

Agenda of Regular Meeting

The Board of Trustees Seguin ISD

A Regular Meeting of the Board of Trustees of Seguin ISD will be held June 30, 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. **Public Meeting**

- A. Public Meeting to Discuss the Budget and Proposed Tax Rate for the 2026-2027 School Year.

The public is further invited to address questions or comments to the Staff and Board of Trustees at the Public Meeting.

<http://www.seguin.k12.tx.us/page/business.transparency>

Liz Banks

4. **Action Items**

- A. Adoption of 2026-2027 Budgets for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund 4

Liz Banks

5. **Closed Session**

The Board will adjourn into closed session pursuant to the following sections of the Texas Open Meetings Act.

- A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with legal

counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.

1. Discussion and Review of Safety Audit Report

Dr. Ruben Carrillo

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

6. **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).

7. **Pledges to the United States Flag and the Texas Flag, Followed by a Moment of Silence**

8. **Recognition/Campus Presentations**

- A. Superintendent Reports
- B. Board Member Reports

9. **Reports/Information Items**

- A. Superintendent / Curriculum and Instruction

Dr. Jack Lee

- 1. First Reading for Consideration of the Texas Association of School Boards (TASB) Policy Update 127, affecting LEGAL and LOCAL policies and Local District Update (LDU) BBB(LOCAL) 7

- B. Human Resources

Jeremy Nueman

- 1. Personnel Information - Professional Employees 42

- C. Business Services

Liz Banks

- 1. Bond Interest Revenue Improvements 49
- 2. Financial Statements for May 2026 51
- 3. New Vendors 56
- 4. Purchases made over \$50,000 58

10. **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 - May 19, 2026; Special Meeting - June 2, 2026, and Special Meeting - June 9, 2026. 60
Nancy Ramirez
 - B. Approval of Tax Collection Reports for May 2026 76
Liz Banks
 - C. Approval of Proposed Budget Amendments for June 2026 77
Liz Banks
 - D. Authorization of Agreement Between Seguin ISD and Tangram Rehabilitation 81
Liz Banks
 - E. Acknowledge Public Information Act Requests May - June 2026 86
Emily Allen
11. **Action Items**
- A. Discuss and Take Action on Recommendations of Library Material Challenge Committee 88
Jackie Silvius
12. **Board Comments and Request**
13. **Adjourn**

Action Item	Adoption of 2026-2027 Budgets for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Sally Eckhart, Budget Coordinator
Background	<p>The official budget consists of three separate funds: The General Operating Fund, Child Nutrition Fund, and Debt Service Fund. Each of these budgets must be approved by the Board of Trustees at the functional level. Subsequent amendments involving changes to functional levels must be duly approved by the Board of Trustees.</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 that the Board of Trustees adopt the 2026-27 proposed budget for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund as presented.
Proposed Motion Language	N/A

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

Seguin Independent School District
(name of school district)

meeting at 6:00 PM on June 30th, 2026 at the Seguin ISD Central Administration Building
(time, date, year) *(name of room, building, physical location)*

at 1221 E Kingsbury, Seguin, TX 78155. **This meeting is to discuss**
(city, state)

the school district’s budget that will determine the tax rate the school district will adopt.

The school district invites public participation in the discussion.

The tax rate the school district ultimately adopts at this meeting or at a separate meeting at a later date may not exceed the proposed rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax \$ 0.6778 /\$100 (proposed rate for maintenance and operations)

School Debt Service Tax
Approved by Local Voters \$ 0.4050 /\$100 (proposed rate to pay bonded indebtedness)

Comparison of Proposed Budget with Last Year’s Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and operations	<u>0.50</u>	% increase	or		% (decrease)
Debt service	<u>4.26</u>	% increase	or		% (decrease)
Total expenditures	<u>1.28</u>	% increase	or		% (decrease)

Total Appraised Value and Total Taxable Value **(as calculated under Tax Code Section 26.04)**

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	\$ <u>8,631,528,801</u>	\$ <u>8,944,386,731</u>
Total appraised value* of new property**	\$ <u>124,025,934</u>	\$ <u>250,886,313</u>
Total taxable value*** of all property	\$ <u>5,422,616,819</u>	\$ <u>5,382,575,383</u>
Total taxable value*** of new property**	\$ <u>93,487,411</u>	\$ <u>124,332,756</u>

* Appraised value is the amount shown on the appraisal roll and defined by Tax Code Section 1.04(8).
 ** New property is defined by Tax Code Section 26.012(17).
 *** Taxable value is defined by Tax Code Section 1.04(10).

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* \$ 245,740,000

* Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

	Maintenance and Operations	Interest and Sinking Fund*	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	\$ 0.6778	\$ 0.4050 *	\$ 1.0828	\$ 8,905	\$ 6,387
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	\$ 0.6823	\$ 0.4050 *	\$ 1.0873	\$ 8,205	\$ 7,169
Proposed Rate	\$ 0.6778	\$ 0.4050 *	\$ 1.0828	\$ 8,172	\$ 7,115

* The interest and sinking fund tax revenue is used to pay for bonded indebtedness on construction, equipment or both. The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	<u>Last Year</u>	<u>This Year</u>
Average Market Value of Residences	\$ 265,914	\$ 252,956
Average Taxable Value of Residences	\$ 127,888	\$ 120,030
Last Year's Rate Versus Proposed Rate per \$100 Value	\$ 1.0828	\$ 1.0828
Taxes Due on Average Residence	\$ 1,385	\$ 1,300
Increase (Decrease) in Taxes		\$ (85)

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person age 65 or older or their surviving spouse, if the surviving spouse was age 55 or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in tax rate or property value.

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is \$1.0399 . This election will be automatically held

(school voter-approval rate)

if the district adopts a rate in excess of the voter-approval rate of \$1.0399 .

(school voter-approval rate)

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	\$ 27,000,000
Interest and Sinking Fund Balance(s)	\$ 16,500,000

A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

Visit Texas.gov/PropertyTaxes to find a link to your local property tax database on which you can easily access information regarding your property taxes, including information about proposed tax rates and scheduled public hearings of each entity that taxes your property.

The 86th Texas Legislature modified the manner in which the voter-approval tax rate is calculated to limit the rate of growth of property taxes in the state.

Information Item	First Reading for Consideration of the Texas Association of School Boards (TASB) Policy Update 127, affecting LEGAL and LOCAL policies and Local District Update (LDU) BBB(LOCAL)
Contact Person(s)	Dr. Jack Lee, Superintendent
Background	<p>Update 127 includes revisions to legal framework documents based in large part on changes to Administrative Code rules after the 89th Legislative Session. Changes to local policies offered for consideration address the following topics:</p> <ul style="list-style-type: none"> • Superintendent nonrenewal • Term Contracts • Other types of contracts • Elective instruction • Gifted and talented students • Prekindergarten • Student safety <p>Other changes are to accommodate the restructuring of codes in the DH and DP series of the manual and to delete local policies in the FO series for which District of Innovation exemptions are no longer allowed.</p> <p>The update includes forty-six (46) LEGAL policies, ten (10) LOCAL policies, and one (1) exhibit.</p> <p>Also LDU BBB(LOCAL) to include revisions to the board member election schedule.</p> <p><u>REPLACE:</u> AIA(LEGAL) – Accountability: Accreditation and Performance Indicators AIB(LEGAL) – Accountability: Performance Reporting AIC(LEGAL) – Accountability: Interventions and Sanctions BAA(LEGAL) – Board Legal Status: Powers and Duties BJA(LEGAL) – Superintendent: Qualifications and Duties BJCF(LOCAL) – Superintendent: Nonrenewal CAA(LOCAL) – Fiscal Management Goals and Objectives: Financial Ethics CBB(LEGAL) – State and Federal Revenue Sources: Federal Development CE(LEGAL) – Annual Operating Budget CH(LEGAL) – Purchasing and Acquisition CKEA(LEGAL) – Security Personnel: Commissioned Peace Officers CKEB(LEGAL) – Security Personnel: School Marshals</p>

CONT'D

CMD(LEGAL) – Equipment and Supplies Management: Instructional Materials Care and Accounting
CNC(LEGAL) – Transportation Management: Transportation Safety
COA(LEGAL) – Food and Nutrition Management: Procurement
CPC(LEGAL) – Office Management: Records Management
CQA(LEGAL) – Technology Resources: District, Campus, and Classroom Websites
D(LEGAL) – Personnel
DC(LEGAL) – Employment Practices
DC(LOCAL) – Employment Practices
DEAA(LEGAL) – Compensation Plan: Incentives and Stipends
DF(LEGAL) – Termination of Employment
DFBA(LEGAL) – Term Contracts: Suspension/Termination During Contract
DFE(LEGAL) – Termination of Employment: Resignation
DH(LEGAL) – Employee Standards of Conduct
DH(LOCAL) – Employee Standards of Conduct
DHB(LEGAL) – Employee Standards of Conduct: Reports to State Board for Educator Certification
DHC(LEGAL) – Employee Standards of Conduct: Reports to Texas Education Agency
DK(LEGAL) – Assignment and Schedules
DPB(LEGAL) – Personnel Positions: Other Personnel Positions
EB(LEGAL) – School Year
EFA(LEGAL) – Instructional Resources: Instructional Materials
EHAC(LEGAL) – Basic Instructional Program: Required Instruction (Secondary)
EHBB(LEGAL) – Special Programs: Gifted and Talented Students
EHBB(LOCAL) – Special Programs: Gifted and Talented Students
EHBCA(LEGAL) – Compensatory Services and Intensive Programs: Accelerated Instruction
EHDD(LEGAL) – Alternative Methods for Earning Credit: College Course Work/Dual Credit
EKB(LEGAL) – Testing Programs: State Assessment
FA(LEGAL) – Parent Rights and Responsibilities
FED(LEGAL) – Attendance: Attendance Enforcement
FFAC(LEGAL) – Wellness and Health Services: Medical Treatment
FFEB(LEGAL) – Counseling and Mental Health: Mental Health
FFF(LOCAL) – Student Welfare: Student Safety
FM(LEGAL) – Student Activities
FOA(LEGAL) – Student Discipline: Removal by Teacher or Bus Driver
GKA(LEGAL) Community Relations: Conduct on School Premises
GKD(LEGAL) – Community Relations: Nonschool Use of School Facilities
GNC(LEGAL) – Relations with Educational Entities: Colleges and Universities

	<p><u>ADD:</u> DHA(LEGAL) – Employee Standards of Conduct: Educator Code of Ethics DPA(LEGAL) – Personnel Positions: Principals DPA(LOCAL) – Personnel Positions: Principals DPB(LOCAL) – Personnel Positions: Other Personnel Positions DPC(LEGAL) – Personnel Positions: Substitute, Temporary, and Part-Time Positions</p> <p><u>DELETE:</u> DH(EXHIBIT) – Employee Standards of Conduct DP(LEGAL) – Personnel Positions DP(LOCAL) – Personnel Positions</p> <p><u>NO POLICY:</u> CFB(LOCAL) – Accounting: Inventories</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 receives the First Reading for Consideration of TASB Policy Update 127, which affects LEGAL and LOCAL policies, as well as LDU BBB(LOCAL).
Proposed Motion Language	N/A

Instruction Sheet

TASB Localized Policy Manual Update 127

Seguin ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AIA	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
BAA	(LEGAL)	Replace policy	Revised policy
BJA	(LEGAL)	Replace policy	Revised policy
BJCF	(LOCAL)	Replace policy	Revised policy
CAA	(LOCAL)	Replace policy	Revised policy
CBB	(LEGAL)	Replace policy	Revised policy
CE	(LEGAL)	Replace policy	Revised policy
CFB	(LOCAL)	No policy enclosed	See explanatory note
CHE	(LEGAL)	Replace policy	Revised policy
CKEA	(LEGAL)	Replace policy	Revised policy
CKEB	(LEGAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CNC	(LEGAL)	Replace policy	Revised policy
COA	(LEGAL)	Replace policy	Revised policy
CPC	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
D	(LEGAL)	Replace table of contents	Revised table of contents
DC	(LEGAL)	Replace policy	Revised policy
DC	(LOCAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DF	(LEGAL)	Replace policy	Revised policy
DFBA	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DH	(LEGAL)	Replace policy	Revised policy
DH	(LOCAL)	Replace policy	Revised policy
DH	(EXHIBIT)	DELETE exhibit	See explanatory note
DHA	(LEGAL)	ADD policy	See explanatory note
DHB	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DK	(LEGAL)	Replace policy	Revised policy
DP	(LEGAL)	DELETE policy	See explanatory note

Instruction Sheet
TASB Localized Policy Manual Update 127

Seguin ISD

Code	Type	Action To Be Taken	Note
DP	(LOCAL)	DELETE policy	See explanatory note
DPA	(LEGAL)	ADD policy	See explanatory note
DPA	(LOCAL)	ADD policy	See explanatory note
DPB	(LEGAL)	Replace policy	Revised policy
DPB	(LOCAL)	ADD policy	See explanatory note
DPC	(LEGAL)	ADD policy	See explanatory note
EB	(LEGAL)	Replace policy	Revised policy
EFA	(LEGAL)	Replace policy	Revised policy
EHAC	(LEGAL)	Replace policy	Revised policy
EHBB	(LEGAL)	Replace policy	Revised policy
EHBB	(LOCAL)	Replace policy	Revised policy
EHBCA	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
FA	(LEGAL)	Replace policy	Revised policy
FED	(LEGAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFEB	(LEGAL)	Replace policy	Revised policy
FFF	(LOCAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FOA	(LEGAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKD	(LEGAL)	Replace policy	Revised policy
GNC	(LEGAL)	Replace policy	Revised policy

Explanatory Notes

TASB Localized Policy Manual Update 127

Seguin ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

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

AIA(LEGAL)

ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS

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

AIB(LEGAL)

ACCOUNTABILITY: PERFORMANCE REPORTING

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

AIC(LEGAL)

ACCOUNTABILITY: INTERVENTIONS AND SANCTIONS

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

BAA(LEGAL)

BOARD LEGAL STATUS: POWERS AND DUTIES

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

BJA(LEGAL)

SUPERINTENDENT: QUALIFICATIONS AND DUTIES

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

BJCF(LOCAL)

SUPERINTENDENT: NONRENEWAL

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

CAA(LOCAL)

FISCAL MANAGEMENT GOALS AND OBJECTIVES: FINANCIAL ETHICS

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

CBB(LEGAL)

STATE AND FEDERAL REVENUE SOURCES: FEDERAL

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

CE(LEGAL)

ANNUAL OPERATING BUDGET

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

CFB(LOCAL)

ACCOUNTING: INVENTORIES

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

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

Explanatory Notes

TASB Localized Policy Manual Update 127

Seguin ISD

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

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

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

CKEA(LLEGAL) SECURITY PERSONNEL: COMMISSIONED PEACE OFFICERS

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

CKEB(LLEGAL) SECURITY PERSONNEL: SCHOOL MARSHALS

The citation has been corrected at Fit for Duty Review.

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

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

CNC(LLEGAL) TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY

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

COA(LLEGAL) FOOD AND NUTRITION MANAGEMENT: PROCUREMENT

A citation has been corrected at Procurement Training.

CPC(LLEGAL) OFFICE MANAGEMENT: RECORDS MANAGEMENT

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

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

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

D(LLEGAL) PERSONNEL

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

Explanatory Notes

TASB Localized Policy Manual Update 127

Seguin ISD

DC(LEGAL) EMPLOYMENT PRACTICES

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

DC(LOCAL) EMPLOYMENT PRACTICES

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

The policy also reflects revisions at Employment of Contractual Personnel adopted by the board on March 24, 2026.

DEAA(LEGAL) COMPENSATION PLAN: INCENTIVES AND STIPENDS

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

DF(LEGAL) TERMINATION OF EMPLOYMENT

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

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

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

DFE(LEGAL) TERMINATION OF EMPLOYMENT: RESIGNATION

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

DH(LEGAL) EMPLOYEE STANDARDS OF CONDUCT

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

DH(LOCAL) EMPLOYEE STANDARDS OF CONDUCT

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

DH(EXHIBIT) EMPLOYEE STANDARDS OF CONDUCT

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

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

This new legal framework has been created to house information relating to the Educators' Code of Ethics. This material has been recoded to clarify that elements 3.8 and 3.9 of the Code of Ethics now

Explanatory Notes

TASB Localized Policy Manual Update 127

Seguin ISD

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

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

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

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

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

DK(LEGAL) ASSIGNMENT AND SCHEDULES

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

DP(LEGAL) PERSONNEL POSITIONS

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

DP(LOCAL) PERSONNEL POSITIONS

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

DPA(LEGAL) PERSONNEL POSITIONS: PRINCIPALS

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

DPA(LOCAL) PERSONNEL POSITIONS: PRINCIPALS

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

DPB(LEGAL) PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS

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

Explanatory Notes

TASB Localized Policy Manual Update 127

Seguin ISD

DPB(LOCAL)

PERSONNEL POSITIONS: OTHER PERSONNEL POSITIONS

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

DPC(LEGAL)

PERSONNEL POSITIONS: SUBSTITUTE, TEMPORARY, AND PART-TIME POSITIONS

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

EB(LEGAL)

SCHOOL YEAR

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

EFA(LEGAL)

INSTRUCTIONAL RESOURCES: INSTRUCTIONAL MATERIALS

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

EHAC(LEGAL)

BASIC INSTRUCTIONAL PROGRAM: REQUIRED INSTRUCTION (SECONDARY)

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

EHBB(LEGAL)

SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

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

EHBB(LOCAL)

SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

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

EHBCA(LEGAL)

COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

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

EHDD(LEGAL)

ALTERNATIVE METHODS FOR EARNING CREDIT: COLLEGE COURSE WORK/DUAL CREDIT

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

EKB(LEGAL)

TESTING PROGRAMS: STATE ASSESSMENT

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

Explanatory Notes

TASB Localized Policy Manual Update 127

Seguin ISD

FA(LLEGAL)

PARENT RIGHTS AND RESPONSIBILITIES

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

FED(LLEGAL)

ATTENDANCE: ATTENDANCE ENFORCEMENT

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

FFAC(LLEGAL)

WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

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

FFEB(LLEGAL)

COUNSELING AND MENTAL HEALTH: MENTAL HEALTH

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

FFF(LOCAL)

STUDENT WELFARE: STUDENT SAFETY

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

FM(LLEGAL)

STUDENT ACTIVITIES

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

FOA(LLEGAL)

STUDENT DISCIPLINE: REMOVAL BY TEACHER OR BUS DRIVER

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

GKA(LLEGAL)

COMMUNITY RELATIONS: CONDUCT ON SCHOOL PREMISES

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

GKD(LLEGAL)

COMMUNITY RELATIONS: NONSCHOOL USE OF SCHOOL FACILITIES

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

GNC(LLEGAL)

RELATIONS WITH EDUCATIONAL ENTITIES: COLLEGES AND UNIVERSITIES

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



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes **moved text**.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes — as in an extensive rewrite — may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact us:

School Districts and Education Service Centers, call 800-580-7529 or email policy.service@tasb.org.

