vines - Special Ed Teacher, Seguin High School

Number of Voting Members: 4

All voting members of the committee are required to read the entire book and consider the book as a whole when answering the following questions.

Harmful Material

The material's dominant theme taken as a whole: (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion; (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and (C) is utterly without redeeming social value for minors.

Taking the material's dominant theme as a whole:

1. Does the material appeal to the prurient interest of a minor, in sex, nudity, or excretion?

Prurient-having or encouraging an excessive or inappropriate interest in sexual matters, especially the sexual activities and intimate affairs of others

[0] Yes [4] No

The committee discussed whether the material, taken as a whole, appeals to the prurient interest of minors in sex, nudity, or excretion. Members agreed that while the book contains references to these topics, they are limited, non-explicit, and not central to the overall work. The committee emphasized that the themes and content are not presented in a graphic or sensationalized manner, but rather as part of the broader character development and storyline.

Specific scenes referenced included a passage on page 274 in which two characters are described as “making out,” though participants noted that the scene does not progress into explicit sexual activity or detailed description. Another instance discussed involved a character, Max, experiencing sexual assault. The committee noted that the event is referenced indirectly and without graphic detail, with the narrative focusing more on the character’s trauma and emotional processing than on the act itself. Members characterized this moment as a plot device that contributes to the character’s development rather than a central theme of the book.

The committee further discussed the book’s broader themes, describing it as a story about teenagers confronting stereotypes, identity, and authenticity. Participants explained that the two main characters initially hold stereotypical assumptions about one another, but gradually learn to accept themselves and each other. The discussion highlighted that the book centers more on relationships, self-identity, trust, and personal growth than on sexual content.

Regarding nudity and excretion, the committee agreed that references are minimal and not overly descriptive. One scene involving characters in a pool briefly mentions removing shirts and shorts but does not include detailed depictions of nudity. References to excretion were limited to a scene involving vomiting, which participants viewed as incidental and not excessive. The committee also noted a scene involving “toys in the closet,” but stated that the text avoids directly describing the items and only alludes to them indirectly.

Members additionally discussed the portrayal of teenage relationships and the process of coming out. They emphasized that conversations between characters about attraction, identity, and disclosure are presented innocently and without explicit sexual content. Members noted that the story reflects contemporary themes of acceptance and support among teenagers and may provide reassurance to readers navigating similar experiences. The committee concluded that the material’s focus remains on emotional development, friendships, and identity rather than explicit sexual or prurient content.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?
[0] Yes [4] No

The committee concluded that the material is not patently offensive to the prevailing standards of the adult community, nor is it unsuitable for minors.

Members noted that today's parents are highly focused on their children's emotional health, and they found that the book addresses these complexities effectively. By featuring diverse and "real-life" family dynamics—including distant, deceased, or struggling parents—the story provides a relatable reflection of the challenges modern students face.

Members further highlighted that the characters are depicted dealing with significant responsibilities, such as managing a business, filing paperwork, and navigating financial struggles while their parents are unable to do so. While members expressed empathy and even anger on behalf of characters forced to grow up too quickly, they viewed these "real-world situations" as a strength of the book. Rather than being offensive, the committee agreed the material serves as a meaningful reflection of modern society and the emotional resilience required to navigate family drama and personal responsibility.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [4] No

The committee strongly rejected the notion that the material is without redeeming social value, concluding instead that it is a rich resource for social-emotional learning, empathy, and resilience. Members highlighted that the book provides a vital "mirror" for students, reflecting real-world hardships such as parental death, gambling addiction, and the heavy burden of premature responsibility. By addressing these heavy topics with authenticity, the narrative offers students a sense of hope and demonstrates that even in the darkest circumstances, positive outcomes and "chosen families" are possible.

A significant portion of the discussion focused on the book's portrayal of trauma and community support. The committee praised the handling of a character's disclosure of sexual assault, noting that the surrounding community's empathetic response—and the realistic inclusion of medical testing—serves as a constructive model for navigating crisis. Members specifically highlighted the role of Max's mother, describing her guidance as "amazing" for encouraging the characters to offer physical and emotional presence to one another rather than pulling away in discomfort.

