

Agenda of Regular Meeting

The Board of Trustees Seguin ISD

A Regular Meeting of the Board of Trustees of Seguin ISD will be held March 24, 2026, beginning at 6:00 PM in the Board Room, 1221 E. Kingsbury, Seguin, TX 78155.

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

1. **Call to Order**

- A. Announcement that this meeting of the Seguin Independent School District has been duly called and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Section 551.043 of the Texas Government Code.

2. **Audience with the Board**

The Seguin ISD Board of Trustees designates a time for audience participation at the beginning of each meeting to hear persons who desire to make comments. In accordance with Board Policy BED(Local):

- A. Those wishing to speak shall sign up before the meeting begins stating the concern or noting the agenda item they wish to address; audience participation is limited to five minutes; the Board shall not deliberate any subject that is not on the posted agenda.

3. **Closed Session**

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

- A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.
- B. Pursuant to Texas Government Code Section § 551.074 - Discuss personnel matters, including appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a employee(s).
- C. Pursuant to Texas Government Code Section § 551.072 - Discuss the sale, purchase, exchange, lease, or value of real property.
- D. Pursuant to Texas Government code Sections § 551.0821 - Deliberation regarding public school student.

4. **Reconvene to Open Meeting**

The Board will take appropriate action on items, if necessary, as discussed in Closed Session.

A.	Possible action on professional personnel, including appointment, employment, evaluation, assignment, duties, discipline or dismissal of a public employee(s).	
5.	Pledges to the United States Flag and the Texas Flag, Followed by a Moment of Silence	
6.	Recognition/Campus Presentations	
A.	Superintendent Reports	
B.	Board Member Reports	
C.	Student/Staff/Board/Community Recognition	4
	Emily Allen and Dr. Jack Lee	
D.	Campus Highlight	5
	Lisa Burns	
7.	Reports/Information Items	
A.	Human Resources	
	Jeremy Nueman	
	1. Personnel Information - Professional Employees	6
B.	Business Services	
	Liz Banks	
	1. Financial Statements for February 2026	8
	2. New Vendors	13
	3. Purchases Made Over \$50,000	15
8.	Consent Agenda Items - Consider and Possible Approval as Applicable	
	Policy BE (Local) states that the consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. All such items shall be acted upon by one vote without separate discussion, unless a Board Member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote as applicable.	
A.	Approval of Board Minutes of Board Workshop - February 20, 2026; and Regular Meeting - February 24, 2026.	17
	Nancy Ramirez	
B.	Approval of Tax Collection Reports for February 2026	25
	Liz Banks	
C.	Approval of Proposed Budget Amendments for March 2026	26
	Liz Banks	
D.	Approval of Donations Received February 2026	30
	Liz Banks	
E.	Request for Professional Development Waiver 2026 - 2027	32
	Monica Lyons	
F.	Acknowledge Public Information Act Requests February - March 2026	33
	Emily Allen	
9.	Action Items	

A. Discuss and Take Action on Recommendations of Library Material Challenge Committee Jackie Silvius	35
B. LASO Cycle 4 Grant: Leadership & Instructional Foundations for Texas (LIFT) Standard (Bluebonnet) Grant Monica Lyons	68
C. Approval of the General Contractor for the Deceleration Lane at McQueeney Elementary (RFCSP #: 26-01) Liz Banks and Troy Spear	81
D. Consider Approval of Board Policy DC(LOCAL) Revision Dr. Jack Lee	88
10. Board Comments and Request	
11. Adjourn	

Recognition Item	Campus Highlight
Contact Person(s)	Emily Allen, Executive Director of Communications
Background	<p>The purpose of this presentation is to recognize the performance and effort put forth daily by Seguin ISD students, staff, and campus administrators. Campuses will have the opportunity to share an example of an activity that fosters academic achievement and refines instructional focus during 2025-26 regular board meetings.</p> <p>Principal Ofelia Santiago will share how Rodriguez Elementary is strengthening Tier 1 instruction through collaborative planning. Campus leadership focuses on building teacher capacity with consistent coaching and feedback, and uses a clear, data-driven instructional system to align teaching and interventions with student needs.</p>
Fiscal Implication(s)	N/A
District Goals	<input checked="" type="checkbox"/> Challenging & Meaningful Learning Experiences <input checked="" type="checkbox"/> Life-Ready Students <input checked="" type="checkbox"/> Positive Community Culture <input checked="" type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration's Recommendation	The Administration recommends that the Board of Trustees recognize positive campus-based activities, initiatives, and accomplishments during a board meeting to be apprised of the many activities that contribute to a nurturing academic environment in Seguin ISD schools.
Proposed Motion Language	N/A