Community Colleges, call 800-580-1488 or email colleges@tasb.org.

Reasons

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of Constitutional rights or based unlawfully on race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Insubordination or failure to comply with Board directives.
5. Failure to comply with Board policies or administrative regulations.
6. Failure of the District to make measurable progress toward the goals stated in the District improvement plan. [See BQ]
7. Conducting personal business during school hours when it results in neglect of duties.
8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
10. Failure to meet the District's standards of professional conduct.
11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.

14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job, [with or without reasonable accommodation](#).
15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or the community, impairs or diminishes the Superintendent's effectiveness in the District.
16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.
17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.
18. Behavior that presents a danger of physical harm to a student or other individuals.
19. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
20. Use of profanity in the course of performing any duties of employment, whether on or off District premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
21. Falsification of records or other documents related to the District's activities.
22. Falsification or omission of required information on an employment application.
23. Misrepresentation of facts to the Board or other District officials in the conduct of District business.
24. Failure to fulfill or maintain requirements for Superintendent certification, unless granted a waiver by the commissioner of education.
25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
27. [Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. \[See EMB\]](#)

28. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

~~27-29.~~ Any reason constituting good cause for terminating the contract during its term.

**Notice of Proposed
Nonrenewal**

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent written notice of the proposed nonrenewal in accordance with law.

Request for Hearing

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

Hearing Procedure

Unless the Superintendent requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.
3. The Superintendent may cross-examine any witnesses for the Board.
4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.

5. The Board may cross-examine any witnesses for the Superintendent and offer rebuttal to the testimony of the Superintendent's witnesses.

6. Closing arguments may be made by each party.

A record of the hearing shall be made so that a certified transcript can be prepared, if required.

Board Decision

The Board may consider only such evidence as is presented at the hearing. After all the evidence has been presented, if the Board determines that the reasons given in support of the recommendation to not renew the Superintendent's contract are lawful, supported by the evidence, and not arbitrary or capricious, it shall so notify the Superintendent by a written notice not later than the 15th day after the date on which the hearing is concluded. This notice shall also include the Board's decision on renewal, which decision shall be final.

No Hearing

If the Superintendent fails to request a hearing, the Board shall take the appropriate action and notify the Superintendent in writing of that action not later than the 30th day after the date the notice of proposed nonrenewal was sent.

All Trustees, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the District's financial transactions shall act with integrity and diligence in duties involving the District's fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
 - for Board members — BBF
 - for employees — ~~DH~~DHA
 - Financial conflicts of interest:
 - for public officials — BBFA
 - for all employees — DBD
 - for vendors — CHE
 - Compliance with state and federal grant and award requirements: CB, CBB
 - Financial conflicts and gifts and gratuities regarding federal funds: CB, CBB
 - Systems for monitoring the District's investment program: CDA
 - Budget planning and evaluation: CE
 - Compliance with accounting regulations: CFC
 - Activity fund management: CFD
 - Criminal history record information for employees: DBAA, DC
 - Disciplinary action for fraud by employees: DCD, DCE, and DF series
-

Fraud and Financial Impropriety

The District prohibits fraud and financial impropriety, as defined below, in the actions of its Trustees, employees, vendors, contractors, agents, consultants, volunteers, and others seeking or maintaining a business relationship with the District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.

FISCAL MANAGEMENT GOALS AND OBJECTIVES
FINANCIAL ETHICS

CAA
(LOCAL)

3. Misappropriation of funds, securities, supplies, or other District assets, including employee time.
4. Impropriety in the handling of money or reporting of District financial transactions.
5. Profiteering as a result of insider knowledge of District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the District, except as otherwise permitted by law or District policy. [See CB, DBD]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failure to provide financial records required by federal, state, or local entities.
11. Failure to disclose conflicts of interest as required by law or District policy.
12. Any other dishonest act regarding the finances of the District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

Financial Controls and Oversight

Each employee who supervises or prepares District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

The Superintendent shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the District.

Reports

Any person who suspects fraud or financial impropriety in the District shall report the suspicions immediately to a person with authority to investigate the suspicions, including any supervisor, the Superintendent, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with

law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

Protection from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

Fraud Investigations

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Superintendent, Board President, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Superintendent shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Superintendent shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the District shall take appropriate action, which may include cancellation of the District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Superintendent, or a designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the District, the District may seek to recover lost or misappropriated funds.

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards Disclosure

In connection with federal awards, the District shall promptly disclose in writing whenever the District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in federal law, including the Civil False Claims Act. This provision applies to any activities or subawards of a federal award. [See CBB]

Analysis of Fraud

After any investigation substantiates a report of fraud or financial impropriety, the Superintendent shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Superintendent shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

Personnel Duties The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

Posting Vacancies The Superintendent ~~or designee~~ shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

Applications All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

[For information related to the evaluation of criminal history records, see DBAA.]

Employment of Contractual Personnel The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel in ~~at the position other than teacher, librarian, school counselor, or school nurse~~ of campus principal and District-level administrators at the director level and above.

The Board retains final authority for employment of contractual personnel in ~~at the position other than teacher, librarian, school counselor, or school nurse~~ of campus principal and District-level administrators at the director level and above. The Board delegates to the Superintendent the authority to employ ~~teachers, librarians, school counselors, and school nurses~~ all other contractual personnel. The Superintendent shall inform the Board of any person hired under this authority.

[See DCA, DCB, DCC, and DCE as appropriate]

Employment of Noncontractual Personnel **Note:** For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).

The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]

Employment Assistance Prohibited No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions

relating to contractors and agents and ~~DH~~(EXHIBIT DHA)(LEGAL)
for the Educators' Code of Ethics.]

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See ~~DH~~(EXHIBIT DHA)(LEGAL)]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Violations of Standards of Conduct

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, DCE, and DF series]

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

Exceptions

No violation of this policy occurs when:

1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series];
2. A District employee who holds a handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or
3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]

Electronic Communication

Use with Students

A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities.

Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students.

Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail:

1. Exceptions for family and social relationships;
2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups;
3. Hours of the day during which electronic communication is discouraged or prohibited; and
4. Other matters deemed appropriate by the Superintendent.

In accordance with ethical standards applicable to all District employees [see ~~DH(EXHIBITDHA(LEGAL))~~], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.

Prohibited Classroom Instruction or Activities An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].

Prohibited Diversity, Equity, and Inclusion Duties An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly:

- Engages in diversity, equity, and inclusion (DEI) duties.
- Assigns to another individual DEI duties.

[See BT(LEGAL)]

Social Transitioning An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

Safety Requirements Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.

Harassment or Abuse An employee shall not engage in prohibited harassment, including sexual harassment, of:

1. Other employees. [See DIA]
2. Students. [See FFH; see FFG regarding child abuse and neglect.]

While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents.

An employee shall report child abuse or neglect as required by law. [See FFG]

Relationships with Students An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.

As required by law, the District shall notify the parent of a student with whom a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct.

[See FFF for parent notification requirements and DHB and DHC for reporting requirements.]

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

**Tobacco and
Nicotine Products
and E-Cigarettes**

An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity.

An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and
4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

PERSONNEL POSITIONS

DP
(LOCAL)

**Principal
Qualifications**

In addition to the minimal certification requirement, a principal shall have at least:

- 1.—Working knowledge of curriculum and instruction;
- 2.—The ability to evaluate instructional program and teaching effectiveness;
- 3.—The ability to manage budgets and personnel and to coordinate campus functions;
- 4.—The ability to explain policy, procedures, and data;
- 5.—Strong communications, public relations, and interpersonal skills;
- 6.—Prior experience in instructional leadership roles; and
- 7.—Other qualifications deemed necessary by the Board and included in the job description.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

Qualifications

In addition to the minimal education and certification requirements established in the job description, a principal shall have at least:

1. Working knowledge of curriculum and instruction;
2. The ability to evaluate instructional program and teaching effectiveness;
3. The ability to manage budgets and personnel and to coordinate campus functions;
4. The ability to implement policy and procedures;
5. The ability to interpret data;
6. Strong communications, public relations, and interpersonal skills;
7. Prior experience in instructional leadership roles; and
8. Other qualifications deemed necessary by the Board and included in the job description.

School Counselors

In accordance with law, a school counselor shall spend 80 percent of the counselor's work time on duties that are components of a comprehensive school counseling program (CSCP). [See FFEA]

If the Board approves a determination by the administration that due to District or campus staffing needs or other reasons a school counselor is prevented from spending 80 percent of the counselor's work time on duties that are components of a CSCP, the Board shall direct the Superintendent to develop a revised job description for the school counselor that addresses the percentage of the school counselor's time that shall be spent on duties related to the components of a CSCP and the duties the school counselor is expected to perform in the remaining work time. The Superintendent shall report to the Board regarding adjustments to a school counselor's duties under this provision.

Referral

Students may be referred for the gifted and talented program at any time by teachers, school counselors, parents, or other interested persons.

Screening and
Identification
Process

The District shall provide assessment opportunities to complete the screening and identification process for referred students at least once per school year.

The District shall schedule a gifted and talented program awareness session for parents that provides an overview of the identification procedures and services for the program prior to beginning the screening and identification process.

Parental Consent

The District shall obtain written parental consent before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections set out in policies at FL.

Selection

Identification
Criteria

The Board-approved program for the gifted and talented shall establish criteria to identify gifted and talented students. The criteria shall be specific to the state definition of gifted and talented and shall ensure the fair assessment of students with special needs, such as the culturally different, the economically disadvantaged, and students with disabilities.

Assessments

Data collected through both objective and subjective assessments shall be measured against the criteria approved by the Board to determine individual eligibility for the program. Assessment tools may include, but are not limited to, the following: achievement tests, intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences, and available student work products.

*Selection Matrix
or Threshold
System*

If the selection process relies on a matrix or threshold system, the use of a scoring value based on race, ethnicity, sex, socioeconomic status, or disability shall be prohibited.

Placement
Committee

A placement committee shall evaluate each referred student according to the established criteria and shall identify those students for whom placement in the gifted and talented program is the most appropriate educational setting. The committee shall be composed of at least three professional educators who have received training in the nature and needs and identification of gifted students, as required by law.

Notification

The District shall provide written notification to parents of students who qualify for services through the District's gifted and talented program. Participation in any program or services provided for

gifted students shall be voluntary, and the District shall obtain written permission from the parents before placing a student in a gifted and talented program.

Reassessment

If the District reassesses students in the gifted and talented program, the reassessment shall be based on a student's performance in response to services and shall occur no more than once in elementary grades, once in middle school grades, and once in high school grades.

Transfer Students

Interdistrict

When a student identified as gifted by a previous school district enrolls in the District, the placement committee shall review the student's records and conduct assessment procedures when necessary to determine if placement in the District's program for gifted and talented students is appropriate.

[See FDD(LEGAL) for information regarding transfer students and the Interstate Compact on Educational Opportunities for Military Children]

Intradistrict

A student who transfers from one campus in the District to the same grade level at another District campus shall continue to receive services in the District's gifted and talented program.

Furloughs

The District may place on a furlough any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the structure of the gifted and talented program. A furlough may be initiated by the District, the parent, or the student.

In accordance with the Board-approved program, a furlough shall be granted for specified reasons and for a specified period of time. At the end of a furlough, the student may reenter the gifted and talented program, be placed on another furlough, or be exited from the program.

Exit Provisions

The District shall monitor student performance in response to gifted and talented program services. If at any time the placement committee or a parent determines the program is not meeting the student's educational needs, the committee shall meet with the parent and student before finalizing an exit decision.

Appeals

A parent, student, or educator may appeal any final decision of the placement committee regarding services in the gifted and talented program. Appeals shall be made first to the placement committee. Any subsequent appeals shall be made in accordance with FNG(LOCAL) beginning at Level Two.

Program Evaluation

The District shall annually evaluate the effectiveness of the District's gifted and talented program, and the results of the evaluation

shall be used to modify and update the District and campus improvement plans. The District shall include parents in the evaluation process and shall share the information with Board members, administrators, teachers, school counselors, students in the gifted and talented program, and the community.

Funding

The Superintendent shall develop administrative procedures to ensure that 100 percent of the state funds allocated for the gifted and talented program are spent providing for and enhancing the District's program and that a method accounting for expenditures related to the gifted and talented program is established and aligns with the Texas Education Agency's financial compliance guidance.

Community Awareness

The District shall ensure that information about the District's gifted and talented program is available to parents and community members and that they have an opportunity to develop an understanding of and support for the program.

Note: See policies DHB and DHC for information on other required reports regarding alleged misconduct against a student.

The District shall notify a parent of a student with whom a District employee or a person acting as a service provider for the District is alleged to have engaged in misconduct, informing the parent:

1. As soon as feasible that the alleged misconduct may have occurred;
2. Whether the individual was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the Texas Education Agency or State Board for Educator Certification concerning the alleged misconduct.

For purposes of this policy, misconduct is defined as an individual's **alleged:**

1. **Alleged** abuse or commission of an otherwise unlawful act with a student ~~or involvement in~~;
2. **Involvement in or soliciting** a romantic relationship, or soliciting or engaging in sexual contact, **with a student**;
3. **Engaging in inappropriate communications with a student**; or
- ~~4.~~ **Failing to maintain appropriate boundaries** with a student.

Notice of Suspected Criminal Offense

Except as provided by state law regarding child abuse investigations, the District shall notify a parent not later than one business day after the date an employee first suspects that a criminal offense has been committed against the parent's child.

[See also FFG for reporting requirements related to child abuse and FFH for parental notification requirements regarding prohibited conduct as defined by that policy.]

PROPOSED REVISIONS

Membership	The Board shall consist of seven members.
Method of Election	Election of Board members shall be by single-member districts.
Election Date	General election of Board members shall be on the November uniform election date.
Terms and Election Schedule	Board members shall be elected for four <u>three</u> -year terms, with elections conducted biennially <u>annually</u> , as follows: Districts 2, 4, and 5, and 7 <u>Districts 4 and 7</u> Districts 1, 3, and 6
Method of Voting Plurality	To be elected, a candidate must receive more votes than any other candidate for the single-member district.

Information Item	Personnel Information - Professional Employees			
Contact Person(s)	Jeremy Nueman, Chief Human Resources Officer			
Background	FOR BOARD'S ACKNOWLEDGMENT OF ELECTIONS PROFESSIONALS:			
	Name	Location	Title	Effective Date
	Abrameit, Cody	A.J. Briesemeister Middle School	6 th Grade Social Studies Teacher	8/3/26
	Adamson, Eva	Matador Special Services Department	Speech Language Pathologist Assistant	8/3/26
	Aguilar de Alba, Hector	Jefferson Elementary	5 th Grade Math/Science Teacher	8/3/26
	Allstott, Leah	Rodriguez Elementary	Essential Academics Teacher	8/3/26
	*Baumbach, Lisa	Matador Special Services Department	Essential Academics Specialist	7/27/26
	Beaver, Aaron	Seguin High School	Assistant Band Director	8/3/26
	Bertelson, Rachel	Seguin High School	Math Teacher	8/3/26
	*Bowden, Shannon	Vogel Elementary	1 st Grade Teacher	8/3/26
	Butler, Courtney	Seguin High School	Agriculture Science Teacher	7/13/26
	Camarillo, Danielle	Ball Early Childhood Center	Counselor	7/27/26
	Dennis, Samantha	Seguin High School	Instructional Coach	7/27/26
	*Doege, Beatrice	Vogel Elementary	Kindergarten Teacher	8/3/26
	Drzymalla, Tamara	Seguin High School	Social Studies Teacher	8/3/26
	Evans, Sonya	Rodriguez Elementary	Counselor	7/27/26
	Gilbert, Casey	Matador Special Services Department	Essential Academics Specialist	7/27/26
	Gold, Kristi	Matador Special Services Department	Educational Diagnostician	7/27/26
	Gonzales, Fred	Jim Barnes Middle School	6 th Grade Math Teacher	8/3/26
	Gonzalez Garcia, Ana Maria	Rodriguez Elementary	3 rd Grade Dual Language Reading/Social Studies Teacher	8/3/26
Guerra, Alexandra	A.J. Briesemeister Middle School	Art Teacher	8/3/26	
Guyote, Christina	Weinert Elementary	Essential Academics Teacher	8/3/26	

Name	Location	Title	Effective Date
*Hale, Cynthia	A.J. Briesemeister Middle School	6 th Grade Reading and Language Arts Teacher	8/3/26
*Harrelson, Amanda	A.J. Briesemeister Middle School	Essential Academics Teacher	8/3/26
Henke, Sandra	Discipline Alternative School at Saegert	JDC Transition and Intervention Teacher	7/27/26
Hilbert, Jessica	Seguin High School	Algebra I Teacher	8/3/26
Holland, Veronica	Matador Special Services Department	Educational Diagnostician	7/27/26
Hutton, Chris	Patlan Elementary	4 th Grade Science/Social Studies Teacher	8/3/26
Johnson, Tommy	Seguin High School	Special Education PLUS Teacher	8/3/26
*Kent, Sarah	Vogel Elementary	1 st Grade Teacher	8/3/26
Kerley, Lenora	Discipline Alternative School at Saegert	Social Studies Teacher	8/3/26
Kocenko, Azure	A.J. Briesemeister Middle School	7 th Grade Science Teacher	8/3/26
Kruzel, Kelley	Rodriguez Elementary	4 th Grade Math Teacher	8/3/26
Lewis, Melody	Rodriguez Elementary	Kindergarten Teacher	8/3/26
*Meier, Grace	McQueeney Elementary	2 nd Grade Self-Contained Teacher	8/3/26
*Mendez, Cynthia	Rodriguez Elementary	4 th Grade Dual Language Teacher	8/3/26
*Moehrig, Karl	Seguin High School	Assistant Principal	7/20/26
Navarro, Emelyne	Patlan Elementary	1 st Grade Dual Language Teacher	8/3/26
*Nix, Danielle	Koennecke Elementary	5 th Grade Math Teacher	8/3/26
Owens, Bailey	Jefferson Elementary	Special Education Interventionist	8/3/26
*Patranella, Laura	Rodriguez Elementary	Instructional Coach	7/27/26
Reinhard, Samantha	Seguin High School	Ag Mechanics/Welding Teacher	7/13/26
*Roberts, Trevor	Matador Special Services Department	Behavior Specialist	7/27/26
Rosario, Carolina	Jefferson Elementary	4 th Grade RLA Teacher	8/3/26
Rutledge, Carol	Jefferson Elementary	4 th Grade RLA Teacher	8/3/26
Salazar, Yvan	Seguin High School	CTE Graphic Design Teacher	8/3/26
*Sather, Madison	Weinert Elementary	4 th Grade Teacher	8/3/26

Name	Location	Title	Effective Date
Simien, Isaiah	Patlan Elementary	Special Education Interventionist	8/3/26
Sleek, Donielle	McQueeney Elementary	3 rd Grade Reading Teacher	8/3/26
Sosene, WhiteCollar	Jim Barnes Middle School	PE Teacher/Boys Athletic Director	8/3/26
Smith, Heather	McQueeney Elementary	Kindergarten Self-Contained Teacher	8/3/26
Svec, Lauren	Vogel Elementary	1 st Grade Teacher	8/3/26
Washington, Clifton	A.J. Briesemeister Middle School	8 th Grade Social Studies Teacher	8/3/26
Wheeler, Kara	Weinert Elementary	Elementary Teacher	8/3/26
Wiatrek, Allison	Seguin High School	Science Teacher/Cheer Coach	8/3/26
Whitby, Albert	Weinert Elementary	Counselor	7/27/26
*Womack, Thomas	Seguin High School	Social Studies Teacher	8/3/26

*returning employee

BOARD’S ACKNOWLEDGEMENT OF RESIGNATIONS:

Aguilar, Salvador, Seguin High School, effective June 1, 2026

Mr. Aguilar, Special Education Interventionist, has resigned due to personal reasons. Mr. Aguilar has been with Seguin ISD for 1 year.