The committee agreed that the author successfully balances these intense themes with humor and character growth. Members noted that while the story deals with dark subjects like STIs and deep insecurities, the interaction between friend groups adds an entertaining and lighthearted layer to the narrative. The committee concluded that the material's emphasis on acceptance, the

importance of calling out negative self-talk, and the strength found in human connection provides significant social and educational value for a minor audience.

Pervasively Vulgar

Vulgarity is present and referenced throughout the material. Vulgar means “offensive in language” or “lewdly or profanely indecent.”

Pervasive - existing in or spreading through every part

Vulgar - broadly refers to coarse, tasteless, or unrefined behavior that violates social norms.

Lewd - specifically emphasizes lustful, indecent, or sexually inappropriate conduct

Is the vulgarity and/or lewdness the central and dominant theme of the broader story?

1. Is content that is offensive in language present and referenced through the material? [0] Yes [4] No

The committee concluded that while the material contains some profanity, it is not pervasive and does not constitute a central theme of the book. Members observed that the characters are portrayed as striving for professional responsibility, which naturally limits their use of foul language in their daily interactions. Most instances of cussing are either relegated to internal monologues or used as "situational" descriptions—such as expressing frustration with the extreme Phoenix heat—rather than being directed at others out of anger or malice.

Members specifically addressed the presence of sensitive terminology, noting that while a slur is referenced, it is not used as an active insult. Instead, the term is mentioned contextually by a character to describe his fear of how his teammates might react to his identity. The committee determined that because the word is used to highlight a character's internal struggle and the reality of modern stereotypes rather than to attack an individual, its inclusion is a realistic, albeit difficult, reflection of the character's social environment.

The committee agreed that the dialogue is "descriptive" and mirrors authentic teenage communication, including common slang like "dude" and "bro." They found that while specific words could be isolated for criticism, their usage within the narrative is limited and non-aggressive. The consensus was that the language serves a descriptive purpose and does not reach a level that would be considered gratuitously offensive to the intended audience.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [4] No

The committee concluded that the material does not contain lewd or profanely indecent content, noting that sexual themes are not central or dominant in the narrative. While specific anatomical terms are used, members clarified that they are used descriptively rather than for erotic purposes. For instance, the mention of "anal rape" occurs during a heavy, non-sexualized scene where a character seeks help after an assault and is met with a dismissive response from his father. The committee found that this usage serves to highlight the character's struggle for validation rather than to provide gratuitous or lewd detail.

The members also noted the presence of mild innuendo and typical adolescent banter, which the committee deemed harmless. Members pointed out that the characters themselves frequently "shoot down" sexual inquiries from their peers, maintaining that their business is private and non-sexual. Brief, lighthearted comments—such as a mother's joke at a market or a character being told they have a "nice butt"—were viewed as realistic reflections of common social interactions. The committee agreed that the content is neither descriptive nor indecent, remaining appropriate for the intended high school audience.

If the committee chose "yes" for **one or both** questions above, the material is pervasively vulgar.

Is the material "**pervasively vulgar**"? [] Yes [x] No

Educationally Unsuitable

Material is unsuitable for some pedagogical reason, because it encourages harmful behaviors, or because of other factors, either due to specific sections of content, or holistically. Material may include portions of content that some find objectionable but that contain significant educational value when taken as a whole, and that may be deemed educationally suitable.

Pedagogical - relating to teaching

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [4] No

The committee determined that the material is pedagogically suitable, particularly due to its strong emphasis on social-emotional learning. While the story takes place during the summer without formal classroom instruction, members noted that this "real-world" setting allows the characters to model essential life skills. The narrative focuses on how adolescents learn from their mistakes, take

ownership of their actions, and cultivate vulnerability within safe spaces. The committee specifically praised the portrayal of the protagonist, Max, and his ability to help his friend Jordan navigate complex emotions, attributing this healthy behavior to the positive influence of supportive parenting.