Information Item	Personnel Information - Professional Employees																
Contact Person(s)	Jeremy Nueman, Chief Human Resources Officer																
Background	<p>FOR BOARD'S ACKNOWLEDGMENT ELECTIONS PROFESSIONALS:</p> <table border="1" data-bbox="337 583 1555 768"> <thead> <tr> <th>Name</th> <th>Location</th> <th>Title</th> <th>Effective Date</th> </tr> </thead> <tbody> <tr> <td>Davis, Dshericka</td> <td>Seguin High School</td> <td>Registered Nurse</td> <td>3/16/26</td> </tr> <tr> <td>Morrison, Courtney</td> <td>Rodriguez Elementary</td> <td>Registered Nurse</td> <td>3/6/26</td> </tr> <tr> <td>Villarreal, Blanca</td> <td>Matador Special Services Department</td> <td>Bilingual Educational Diagnostician</td> <td>3/18/26</td> </tr> </tbody> </table> <p>BOARD'S ACKNOWLEDGEMENT RESIGNATIONS:</p> <p><u>De La Cruz, Jennifer, Matador Special Services Department, effective February 20, 2026</u> Dr. De La Cruz, Essential Academics Specialist, has resigned due to personal reasons. Dr. De La Cruz has been with Seguin ISD for 6 months.</p> <p><u>Denhollem, John, Weinert Elementary, effective March 16, 2026</u> Mr. Denhollem, Special Education Teacher, has resigned due to personal reasons. Mr. Denhollem has been with Seguin ISD for 7 months.</p> <p><u>Hadamek, Melvin, Seguin High School, effective February 20, 2026</u> Mr. Hadamek, Assistant Principal, has resigned due to personal reasons. Mr. Hadamek has been with Seguin ISD for 4 months.</p> <p><u>Haynes, Kathryn, Patlan Elementary, effective June 1, 2026</u> Ms. Haynes, Music Teacher, has resigned and elected to retire. Ms. Haynes has been with Seguin ISD for 4 years.</p> <p><u>Hernandez, Karla, Seguin High School, effective February 27, 2026</u> Ms. Hernandez, Registered Nurse, has resigned due to personal reasons. Ms. Hernandez has been with Seguin ISD for 6 months.</p> <p><u>Kissee, Scott, Seguin High School, effective February 27, 2026</u> Mr. Kissee, PE Teacher, has resigned to work for another school district. Mr. Kissee has been with Seguin ISD for 7 months.</p> <p><u>Martinez, Erin, Vogel Elementary, effective February 27, 2026</u> Ms. Martinez, 5th Grade RLA Teacher, has resigned due to personal reasons. Ms. Martinez has been with Seguin ISD for 14 years.</p> <p>REFERENCE and COMPLIANCE: DC (LEGAL), DC (LOCAL), Employment Practices</p>	Name	Location	Title	Effective Date	Davis, Dshericka	Seguin High School	Registered Nurse	3/16/26	Morrison, Courtney	Rodriguez Elementary	Registered Nurse	3/6/26	Villarreal, Blanca	Matador Special Services Department	Bilingual Educational Diagnostician	3/18/26
Name	Location	Title	Effective Date														
Davis, Dshericka	Seguin High School	Registered Nurse	3/16/26														
Morrison, Courtney	Rodriguez Elementary	Registered Nurse	3/6/26														
Villarreal, Blanca	Matador Special Services Department	Bilingual Educational Diagnostician	3/18/26														

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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 and resignations for the 2025-2026 academic year.
Proposed Motion Language	N/A

Information Item	Financial Statements for February 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	None