Bailey, Samantha, Jefferson Elementary, effective June 1, 2026

Ms. Bailey, Teacher, has resigned due to relocation. Ms. Bailey has been with Seguin ISD for 1 year.

Brown, Erik, Seguin High School, effective June 1, 2026

Mr. Brown, PE Teacher, has resigned due to personal reasons. Mr. Brown has been with Seguin ISD for 2 years.

Cardenas, Jacquelyn, Weinert Elementary, effective June 1, 2026

Ms. Cardenas, 2nd Grade Teacher, has resigned due to family reasons. Ms. Cardenas has been with Seguin ISD for 23 years.

Chapa, Andrea, Rodriguez Elementary, effective June 9, 2026

Ms. Chapa, Instructional Coach, has resigned due to personal reasons. Ms. Chapa has been with Seguin ISD for 11 years.

Chapman, Christina, Jefferson Elementary, effective June 1, 2026

Ms. Chapman, Special Education Teacher, has resigned due to personal reasons.
Ms. Chapman has been with Seguin ISD for 2 years.

Cowey, Baily, Matador Special Services Department, effective June 1, 2026

Ms. Cowey, Speech-Language Pathology Assistant, has resigned due to personal reasons.
Ms. Cowey has been with Seguin ISD for 4 years.

Crawford, Wylie, Jim Barnes Middle School, effective June 1, 2026

Mr. Crawford, Teacher and Boys Athletic Coordinator, has resigned due to other employment.
Mr. Crawford has been with Seguin ISD for 8 years.

Day, Leslie, Matador Special Services Department, effective June 9, 2026

Ms. Day, Educational Diagnostician, has resigned to work for another school district.
Ms. Day has been with Seguin ISD for 3 years.

DePalermo, Troy, Jim Barnes Middle School, effective June 1, 2026

Mr. DePalermo, Technology Teacher, has resigned due to other employment.
Mr. DePalermo has been with Seguin ISD for 19 years.

Dickerson, Cierra, A.J. Briesemeister Middle School, effective June 1, 2026

Ms. Dickerson, 6th Grade Teacher, has resigned due to relocation.
Ms. Dickerson has been with Seguin ISD for 1 year.

Ford, Keslea, Jim Barnes Middle School, effective June 1, 2026

Ms. Ford, 6th Grade English Language Arts Teacher, has resigned due to personal reasons.
Ms. Ford has been with Seguin ISD for 3 years.

Freeman, Charles, A.J. Briesemeister Middle School, effective June 1, 2026

Mr. Freeman, Special Education Teacher, has resigned due to personal reasons.
Mr. Freeman has been with Seguin ISD for 5 years.

Fuller, Bobbie, Matador Special Services Department, effective June 1, 2026

Ms. Fuller, Speech Language Pathologist, has resigned due to personal reasons.
Ms. Fuller has been with Seguin ISD for 5 years.

Garcia, Ernesto, Seguin High School, effective June 1, 2026

Mr. Garcia, PE Teacher, has resigned to work for another school district.
Mr. Garcia has been with Seguin ISD for 3 years.

Gonzalez Cardona, Vanessa, Rodriguez Elementary, effective June 1, 2026

Ms. Gonzalez Cardona, 3rd Grade Dual Language Teacher, has resigned due to personal reasons.
Ms. Gonzalez Cardona has been with Seguin ISD for 1 year.

Griffin, Lisa, Vogel Elementary, effective June 1, 2026

Ms. Griffin, PE Teacher, has resigned and elected to retire.
Ms. Griffin has been with Seguin ISD for 34 years.

Hall, Madison, Matador Special Services Department, effective June 1, 2026

Ms. Hall, Speech Language Pathologist Assistant, has resigned due to personal reasons.
Ms. Hall has been with Seguin ISD for 3 years.

Harrison, Jamie, Student Support Services Department, effective June 9, 2026

Ms. Harrison, Mental Health Counselor, has resigned due to personal reasons.
Ms. Harrison has been with Seguin ISD for 2 years.

Higginbotham, Allison, Matador Special Services Department, effective June 9, 2026

Ms. Higginbotham, ARD Facilitator, has resigned due to personal reasons.
Ms. Higginbotham has been with Seguin ISD for 10 years.

Jandt, Sarah, Seguin High School, effective June 1, 2026

Ms. Jandt, Science Teacher and Coach, has resigned due to personal reasons.
Ms. Jandt has been with Seguin ISD for 5 years.

Jauregui, Candy, Patlan Elementary, effective June 1, 2026

Ms. Jauregui, Kindergarten Teacher, has resigned due to personal reasons.
Ms. Jauregui has been with Seguin ISD for 10 years.

Johnson, Beverly, Matador Special Services Department, effective June 1, 2026

Ms. Johnson, Speech Language Pathologist, has resigned due to personal reasons.
Ms. Johnson has been with Seguin ISD for 3 years.

Keane, Cami, Koennecke Elementary, effective June 1, 2026

Ms. Keane, Special Education Intervention Teacher and Coach, has resigned due to personal reasons.
Ms. Keane has been with Seguin ISD for 1 year.

Klaerner, Kara, Jim Barnes Middle School, effective June 1, 2026

Ms. Klaerner, 6th Grade Math Teacher and Coach, has resigned due to personal reasons.
Ms. Klaerner has been with Seguin ISD for 3 years.

Long, Ruth, A.J. Briesemeister Middle School, effective June 1, 2026

Ms. Long, 7th Grade Science Teacher, has resigned due to personal reasons.
Ms. Long has been with Seguin ISD for 1 year.

Lopez, Anthony, Jim Barnes Middle School, effective June 1, 2026

Mr. Lopez, 8th Grade US History Teacher, has resigned due to personal reasons.
Mr. Lopez has been with Seguin ISD for 2 years.

Maples, Bily, Discipline Alternative School at Saegert, effective June 9, 2026

Ms. Maples, JDC Transition and Intervention Teacher, has resigned due to other employment.
Ms. Maples has been with Seguin ISD for 5 years.

Moehrig, Jessica, A.J. Briesemeister Middle School, effective June 1, 2026

Ms. Moehrig, 6th Grade Reading and Language Arts Teacher, has resigned due to personal reasons.

Ms. Moehrig has been with Seguin ISD for 6 years.

Moehrig, Karl, Seguin High School, effective June 1, 2026

Mr. Moehrig, Special Education Teacher and Coach, has resigned to work at another school district.

Mr. Moehrig has been with Seguin ISD for 6 years.

Nava, Baldermar, Weinert Elementary, effective June 1, 2026

Mr. Nava, Elementary Teacher, has resigned due to personal reasons.

Mr. Nava has been with Seguin ISD for 6 years.

Nething, Jenna, Rodriguez Elementary, effective June 1, 2026

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

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

Niles, Heather, Seguin High School, effective June 26, 2026

Ms. Niles, Agriculture Science Teacher, has resigned to work at another school district.

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

O'Grady, Catherine, Rodriguez Elementary, effective June 1, 2026

Ms. O'Grady, Essential Academics Teacher, has resigned due to personal reasons.

Ms. O'Grady has been with Seguin ISD for 73 days.

Pogue, Tara, Seguin High School, effective June 1, 2026

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

Ms. Pogue has been with Seguin ISD for 5 years.

Ruiz, Tanya, Matador Special Services Department, effective June 1, 2026

Ms. Ruiz, Speech Therapist, has resigned due to relocation.

Ms. Ruiz has been with Seguin ISD for 5 years.

Sanchez, Austin, Seguin High School, effective June 1, 2026

Mr. Sanchez, Geometry Teacher and Assistant Baseball Coach, has resigned due to personal reasons.

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

	<p><u>Shaw, Destri, A.J. Briesemeister Middle School, effective June 1, 2026</u> Ms. Shaw, 6th Grade Reading and Language Arts Teacher, has resigned due to personal reasons. Ms. Shaw has been with Seguin ISD for 4 years.</p> <p><u>Spofford, Nina, Seguin High School, effective June 1, 2026</u> Ms. Spofford, Special Education Interventionist, has resigned due to personal reasons. Ms. Spofford has been with Seguin ISD for 3 years.</p> <p><u>Sturm, Karen, Jim Barnes Middle School, effective June 9, 2026</u> Ms. Sturm, Librarian, has resigned and elected to retire. Ms. Sturm has been with Seguin ISD for 28 years.</p> <p><u>Vidal, Kathy, Patlan Elementary, effective June 1, 2026</u> Ms. Vidal, 3rd Grade Teacher, has resigned due to personal reasons. Ms. Vidal has been with Seguin ISD for 2 years.</p> <p><u>Weir, Lisa, Seguin High School, effective June 1, 2026</u> Ms. Weir, English Language Arts Instructional Coach and Department Lead, has resigned and elected to retire. Ms. Weir has been with Seguin ISD for 29 years.</p> <p><u>REFERENCE and COMPLIANCE:</u> DC (LEGAL), DC (LOCAL), Employment Practices</p>
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
Administration's Recommendation	The Administration recommends that the Board of Trustees recognize and acknowledge the new professional hires for the 2026-2027 academic year and resignations for the 2025-2026 academic year.
Proposed Motion Language	N/A

Information Item	Bond Interest Revenue 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> <p>Updates on pricing and improvements</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 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	Financial Statements for May 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
May 2026**

		Month 11 of 12				0.92%		Prior Year for Comparison Only	
REVENUE	Adopted Budget	May 31, 2026	May 31, 2026	Budget Remaining	Percent Collected	May 31, 2025	May 31, 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	33,219,352	3,486,008	90.50%	35,254,796	34,409,796		
Property Taxes-Delinquent	1,000,000	1,000,000	921,013	78,987	92.10%	900,000	806,328		
Property Taxes-Penalty & Interest	629,000	629,000	427,992	201,008	68.04%	400,000	402,537		
Interest Income	900,000	900,000	1,233,737	-	137.08%	1,400,000	1,393,673		
Other Local Income	475,000	2,475,000	2,735,980	-	110.54%	305,000	457,372		
State	38,615,154	43,980,154	29,550,211	14,429,943	67.19%	40,281,554	22,777,146		
Federal	767,000	767,000	291,160	475,840	37.96%	487,000	500,847		
REVENUE	79,091,514	86,456,514	68,379,445	18,077,069	79.09%	79,028,350	60,747,698		
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	May 31, 2026	May 31, 2026	Budget Remaining	Percent Expended	May 31, 2025	May 31, 2025		
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	Year to Date Actual Expenditures		
11 - Instruction	44,994,828	48,865,129	38,932,338	9,932,791	79.67%	43,934,095	32,191,097		
12 - Instructional Resources & Media Svcs	1,093,681	1,093,524	798,531	294,993	73.02%	1,071,809	797,159		
13 - Curr & Instructional Staff Development	592,703	593,983	427,090	166,893	71.90%	579,373	400,144		
21 - Instructional Leadership	2,318,118	2,130,782	1,744,661	386,121	81.88%	2,350,713	1,844,620		
23 - School Leadership	5,163,188	5,539,139	4,496,032	1,043,107	81.17%	5,107,443	4,274,039		
31 - Guidance & Counseling Services	3,133,002	3,239,943	2,583,849	656,094	79.75%	2,808,040	2,186,102		
32 - Social Work Services	694,724	680,944	555,036	125,908	81.51%	682,222	490,237		
33 - Health Services	918,998	914,098	691,424	222,674	75.64%	865,619	646,627		
34 - Student Transportation	3,672,980	3,606,300	3,041,973	564,327	84.35%	3,593,504	3,018,584		
35 - Food Service	-	-	-	-	-	-	-		
36 - Co-curricular Activities	2,278,671	2,261,867	1,877,425	384,442	83.00%	2,213,555	1,802,185		
41 - General Administration	3,556,289	3,544,931	3,133,113	411,818	88.38%	3,543,148	3,133,606		
51 - Plant Maintenance & Operations	8,838,321	10,447,154	8,956,270	1,490,884	85.73%	8,461,947	7,310,044		
52 - Security & Monitoring Services	1,599,854	1,645,795	1,410,500	235,295	85.70%	1,198,967	987,662		
53 - Data Services	2,379,265	2,708,042	2,448,684	259,358	90.42%	2,318,411	2,086,829		
61 - Community Services	26,845	44,626	22,754	21,872	50.99%	27,329	9,090		
71 - Debt Services	-	665,000	665,000	-	100.00%	665,000	665,000		
81 - Facilities Acquisition & Construction	-	1,080,594	19,500	1,061,094	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	792,875	11,625	98.56%	802,645	729,890		
EXPENSE	84,911,279	91,629,021	72,597,054	19,031,967	79.23%	84,699,932	63,777,632		
REVENUE OVER/(UNDER) EXPENSE	\$ (5,819,765)	\$ (5,172,507)	(4,217,609)			\$ (5,671,582)	(3,029,933)		
Other Sources	-	-	-			-	-		
Other Uses	-	-	-			-	-		
OTHER SOURCES AND USES	\$ -	\$ -	\$ -			\$ -	\$ -		
RESULT OF ACTIVITIES	\$ (5,819,765)	\$ (5,172,507)	\$ (4,217,609)			\$ (5,671,582)	\$ (3,029,933)		
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	May 31, 2026	May 31, 2026	Budget Remaining	Percent Expended	May 31, 2025	May 31, 2025		
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	Year to Date Actual Expenditures		
6100 - Salaries	61,168,017	65,562,016	52,981,737	12,580,279	80.81%	59,228,553	46,588,017		
6144 - TRS On-Behalf Payments	5,307,700	4,807,700	3,075,218	1,732,482	63.96%	5,307,700	2,954,978		
6200 - Purchased & Contracted Services	9,736,649	11,270,760	10,127,834	1,142,926	89.86%	9,488,374	7,805,380		
6300 - Supplies & Materials	4,113,799	4,557,277	4,208,023	349,254	92.34%	3,865,383	3,255,321		
6400 - Other Operating Costs	4,455,802	3,527,150	1,487,934	2,039,216	42.19%	4,372,313	1,288,911		
6500 - Debt Service	-	665,000	665,000	-	100.00%	665,000	665,000		
6600 - Capital Outlay	129,312	1,239,118	51,308	1,187,810	4.14%	1,772,609	1,220,025		
EXPENSE	84,911,279	91,629,021	72,597,054	19,031,967	79.23%	84,699,932	63,777,632		

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

Month 11 of 12

0.92%

REVENUE	Adopted Budget	May 31, 2026	May 31, 2026	Budget Remaining	Percent Collected	Prior Year for Comparison Only	
		Amended Budget	Year to Date Actual Revenues			May 31, 2025 Amended Budget	May 31, 2025 Year to Date Actual Revenues
Local							
Property Taxes-Current	-	-	-	-		-	-
Property Taxes-Delinquent	-	-	-	-		-	-
Property Taxes-Penalty & Interest	-	-	-	-		-	-
Interest Income	100,000	100,000	44,946	55,054	44.95%	20,000	106,043
Other Local Income	340,500	340,500	239,017	101,483	70.20%	339,500	248,489
State	55,500	55,500	24,792	30,708	44.67%	55,500	33,747
Federal	7,174,000	7,174,000	6,073,558	1,100,442	84.66%	6,675,000	6,067,250
REVENUE	7,670,000	7,670,000	6,382,313	1,287,687	83.21%	7,090,000	6,455,528
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	May 31, 2026 Amended Budget	May 31, 2026 Year to Date Actual Expenditures	Budget Remaining	Percent Expended	May 31, 2025 Amended Budget	May 31, 2025 Year to Date Actual Expenditures
11 - Instruction	-	-	-	-		-	-
12 - Instructional Resources & Media Svcs	-	-	-	-		-	-
13 - Curr & Instructional Staff Development	-	-	-	-		-	-
21 - Instructional Leadership	-	-	-	-		-	-
23 - School Leadership	-	-	-	-		-	-
31 - Guidance & Counseling Services	-	-	-	-		-	-
32 - Social Work Services	-	-	-	-		-	-
33 - Health Services	-	-	-	-		-	-
34 - Student Transportation	-	-	-	-		-	-
35 - Food Service	7,643,500	7,643,500	6,948,603	694,897	90.91%	7,063,500	6,652,504
36 - Co-curricular Activities	-	-	-	-		-	-
41 - General Administration	-	-	-	-		-	-
51 - Plant Maintenance & Operations	19,500	19,500	9,710	9,790	49.79%	19,500	10,725
52 - Security & Monitoring Services	7,000	7,000	530	6,470	7.57%	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 Svcs)	-	-	-	-		-	-
EXPENSE	7,670,000	7,670,000	6,958,842	711,158	90.73%	7,090,000	6,663,758
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	(576,529)			\$ -	(208,231)
Other Sources	-	-	-			-	-
Other Uses	-	-	-			-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ -			\$ -	\$ -
RESULT OF ACTIVITIES	\$ -	\$ -	\$ (576,529)			\$ -	\$ (208,231)
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	May 31, 2026 Amended Budget	May 31, 2026 Year to Date Actual Expenditures	Budget Remaining	Percent Expended	May 31, 2025 Amended Budget	May 31, 2025 Year to Date Actual Expenditures
6100 - Salaries	3,181,000	3,124,000	2,601,386	522,614	83.27%	3,021,900	2,495,203
6144 - TRS On-Behalf Payments	-	-	-	-		-	-
6200 - Purchased & Contracted Services	182,900	232,550	174,625	57,925	75.09%	232,032	149,890
6300 - Supplies & Materials	4,191,000	4,197,177	3,862,485	334,692	92.03%	3,391,556	3,701,097
6400 - Other Operating Costs	65,100	47,450	26,801	20,649	56.48%	64,400	48,780
6500 - Debt Service	-	-	-	-		-	-
6600 - Capital Outlay	50,000	68,823	293,546	(224,723)	426.52%	380,112	268,788
EXPENSE	7,670,000	7,670,000	6,958,842	711,158	90.73%	7,090,000	6,663,758

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

REVENUE	Adopted Budget	Month 11 of 12		0.92%		Prior Year for Comparison Only	
		May 31, 2026	May 31, 2026	Budget Remaining	Percent Collected	May 31, 2025	May 31, 2025
		Amended Budget	Year to Date Actual Revenues			Amended Budget	Year to Date Actual Revenues
Local							
Property Taxes-Current	20,585,821	20,585,821	19,837,322	748,499	96.36%	21,325,262	20,544,443
Property Taxes-Delinquent	300,000	300,000	489,796	-	163.27%	250,000	393,231
Property Taxes-Penalty & Interest	200,000	200,000	228,259	-	114.13%	100,000	209,570
Interest Income	400,000	400,000	504,096	-	126.02%	-	656,833
Other Local Income	-	-	932	-	-	-	-
State	2,100,000	2,100,000	3,880,126	-	184.77%	2,150,000	2,426,767
Federal	-	-	-	-	-	-	-
REVENUE	23,585,821	23,585,821	24,940,531	(1,354,710)	105.74%	23,825,262	24,230,844
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	Month 11 of 12		Budget Remaining	Percent Expended	Prior Year for Comparison Only	
		May 31, 2026	May 31, 2026			May 31, 2025	May 31, 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	\$ -	\$ -	1,620,470			\$ 2,150,000	7,448,209
Other Sources	-	-	793			-	793
Other Uses	-	-	-			-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ 793			\$ -	\$ 793
RESULT OF ACTIVITIES	\$ -	\$ -	\$ 1,621,264			\$ 2,150,000	\$ 7,449,002
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	Month 11 of 12		Budget Remaining	Percent Expended	Prior Year for Comparison Only	
		May 31, 2026	May 31, 2026			May 31, 2025	May 31, 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%	23,825,262	16,782,635
6600 - Capital Outlay				-			
EXPENSE	23,585,821	23,585,821	23,320,060	265,761	98.87%	23,825,262	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, May 19, 2026, beginning at 6:00 p.m. in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Joshua Bright, Lisa Burns, Denise Crettenden, Linda Duncan, William Dwyer, Alejandro R. Guerra, Grace Mueller, and Dr. Jack Lee, Superintendent

Absent:

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; Alberto Munoz, Seguin High School Principal; Dr. Jose Falcon, Seguin High School Associate Principal; Diana Farris, Seguin High School Associate Principal of Instruction; Jackie Silvius, Lead Librarian; Roberto Arriola, Director of Multilingual Education; Adrienne Flores, Elementary Curriculum Coordinator; Jessica Lee, District Testing Coordinator; Kristi Miranda, Director of Accountability and TIA; Phia Rigney, Student Transportation Coordinator; and Nancy Ramirez, Superintendent.