The committee clarified that the book serves as a valuable resource for developing empathy and emotional intelligence. Even though it is currently housed in the library as an optional read, the committee suggested that excerpts could be effectively used in structured lessons to address themes of resilience and mutual support. Members found no reason to deem the material unsuitable for educational purposes, concluding that its authentic depiction of characters "sitting with their feelings" and helping one another through hardship provides significant instructional value.

2. Does the material encourage harmful behaviors? [0] Yes [4] No

The committee concluded that the material does not encourage harmful behaviors; rather, it actively promotes healthy coping mechanisms and emotional growth. Members noted that the narrative emphasizes the importance of "leaning on each other" and seeking support from stable adult figures when biological parents are unable to provide it. The committee highlighted that the story explicitly avoids glamorizing substance abuse, noting a complete absence of drinking or drug use, and instead focuses on the characters' journey toward maturity and their stated belief that it is "okay to grow."

Members addressed several intense topics—including predatory apps and gambling addiction—determining that these are presented as cautionary tales with clear negative consequences. For example, while a character's initial use of a hookup app leads to a traumatic assault, the committee observed that the narrative portrays this as a pivotal mistake that the character immediately regrets and learns from. Similarly, the mother's gambling addiction is depicted as a destructive force that jeopardizes the family's home and business. The committee found the inclusion of recovery resources, such as references to Gamblers Anonymous and therapy, to be a "powerful" way to show that there are constructive alternatives to harmful cycles.

The committee reviewed instances of physical confrontation and determined they were emotionally driven and contextually specific rather than an endorsement of violence. They noted that a scene where one character hits another was an "out of character" act of defense against a former abuser, serving as a high-stakes emotional climax rather than a promotion of aggression. Members agreed that by showing the devastating fallout of poor choices and the difficult path toward

recovery and accountability, the book serves to discourage harmful behaviors while modeling the resilience needed to overcome them.

3. Is the material unsuitable because of other factors? [0] Yes [4] No

Committee members did not believe there to be “other factors” that would deem the material unsuitable.

Indecent Content

Content that portrays sexual or excretory organs or activities in a way that is patently offensive.

1. Does the material portray sexual organs or activities in a way that is patently offensive? [0] Yes [4] No

The committee determined that the material does not portray sexual organs or activities in a way that is patently offensive. Members noted that while the narrative addresses the heavy topic of sexual assault, it does so with clinical necessity and emotional sensitivity rather than graphic detail. Members specifically referenced a scene where a mother asks her son clarifying questions about the incident; the committee concluded that this dialogue was focused on "gathering information" to ensure the character's physical safety and medical care, rather than providing a lewd or gratuitous description of the act itself.

The committee emphasized that the book treats the subject of rape with appropriate gravity, portraying it as a traumatic event with serious consequences rather than something to be sensationalized. They highlighted that the mother's focus on the need for medical testing after "unsafe sex" serves as a responsible and protective response to a crisis. The committee agreed that because the material avoids explicit depictions and maintains a focus on the character's recovery and health, it remains well within the standards of appropriateness for a high school audience.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [4] No

The committee concluded that the material does not portray excretory organs or activities in a way that is patently offensive. While the word "anal" is used, the committee clarified that its inclusion is strictly contextual and tied to a character's disclosure of sexual assault. Members noted that the book avoids any graphic or gratuitous descriptions of the act itself, initially leaving the details of the trauma

as a "cliffhanger" while focusing on the character's immediate emotional aftermath and fear of being in trouble for coming home late.

The committee also addressed the clinical and emotional dialogue between the character and his mother regarding the physiological aspects of the assault. The committee highlighted a specific conversation where the character expresses confusion over his body's physical response, asking his mother if his reaction meant the act was consensual. Members found the mother's response—clarifying that a lack of consent remains a violation regardless of involuntary physical responses—to be a responsible, sensitive, and non-offensive handling of a complex subject.