**Seguin Independent School District
Financial Statements
General Operating Fund
February 2026**

Month 8 of 12 0.67%

REVENUE	Adopted Budget	February 28, 2026		Budget Remaining	Percent Collected	Prior Year for Comparison Only	
		Amended Budget	Year to Date Actual Revenues			February 28, 2025	February 28, 2025
						Amended Budget	Year to Date Actual Revenues
Local							
Property Taxes-Current	36,705,360	36,705,360	31,475,263	5,230,098	85.75%	36,690,360	32,868,287
Property Taxes-Delinquent	1,000,000	1,000,000	840,615	159,385	84.06%	950,000	798,282
Property Taxes-Penalty & Interest	629,000	629,000	271,501	357,499	43.16%	500,000	242,697
Interest Income	900,000	900,000	922,471	-	102.50%	1,300,000	964,675
Other Local Income	475,000	2,475,000	2,626,846	-	106.14%	240,000	365,540
State	38,615,154	43,980,154	24,277,420	19,702,734	55.20%	34,887,076	17,340,781
Federal	767,000	767,000	212,786	554,214	27.74%	767,000	416,812
REVENUE	79,091,514	86,456,514	60,626,901	25,829,613	70.12%	75,334,436	52,997,075
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	February 28, 2026		Budget Remaining	Percent Expended	February 28, 2025	
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	Year to Date Actual Expenditures
11 - Instruction	44,994,828	48,881,014	25,568,163	23,312,851	52.31%	43,314,172	22,197,890
12 - Instructional Resources & Media Svcs	1,093,681	1,093,524	521,061	572,463	47.65%	1,071,629	636,019
13 - Curr & Instructional Staff Development	592,703	590,059	295,646	294,413	50.10%	581,583	290,672
21 - Instructional Leadership	2,318,118	2,172,272	1,302,672	869,600	59.97%	2,348,713	1,347,105
23 - School Leadership	5,163,188	5,536,841	3,179,657	2,357,184	57.43%	4,998,884	3,059,839
31 - Guidance & Counseling Services	3,133,002	3,215,144	1,896,859	1,318,285	59.00%	2,745,432	1,448,078
32 - Social Work Services	694,724	680,944	391,784	289,160	57.54%	670,222	358,278
33 - Health Services	918,998	914,098	463,841	450,257	50.74%	865,619	451,527
34 - Student Transportation	3,672,980	3,606,300	2,124,379	1,481,921	58.91%	3,443,504	2,174,928
35 - Food Service	-	-	-	-	-	-	-
36 - Co-curricular Activities	2,278,671	2,273,294	1,351,477	921,817	59.45%	2,100,489	1,296,779
41 - General Administration	3,556,289	3,524,931	2,526,453	998,478	71.67%	3,527,148	2,476,523
51 - Plant Maintenance & Operations	8,838,321	10,447,154	6,499,556	3,947,598	62.21%	8,350,947	5,494,895
52 - Security & Monitoring Services	1,599,854	1,645,795	1,088,294	557,501	66.13%	995,967	692,364
53 - Data Services	2,379,265	2,708,042	2,064,806	643,236	76.25%	2,219,411	1,621,904
61 - Community Services	26,845	26,845	2,736	24,109	10.19%	27,329	2,502
71 - Debt Services	-	665,000	665,000	-	100.00%	665,000	665,000
81 - Facilities Acquisition & Construction	-	1,080,594	989,055	91,539	0.00%	1,780,800	1,037,787
93 - Payments to Fiscal Agent/SSA	2,695,312	1,762,670	-	1,762,670	0.00%	1,955,312	-
99 - Intergovmntl Charges (Appraisal Svcs)	954,500	804,500	579,865	224,635	72.08%	802,645	522,695
EXPENSE	84,911,279	91,629,021	51,511,304	40,117,717	56.22%	82,464,806	45,774,786
REVENUE OVER/(UNDER) EXPENSE	\$ (5,819,765)	\$ (5,172,507)	9,115,597			\$ (7,130,370)	7,222,288
Other Sources	-	-	-			-	-
Other Uses	-	-	-			-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ -			\$ -	\$ -
RESULT OF ACTIVITIES	\$ (5,819,765)	\$ (5,172,507)	9,115,597			\$ (7,130,370)	\$ 7,222,288
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	February 28, 2026		Budget Remaining	Percent Expended	February 28, 2025	
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	Year to Date Actual Expenditures
6100 - Salaries	61,168,017	65,640,509	36,245,242	29,395,267	55.22%	58,055,824	32,254,178
6144 - TRS On-Behalf Payments	5,307,700	4,807,700	1,941,064	2,866,636	40.37%	5,307,700	2,144,570
6200 - Purchased & Contracted Services	9,736,649	11,173,261	7,315,870	3,857,391	65.48%	9,188,586	5,887,517
6300 - Supplies & Materials	4,113,799	4,568,811	3,078,568	1,490,243	67.38%	3,863,222	2,652,786
6400 - Other Operating Costs	4,455,802	3,552,005	1,270,130	2,281,875	35.76%	3,611,865	1,117,640
6500 - Debt Service	-	665,000	665,000	-	100.00%	665,000	665,000
6600 - Capital Outlay	129,312	1,221,735	1,006,787	214,948	82.41%	1,772,609	1,053,095
EXPENSE	84,911,279	91,629,021	51,522,661	40,106,360	56.23%	82,464,806	45,774,786