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

Tiffany Cunningham signed up to address the Board regarding “Termination of teachers without certifications.”

James Ransdell signed up to address the Board regarding “Local School Advisory Council.”

3. Closed Meeting: The Board went into closed session at 6:07 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 reconvened at 7:08 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 Ruben Bolanos, a tenth-grade student from Seguin High 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 Student Advisory Team**

Dr. Lee was honored to recognize the 21 students in grades 6th through 12th whom represented the Seguin ISD middle, and high schools this year. They provided ideas and feedback directly to Dr. Lee and the district leadership on behalf of their schools and classmates.

From AJB:

- Penelope Marshall
- Emma Nething
- Cameron Awuah

From Barnes:

- Brynlee Hurt
- Ariana Palacios
- Emily McCown

From Seguin High School:

- Ivan Navarro
- Jules Golly
- Kenslie McFadden
- Ayden Pullin
- Hayden Engelke
- Prisha Patel
- Isaiah Ramirez
- Austin Birgel
- Avery McCown
- Michelle Awuah
- Eleanor Crettenden
- Jaiden Montanez
- Marcus Farris
- Sanobia Wheeler

From MBLC:

- Malachi Hayes

- **Seguin High School Spring 2026 Associate Degree recipients**
 Dr. Lee was honored to recognize the Early College High School (ECHS) seniors whom will receive an Associate's Degree from St. Phillip's College.
 - Montgomery Blevins
 - Lealanie Casiano
 - Cheng Chen
 - Samantha Flores
 - Mollie Gonzalez
 - Hunter Hill
 - Briannah Maldonado
 - Malerie Martinez
 - Madison Morales
 - Hunter Mica
 - Tessa Pullin
 - Chloe Ray
 - Dylan Rennspies
 - Byran Rizo
 - Koen Taft
 - Zoe Talamantez
 - Sanobia Wheeler
 - Brylee Ann Wieding

- **Seguin High School Cosmetology Dual Credit Recognition**
 Dr. Lee was honored to recognize eighteen Seguin High School Cosmetology Dual Credit Recipients whom received 33 dual credit hours from Lamar State – Orange and thanked their teachers Israel Deleon and Linda Guerra for their hard work in making this possible.
 - Jenevecia Beza
 - Rayana Chavez
 - Kiana Duenas Mares
 - Aaliyah Fonseca
 - Mkinzy Fonseca
 - Oriah Green
 - Bryana Guerrero
 - Anahi Hernandez
 - Mia Hernandez
 - Cara Kilcrease
 - Elizabeth Martinez
 - Laya Molina
 - Audrina Moreno
 - Nayeli Pena
 - Karen Perez
 - Paloma Perez
 - Jewellee Rodriguez
 - Leila Slussler

- **Seguin High School 2026 UIL 5A State Track & Field Qualifiers**

Dr. Lee was honored to recognize the Seguin High track and field athletes who earned the opportunity to compete in the UIL Track & Field State Meet. Freshman Paige Leyendecker qualified for state in the Long Jump; junior Adrian Rangel qualified in the 1600. Both finished in the top 10 at State.

- Paige Leyendecker
- Adrian Rangel

- **Matador Theatre One-Act Play Cast**

Dr. Lee was honored to recognize the cast of Seguin High School's award-winning UIL One-Act Play for their accomplishments through their production of "The Death and Life of Larry Benson". Dr. Lee also recognized their teachers, Lydia Robles and Timothy Luna, for their guidance and leadership.

- Eleanor Crettenden
- Matthew Castillo
- Emma Barnett
- Liliana Zamora
- Clara Spencer-Dibble
- Austin Birgel
- Ava Alizadeh
- Francisco Reyes
- Avery McCown
- Shadow Skrzycki
- Ruben Bolanos
- Julian Castilleja
- Finn Alcoser
- Olivia Guerra
- Zaelen Jackson
- Sarah Jones
- Josue Parra
- Noelia Espinoza
- CJ Torres
- Marley Anderson
- Cole Reyes
- Mercedes Lara
- Joy Blair
- Arianna Campos

- **Superintendent's Students of the Month from Vogel Elementary School and Seguin High School**

Dr. Lee was honored to recognize Olivia Brock, a fifth-grade student at Vogel Elementary School, and Brooke Newboles, a 12th grade student at Seguin High School, 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 Mireya Gonzalez, Dual Language Instructional Specialist/Coach as the May recipient of the Superintendent's Apple Award for going above and beyond daily duties to cultivate, inspire, and empower her students, colleagues, and the Seguin ISD community.

D. Campus Highlight

The presentation was provided courtesy of Seguin High School. Principal Alberto Munoz provided a brief overview of 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 also featured the administration's vision and priorities for the 2026-27 school year.

The Board recessed from 8:03 p.m. until 8:10 p.m.

7. Reports/Information Items:

A. Curriculum and Instruction

1. May 2026 Professional Development Plan and Assessment OverviewThe Board of Trustees received an overview from Adrienne Flores and Jessica Lee of assessments for the 2025-26 school year, including changes for 2026-27 and 2027-28 school years.

2. Dual Language (DL) Programming Possible Move from Rodriguez Elementary to McQueeney ElementaryThe Board of Trustees received a Dual Language Programing update from Roberto Arriola that included the possibility of moving the Dual Language program from Rodriguez Elementary to McQueeney Elementary.

3. Notice of Intent to Apply for Federal GrantsThe Board of Trustees received information from Kristi Miranda regarding the public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District's website.

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

4. Future School Library Advisory Council (SLAC) AppointmentThe Board of Trustees received information from Dr. Jack Lee regarding board policy EFB(LEGAL) that states: 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.

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:

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.

The board will appoint a School Library Advisory Council. This informational item was to ensure the board is aware of this future appointment, and to review next steps.

B. Student Services SB 546 School Bus Seat Belt Study The Board of Trustees received information regarding the Texas school bus seat belt mandate. SB 546 was passed in response to a 2024 school bus crash in Bastrop County. The bill aims to close loopholes in previous laws that allowed older buses to operate without seat belts.

- **The Mandate:** Requires **all** school buses (whether owned or contracted) to be equipped with **three-point seat belts** for every passenger, including the driver.
- **Key Changes:** Removes the "model year" exemption that previously allowed buses built before 2018 to skip seat belt requirements.
- **Timeline:**
 - **Effective Date:** September 1, 2025.
 - **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.

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.

TEA Required Reporting:

7 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

Estimated Costs for the 10 buses eligible for retrofit:

\$262,762 (71-passenger)

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

Total: \$317,762

Cost for all buses included those buses not eligible for retrofit:

Total: \$7,222, 285

C. Human Resources Personnel Information – Professional Employees The Board of Trustees received information regarding the following resignations for the 2025-2026 school year listed below:

Resignations:

Angel, Amy, Seguin High School, effective June 1, 2026

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

Barrow, Katherine, Jim Barnes Middle School, effective June 1, 2026

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

Bennette, Emilee, Jim Barnes Middle School, effective June 1, 2026

Ms. Bennette, 6th Grade Teacher, has resigned due to personal reasons.
Ms. Bennette has been with Seguin ISD for 2 years.

Bowden, Shannon, Weinert Elementary, effective June 1, 2026

Ms. Bowden, 3rd Grade Teacher, has resigned due to certification requirements.
Ms. Bowden has been with Seguin ISD for 2 years.

Casso, Valerie, Jefferson Elementary, effective June 1, 2026

Ms. Casso, Kindergarten Teacher, has resigned to work for another school district.
Ms. Casso has been with Seguin ISD for 6 years.

Cloughly, Carolyn, Vogel Elementary, effective June 1, 2026

Ms. Cloughly, 1st Grade Teacher, has resigned due to personal reasons.
Ms. Cloughly has been with Seguin ISD for 8 years.

Duffek, Michael, Mercer-Blumberg Learning Center at Saegert, effective May 22, 2026

Dr. Duffek, Principal, has resigned due to other employment.
Dr. Duffek has been with Seguin ISD for 1 year.

Henricksen, Karen, Patlan Elementary, effective June 1, 2026

Ms. Henricksen, Special Education Intervention Teacher, has resigned due to personal reasons.
Ms. Henricksen has been with Seguin ISD for 7 years.

Horn, Ciara, Matador Special Services Department, effective June 9, 2026

Ms. Horn, Licensed Specialist in School Psychology, has resigned due to personal reasons.
Ms. Horn has been with Seguin ISD for 3 years.

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 Department, 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 Department, 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 Department, 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.

D. Business Services

1. Seguin ISD Purchasing Cooperative Management Fees Report 2025-2026

The Board of Trustees received information on Seguin ISD Purchasing Cooperative Management Fees Report 2025-2026. 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.

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).

Purchasing cooperatives are an important and helpful tool to Texas School Districts because they:

- Facilitate compliance with state purchasing requirements
- Identify qualified vendors of commodities, goods, and services
- Benefit from a competitive market place to maximize savings

2. Bond Interest Revenue Instructional Break Improvements

The Board of Trustees received an update on Bond Interest Revenue Instructional Break Improvements. 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.

3. Budget Presentation

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

4. Financial Statements for April 2026

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

5. 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.

6. Purchases Made Over \$50,000

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

8. Consent Agenda Items – Consider and Possible Approval:

A. Approval of Board Minutes for:

Regular Meeting, April 28, 2026

B. Approval of Tax Collection Reports for April 2026

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

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

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

The Board of Trustees approved 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.

The total cost for all services has increased by \$100,300 compared to the fiscal year 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.

E. Consider Approval of Board Policy BE(LOCAL), DEC(LOCAL), and DED(LOCAL)

The Board of Trustees approved policy revisions for BE(LOCAL), DEC(LOCAL), and DED(LOCAL).

F. Acknowledge Public Information Act Requests April 2026 – May 2026

The Board of Trustees received information regarding the Public Information Act requests received since April 13, 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, April 28, 2026

B. Approval of Tax Collection Reports for April 2026

C. Approval of Proposed Budget Amendments for May 2026

- 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**
- E. Consider Approval of Board Policy BE(LOCAL), DEC(LOCAL), and DED(LOCAL)**
- F. Acknowledge Public Information Act Requests April 2026 – May 2026**

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

9. Action Items:

A. Approval to Purchase District Library Books

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

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

B. Approval of Credit by Exam Dates for 2026-2027

Ms. Duncan moved, seconded by Mrs. Mueller, to approve the Credit by Exam dates below:

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

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

C. Consider, Discuss, and Possible Action to Approve a Board Resolution Changing the Length of Terms of Trustees

Mr. Bright moved, seconded by Mr. Guerra, to approve the resolution with the changes made as stated by administration for the district assignments. The resolution will change the length of terms of trustees from four years to three years with elections conducted annually. Trustees in District 2 and 5 will expire in 2026 and Trustees in District 4 and 7 will expire in 2027. The election for single-member districts 1, 3, and 6 shall be held in 2028 and in three year intervals thereafter.

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

10. Board Comments and Request

Ms. Duncan requested an update on the Long-Range Planning Committee.

Mrs. Crettenden encouraged senior parents to register their students for Project Graduation.

All prior Board requests have been addressed.

11. Adjourn

Mr. Bright moved, seconded by Ms. Duncan, to adjourn the meeting. The meeting adjourned at 11:05 p.m.

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

Secretary/June 30, 2026

President/June 30, 2026

Minutes of Special Meeting

The Board of Trustees

Seguin ISD

A Special Meeting of the Board of Trustees of Seguin ISD was held Tuesday, June 2, 2026, beginning at 6:00 p.m. in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Joshua Bright, Lisa Burns, Denise Crettenden, Linda Duncan, William Dwyer, Grace Mueller, and Dr. Jack Lee, Superintendent

Absent: Alejandro R. Guerra

Also Present: Elizabeth Banks, Chief Financial Officer; Jeremy Nueman, Chief Human Resources Officer; Emily Allen, Executive Director of Communications; Danielle Hinson and Zachary Hobbs with Texas Association of School Boards (TASB); Nancy Ramirez, Superintendent Secretary; and Media.

1. Call to Order

- A. Mrs. Crettenden called the meeting to order at 6:01 p.m. and a quorum was established.
- B. The meeting of the Seguin ISD was 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.
- C. The pledges were led by Mrs. Crettenden, followed by a moment of silence.

2. Audience with the Board

No one signed up to address the Board.

The minutes reflect the order of the meeting.

3. Closed Meeting: The Board went into closed session at 6:04 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).
 1. Discussion Regarding Athletic Director/Head Coach at Seguin High School
 2. Discussion Regarding Special Education Director

4. Open Session: The Board reconvened into open session at 6:57 p.m.

A. Possible action to approve the hire of Athletic Director/Head Football Coach
Ms. Duncan moved, seconded by Mr. Bright to approve the superintendent's recommendation to hire the Athletic Director/Head Football Coach as presented. Gary Gutierrez is the superintendent's recommendation.

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

Nays: None

B. Possible action to approve the hire of Executive Director of Special Education

Mrs. Mueller moved, seconded by Mr. Dwyer to approve the superintendent's recommendation to hire the Executive Director of Special Education as presented. Joshua Kohutek is the superintendent's recommendation.

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

Nays: None

5. Action Item

A. Approval of 2026-2027 Compensation Plan

Ms. Duncan moved, seconded by Mr. Bright, to approve the 2026-2027 Compensation Plan.

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

Nays: None

6. Adjourn

Mr. Bright moved, seconded by Mr. Dwyer, to adjourn the meeting. The meeting adjourned at 7:35 p.m.

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

Nays: None

Secretary/June 30, 2026

President/June 30, 2026

Minutes of Special Meeting

The Board of Trustees

Seguin ISD

A Special Meeting of the Board of Trustees of Seguin ISD was held Tuesday, June 9, 2026, beginning at 6:00 p.m. in the Board Room, 1221 E. Kingsbury, Seguin, Texas.

Present: Joshua Bright (arrived at 6:01 p.m.), Lisa Burns (arrived at 6:02 p.m.), Denise Crettenden, Linda Duncan, William Dwyer, Alejandro R. Guerra, Grace Mueller, and Dr. Jack Lee, Superintendent

Absent:

Also Present: Dr. Kenneth Vogel, Chief of Student Services; Emily Allen, Executive Director of Communications; and Nancy Ramirez, Superintendent Secretary.

1. Call to Order

A. Mrs. Crettenden called the meeting to order at 6:00 p.m. and a quorum was established.

B. The meeting of the Seguin ISD was 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.

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

2. Audience with the Board

No one signed up to address the Board.

3. Closed Meeting: The Board went into closed session at 6:03 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).

1. Discussion Regarding Chief Academic Officer

2. Discussion Regarding Principals at Barnes, Koennecke, and Rodriguez

4. Open Session: The Board reconvened into open session at 6:37 p.m.

A. Possible action to approve the hire of Chief Academic Officer

Ms. Duncan moved, seconded by Mr. Guerra to approve the superintendent's recommendation to hire the Chief Academic Officer as presented. Dr. Esmeralda Munoz is the superintendent's recommendation.

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

Nays: None

B. Possible action to approve the hire of Principals at Barnes, Koennecke, and Rodriguez

Mrs. Mueller moved, seconded by Mrs. Burns to approve the superintendent's recommendation to hire campus principals as presented. The superintendent's recommendations are:

- Andrew Mason – Barnes Middle School
- April Shelnutt – Koennecke Elementary School
- Tanya Webb – Rodriguez Elementary School

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

Nays: None

5. Adjourn

Mr. Bright moved, seconded by Ms. Duncan, to adjourn the meeting. The meeting adjourned at 6:41 p.m.