The committee agreed that the references to body parts or physiological functions are used to explore themes of trauma, consent, and healing rather than to shock or offend. Members determined that the narrative remains focused on the character's emotional journey and the importance of clear communication and support following a crisis.

Profane Content

Content that includes grossly offensive language that is considered a public nuisance.

1. Does the material include grossly offensive language that is considered a public nuisance? [0] Yes [4] No

The committee concluded that the material does not include grossly offensive language and certainly does not reach the level of a public nuisance. Members expressed a pleasant surprise at the restraint shown in the dialogue, noting that while teenagers in the "real world" often use foul language when adults are absent, the characters in this book are portrayed as relatively disciplined in their speech. The committee found that the author avoided using pervasive or aggressive profanity, even when the characters were navigating high-stress situations.

A key point of the discussion focused on the characters' growth regarding disrespectful or exclusionary language. The committee highlighted a scene toward the end of the book where a group of female friends confronts Jordan about a nickname he used for them ("multiple wives"). Members noted that this interaction served as a positive model for communication, as the girls were able to express their discomfort and Jordan was able to listen and change his behavior.

The committee observed that the author took steps to minimize the impact of stronger terms. It was noted that even when certain derogatory words were implied, they were often censored in the text (using hyphens or abbreviations) rather than spelled out in full. Members agreed that the language is handled responsibly and reflects a narrative focused on mutual respect and personal growth rather than offensive display.

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [4] No

Websites containing content prohibited under our local policy are not present.

Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. 4 Committee members agree to retain the challenged material in the library collection.
- Motion B: To remove the challenged material from the library collection.
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school).

Action Item	Approval of Credit by Exam Dates for 2026 – 2027										
Contact Person(s)	Monica Lyons, Chief Academic Officer Kristi Miranda, Director of Accountability and TIA										
Background	<p>The school district must provide at least one window to test in each of the time frames listed below:</p> <table border="1"> <thead> <tr> <th>Required Timeline as per 19 TAC §74.24</th> <th>Seguin ISD Exam Dates</th> </tr> </thead> <tbody> <tr> <td>July 1 - September 30</td> <td>July 27 - August 14, 2026</td> </tr> <tr> <td>October 1 – December 31</td> <td>October 5 - October 30, 2026</td> </tr> <tr> <td>January 1 - March 31</td> <td>January 11 - February 11, 2027</td> </tr> <tr> <td>April 1 - June 30</td> <td>May 3 - 21, 2027</td> </tr> </tbody> </table> <p>Information: Students will not be assessed a fee for the test; Seguin ISD will pay the exam fee.</p> <p>Reference: EHDB(LOCAL) - Alternative Methods for Earning Credit: Credit by Examination with Prior Instruction; EHDC(LOCAL) - Alternative Methods for Earning Credit: Credit by Examination Without Prior Instruction; and EHDC(LEGAL) - Alternative Methods for Earning Credit: Credit by Examination Without Prior Instruction</p>	Required Timeline as per 19 TAC §74.24	Seguin ISD Exam Dates	July 1 - September 30	July 27 - August 14, 2026	October 1 – December 31	October 5 - October 30, 2026	January 1 - March 31	January 11 - February 11, 2027	April 1 - June 30	May 3 - 21, 2027
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October 1 – December 31	October 5 - October 30, 2026										
January 1 - March 31	January 11 - February 11, 2027										
April 1 - June 30	May 3 - 21, 2027										
Fiscal Implication(s)	N/A										
District Goals	<input checked="" type="checkbox"/> Challenging & Meaningful Learning Experiences <input checked="" type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input checked="" type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship										
Administration’s Recommendation	The Administration recommends that the Board of Trustees approve the Credit by Exam Dates for 2026 – 2027.										
Proposed Motion Language	I move to approve the recommendations of the Administration.										