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

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

Month 8 of 12

0.67%

REVENUE	Adopted Budget	February 28, 2026	February 28, 2026	Budget Remaining	Percent Collected	Prior Year for Comparison Only	
		Amended Budget	Year to Date Actual Revenues			February 28, 2025 Amended Budget	February 28, 2025 Year to Date Actual Revenues
Local							
Property Taxes-Current	-	-	-	-		-	-
Property Taxes-Delinquent	-	-	-	-		-	-
Property Taxes-Penalty & Interest	-	-	-	-		-	-
Interest Income	100,000	100,000	37,342	62,658	37.34%	20,000	83,092
Other Local Income	340,500	340,500	147,061	193,439	43.19%	339,500	171,672
State	55,500	55,500	-	55,500	0.00%	55,500	10,438
Federal	7,174,000	7,174,000	3,561,197	3,612,803	49.64%	6,675,000	4,263,421
REVENUE	7,670,000	7,670,000	3,745,600	3,924,400	48.83%	7,090,000	4,528,622
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	February 28, 2026 Amended Budget	February 28, 2026 Year to Date Actual Expenditures	Budget Remaining	Percent Expended	February 28, 2025 Amended Budget	February 28, 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	4,578,294	3,065,206	59.90%	7,063,500	4,596,788
36 - Co-curricular Activities	-	-	-	-		-	-
41 - General Administration	-	-	-	-		-	-
51 - Plant Maintenance & Operations	19,500	19,500	7,264	12,236	37.25%	19,500	8,604
52 - Security & Monitoring Services	7,000	7,000	397	6,603	5.68%	7,000	397
53 - Data Services	-	-	-	-		-	-
61 - Community Services	-	-	-	-		-	-
71 - Debt Services	-	-	-	-		-	-
81 - Facilities Acquisition & Construction	-	-	-	-		-	-
93 - Payments to Fiscal Agent/SSA	-	-	-	-		-	-
99 - Intergovmntl Charges (Appraisal Servs)	-	-	-	-		-	-
EXPENSE	7,670,000	7,670,000	4,585,955	3,084,045	59.79%	7,090,000	4,605,789
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	(840,356)			\$ -	(77,167)
Other Sources	-	-	-			-	-
Other Uses	-	-	-			-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ -			\$ -	\$ -
RESULT OF ACTIVITIES	\$ -	\$ -	\$ (840,356)			\$ -	\$ (77,167)
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	February 28, 2026 Amended Budget	February 28, 2026 Year to Date Actual Expenditures	Budget Remaining	Percent Expended	February 28, 2025 Amended Budget	February 28, 2025 Year to Date Actual Expenditures
6100 - Salaries	3,181,000	3,124,000	1,825,404	1,298,596	58.43%	3,021,900	1,733,978
6144 - TRS On-Behalf Payments	-	-	-	-		-	-
6200 - Purchased & Contracted Services	182,900	239,900	147,915	91,985	61.66%	182,700	119,467
6300 - Supplies & Materials	4,191,000	4,187,177	2,309,755	1,877,422	55.16%	3,724,000	2,573,316
6400 - Other Operating Costs	65,100	50,100	18,158	31,942	36.24%	61,400	38,140
6500 - Debt Service	-	-	-	-		-	-
6600 - Capital Outlay	50,000	68,823	284,724	(215,901)	413.70%	100,000	140,889
EXPENSE	7,670,000	7,670,000	4,585,955	3,084,045	59.79%	7,090,000	4,605,789