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

Nays: None

Secretary/June 30, 2026

President/June 30, 2026

Consent Action Item	Approval of Tax Collection Report for May 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 May 2026:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Current</td> <td style="text-align: right;">\$ 383,227</td> </tr> <tr> <td>Delinquent</td> <td style="text-align: right;">71,001</td> </tr> <tr> <td>Penalty and Interest</td> <td style="text-align: right;">81,112</td> </tr> <tr> <td>Total Monthly Collections</td> <td style="text-align: right;"><u>\$ 535,339</u></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;"><u>\$ 55,123,733</u></td> </tr> </table> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Delinquent Tax Levy</td> <td style="text-align: right;">\$ 3,446,791</td> </tr> <tr> <td>Percent Collected through May 2026</td> <td style="text-align: right;">59.97%</td> </tr> <tr> <td>Percent of Tax Levy Collected last year</td> <td style="text-align: right;">56.54%</td> </tr> </table>	Current	\$ 383,227	Delinquent	71,001	Penalty and Interest	81,112	Total Monthly Collections	<u>\$ 535,339</u>	Total Tax Collections Year to Date	<u>\$ 55,123,733</u>	Delinquent Tax Levy	\$ 3,446,791	Percent Collected through May 2026	59.97%	Percent of Tax Levy Collected last year	56.54%
Current	\$ 383,227																
Delinquent	71,001																
Penalty and Interest	81,112																
Total Monthly Collections	<u>\$ 535,339</u>																
Total Tax Collections Year to Date	<u>\$ 55,123,733</u>																
Delinquent Tax Levy	\$ 3,446,791																
Percent Collected through May 2026	59.97%																
Percent of Tax Levy Collected last year	56.54%																
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 May 2026.																
Proposed Motion Language	I move to approve the Tax collection report for the month of May 2026.																

Consent Action Item	Approval of Proposed Budget Amendment for June 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 as well as end of year adjustments to get as close to actuals as we can at this point prior to closing out the year and the annual financial report. This amendment will also adjust revenue to more accurately reflect projected year end funding to be received.</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 June, 2026.
Proposed Motion Language	I move to approve the proposed budget amendments for the month of June 2026.

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

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	\$ 41,709,360	\$ (2,295,969)	\$ 39,413,391
58XX	State Revenue	\$ 43,980,154	\$ (2,160,342)	\$ 41,819,812
59XX	Federal Revenue	\$ 767,000	\$ (444,000)	\$ 323,000
	Revenue Budget	\$ 86,456,514	\$ (4,900,311)	\$ 81,556,203
Expense:				
11 -	Instruction	\$ 48,865,129	\$ 990,000	\$ 49,855,129
12 -	Instructional Resources & Media Svcs	\$ 1,093,524	\$ -	\$ 1,093,524
13 -	Curr & Instructional Staff Development	\$ 593,983	\$ -	\$ 593,983
21 -	Instructional Leadership	\$ 2,130,782	\$ (100,000)	\$ 2,030,782
23 -	School Leadership	\$ 5,539,139	\$ (70,000)	\$ 5,469,139
31 -	Guidance & Counseling Services	\$ 3,239,943	\$ -	\$ 3,239,943
32 -	Social Work Services	\$ 680,944	\$ -	\$ 680,944
33 -	Health Services	\$ 914,098	\$ -	\$ 914,098
34 -	Student Transportation	\$ 3,606,300	\$ 195,000	\$ 3,801,300
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	\$ (165,000)	\$ 10,282,154
52 -	Security & Monitoring Services	\$ 1,645,795	\$ -	\$ 1,645,795
53 -	Data Services	\$ 2,708,042	\$ -	\$ 2,708,042
61 -	Community Services	\$ 44,626	\$ -	\$ 44,626
71 -	Debt Services	\$ 665,000	\$ -	\$ 665,000
81 -	Facilities Acquisition & Construction	\$ 1,080,594	\$ (858,000)	\$ 222,594
93 -	Payments to Fiscal Agent/SSA	\$ 1,762,670	\$ 8,000	\$ 1,770,670
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)	\$ (4,900,311)	\$ (10,072,818)

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

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	\$ 440,500	\$ (60,000)	\$ 380,500
58XX	State Revenue	\$ 55,500	\$ -	\$ 55,500
59XX	Federal Revenue	\$ 7,174,000	\$ 60,000	\$ 7,234,000
	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	\$ 550,000	\$ 8,193,500
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	\$ 550,000	\$ 8,220,000
	Assigned Fund Balance	\$ -	\$ -	\$ -
	Unassigned Fund Balance (Budget Deficit)	\$ -	\$ (550,000)	\$ (550,000)

**SEGUIN ISD
DEBT SERVICE
PROPOSED BUDGET AMENDMENT
JUNE 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	Authorization of Agreement Between Seguin ISD and Tangram Rehabilitation
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Joshua Kohutek, Executive Director of Special Education
Background	<p>Tangram Rehabilitation Network provides specialized educational and related services for students with disabilities whose Individualized Education Program (IEP) teams have determined that these services are necessary to provide a free appropriate public education (FAPE) in the least restrictive environment appropriate to the student's needs. In certain circumstances, the District must secure specialized services or placements through approved outside providers when such services are not available within the District or when the ARD Committee has determined that an external provider is required to implement the student's IEP.</p> <p>This agreement supports the District's obligation to comply with the Individuals with Disabilities Education Act (IDEA), Texas Education Code requirements, and Board policies EHBAC (LEGAL) and EHBA (LEGAL).</p>
Fiscal Implication(s)	These will be funded by both state and federal funds. No impact to the general fund budget.
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	Administration recommends that the Board of Trustees authorize Administration to execute an agreement with Tangram Rehabilitation Network.
Proposed Motion Language	N/A

Contract by and Between
Seguin Independent School District
And
Tangram Rehabilitation Network, Inc.
d/b/a Texas Hill Country School

Contract Period: July 6, 2026 – May 27, 2027

Contract Amount: \$1200.00 per diem for 326 days, totaling \$391,200.00 for Contract period

Student:

- 1) This Contract and Agreement (“Contract”) is entered into by and between Seguin Independent School District (hereinafter called “District”) and Tangram Rehabilitation Network, Inc. d/b/a Texas Hill Country School (hereinafter called “Contractor”) for the purpose of providing services to a student eligible for special education services pursuant to the “IDEA” who is both under the age of twenty-two (22) years and is a resident of the state of Texas.
- 2) The Contractor will provide the specialized facilities and qualified and appropriately certified personnel in accordance with 19 T.A.C. §231.1 necessary to supply all services covered by this contract (with the exception of transportation services to and from Texas Hill Country School to the Student’s residence) without cost or charge to parents, guardians, surrogate, or adult student.
- 3) The Contractor will ensure that at all times properly certified teachers and/or related service providers, as set forth above, will supervise all instruction and provide related services as specified by the Seguin ISD ARDC for the Student.
- 4) Written authorization by the parent, guardian, or adult client is necessary to release any confidential information, as related to the services covered by this Contract, to any Third Party. The only exception would be any court-ordered release of information. Contractor agrees to comply with the Family Educational Rights and Privacy Act (FERPA). For the purposes of this Contract, Seguin ISD is not a Third Party and is entitled to receipt of confidential information from the Contractor regarding the Student unless the Parent/Guardian expressly objects to the release of confidential information from the Contractor to the District.
- 5) During the Contract period, if the Contractor becomes unable to or fails to provide specialized facilities or personnel necessary under this Contract, the Contractor agrees to notify the District as soon as practical; under such circumstances the District may withhold payment to Contractor until said facilities and/or personnel are regained. In the alternative, the District may terminate the Contract.
- 6) Disputes which arise under this Agreement may be resolved by non-binding mediation or may be litigated in state court in Hays County, Texas.
- 7) The District and the Contractor agree and understand that the parent(s) or guardian(s) of this student have voluntarily given their permission for this student to participate in all activities

of the Texas Hill Country School and to receive the services indicated below and provided under the terms of this Contract.

- a) Residential Services that include supervision while on-site, behavioral management services, psychological services, and meals and documentation of all such services as reasonable and customary in order to enable the Parent/Guardian and the District to review the services.
 - b) Educational services supervised by properly certified teacher documented as reasonable and customary in order to enable the Parent-Guardian and the District to review such services.
 - c) Related Services documented as reasonable and customary including, if or as indicated:
 - i. Behavior therapy;
 - ii. Health services;
 - iii. Speech therapy.
- 8) Transportation Services will be provided by the Contractor. Other services provided by the Contractor which may be billed separately to the District may include the following depending on the ARD documentation provided to the Day School by the District:
- a) In-Home Training;
 - b) Parent Training;
 - c) Teacher/Staff Training;
 - d) In-Service Training;
 - e) Any supervision/training provided by the Contractor on Seguin ISD premises.

Prior to instituting such services, Contractor shall give written notice as soon as reasonably practical to the District.

- 9) The District will pay to the Contractor for its complete and satisfactory performance of this Contract Three Hundred Ninety-One Thousand Two Hundred Dollars (\$391,220.00) for all the services covered by this Contract, which includes a daily per diem of \$1200.00 for each of the 326 calendar days of the Texas Hill Country School's service calendar. This sum shall be earned and payable in monthly installments in the amounts specified in each monthly billing provided the District by the Contractor.

In the event of an absence from the rehabilitation program (hospitalization, home visits, or vacation) a bed-hold rate will be charged at the full per diem rate equivalent. Absences of greater than 30 [thirty] days may constitute grounds for discharge.

The first payment is due on September 25, 2026 and shall be due and payable on or before the same day of each succeeding calendar month thereafter until the entire sum is paid in full.

Failure to pay for services rendered may result in the Student's discharge from the program and/or initiation of collection procedures.

- 10) The Contractor will maintain its records and accounts for a minimum of three years to assure a proper accounting to the District of all money, state and/or federal, applicable to this Contract. The Contractor will compile and furnish to the District and the parent/legal guardian any reports that the District requires to comply with applicable laws, rules, and regulations of the State of Texas Board of Education and in order to comply with all applicable federal regulations and executive orders.
 - a) Individual Education Plans ("IEP"): To be furnished by the school district ARD committee. The IEP will be jointly implemented and monitored by the Contractor and the School District.
 - b) Progress and reports related to the IEP: To be furnished in writing by the Contractor to the District (who will then forward to the Parent/Guardian) on a schedule provided by the ARD committee.
 - c) Copies of all psychological evaluation reports or evaluations released to the Contractor's related services providers.
 - d) The District is responsible for providing annual re-consideration at an ARDC meeting of appropriateness of the instructional arrangement.
 - e) The three-year Full and Individual Evaluation shall be responsibility of the District.
 - f) Scheduling and holding duly constituted ARDC meetings shall be the responsibility of the District however the Contractor agrees to cooperate in providing a meeting place for such ARDC meetings and attendance by Contractor's employees and related services providers as needed. In addition, the Contractor agrees to notify the District as soon as reasonably practical if any events occur which would occasion the need for an ARDC meeting. Examples of such events include but are not limited to three or more unexcused absences by the Student during the Contract Period, failure of the Student to complete work or cooperate with educational or behavioral management services during the Contract Period, or a statement of dissatisfaction of the Parent/Guardian to the Contractor about the services received by the Student at the Day School.
- 11) The term of this Contract shall begin on July 6, 2026. The Contract may be terminated unilaterally by either party with thirty-day (30) notice or if student is absent for thirty consecutive days without written or pre-approved excuse. In the event that the Contract is terminated prior to the Contract Period, fees and charges shall be pro-rated to the date of discharge. If the ARD committee decides that the student should return to day school services, the new daily rate will determined; however the parties to the Contract acknowledge that the least restrictive environment cannot change from Residential to Day School without the District holding a duly constituted ARD meeting with the Contractor and the Parent/Guardian and execution of a new contract.

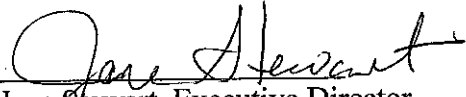
- 12) This instrument constitutes the entire agreement by and between the parties for the purpose of accomplishing the results and objects herein contained and as stated in the ARD committee report.
- 13) The expected outcomes of this Contract include, but are not limited to, successful treatment as indicated by progress on treatment plan goals, behavior stabilization, graduation if appropriate, the provision of a free appropriate public education including specified related services, and assistance with transition to less restrictive environments such as back to Seguin High School, and/or fulfillment of specified time period on Contract for attendance of Student.
- 14) At the end of the contracting period the Contractor will provide the District with all necessary and appropriate paperwork regarding the Student including documentation of progress and whether goals and objectives have been met.
- 15) Notice required by this Agreement shall be made in writing and delivered to the parties to and at:

Tangram Rehabilitation Network, Inc. d/b/a Texas Hill Country School
 Jane Stewart, Executive Director
 1320 Wonder World Dr., Ste 104
 San Marcos, Texas 78666

Seguin Independent School District
 Joshua Kohutek, Executive Director of Special Education
 1221 E. Kingsbury
 Seguin, Texas 78155

- 16) Notwithstanding any provisions or conditions in this Contract to the contrary, this Contract in its particulars is subject to and governed by all Texas state laws and Texas State Board of Education policies, and any recourse to judicial action under this Contract shall be in the courts of the state of Texas unless under federal jurisdiction.

Accepted and approved on behalf of Texas Hill Country School this the 24 day of June 2026.

By: 
 Jane Stewart, Executive Director
 Tangram Rehabilitation Network, Inc.
 d/b/a Texas Hill Country School
 Duly authorized

Accepted and approved on behalf of Seguin Independent School District this the _____ day of _____, 2026.

By: _____
 Seguin Independent School District
 Duly authorized

Consent Information Item	Acknowledge Public Information Act Requests for May - June 2026
Contact Person(s)	Emily Allen, Executive Director of Communications
Background	<p>The purpose of this agenda item is to keep trustees apprised of the District’s Public Information program.</p> <p>Reference and Compliance: GB (LEGAL) Public Information Program</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 acknowledge the Public Information Act requests received between May 11 and June 18, 2026.
Proposed Motion Language	I move to approve the Public Information Act Requests for May – June 2026 as presented.

Seguin ISD PIA Requests received from May 11 - June 18, 2026				
Date	Requester	Requested Documents	Status	Action
068 May 12, 2026	Maya Brooks & Gage Black, The Data Branch	Procurement records for specific vendors from 2022 - present	Completed	Documents shared
069 May 14, 2026	Jana Palcer	SPED complaint documentation	Completed	Responded
070 May 26, 2026	Mandy Guyon	Demographic-related services documentation	Completed	Document shared
071 May 29, 2026	Morgan Delaney & Paulette Maynard, The Data Branch	Procurement records for specific vendors from 2022 - present	Completed	Responded
072 May 29, 2026	Burcu Yilmaz, The Sentinel Scholars Foundation	Names, graduation year, and parent/guardian emails for all currently enrolled high school students	Completed	Document shared
073 June 3, 2026	Rylee Donovan & Peter Woodward, The Data Branch	Procurement records for specific vendors from 2022 - present	Completed	Document shared
074 June 3, 2026	Sgt. Lindsay Castillo, U.S. Marine Corps	Directory information for the classes of 2027 & 2028	Completed	Document shared
075 June 7, 2026	Bianca Hayes & Patsy Reagan, The Data Branch	Procurement records for specific vendors from 2022 - present	Completed	Documents shared
076 June 11, 2026	Josh Werner, TCH	Bid tabulation, pricing breakdown for Access control part	Completed	Document shared
077 June 15, 2026	Everett Sloan & Garrett Painter, The Data Branch	Procurement records for specific vendors from 2022 - present	Completed	Document shared

Action Item	Discuss and Take Action on Recommendations of Library Material Challenge Committee																		
Contact Person(s)	Jackie Silvius, Seguin ISD Lead Librarian																		
Background	<p>With the implementation of SB13, the board shall approve the decisions of the Library Materials Challenge Review Committee to remove, retain, or relocate challenged library materials.</p> <p>Exhibits (Review Committee Reports):</p> <table border="1" data-bbox="337 926 1446 1188"> <tr> <td>Night</td> <td>Elie Wiesel</td> <td>Retain</td> </tr> <tr> <td>The Testaments</td> <td>Margaret Atwood</td> <td>Retain</td> </tr> <tr> <td>Unpregnant</td> <td>Jenni Hendricks</td> <td>Retain</td> </tr> <tr> <td>Thirteen Reasons Why</td> <td>Jay Asher</td> <td>Retain</td> </tr> <tr> <td>The Poet X</td> <td>Elizabeth Acevedo</td> <td>Retain</td> </tr> <tr> <td>You Too? 25 Voices share their Me Too Stories</td> <td>Janet Gurtler</td> <td>Retain</td> </tr> </table>	Night	Elie Wiesel	Retain	The Testaments	Margaret Atwood	Retain	Unpregnant	Jenni Hendricks	Retain	Thirteen Reasons Why	Jay Asher	Retain	The Poet X	Elizabeth Acevedo	Retain	You Too? 25 Voices share their Me Too Stories	Janet Gurtler	Retain
Night	Elie Wiesel	Retain																	
The Testaments	Margaret Atwood	Retain																	
Unpregnant	Jenni Hendricks	Retain																	
Thirteen Reasons Why	Jay Asher	Retain																	
The Poet X	Elizabeth Acevedo	Retain																	
You Too? 25 Voices share their Me Too Stories	Janet Gurtler	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
May 7, 2026, 4:15 pm
Central Office, Staff Development Room

Challenged Material

Title: *Night*

Author: Elie Wiesel

Publication Date: 1986

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 3 copies - 1 checkout total

Summary of the Book:

A true account of the author's experiences as a Jewish boy with his family in a Nazi concentration camp.

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
Jennifer Martinez - Purchasing Coordinator, Seguin ISD
Denise Wilcox - Librarian, Seguin High School
Edith Zeisloft - Parent
Victoria Shumate - English II Teacher, Seguin High School
Steven Shortess - Parent
Mark Dibble - Parent
Katelyn Mesecki - English I Teacher, Seguin High School

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 agreed that the material does not appeal to the prurient interest of minors in relation to sex, nudity, or excretion. Members noted that there is very little sexual content in the text, with only a single reference that is treated dismissively and portrayed as insignificant in comparison to the larger context of war and atrocity. Members emphasized that the material does not focus on sexual themes or present them in a sensationalized manner.

The committee also acknowledged a few brief references to sexual behavior involving a Gestapo officer and a young woman. However, members pointed out that these moments are not directly depicted for the reader. The text does not describe explicit actions, body parts, or graphic details, and the events are only implied through observation rather than described in depth.

The committee also mentioned a slight reference to relationships involving younger boys in the camps. Members agreed that the material does not explain these relationships in detail, does not portray explicit conduct, and does not present the subject matter in a way that promotes or encourages inappropriate behavior. Members further noted that these references are isolated rather than pervasive throughout the work.

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 conversation centers on whether a specific historical text—implied to be an account of a traumatic event like the Holocaust—meets the criteria for being "patently offensive" to minors. The members distinguished between material that is "offensive" in a prurient or gratuitous sense and material that is "horrific" because it depicts a painful historical reality. Members argued that while the events described are traumatic and heart-wrenching, they are necessary for students to understand, as the work functions as both a historical record and a tool for moral education.

The committee emphasizes that the "offensiveness" found in the text lies in the actions of the historical perpetrators, not in the writing itself. Members noted that the book does not promote or glorify this behavior; rather, it actively condemns it. One member pointed out that the narrative is actually a "mild version" of the true historical reality, suggesting that the author likely spared the reader the full extent of the horror because reliving the experience on paper was so difficult.