Agenda Item	Consider, Discuss, and Possible Action to Approve a Board Resolution Changing the Length of Terms of Trustees
Contact Person(s)	Dr. Jack Lee, Superintendent
Background	<p>Current, Board Policy BBB(LEGAL) and the Texas Education Code §11.059 states: <i>Not later than December 31, 2030, the board of trustees may adopt a resolution changing the length of the terms of its trustees until the date the November election is canvassed. The resolution must provide for staggered terms of either three or four years and specify the manner in which the transition from the length of the former term to the modified term is made. The transition must begin with the first regular election for trustees that occurs after the board adopts the resolution, and a trustee who serves on the date the resolution is adopted shall serve the remainder of that term.</i></p> <p>The included resolution would adjust board terms from four to the three years. The resolution, if approved, establishes the process and term adjustments, as required by statute. Additionally, this would create annual opportunities for the community to provide input through electing board members.</p> <p>This proposed resolution aligns with the district’s strategic plan by supporting community voice, strengthening governance continuity, and reinforcing public trust. In particular, the action reflects the district value of “Support Every Voice” by creating an annual opportunity for voters to participate in trustee elections. It also connects to our priorities around Positive Community Culture and Strategic Operational Stewardship by promoting consistent civic engagement, transparent governance, and long-term stability for the district.</p>
Fiscal Implication(s)	N/A
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input type="checkbox"/> Strategic Operational Stewardship
Administration’s Recommendation	The Administration recommends that the Board of Trustees approve the resolution as presented.
Proposed Motion Language	I move to approve the resolution as presented.

**RESOLUTION OF THE BOARD OF TRUSTEES
OF
SEGUIN INDEPENDENT SCHOOL DISTRICT**

WHEREAS, Seguin Independent School District Board of Trustees currently elects trustees on a single-member district basis biennially in November.

WHEREAS, Seguin Independent School District Board of Trustees wishes to transition to three-year trustee terms and annual elections in November.

WHEREAS, HB 3546, passed during the 89th Texas Legislature, permits a school district board of trustees to “adopt a resolution changing the length of the terms of its trustees until the date the November election is canvassed.”

WHEREAS, HB 3546 allows such changes to be made by December 31, 2030.

WHEREAS, Texas Education Code Section 11.059 provides that “[e]lections for trustees with three-year terms shall be held annually. The terms of one-third of the trustees, or as near to one-third as possible, expire each year.”

NOW, THEREFORE, BE IT HEREBY RESOLVED BY THE BOARD OF TRUSTEES OF SEGUIN INDEPENDENT SCHOOL DISTRICT:

SECTION 1: That all matters stated in the recitals hereinabove are found to be true and correct and are incorporated herein by reference as if copied in their entirety.

SECTION 2: That the Board of Trustees of Seguin Independent School District hereby approves that general elections of the Seguin Independent School District Board of Trustees will be conducted on the November uniform election date every year effective with the 2026 election cycle.

SECTION 3: That all current trustee terms are hereby shortened to align with the November election cycle as follows:

- Districts 2 and 4 will conclude as currently scheduled in November 2026. In 2026, Districts 2 and 4 will be eligible to run for three-year terms expiring in November 2029.
- Districts 5 and 7 will be extended by one year and will expire in November 2027. In 2027, Districts 5 and 7 will be eligible to run for three-year terms expiring in November 2030.
- Districts 3, 1, and 6 will conclude as currently scheduled in November 2028. In 2028, Districts 3, 1, and 6 will be eligible to run for three-year terms expiring in November 2031.

SECTION 4: If any portion of this Resolution shall, for any reason, be declared invalid by any court of competent jurisdiction, such invalidity shall not affect the remaining provisions hereof

and the Board hereby determines that it would have nonetheless adopted this Resolution without the invalid provision.

SECTION 5: That this Resolution shall become effective from and after its date of passage.

(signature page follows)

PASSED AND APPROVED ON THIS ____ DAY OF MAY 2026.

Denise Crettenden, Board President

ATTEST:

Grace Mueller, Board Secretary

Dr. Jack Lee, Superintendent

APPROVED AS TO FORM:

Chris Schulz, Attorney-at-Law
Schulman, Lopez, Hoffer & Adelstein, LLP