**Sequin Independent School District
Financial Statements
Debt Service Fund
February 2026**

REVENUE	Adopted Budget	February 28, 2026		Budget Remaining	Percent Collected	Prior Year for Comparison Only	
		February 28, 2026	February 28, 2026			February 28, 2025	February 28, 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	18,800,272	1,785,549	91.33%	21,325,262	19,623,361
Property Taxes-Delinquent	300,000	300,000	456,401	-	152.13%	250,000	394,861
Property Taxes-Penalty & Interest	200,000	200,000	144,989	55,011	72.49%	100,000	120,300
Interest Income	400,000	400,000	322,809	77,191	80.70%	-	419,969
Other Local Income	-	-	932	-	-	-	-
State	2,100,000	2,100,000	3,880,126	-	184.77%	-	2,426,767
Federal	-	-	-	-	-	-	-
REVENUE	23,585,821	23,585,821	23,605,529	(19,708)	100.08%	21,675,262	22,985,257
EXPENSE BY FUNCTION (BOARD APPROVED)	Adopted Budget	February 28, 2026		Budget Remaining	Percent Expended	February 28, 2025	
		February 28, 2026	February 28, 2026			February 28, 2025	February 28, 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	16,782,235
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	16,782,235
REVENUE OVER/(UNDER) EXPENSE	\$ -	\$ -	285,469			\$ -	6,203,022
Other Sources	-	-	793			-	793
Other Uses	-	-	-			-	-
OTHER SOURCES AND USES	\$ -	\$ -	\$ 793			\$ -	\$ 793
RESULT OF ACTIVITIES	\$ -	\$ -	\$ 286,262			\$ -	\$ 6,203,816
EXPENSE BY OBJECT (INFORMATION ONLY)	Adopted Budget	February 28, 2026		Budget Remaining	Percent Expended	February 28, 2025	
		February 28, 2026	February 28, 2026			February 28, 2025	February 28, 2025
		Amended Budget	Year to Date Actual Expenditures			Amended Budget	Year to Date Actual Expenditures
6100 - Salaries				-			
6144 - TRS On-Behalf Payments				-			
6200 - Purchased & Contracted Services				-			
6300 - Supplies & Materials				-			
6400 - Other Operating Costs				-			
6500 - Debt Service	23,585,821	23,585,821	23,320,060	265,761	98.87%	21,675,262	16,782,235
6600 - Capital Outlay				-			
EXPENSE	23,585,821	23,585,821	23,320,060	265,761	98.87%	21,675,262	16,782,235

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	None.

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	None.

Minutes of Board Workshop

The Board of Trustees

Seguin ISD

A Board Workshop of the Board of Trustees of Seguin ISD was held Friday, February 20, 2026, beginning at 8:00 a.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: Dana Ray and Paul Pastorek with Civic Solutions Group, and Nancy Ramirez, Superintendent Secretary.

1. Call to Order

- A. Mrs. Crettenden called the Board Workshop to order at 8:03 a.m. and a quorum was established.
- B. 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.
- 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. Board Workshop: Facilitated by Dana Ray and Paul Pastorek, Civic Solutions Group

A. School Action Fund Governance Training

The Board participated in a Board Workshop focused on the implementation of the School Action Fund and “Evaluating and Improving Student Outcomes” training. This includes goal setting, monitoring progress process, measuring evidence, annual school planning, reporting, and providing feedback. The Board recessed from 10:03 a.m. until 10:13 a.m., from 11:47 a.m. until 12:32 p.m., and from 1:46 p.m. until 1:57 p.m.

4. Adjourn

Mr. Bright moved, seconded by Mrs. Mueller, to adjourn the meeting. The meeting adjourned at 2:36 p.m.

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

Nays: None

Secretary/March 24, 2026

President/March 24, 2026

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, February 24, 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; Dr. Samuel Parrott, Director of Fine Arts, Tiffany Wehe, Weinert Elementary Principal; Jessica Castro, Weinert Elementary Assistant Principal; Sergio Jaurrieta, Director of Career and Technical Education; Kristi Miranda, Director of Federal and State Accountability; Hudson Huff, Senior Advisor with Zonda Home; Nancy Ramirez, Superintendent Secretary; and Media.