The consensus was that the material is "uncomfortable" rather than "offensive" in a legal or inappropriate sense. Members argued that literature and art are essential for allowing people to relate to tragedies and ensure that history does not repeat itself. By keeping such books on the shelves, society provides a necessary, albeit disturbing, educational resource that carries significant redeeming qualities for high school students.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [7] No

The conversation centers on whether a specific historical text—implied to be an account of a traumatic event like the Holocaust—meets the criteria for being "patently offensive" to minors. The members distinguished between material that is "offensive" in a prurient or gratuitous sense and material that is "horrific"

because it depicts a painful historical reality. Members argued that while the events described are traumatic and heart-wrenching, they are necessary for students to understand, as the work functions as both a historical record and a tool for moral education.

The committee emphasizes that the "offensiveness" found in the text lies in the actions of the historical perpetrators, not in the writing itself. Members noted that the book does not promote or glorify this behavior; rather, it actively condemns it. One member pointed out that the narrative is actually a "mild version" of the true historical reality, suggesting that the author likely spared the reader the full extent of the horror because reliving the experience on paper was so difficult.

The consensus was that the material is "uncomfortable" rather than "offensive" in a legal or inappropriate sense. Members argued that literature and art are essential for allowing people to relate to tragedies and ensure that history does not repeat itself. By keeping such books on the shelves, society provides a necessary, albeit disturbing, educational resource that carries significant redeeming qualities for high school students.

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 unanimously concluded that offensive language is **not** present or referenced throughout the material. Members noted the brevity of the profanity count, noting that a specific objectionable word is only used twice in the entire text.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [7] No

The committee determined that the material does not contain lewd or profanely indecent content. Members clarified that while elements of the narrative are

heavy, they reflect historical accuracy regarding the difficult and unrefined treatment of individuals rather than an attempt to be lewd. The committee emphasized that the text does not promote or glamorize this behavior; instead, it portrays harsh realities to accurately reflect a specific time period.

Members focused on the core focus of the text, which the committee defined as the characters' ability to persevere through immense difficulty while maintaining strong values. Members agreed that one would have to fundamentally misunderstand the author's intent to believe the material encourages or glorifies indecent behavior. Members noted that the presence of "tasteless and unrefined" actions by certain characters serves as a necessary backdrop for the overarching theme of resilience.

The committee agreed that simply mentioning uncomfortable historical truths does not make a text unsuitable for readers. Rather, it provides an important opportunity for meaningful discussion. The committee reached a unanimous consensus that the content is neither lewd nor profane, concluding that the material handles its difficult historical context responsibly.

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 firmly rejected the idea that the material is pedagogically unsuitable, emphasizing its extraordinary educational value. Members highlighted that the book is part of Texas's approved high-quality instructional materials and aligns directly with numerous Texas Essential Knowledge and Skills (TEKS) standards for grade-level reading comprehension and writing. The text is packed with literary devices, including complex symbolism, motifs, metaphors, and similes. Furthermore, the committee noted that the inclusion of poetry within the narrative—such as the famous "Never shall I forget"

passage—provides an entirely separate, robust lesson plan covering repetition, theme, and poetic structure, making the book a rich resource capable of sustaining a month-long classroom study.

A significant portion of the discussion focused on the contradiction of removing a state-approved instructional book from library shelves. Committee members argued that if a text is deemed valuable enough to be taught in the classroom, it must remain accessible in the library. Members pointed out that library access is a vital equity resource for students who are absent, lack home computer access, or prefer physical copies. The committee also reassured that pedagogical suitability does not infringe on parental rights, noting that teachers already successfully offer state-approved alternative texts if a family or student struggles with the heavy content, ensuring that individual discretion is respected without restricting access for the entire student body.

The committee also praised the book's religious and historical dimensions, which offer powerful cross-curricular teaching opportunities. Members observed that the author's literary style heavily mirrors biblical text, such as the Book of Exodus, using themes of bread, suffering, and divine abandonment to prompt deep analytical thinking. By studying these motifs, students learn to use literary devices to recognize historical patterns of unchecked power, such as the regimes of Hitler and Mussolini. Additionally, the committee noted that the text fosters high-level social-emotional growth by allowing students to respectfully explore a faith and cultural identity different from their own, teaching them how to discuss global religions in an educated and empathetic manner.

2. Does the material encourage harmful behaviors? [0] Yes [7] No

The committee concluded that the material does not encourage harmful behaviors; rather, it serves as a stark historical warning that actively condemns cruelty. Members noted that while the text portrays deeply distressing actions—such as the protagonist, Elie, witnessing abuse toward his father—these moments are used to explore the psychological toll of victimization and the painful struggle between self-preservation and protecting loved ones, rather than to endorse violence. Although the narrative is undeniably difficult to read, the committee emphasized that students are deeply engaged by its historical reality, and the group ultimately agreed that the book functions as an essential cautionary tale that discourages harmful behavior by exposing its devastating human cost.

3. Is the material unsuitable because of other factors? [0] Yes [7] No

The committee concluded that the material is not unsuitable due to other factors, determining that while certain themes are undeniably uncomfortable, they carry profound educational and emotional value. Members addressed the fact that the book briefly mentions the protagonist considering suicide upon arriving at the concentration camp—a topic that can be difficult and potentially triggering for high school students. However, the committee emphasized that the character ultimately chooses life, persevering through unimaginable horror to become a survivor. Rather than promoting self-harm, the narrative serves as a powerful testament to human resilience. Members noted that this depiction can offer a sense of hope and perspective to students facing their own struggles, demonstrating that it is possible to find the strength to continue even after experiencing the darkest of thoughts. Ultimately, the committee agreed that the discomfort caused by the text is necessary for understanding the historical reality and reinforces the book's overarching theme of survival.

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 determined that the material does not portray sexual organs or activities in a way that is patently offensive, noting that such elements are completely absent from the text. Members observed that the closest the narrative comes to any romantic or sexual content is a brief scene involving a male guard and a girl. Rather than providing a graphic depiction, the protagonist simply laughs at the encounter, viewing it as silly given the bleak circumstances.

The committee highlighted that the text leaves the exact nature of the interaction entirely ambiguous, never explicitly stating whether the individuals are kissing or engaging in any other behavior. Members noted that understanding the scene requires an "incredible amount of inferencing," which they ironically praised as a valuable pedagogical skill for students to practice. The committee agreed that because the material completely avoids explicit mentions or descriptions of sexual organs and activities, it is entirely appropriate for the students.

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 material does **not** portray excretory organs or activities in a way that is patently offensive. Members noted that the text contains references to dysentery, specifically mentioning a character's inability to make it

out of bed, but clarified that this is a matter of historical and medical accuracy rather than an attempt to shock or offend. The depiction completely lacks explicit or gratuitous detail, focusing instead on the bleak physical realities of disease in a concentration camp.

The discussion also addressed a scene where the characters are stripped of their clothing. The committee emphasized that this moment is described with extreme brevity, stating "literally all that it says" without any lingering or detailed descriptions of the human body. The committee agreed that these elements are handled with appropriate restraint and serve strictly to document the historical dehumanization and suffering of the victims.

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

The committee concluded that the material does not include grossly offensive language or slurs that would be considered 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 [7] 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. 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
May 11, 2026
Central Office, Staff Development Room

Challenged Material

Title: *The Testaments*

Author: Margaret Atwood

Publication Date: 2019

Interest Level: Grade 11 - Adult

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 0

Summary of the Book:

More than fifteen years after the events of *The Handmaid's Tale*, the theocratic regime of the Republic of Gilead maintains its grip on power, but there are signs it is beginning to rot from within. At this crucial moment, the lives of three radically different women converge, with potentially explosive results.

Two have grown up as part of the first generation to come of age in the new order. The testimonies of these two young women are joined by a third: Aunt Lydia. Her complex past and uncertain future unfold in surprising and pivotal ways.

With *The Testaments*, Margaret Atwood opens up the innermost workings of Gilead, as each woman is forced to come to terms with who she is, and how far she will go for what she believes.

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

Jennifer Martinez - Purchasing Coordinator, Seguin ISD

Kathy Anderson - District Resident

Carly Valverde - CCMR Specialist, Seguin High School

FeeDee Langrehr - Counselor, Seguin High School

Tess Coody - District Resident

Deandre Vega - Parent

Tiffany Cunningham - ELAR Teacher, Seguin High School

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 determined that the material does not appeal to the prurient interest of a minor in sex, nudity, or excretion. Members agreed that the text achieves the exact opposite effect, describing the sensitive content as so deeply

disturbing that it actively discourages any desire to engage with it. Rather than being titillating, the situations in the book are presented through a lens of coercion, control, and ritualized abuse, framing the encounters in a strictly negative and alarming light.

The committee highlighted that the book relies on veiled illusions and assumptions rather than explicit descriptions or nudity. The committee specifically noted a scene involving a minor and a dentist, where a sexual assault is alluded to without graphic detail. Members emphasized that while enough information is provided for the reader to understand what is happening, the depiction remains entirely non-graphic. Members concluded that because the text portrays these acts as abusive and negative, it completely lacks any prurient or stimulating appeal 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 [7] No

The committee concluded that the material is not patently offensive to prevailing standards in the adult community as a whole regarding suitability for minors. While members acknowledged that the book contains highly mature and disturbing themes, they emphasized that there is a distinct difference between content being uncomfortable or disturbing to read and it being legally offensive. The discussion highlighted that the novel's depiction of a dystopian reality involving oppression, abuse, and the systematic rollback of women's rights serves as a challenging but necessary read that actively encourages critical thinking.

Members noted that experiencing discomfort when reading about heavy societal issues is not a valid reason to restrict a text. To support the conclusion that the adult community finds the book suitable for minors, members pointed out its widespread institutional acceptance. They noted that the novel is a staple on almost every Advanced Placement (AP) literature reading list and has consistently received backing from the American Library Association for its presence in school libraries. The committee agreed that these factors demonstrate that prevailing adult standards consider the book highly appropriate for high school students, particularly as preparation for college-level work.

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

[0] Yes [7] No

The committee strongly rejected the idea that the material is utterly without redeeming social value for minors, concluding instead that it possesses immense social, educational, and literary worth. Members noted that while the book depicts a dark, terrible situation involving an authoritarian government and the erosion of women's rights and civil liberties, it balances these heavy themes with a powerful message of resistance and redemption. The narrative provides glimmers of hope through characters who recognize systemic wrongs and actively work to solve them, a dynamic the committee found deeply inspiring.

From an educational standpoint, the committee emphasized that the text serves as a vital tool for encouraging civic and political literacy. It challenges minors to critically evaluate their own political and social environments. Members also highlighted the book's substantial historical value, noting that the author draws on real-world historical parallels ranging from the regime in Romania to Nazism, which provides rich context for classroom history lessons.

The committee also praised the book's high literary and narrative quality. They specifically noted that the novel's three-narrator structure offers tremendous value for advanced literary analysis, making it a piece of literature worthy of deep dissection and discussion. Because two of the main characters are teenagers, the committee concluded that the story is uniquely suited to resonate with a high school audience, capturing themes of teenage rebellion and peer relation.

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 determined that while strong language is present in the material, it is not pervasive or referenced throughout the text in a dominant way. Members noted that the profanity is highly contained, appearing primarily within specific sections of the book rather than acting as a driving force across the entire narrative.

Members also discussed how the author uses language as a deliberate literary tool rather than for shock value. The committee pointed out that the novel utilizes a three-character narrative structure, and only one specific character—a girl from the outside world—frequently uses strong language. Members agreed that this "potty mouth" perfectly fits her personality and serves a vital narrative purpose by drawing a sharp contrast between her background and the characters who grew up under the oppressive, highly restricted regime of Gilead.

The committee highlighted that the bad words are restricted to characters who possess a level of autonomy outside of Gilead's direct control. Because the language is used strategically to establish character identity and highlight different societal environments, members concluded that it is handled with appropriate restraint and does not overwhelm the material.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [7] No

The committee concluded that profanely indecent content is not present or referenced throughout the material. Members praised the author for exercising an immense amount of restraint, noting that the narrative could have easily been far more explicit given its sensitive subject matter, but instead relies primarily on alluded situations.

Members focused on the few moments where inappropriate behavior is directly mentioned, specifically referencing a scene involving a character named Agnes and a dentist. The committee noted that while this particular encounter is the most explicit in the book, the text only describes the dentist touching the character's breast without diving into further graphic detail. Members emphasized that even if this uncomfortable scene were taken out of context and read aloud, it completely lacks graphic or stimulating imagery.

The committee agreed that these moments are handled with extreme care and are presented as the exact opposite of sexual or titillating. Because the book frames these instances strictly around themes of coercion and power dynamics rather than explicit physical acts, the committee determined that indecent content is not a dominant or pervasive feature of 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 [7] No

The committee strongly rejected the idea that the material is pedagogically unsuitable, arguing instead that it is highly appropriate for educational use, particularly when guided by a teacher or librarian. Members noted that rather than having students read it entirely in isolation, the classroom provides an ideal space to talk through the book's intense themes. They emphasized that the novel directly aligns with the Texas Essential Knowledge and Skills (TEKS) standards, which require students to engage critically with texts and analyze complex narrative frameworks like the book's three-narrator perspective.

The discussion highlighted several deep civics and history lessons embedded within the narrative. Committee members noted that the author bases her dystopian world strictly on historical precedents—such as financial tools and propaganda used to control populations—making the book an excellent tool for teaching political literacy. Members also noted the text sparks essential conversations about power, fear, and how unjust systems force individuals to make impossible choices regarding moral values and complicity.

The committee agreed that the book serves as a vital cautionary tale about how quickly hard-won civil liberties can be dismantled. Members pointed out that younger generations often do not realize how recently groups like women and people of color were denied basic legal rights. Members concluded that the novel's value extends beyond any single political viewpoint, as it teaches students of all backgrounds to think critically about protecting their society and safeguarding their own freedoms.

2. Does the material encourage harmful behaviors? [0] Yes [7] No

The committee agreed the book was critical of the abuse of power and oppression and did not encourage the harmful behaviors within the book.

3. Is the material unsuitable because of other factors? [0] Yes [7] No

The committee determined that the material is not unsuitable due to any other factors, such as the inclusion of violent or dark imagery. Acting as a devil's advocate, a member brought up several grim plot points, including a scene where perpetrators are tried and literally torn apart, an account of characters being forced to shoot people, and references to hanging bodies. However, the committee quickly emphasized that while this dark imagery is present, it is completely non-graphic, non-explicit, and handled without any glorification.

The committee's discussion focused heavily on the context of the violence, with members noting that it is portrayed in an entirely negative light to emphasize the horrors of the dystopian regime rather than to celebrate it. The committee agreed that high school students are fully equipped to handle these intense elements responsibly, especially when reading the book under the supervision of an educator or librarian.

Members reiterated that Margaret Atwood specifically wrote this novel to be accessible and impactful for young adults and young women. This intentional framing, combined with the book's widespread endorsement by the American Library Association (ALA) and its prominent placement on Advanced Placement (AP) literature reading lists, led the committee to a final consensus that the material is highly appropriate for a high school setting.

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 concluded that the material does not portray sexual organs or activities in a way that is patently offensive. Members explicitly noted that while the book alludes to sexual acts, such as "the ceremony," absolutely nothing in the text is written in an explicit or titillating manner.

Members emphasized that the few references to sexual acts are consistently framed with a deep sense of oppression and disgust. The committee highlighted the reaction of characters like Becca, who is entirely disgusted by the abuse she experienced from her father, as evidence that the narrative portrays these situations through a purely negative and non-graphic lens. The committee agreed that because the book intentionally evokes aversion rather than gratification, the content does not meet the standard of being patently offensive.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [7] 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 [7] No

The committee determined that the material does not include grossly offensive language that would be considered a public nuisance. Reviewing their previous discussions, members reiterated that the use of strong language is highly limited, consisting of just a few isolated words rather than a constant or overwhelming presence throughout the text. The committee concluded that because the language is used selectively to develop character identity and is not pervasive, it does not rise to the level of a public nuisance or compromise the material's suitability.

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 policy are not present.

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
May 12, 2026
Central Office, Staff Development Room

Challenged Material

Title: *Unpregnant*

Author: Jenni Hendricks

Publication Date: 2019

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:

Seventeen-year-old Veronica Clarke learns that she is pregnant after her boyfriend sabotaged their birth control. Living in Missouri where women under eighteen can't get an abortion without parental permission, she sequesters the help of her ex-best friend, the school misfit Bailey Butler. They are to travel over 1,000 miles away to get to the nearest clinic, and their hijinks range from stolen cars to alien encounters to evading Veronica's now-ex-boyfriend, all while repairing their broken friendship.

Awards:

YALSA: Quick Pick for Reluctant Young Adult Readers, Commended

Challenge Overview:

Date Challenged: January 16, 2026

Challenger: Lynnette Leanox, District Resident

Committee Members:

Jackie Silvius - District/High School Librarian - Committee Chair

KayLynn Dodd - Guardian

Lora Vines - Seguin High School Teacher

Katie Weatherly - Parent

Stephanie Cox - District Substitute

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 determined that the material does not appeal to the prurient interest of a minor in sex, nudity, or excretion. Members noted that rather than encouraging or romanticizing sexual activity, the text actually serves as a deterrent by highlighting the real-world consequences, such as the potential of getting pregnant. The discussion emphasized that the book avoids describing sexual acts altogether, focusing instead on the aftermath of those decisions.

Regarding nudity and excretion, the committee agreed that these elements are virtually nonexistent and handled without graphic detail. Members recalled a prominent scene set in a strip club where a stripper wearing pasties is mentioned, but they noted the moment is treated with humor rather than explicit or titillating description. Members also noted that while the main character's friends try to pressure her into sharing explicit details about her experiences, she consistently refuses to give in. The committee concluded that none of these topics form a dominant theme in the book, and the content remains entirely non-prurient for a minor 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 concluded that the material is not patently offensive to prevailing standards in the adult community regarding suitability for minors. Members noted that rather than being offensive, the book realistically reflects the challenges, conversations, and choices that modern teenagers face. Members emphasized that in an era where minors have immediate access to information, the themes in this book are highly grounded in reality. The committee centered much of its

discussion on the book's core plot, which follows a 17-year-old high school valedictorian who must travel from Missouri to New Mexico to obtain an abortion because she is a minor unable to secure parental consent.

The committee examined the specific circumstances that led to the character's situation, noting that her boyfriend intentionally sabotaged their birth control to prevent her from leaving for college on a scholarship. Members discussed how the protagonist's fear of her strict family environment kept her from approaching her parents, as she witnessed her older sister being forced into an unhappy marriage under similar circumstances. While members expressed empathy for the character's plight, they actively debated her actions on the journey—such as relying on a friend who stole a car and pawning her boyfriend's engagement ring to fund the trip. Members agreed that teenage readers are mature enough to view these extreme elements as a fictionalized "road trip" narrative framework rather than an endorsement of criminal behavior.

A significant portion of the conversation focused on the book's value as a tool to break isolation and encourage communication. While one member questioned whether high schoolers should be burdened with debating adult topics like abortion access and post-*Roe v. Wade* realities, the majority of the committee strongly disagreed. They argued that providing students access to these themes helps them process complex thoughts, build empathy, and realize they are not alone. Members emphasized that reading about these scenarios can encourage teenagers to seek out trusted adults—such as school counselors, teachers, or religious leaders—who can help them navigate crisis situations and explore all available options, including adoption or parenting support.

The committee highlighted that despite its heavy and sobering subject matter, the novel balances its serious themes with an incredible amount of humor, making it highly engaging for a young adult audience. Members noted that the book has a strong, unambiguous title that allows students to make an informed, autonomous choice about whether they want to read it. Although library records show the book has not been checked out in the past three years, the committee noted its broader cultural footprint as a feature film. The committee reached a consensus that the material handles a difficult reality with appropriate nuance and is entirely suitable for high school students.

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

The committee strongly concluded that the material is not utterly without redeeming social value for minors, determining instead that it offers meaningful

life lessons and powerful themes for young readers. Members highlighted the positive social value found in the characters' personal growth, particularly in how the protagonist ultimately stands up for herself and repairs her fractured friendships. The committee emphasized her empowering response to her boyfriend's betrayal; upon discovering his deliberate sabotage, she completely rejects his marriage proposal and refuses to let her life be dictated by his manipulation.

The committee also focused on the book's realistic depiction of the immense difficulties surrounding her choices. Members noted that the arduous journey—filled with extreme obstacles such as running from problems, navigating roadblocks, and dealing with a stolen car—clearly demonstrates to teenagers that choosing this path is far from easy. While one member admitted to being initially annoyed by the "fluff" and the various detours the characters took along the way, the group agreed that these narrative elements successfully capture the protagonist's internal struggle and hesitation regarding the reality of the actual procedure.

The committee praised the novel as a well-written, engaging piece of literature that handles a heavy topic with appropriate gravity while balancing it with humor. They noted that the book purposefully leaves certain details ambiguous, such as the exact stage of the pregnancy, keeping the focus squarely on the emotional weight of the situation. The committee agreed that the book serves as a valuable, thought-provoking text that encourages minors to think critically about relationships, autonomy, and the true meaning of friendship.

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 determined that content containing offensive language is not present or referenced throughout the material in a pervasive manner. While

members acknowledged that profanity and intense name-calling occur in specific scenes, they emphasized that these instances are highly contained and serve a clear, justifiable narrative purpose rather than being gratuitous.

A significant portion of the discussion centered on the context of the strong language. Members highlighted a specific scene at the end of the book where the protagonist confronts her ex-boyfriend, using vivid and aggressive language to threaten him if he reveals her secret. The committee agreed this language was fully justified given his severe betrayal. Members also discussed a cathartic scene where the character Bailey helps Veronica release her bottled-up anger by screaming every obscenity she can think of out the car window. Members noted that this intense release of frustration spans only about a single page and realistically portrays how a teenager deals with overwhelming emotional pain.

The committee concluded that the profanity is entirely character-driven and restricted to specific moments of high emotional tension. They noted that the language reflects the difficult, unsupported backgrounds of the characters—such as dealing with parental neglect and isolation—making their outbursts a realistic coping mechanism. Because the offensive language is limited to isolated scenes and used effectively to demonstrate character growth and emotional release, members agreed it does not overwhelm the text or render it inappropriate.

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

The committee concluded that lewdly or profanely indecent content is not present or referenced throughout the material. Members briefly clarified the definitions of the terms, distinguishing between "lewd" as sexually inappropriate or lustful content and "profane" as vulgar language, noting that their previous discussions had already established that the book's strong language is not pervasive.

Members analyzed whether certain dark plot points—such as the characters committing felonies, breaking and entering, or the boyfriend's act of reproductive sabotage—fell under this category. While members agreed that the boyfriend's actions constituted a deeply troubling, gray-area form of assault, they determined that these criminal and non-sexual misconduct elements would be better addressed under a separate section evaluating behaviors rather than indecent or lustful content.

The committee reaffirmed that the novel completely lacks any sexually suggestive, titillating, or lustful imagery. Because the sensitive topics in the book are handled with serious narrative focus rather than gratuitous indecency,

members reached a consensus that such content is entirely absent as a central or dominant theme.

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 not unsuitable for pedagogical reasons. While members openly acknowledged that the characters exhibit poor decision-making throughout the novel—such as driving an ex-boyfriend’s car that is subsequently stolen—they emphasized that the narrative serves to discourage, rather than encourage, these reckless behaviors. The committee agreed that the story acts as a cautionary tale, illustrating the chaotic and dangerous realities of attempting a massive crisis journey without proper planning, complete with mishaps like being forced to run from cattle while hitchhiking.

Members also touched on the educational value of analyzing the novel's antagonist, the protagonist's ex-boyfriend. Members analyzed his deeply unsettling behavior, noting how he acts as a stalker by consistently tracking the girls down and popping up unexpectedly at a restaurant along their route. Rather than glorifying this behavior, the text frames his constant presence as genuinely "creepy" and alarming.

The committee concluded that the book handles these heavy situations with a realistic touch that naturally sparks critical thinking. By demonstrating the severe emotional and physical consequences of trying to handle a crisis through extreme, illegal, or dangerous means, the material provides a strong basis for guided high school discussions on safety, relationships, and problem-solving.

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

The committee determined that while the material depicts harmful and illegal behaviors, it does not encourage them. Members carefully distinguished between the presence of questionable actions within a fictional narrative and the active promotion of those actions to a reader. Members noted that the characters' choices are born out of a chaotic, specific crisis rather than a casual disregard for the law.

The committee analyzed the specific instances of misconduct, beginning with the stolen vehicle. Members clarified that the protagonist did not randomly hotwire a stranger's car; rather, she took a vehicle left at her house with the keys inside by her mother's cheating ex-boyfriend—a car she had previously been given permission to drive. The committee also noted that when the characters later took the stalker ex-boyfriend's van, they deliberately left behind enough money for him to purchase a bus ticket, framing the act as a desperate, transactional trade rather than a glorification of theft. The text explicitly shows that the protagonist had legal alternatives, such as purchasing a bus ticket herself, and weighed the consequences of risking a criminal record against her timeline.

The committee also addressed the central topic of abortion, which is likely the primary reason the book was scrutinized. Members agreed that the narrative does not act as an advertisement or encouragement for the procedure. Instead, the book frames it strictly as an individual character's choice. The protagonist repeatedly reflects on her situation, explicitly stating that it is the right choice for her personal future because she cannot attend college on a scholarship while tied to an abusive, sabotaging partner. Because the book explores the heavy emotional weight and extreme logistical difficulties of her decision rather than presenting it as an easy or idealized solution, the committee concluded that the material does not encourage harmful behavior.

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

The committee concluded that the material is not unsuitable due to any other factors. Members reiterated that modern teenagers live in an era where incredibly mature and graphic content is constantly at their fingertips, making the text's realistic and conversational approach completely appropriate by comparison. Members emphasized that the book uses a unique blend of comedic relief and serious drama to open up a safe avenue for young readers to process and talk about difficult real-world topics.

The committee discussed a pivotal narrative element where the protagonist finds unexpected support in a crisis. The committee noted that the person she ends up relying on—her childhood best friend, Bailey—is the last person she ever expected to confide in, a connection sparked when Bailey accidentally discovers her holding a dropped pregnancy test in a school bathroom stall. Members

agreed that this plot dynamic highlights the valuable theme of finding comfort, shared history, and vital support systems in unexpected places when dealing with an overwhelming situation. The committee found no additional factors that would render the book unsuitable for high school students.

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 way that is patently offensive. Members noted that references to sexual behavior, specifically regarding the protagonist's boyfriend, are completely non-explicit, non-graphic, and frequently handled with humor rather than anything resembling offensive imagery.

The committee's discussion centered on the most explicit reference to sexual activity in the book: the revelation that the boyfriend deliberately poked holes in the couple's condoms. While members flagged this reproductive sabotage as the most shocking and serious element of their relationship, they emphasized that the text focuses entirely on the betrayal and its consequences rather than describing a physical act.

The committee highlighted a scene at the end of the book where the protagonist passes along a direct, matter-of-fact warning to a girlfriend, advising her to ensure there are no holes in a partner's protection. Members agreed that this dialogue serves as a protective, realistic warning between friends rather than patently offensive content, reaffirming that the novel handles sexual health topics with maturity and a clear focus on self-defense and awareness.

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 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 [4] No

The committee concluded that the material does not include grossly offensive language that could be considered a public nuisance. While members noted that profanity is briefly included in the book, they focused specifically on the context of the car scene where the characters are screaming obscenities to release pent-up anger.

The committee emphasized that this outburst takes place on an isolated farm road, completely removed from the public. Members pointed out that the characters were not driving down a public street or in front of an elementary school playground where others could hear them. The committee agreed that the brief use of strong language functions strictly as a realistic form of "self-therapy" for a teenager processing intense trauma and anger. Because the scene is limited to a single page and occurs in total isolation, members determined it lacks any public presence and does not constitute a 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 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. 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
May 13, 2026
Central Office Board Room

Challenged Material

Title: *Thirteen Reasons Why*

Author: Jay Asher

Publication Date: 2007

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 2 copies - 1 checkout

Summary of the Book:

When high school student Clay Jenkins receives a box in the mail containing thirteen cassette tapes recorded by his classmate Hannah, who committed suicide, he spends a bewildering and heartbreaking night crisscrossing their town, listening to Hannah's voice recounting the events leading up to her death.

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

KayLynn Dodd - Guardian

Mark Dibble - Parent

Suzanne Whitecotton - High School Teacher & Parent, Seguin ISD

Elizabeth McCown - Parent

Jennifer Martinez - District Purchasing Coordinator

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 minors in sex, nudity, or excretion. Members agreed that, while the book contains references to sexual situations, harassment, rumors, and assault, these elements are not presented in a way that encourages excessive or inappropriate interest in sexual matters. The sexual content was described as limited, non-graphic, and lacking explicit detail.

Members referenced several scenes involving coercion and sexual assault. One incident involves a girl who is intoxicated and unable to consent, while another scene implies that the main character is pressured into sexual activity she does not feel able to refuse. However, the participants emphasized that these moments are implied rather than graphically described. The most explicit detail mentioned is a hand moving near underwear, and there is no detailed discussion of body parts, nudity, or sexual acts.

Members also noted that the character responsible for these actions is clearly portrayed negatively. The abusive behavior is presented within the broader context of bullying, manipulation, emotional harm, and exploitation, rather than as something desirable or sensationalized. The harmful conduct contributes to the story's conflict and character dynamics rather than serving as a dominant or overarching theme.

The committee agreed that the material's focus is not sexual in nature. The references to assault and coercion are contextual to the narrative and are handled without graphic or explicit description. Members concluded that the content does not encourage prurient interest and instead portrays harmful behavior as part of the emotional and psychological struggles within the story.

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 standards and the adult community with respect to what is suitable for minors. While members acknowledged that the book addresses serious and deeply sensitive themes—specifically tracking the events that lead to the main character's suicide—they emphasized that the content is handled with maturity, seriousness, and a strict focus on consequence. The narrative depicts realistic challenges that many people can relate to, including bullying, sexual harassment, and sexual assault, but none of these situations are written in gratuitous or overly graphic detail.

Members discussed the distinction between depicting an offensive act and the material itself being offensive. Members agreed that while the actions depicted, such as rape and assault, are inherently offensive acts in reality, their inclusion in the book is not designed to shock or exploit the reader. Instead, they serve as the necessary context to explain the main character's profound emotional harm.

The committee emphasized that these heavy themes are integral to the structure of the story, allowing the reader to understand the tragic chain of events and their ultimate consequences rather than acting as a prevailing or gratuitous theme. Because the material frames these difficult realities through a lens of serious emotional aftermath rather than graphic exploitation, members determined it remains suitable for minors.

3. Is the material **utterly without** redeeming social value for minors? [0] Yes [5] No

The committee strongly rejected the idea that the material is utterly without redeeming social value for minors, declaring it an invaluable resource for teaching empathy, accountability, and what it means to be a decent human being. Members emphasized that the book addresses highly realistic high school struggles that virtually any student can identify with. Rather than glamorizing its heavy subject matter, the narrative is presented with sensitivity and focuses deeply on reflection, exploring not just the tragedy of suicide itself, but the complex chain of events and interpretations that lead up to it.

A major focus of the discussion was the text's powerful message regarding the "snowball effect" of human behavior. The committee noted that the story brilliantly illustrates how seemingly minor, trivial actions or comments can accumulate and completely derail a young person's life, serving as a stark reminder to students that their words have immense consequences. The narrative weaves in realistic warning signs of suicide, which members praised as a crucial educational component that teaches teenagers to look out for one another and actively check in on struggling peers, much like the character Clay does at the conclusion of the book.

The committee also highlighted the broader societal critiques present in the narrative, noting that it serves as a vital wake-up call for both peers and adults. The text explores the isolation of being a "new kid" in a school, prompting readers to be more mindful of outsiders, while also shedding light on the dangers of adult absenteeism and the systemic strain placed on educators who lack proper guidance counselor training. The group concluded that because the book encourages critical thinking about mental health, peer support, and institutional resources, its redeeming social and educational value for minors is undeniable.

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? Yes No

The committee concluded that offensive language is not present or referenced throughout the material in a pervasive manner. While members acknowledged that the text contains some profanity, they characterized the instances as isolated and scattered, noting that the sparse use of coarse language actually contributes to the book's overall impact.

The committee also reiterated the distinction between depicting an offensive event and the pervasiveness of the language itself. Members noted that while the book addresses inherently terrible realities, such as sexual assault, these occurrences are restricted to specific pages and do not serve as a driving or gratuitous theme. Because multiple committee members could not even recall specific instances of profanity off the top of their heads, the committee agreed that the language is handled with restraint and is not a defining characteristic of the material.

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

The committee determined that lewdly or profanely indecent content is not present or referenced throughout the material. While members acknowledged that the book addresses highly sensitive subjects, they emphasized that the portrayal of these events is entirely factual and restricted to isolated moments rather than being pervasive or a central focus of the narrative.

Members highlighted the fact that the text completely avoids overly graphic or explicit descriptions. Members noted that when sensitive or difficult events occur, the book states them directly and moves on, allowing the reader to understand what happened to the character's emotional history without continuing to describe the acts or glorifying them inappropriately.

The committee agreed that the text handles these difficult moments with immense restraint, requiring the reader to understand the emotional impact rather than focusing on any indecent details. Members reached a consensus that the content is completely lacking in lewdness and is handled responsibly.

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

Is the material "**pervasively vulgar**"? 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 [5] No

The committee firmly rejected the idea that the material is pedagogically unsuitable, with members arguing that evaluating the book based solely on its heavy subject matter misses its profound educational value. An educator on the committee shared that they initially picked up the book out of curiosity after taking it out of their classroom library due to a challenge list. They noted that while a superficial glance at a book about suicide might initially turn people off, reading the text reveals a powerful, dual-sided narrative that focuses heavily on the emotional aftermath and the devastating impact left on the peers who remain behind.

The committee emphasized that the material does not glorify or romanticize suicide, nor does it contain elements that would encourage copycat behavior. Instead, members noted that the text has the opposite effect, operating with the suspense of a mystery or a thriller that deeply engages readers while highlighting the absolute heartbreak of the situation. The opening scene—featuring an empty classroom desk where the character used to sit—was highlighted as an incredibly gripping pedagogical tool that successfully pulls students into the world of the narrative to discuss critical real-world issues like mental health.

Committee members also found immense educational value in the character of Clay, noting that his emotional struggle mirrors real-life conversations teenagers have in the wake of tragedy. The narrative explores the intense guilt, self-doubt, and questioning felt by survivors, which members noted can help students navigate their own grief and realize the importance of simple, daily actions—like offering a smile or saying hello to an ostracized peer. Although some members debated the author's narrative choices regarding Clay's lack of direct blame, the committee agreed that his perspective serves as a powerful framework for students to understand what they might not see or know about a peer's hidden struggles, making it a highly valuable piece of literature for high schoolers.

2. Does the material encourage harmful behaviors?[0] Yes [5] No

The committee determined that the material does not encourage harmful behaviors, with members agreeing that the text achieves the exact opposite effect. While the book handles the sensitive topic of suicide, members emphasized that there is absolutely no glorification or romanticization of self-harm in the text. Members noted that while controversy and claims of glorification have surrounded the book or its television adaptation, a direct reading of the novel reveals no such endorsement.

Instead of promoting negative actions, the narrative strongly highlights the severe consequences of harmful behaviors such as bullying, harassment, and negligence. The committee discussed specific plot points, such as characters knocking over a stop sign that ultimately leads to a fatal accident, as powerful examples of how small actions or turning a blind eye can culminate in tragedy.

While some members debated the structural choice of focusing the narrative through Clay rather than showing the direct, long-term consequences for the perpetrators—such as the characters who caused the accident—the members agreed that this does not diminish the book's message. The committee concluded that the material functions as a cautionary tale that actively encourages students to recognize the weight of their choices and avoid harmful behaviors.

3. Is the material unsuitable because of other factors? [0] Yes [5] No

Committee members did not find 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 [5] No

The committee concluded that the material does not portray sexual organs or activities in a way that is patently offensive, noting the complete absence of graphic or explicit descriptions. Members reviewed the specific scenes involving physical contact, such as the hot tub scene, an instance of a hand on a thigh, and the character being stripped of her clothing. Members confirmed that none of these moments include descriptions of sexual organs or anatomy.

The committee also addressed the book's depiction of a sexual assault. The committee emphasized that the text handles this traumatic event without graphic or gratuitous detail, focusing instead on the fact that the victim was incapacitated and unable to respond.

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 concluded that the material does not include grossly offensive language or slurs that would be considered 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 [5] 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.
- 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 14, 2026, 7:30 am
Central Office, Staff Development Room

Challenged Material

Title: *The Poet X*

Author: Elizabeth Acevedo

Publication Date: 2018

Interest Level: Grades 8-12

Current Location of Library Material: Seguin High School

Total Circulation Over the Past Three Years: 2 copies - 0 checkouts

Summary of the Book:

In this coming-of-age novel-in-verse, fierce teen Xiomara Batista lives with her twin brother and conservative parents in a Harlem neighborhood. She pours all of her emotions into poems that she writes down in a leather notebook, such as her feelings for a boy at school named Aman. When Xiomara is invited to join her school's slam poetry club, she decides she must perform her poems but must also keep the secret from her family who would not approve.

Title: *The Poet X*

Author: Elizabeth Acevedo

Publication Date: 2018

Current Location of Library Material: Seguin High School

Interest Level: Grades 8-12

Summary of Book:

In this coming-of-age novel-in-verse, fierce teen Xiomara Batista lives with her twin brother and conservative parents in a Harlem neighborhood. She pours all of her emotions into poems that she writes down in a leather notebook, such as her feelings for a boy at school named Aman. When Xiomara is invited to join her school's slam poetry club, she decides she must perform her poems but must also keep the secret from her family who would not approve.