1. Call to Order

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

2. Audience with the Board

Elizabeth McCown signed up to address the Board regarding agenda items “10F Seguin ISD Police Department and 10C Prayer in School”.

Viviana Arce signed up to address the Board regarding “Girls Basketball Program”.

3. Closed Meeting: The Board went into closed session at 6:08 p.m.

A. Pursuant to Texas Government Code Section §§§ 551.071, 551.074, 551.129 - Consultation with legal counsel, including possible telephone consultation with legal counsel, as necessary, to address legal concerns, implications, and answer any legal questions regarding posted agenda items.

1. Discussion of Intruder Detection Audit Reports.

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

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

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

4. Reconvene to Open Meeting: The Board recessed from 7:14 p.m. until 7:16 p.m. The Board reconvened at 7:16 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 Emily Brisco, a seventh-grade student from A.J. Briesemeister Middle School, followed by a moment of silence.

6. Recognition/Campus Presentations

A. Superintendent Reports

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

B. Board Member Reports

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

C. Student/Staff/Board/Community Recognition

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

- **Superintendent's Students of the Month from Weinert Elementary School, and A.J. Briesemeister Middle School**
Dr. Lee was honored to recognize Aubree Johnson, a fifth-grade student at Weinert Elementary School, and Emily Brisco, a seventh-grade student at A.J. Briesemeister Middle 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 Rosa Campos, Kitchen Manager at Saegert, as the February recipient of the Superintendent's Apple Award. She was recognized 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 Weinert Elementary School. Principal Tiffany Wehe and Assistant Principal Jessica Castro provided a brief overview of the implementation of Texas Essential Knowledge and Skills (TEKS) Walks on their campus. These walks provide an opportunity for teachers and administrators to work together, ensuring consistent and rigorous implementation across all Weinert classrooms, which is an integral part of the school's Targeted Improvement Plan.

7. Public Hearing

A. Report on the Seguin ISD 2024-25 Texas Academic Performance Report (TAPR), PEIMS Financial Standard Report, District Accreditation Status, Report on Violent and Criminal Incidents, Progress towards Campus Performance Objectives, Progress towards House Bill 3 Goals, and a Report from the Texas Higher Education Coordinating Board on Student Performance in Post-Secondary Instructions

Kristi Miranda, Director of Federal and State Accountability, shared an overview of the Seguin ISD 2024-25 Texas Academic Performance Report (TAPR) and addressed questions and comments from the Board. Texas Education Code (TEC) § 39.053 requires each district’s Board of Trustees to publish an annual report that includes the TAPR Report, PEIMS Financial Standard Report, District Accreditation Status, progress towards campus performance objectives, a report on Violent and Criminal incidents, and information received under TEC §51.403 from the Texas Higher Education Coordinating Board. An electronic copy of the report may be accessed through the district’s website at <https://www.seguin.k12.tx.us/page/ci.assessment>, at campus offices, and on the TEA website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>.

8. Reports/Information Items:

A. Fine Arts

1. Proclamation of Arts In Our Schools Month

The Board of Trustees proclaimed March 1-31, 2026, as Arts In Our Schools Month by American Alliance for Theatre & Education (AATE).

B. Career and Technical Education

1. Career and Technical Education (CTE) Update and Evaluation Construction Update

The Board of Trustees received an update from Sergio Jaurieta, CTE Director on the Career and Technical Education (CTE) program and evaluation of the program for the 2025-2026 school year.

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

New Hire Elections:

Name	Location	Title	Effective Date
Mendez, Shakara	Matador Special Services Department	ARD Facilitator	02/16/26
O’Grady, Catherine	Rodriguez Elementary	Essential Academics Teacher	02/09/26

Resignations:

Avriett, Kelly, Jim Barnes Middle School, effective 06/16/26

Ms. Avriett, Counselor, has resigned and elected to retire. Ms. Avriett has 9 years with Seguin ISD.

Gaytan, Ann, Rodriguez Elementary, effective 02/13/26

Ms. Gaytan, Nurse, has resigned due to relocation. Ms. Gaytan has 2 years with Seguin ISD.

Jimenez, Angel, Seguin High School, effective 01/16/26

Ms. Jimenez, Special Education Teacher, has resigned due to other employment. Ms. Jimenez has 2 years with Seguin ISD.

Williams, Jha’Nann, A.J. Briesemeister Middle School, effective

06/01/26

Ms. Williams, Art Teacher, has resigned due to family reasons.

Ms. Williams has 3 years with Seguin ISD.

D. Business Services

1. Demographic Study Presented by Zonda Home

The Board of Trustees received an update from Hudson Huff on the most recent demographic study that will aid in budget and facility planning. The last study was performed in 2024 and was also performed by Zonda.

2. Bond Interest Revenue Instructional Break Improvements

The Board of Trustees received information from Elizabeth Banks regarding the Administration identifying some smaller projects that can be funded with bond interest revenue. The district is going to start the procurement process and then reevaluate to determine if these items can be funded and scheduled around the summer instructional break.

3. Financial Statements for January 2026

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

4. New Vendors

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

9. Consent Agenda Items – Consider and Possible Approval:

A. Approval of Board Minutes for:

Regular Meeting, January 20, 2026

Special Meeting, January 22, 2026

Team of 8 Training, February 3, 2026

Special Meeting, February 11, 2026

B. Approval of Tax Collection Reports for January 2026

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

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

D. Approval of Donations Received January 2026

The Board of Trustees approved the donations received by the District during the month of January 2026 in the amount of \$950.00 from various businesses and individuals. District Board policy CDC (Local) states, "...any (unsolicited) gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval."

E. Adoption of Resolution Regarding Wage Payments During Emergency School Closing (No Premium Payments)

The Board of Trustees adopted the resolution stating to continue wage payments to all regular employees effective for a one-day closure on Monday, January 26, 2026. According to Seguin

ISD Board Policy DEA(LOCAL) following an emergency, the Board shall adopt a resolution or take other Board action establishing the purpose and parameters for payments to school employees for their regular duty pay.

F. Adopt the Revised Board Operating Procedures

The Board of Trustees adopted the revised Board Operating Procedures.

G. Approval of Local District Update (LDU) - AE

The Board of Trustees approved the amended board policy AE(LOCAL).

H. Acknowledge Public Information Act Requests December 2025 - February 2026

The Board of Trustees received information regarding the Public Information Act requests received since December 19, 2025. The purpose of this agenda item is to keep trustees apprised of the District's Public Information program.

Mr. Bright moved, seconded by Ms. Duncan, to approve Consent Agenda Items as read:

A. Approval of Board Minutes for:

Regular Meeting, January 20, 2026

Special Meeting, January 22, 2026

Team of 8 Training, February 3, 2026

Special Meeting, February 11, 2026

B. Approval of Tax Collection Reports for January 2026

C. Approval of Proposed Budget Amendments for February 2026

D. Approval of Donations Received January 2026

E. Adoption of Resolution Regarding Wage Payments During Emergency School Closing (No Premium Payments)

F. Adopt the Revised Board Operating Procedures

G. Approval of Local District Update (LDU) - AE

H. Acknowledge Public Information Act Requests December 2025 - February 2026

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

Nays: None

10. Action Items:

A. Approval to Purchase District Library Books

Mrs. Mueller moved, seconded by Mr. Guerra, to approve to purchase district library books as listed.

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

Nays: None

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

Mr. Bright moved, seconded by Mr. Dwyer, to amend the recommended list from the committee to remove the challenged material "Push" from the library collection. Mrs. Mueller originally seconded; however, she withdrew her second motion.

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

Nays: Crettenden, and Mueller

Mr. Bright moved, seconded by Mr. Dwyer, to approve the amended recommended list from the library material challenge committee regarding challenged library materials.

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

Nays:

C. Consider Approval of Board Resolution to Establish a Seguin Independent School District Police Department

Mr. Bright moved, seconded by Mr. Guerra, to approve the establishment of a Seguin Independent School District Police Department. The establishment of a Seguin ISD Police Department would address critical safety and security needs for the district's approximately 7,200 students across 13 campuses. The proposed resolution authorizes the Superintendent to initiate the TCOLE application process, recruit and hire a Chief of Police and commissioned officers, procure necessary equipment and vehicles, develop comprehensive operational policies, and enter into required memoranda of understanding with overlapping law enforcement agencies.