Awards:

ALSC Notable Children's Books, Commended

Indies Choice Book Awards, Winter

The Golden Kite Awards, Young Adult Honor

YALSA Teens' Top Ten, Winner

Walter Dean Myers Award for Outstanding Children's Literature, Winner

Michael L. Printz Award, Winner

Lambda Literary Award, Finalist

CCBC Choices, Selection

Pura Belpre Awards, Author Winner

The Yoto Carnegie Medal for Writing, Winner
Quick Picks for Reluctant Young Adult Readers, Commended
Amelia Elizabeth Walden Award, Winner
Rise: A Feminist Book Project Top Ten, Commended
Best Fiction for Young Adults, Top 10 Selection
Americas Award, Honor
Odyssey Award, Honor
National Book Award for Young People's Literature, Winner
Boston Globe-Horn Book Awards, Winner
We Are Kid Lit Collective Summer Reading Lists, Selection
Kirkus Prize for Young Readers' Literature, Finalist
School Library Journal Best Books of the Year, Selection
Publishers Weekly Best Books, Young Adult Selection
Junior Library Guild Selections, City Selection & Audiobooks Selection
Horn Book Fanfare, 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

Steven Shortess - Parent

Tess Coody-Anders - District Resident

Beth Wilcox - District Employee

Madeline Albrecht - Librarian

Sarah Noethen - Librarian

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 focused on whether the material appeals to the prurient interest of minors in sex, nudity, or excretion. Members generally agreed that it does not. Members also discussed two scenes involving the main character's feelings for a boy named Aman, noting that the references to sexuality are subtle, implied, and left largely to the reader's interpretation. One member pointed out that the poem "Fingers" contains suggestive elements only through implication, requiring the reader to imagine meaning rather than presenting explicit content directly.

Members emphasized that the material portrays teenage emotions and romantic struggles in an age-appropriate way. Rather than condoning inappropriate behavior, the story shows the main character reflecting on her emotions and exercising restraint. The committee described this as a positive depiction of self-awareness and decision-making, especially considering the character's emotional and mental state. Members felt the work realistically portrays the kinds

of feelings and situations teenagers may encounter without sensationalizing them.

Much of the discussion centered on the book's broader themes of autonomy, identity, and resistance to outside pressures. Members stated that the story is not about indulging sexual interest, but instead about the protagonist reclaiming ownership of her own body and identity in the face of cultural expectations, religious doctrine, and the "male gaze." Members agreed that these themes are far more central to the book than any romantic or sexual content, making sexuality the opposite of the dominant theme.

The participants also discussed the book's style, noting that it is written in verse rather than dense prose. This format creates an economy of language and limits descriptive detail. Even when body parts are mentioned, the wording is clinical and restrained rather than provocative. The committee concluded that there is no explicit nudity, no graphic sexual description, and no references to excretion, and that nothing in the material is written in a sensationalized or prurient manner.

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 prevailing standards in the adult community regarding what is suitable for minors. Members noted that the book has received recognition from prominent literary bodies—such as the National Book Foundation and the Carnegie Medal Committee—which directly reflect the high standards of the broader adult and educational communities. Given that the book is intentionally written for a young audience, the group agreed that it handles its themes appropriately and does not breach community standards.

In analyzing why the book might have been challenged, the committee noted that the story addresses sensitive topics like a teenager's coming-of-age, feelings of romantic and sexual attraction, and the natural tension between a parent's rigid faith and a child's doubt. Rather than viewing these elements as offensive, the committee argued that trying to ban the book eliminates a safe, thoughtful avenue for young adults to process these universal feelings. Members emphasized that discussing these themes through a beautifully structured book written in verse is far more beneficial than avoiding honest conversations altogether.

Members also highlighted how reading the book in its entirety corrects initial misconceptions about its handling of religion. While a superficial reading might suggest an attack on religious institutions, the committee noted that the character of Father Sean is a highly commendable figure who embraces the protagonist's doubts, refuses to force dogma, and models a healthy, supportive approach to faith. Members pointed out that the real conflict stems from the mother's intense religious indoctrination, and they contrasted the deep spiritual engagement of a classroom literary discussion with superficial displays of faith.

The committee praised the novel's resolution, noting that the protagonist, Xiomar, does not abandon her spirituality but instead develops a personal connection to it that differs from her mother's expectations. Members shared that the ending—which includes moving metaphors comparing humanity to the divine image in Genesis—was deeply beautiful, emotional, and meaningful for any spiritual or Christian reader. The committee concluded that when evaluated as a whole rather than through isolated excerpts, the book holds immense value and is entirely suitable for young readers.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [5] No

The committee concluded that the material is not utterly without redeeming social value for minors, with one member describing it as one of the most beautiful books on their reading list. The group emphasized that the novel offers immense social, emotional, and cultural value for young adults, particularly through its relatable portrayal of a young person struggling to find her voice and navigate complex family dynamics. The narrative highlights her growth from feeling isolated to finding a healthy outlet for self-expression through her brother's gift of a notebook, a school poetry club, and a slam poetry event.

From an educational and developmental standpoint, the committee identified several key areas of value. Written entirely in verse, the novel serves as an excellent structural teaching tool for creative writing and literacy in the classroom. Members also agreed the protagonist's struggles with difficult, age-appropriate coming-of-age challenges provide a powerful framework for social-emotional learning, showing readers that it is entirely acceptable for young people to question their world, process doubt, and safely navigate complex emotions.

The committee focused on the themes of healing and family redemption at the book's conclusion. Members noted that despite a painful breaking point—involving the mother burning the protagonist's poetry book—the family ultimately learns to love and accept one another, aided by supportive intervention

from the church. The group highlighted the emotional resolution where the father affectionately embraces his daughter and the mother moves past her own personal projections to show pride in the girl's literary gift. The committee concluded that this internal healing shifts the protagonist's entire worldview, offering young readers a profoundly moving story about redemption and transformation.

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

In evaluating whether offensive language is present throughout the material, members noted that the profanity is incredibly sparse, appearing only once or twice in words as mild as "ass." They pointed out that such language is even found within the Bible, reinforcing that its inclusion in the novel is entirely non-gratuitous.

The committee highlighted that the author deliberately avoids sensationalism, using these rare instances solely to establish an authentic teenage voice. Members were particularly impressed by the writer's restraint, noting that despite the story's engagement with the New York hip-hop scene—a genre that frequently incorporates strong language—the book remains remarkably clean. The committee concluded that the language is completely typical of everyday teenager talk, handles its setting with impressive maturity, and does not dominate the narrative in any way.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [5] No

The committee concluded that lewdly or profanely indecent content is not present or referenced throughout the material. Members clarified that while there are a couple of pages that touch upon physical attraction and romance, the text requires the reader to infer any intimacy rather than spelling it out.

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 not unsuitable for pedagogical reasons, concluding instead that its literary format provides exceptional educational value. Members noted that poetry and verse can often be difficult for high school students to grasp or engage with through traditional, canonical texts. Members emphasized that this novel serves as an excellent, highly relatable gateway for older students to explore and enjoy narrative verse.

The committee analyzed specific elements of the book that align directly with high school English standards, such as the Texas Essential Knowledge and Skills (TEKS). They highlighted that the book actively demonstrates critical literary components, including:

- A distinct poetic voice and structured verse narrative.
- The effective use of figurative language and vivid imagery.
- A meaningful relationship between the physical form of the text and the underlying meaning of the poems.

The committee also pointed out that because the novel is written poetically, it naturally encourages students to practice essential reading comprehension skills like making inferences and using context clues. Members concluded that engaging students in these advanced concepts through an authentic, modern story is far more effective than relying solely on traditional poets.

2. Does the material encourage harmful behaviors? [0] Yes [5] No

The committee concluded that the material does not encourage harmful behaviors, noting that it achieves almost the exact opposite effect. Members emphasized that the protagonist has internalized the values she was taught, which allows her to manage herself incredibly well when faced with difficult circumstances.

The committee highlighted that rather than acting recklessly, the character demonstrates remarkable maturity by remaining steadfastly focused on her personal identity and creative goals. At the same time, the narrative shows her actively resisting peer pressure and making choices she knows she is not yet ready for.

3. Is the material unsuitable because of other factors? [0] Yes [5] No

The committee concluded that the material is not unsuitable due to any other factors. Instead, members highlighted an additional element that makes the book particularly suitable for their specific student population. Members noted that the vast majority of the students in their district—roughly 67 percent—are Latino, making the protagonist's cultural identity highly resonant and meaningful.

The committee emphasized the value of representation in literature, noting that allowing students to see their own cultural, familial, or religious backgrounds reflected in a text fosters a deeper connection to reading. The committee agreed that this cultural relevance makes the novel uniquely suited for their district's community, reinforcing its place in the school library.

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 a patently offensive way.

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 concluded that the material does not include grossly offensive language that could be considered a public nuisance. Members noted that the profanity within the text is incredibly minimal, appearing only once or twice, and consists of very mild words.

To provide context, the discussion highlighted that the language used in the book is far less severe than the verbal and written language frequently used by public figures. Members also pointed out that the dialogue in the book is incredibly tame compared to the shocking language routinely overheard in a typical high school hallway. The committee emphasized that the text does not glorify or promote vulgarity, determining that its sparse and realistic language does not constitute any form of public nuisance.

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:

- 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 14th, 2026, 4:15 pm
Central Office, Juan Seguin Room

Challenged Material

Title: *You Too? 25 Voices Share Their Me Too Stories*

Author: Janet Gurtler

Publication Date: 2020

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:

When #MeToo went viral, Janet Gurtler was among the millions of people who began to reflect on her past experiences. Things she had reluctantly accepted—male classmates groping her at recess, harassment at work—came back to her in startling clarity. She needed teens to know what she had not: that no young person should be subject to sexual assault, or made to feel unsafe, less than or degraded.

You Too? was born out of that need. By turns thoughtful and explosive, these personal stories encompass a wide range of experiences and serve as a reminder to readers that they, too, have a voice worthy of being heard—and that only by listening and working together can we create change.

Awards:

School Library Journal 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

Julie Leos - District Resident

Therese Sharp - District Resident

Sarah Noethen - Librarian

Denise Wilcox - Librarian

Samantha Noble - Science Teacher, 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?

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 in sex, nudity, or excretion. Members noted that while the book addresses incredibly heavy topics, including sexual harassment and sexual

assault, the creators were clearly cognizant of their teenage audience. Because the narratives are based on personal, poignant memories of events that happened to the authors when they were children or teenagers, the book is written strictly from a youthful perspective rather than an adult or explicit one.

The committee emphasized that the book completely lacks any erotic or sexually explicit details. For instance, members recalled a specific scene where a character's shorts are pulled down by bullies, but noted that the text avoids describing any anatomy or physical body parts. The narrative remains entirely matter-of-fact and chronological, focusing on what happened without detailing explicit sensory or physical sensations. The committee confirmed that there is absolutely no mention of excretion anywhere in the text.

Members agreed that the tone of the book is completely anti-erotic and offers zero encouragement for harmful behaviors. Instead, the final pages of the stories focus on survival, healing, and resilience, offering readers validating messages like "it's not your fault" and "you are not to blame." The committee highlighted that the material goes so far as to provide practical resources, such as trusted adult guidance and the number for a national crisis hotline, reinforcing its educational and protective nature for young adults.

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 standards in the adult community regarding what is suitable for minors. Members agreed that the only genuinely offensive element within the book is the poor treatment, harassment, and abuse experienced by the girls and women. However, they emphasized that the book's message itself is entirely suitable, noting that the authors exercised immense care and restraint with their language and descriptions to ensure the content remained appropriate for a teenage audience.

A central point of the discussion focused on the educational necessity of the text. Members noted that many of the authors wrote these reflective stories because, as children or teenagers, they lacked the discernment to realize they were being mistreated or needed protection. The committee argued that if minors do not have access to stories like these, they may lack the context to recognize when they are experiencing sexual harassment in their own lives. By moving beyond generic training videos and providing real, impactful narratives, the book teaches

young readers to identify boundaries and understand that they have a right to speak up.

The committee highlighted how the book acts as a dual teaching tool, reinforcing appropriate boundaries for both girls and boys. Educators on the committee shared parallel experiences from the classroom—ranging from elementary lessons on asking before hugging to firmer high school conversations about respect and physical boundaries. The group concluded that reading a first-hand account of how harassment makes a real person feel is vastly more impactful than simply being told "don't do that." By fostering empathy and clear boundary awareness, the material serves an essential protective and educational role for minors.

3. Is the material **utterly without** redeeming social value for minors?
[0] Yes [5] No

The committee agreed that the material is not utterly without redeeming social value for minors, stating that it actually achieves the exact opposite by offering profound benefits from multiple perspectives. Members emphasized that the entire premise of the book centers on personal, lived experiences, showing readers how trauma affects an individual's life while reinforcing the vital message: "It wasn't my fault, and I am not to blame." The group noted that this lesson is especially crucial in a modern era where individuals frequently hide behind screens to mistreat others.

The committee highlighted how the text serves both victims and those unacquainted with harassment:

- **For survivors:** It provides a comforting sense of solidarity, proving they are not alone, while offering practical tools and resources to help them process and move past their experiences.
- **For general readers:** It builds deep empathy and awareness, preparing them to recognize inappropriate power dynamics and understand exactly what boundary violations look like.

A significant portion of the discussion focused on the societal pressure to always "be polite." Members observed that many students, particularly within their own Southern culture, are conditioned to be nice to the detriment of their own safety. The committee praised the book for teaching minors that it is entirely appropriate to set firm boundaries, and that they do not owe anyone politeness if it compromises their well-being.

The committee concluded that the book functions as an all-around preventative and healing tool. They noted that it can prompt readers to reflect on and correct their own past behaviors, while also equipping educators and administrators to better recognize warning signs among students. By breaking the cycle of silence early, the book possesses immense, multi-faceted redeeming value for the entire school community.

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. Members noted that the text is remarkably clean, reinforcing their previous observation that the authors were highly intentional about keeping the writing age-appropriate for a teenage audience.

The discussion highlighted that there is very little profanity overall, and it is entirely absent from the vast majority of the book. To emphasize just how clean the text is, a member recalled being momentarily startled by a slang term for male anatomy a third of the way into the book, simply because the preceding pages had completely lacked any strong language. The committee agreed that because these rare instances are entirely isolated, the offensive language is definitely not a recurring or dominant feature of the material.

2. Is lewdly or profanely indecent content present and referenced throughout the material? [0] Yes [5] No

The committee concluded that lewdly or profanely indecent content is not present or referenced throughout the material. Members clarified that the book completely lacks explicit details, with the authors deliberately avoiding any attempts to sensationalize the events or stir up controversy for shock value. Instead of focusing on indecent themes, the core mission of the book is for

authors to share their personal histories in a constructive manner, aiming to protect and guide the next generation toward a safer, more supportive future.

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 not unsuitable for pedagogical reasons, concluding instead that it holds immense educational value. Members were so moved by the text that they discussed ways to expand its reach, with some suggesting it should be required reading for both female and male students. Rather than viewing the heavy content as a drawback, members agreed that the book serves as a vital tool for fostering student safety, self-awareness, and mutual respect.

The committee also highlighted the novel's pedagogical benefits for school staff and adults. Members noted that the text can sensitize educators and administrators, prompting them to look more closely at how students behave toward one another and to recognize potential signs of distress or misconduct. The committee also pointed out that because the stories are written carefully and avoid graphic or explicit descriptions, the book allows readers to process heavy themes of trauma without being retraumatized.

The committee addressed the nature of literary challenges, observing that books facing scrutiny are rarely "fun reads." Members argued that the discomfort caused by this material is precisely why it is instructionally valuable, as it reflects the real-world, lived experiences of individuals. The committee concluded that the book's ability to safely engage young people and adults in critical conversations about boundary awareness and emotional healing makes it highly suitable for a school environment.

2. Does the material encourage harmful behaviors? [0] Yes [5] No

The committee concluded that the material does not encourage harmful behaviors, emphasizing once again that its impact is the exact opposite. Members noted that each chapter ends on a hopeful note, reinforcing messages of survival, healing, and the reassurance that trauma does not have to define the rest of a young person's life. The narrative consistently guides readers toward seeking help, identifying trusted adult support, and utilizing real-world resources.

The committee specifically reviewed whether the text depicts destructive coping mechanisms, such as substance abuse or explicit self-harm. Members confirmed that while one author briefly mentions engaging in self-harm following a horrific childhood spent in an abusive cult, the book completely avoids describing the act or detailing any harmful methods.

The committee agreed that the text focuses strictly on the emotional reality of trauma rather than dangerous behaviors. The narratives center on the profound shame and false self-blame that victims frequently carry for events they had no control over as children. By exposing these heavy emotional struggles without detailing or glorifying destructive actions, the committee determined that the material functions as a safe, supportive, and deeply responsible resource for minors.

3. Is the material unsuitable because of other factors? [0] Yes [5] No

The committee concluded that the material is not unsuitable due to any other factors. Members reiterated that while the book addresses incredibly tough themes—specifically trauma of a sexual nature—the events are consistently described without explicit or graphic detail. The committee reaffirmed that the book serves as a vital tool for both prevention and healing, helping readers identify warning signs to protect themselves or find solidarity if they have already experienced similar hardships.

The committee highlighted the book's inclusive representation as a major point of value rather than a detraction. Members noted that the text features perspectives from different races, as well as a gay male character, which effectively demonstrates that trauma is not limited to any single demographic. Members emphasized that showing that "nobody is immune" to these issues makes the material highly relevant and necessary. The committee agreed that aside from the book being an emotionally heavy read, there are absolutely no factors that would render it unsuitable for the school's 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 concluded that the material does not portray sexual organs or activities in a way that is patently offensive. Members noted that the text avoids explicit descriptions entirely, focusing instead on the context of the situations—such as when and how the events occurred—rather than detailing specific physical acts. While the actions described are inherently upsetting because they involve mistreatment, the committee agreed that the authors handled these sensitive topics with as much taste and restraint as possible.

The committee highlighted a common theme across the narratives, pointing to a specific statement from one of the final authors who explicitly noted that she did not want to dwell on or retell the graphic details. The committee observed that this sentiment reflects the intent of the entire book: the creators did not set out to sensationalize trauma or exploit explicit content. Instead, the focus remains entirely on the reality of what happened and the subsequent impact on the authors' lives, ensuring the material remains appropriate and non-offensive for its intended audience.

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 concluded that the material does not include grossly offensive language that could be considered a public nuisance. Members reiterated that any profanity used within the text is exceptionally mild and sparse.

The committee highlighted that because the vast majority of the book completely lacks strong language, the few instances that do appear are actually quite

unexpected. However, the committee emphasized that these rare, isolated words are entirely unremarkable in nature and do not alter the overall clean tone of the text. Members agreed that the book's highly restrained and infrequent use of minor profanity does not constitute a public nuisance in any way.

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:

- 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).