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

Nays: Burns

D. Delay of Teacher Certification Requirements Application

Ms. Duncan moved, seconded by Mr. Dwyer, to approve the delay of teacher certification requirements application. To meet state requirements, this plan establishes a "Zero-Hire" policy for uncertified foundational teachers and utilizes current DOI guidelines to ensure all existing core staff achieve full licensure within three years. This ensures the district reaches full compliance by the 2029–2030 school year.

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

Nays: None

E. Approval of School Calendar for 2026-2027 School Year

Mrs. Burns moved, seconded by Mr. Bright, to approve the school calendar for the 2026-2027 school year.

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

Nays: None

F. Consider and Take Possible Action Regarding Resolution Related to Texas Education Code Section 25.0823, Senate Bill 11 and Prayer in Schools

Mr. Dwyer moved, seconded by Mrs. Mueller, to not adopt the resolution related to Texas Education Code Section 25.0823, Senate Bill 11, and Prayer in Schools. Currently, the district has policies in place to allow for prayer and for individuals to engage in religious expression. Board policies FNA(LEGAL) and FNA(LOCAL) protect a student's right of expression of religious viewpoints, religious expression in class assignments, and freedom to organize religious groups and activities.

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

Nays: None

H. Consider Appointing a Budget Committee for the Board of Trustees

Mr. Dwyer moved, seconded by Ms. Duncan, to appoint Joshua Bright, Lisa Burns, and Denise Crettenden to the Budget Committee for the 2026 year.

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

Nays: None

11. Board Comments and Request

Ms. Duncan commended and thanked the Seguin High School technical theatre students and staff

for their work on the Texas Theatre’s recent production of “The Savannah Sipping Society”.

Mrs. Crettenden invited the community to the Seguin High School’s One-Act Play performance on March 3rd at 7 p.m. at the Performing Arts Center.

All prior Board requests have been addressed.

12. Adjourn

Mr. Bright moved, seconded by Mrs. Mueller, to adjourn the meeting. The meeting adjourned at 11:15 p.m.

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

Nays: None

Secretary/March 24, 2026

President/March 24, 2026

Consent Action Item	Approval of Tax Collection Report for February 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 February 2026:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Current</td> <td style="text-align: right;">\$ 9,503,338</td> </tr> <tr> <td>Delinquent</td> <td style="text-align: right;">45,857</td> </tr> <tr> <td>Penalty and Interest</td> <td style="text-align: right;">76,151</td> </tr> <tr> <td>Total Monthly Collections</td> <td style="text-align: right;"><u><u>\$ 9,625,345</u></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><u>\$ 51,989,037</u></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;">\$ 3,594,084</td> </tr> <tr> <td>Percent Collected through February 2026</td> <td style="text-align: right;">47.68%</td> </tr> <tr> <td>Percent of Tax Levy Collected last year</td> <td style="text-align: right;">45.74%</td> </tr> </table>	Current	\$ 9,503,338	Delinquent	45,857	Penalty and Interest	76,151	Total Monthly Collections	<u><u>\$ 9,625,345</u></u>	Total Tax Collections Year to Date	<u><u>\$ 51,989,037</u></u>	Delinquent Tax Levy	\$ 3,594,084	Percent Collected through February 2026	47.68%	Percent of Tax Levy Collected last year	45.74%
Current	\$ 9,503,338																
Delinquent	45,857																
Penalty and Interest	76,151																
Total Monthly Collections	<u><u>\$ 9,625,345</u></u>																
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Delinquent Tax Levy	\$ 3,594,084																
Percent Collected through February 2026	47.68%																
Percent of Tax Levy Collected last year	45.74%																
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 February 2026.																
Proposed Motion Language	I move to approve the Tax collection report for the month of February 2026.																

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

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

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	\$ 41,709,360	\$ -	\$ 41,709,360
58XX	State Revenue	\$ 43,980,154	\$ -	\$ 43,980,154
59XX	Federal Revenue	\$ 767,000	\$ -	\$ 767,000
	Revenue Budget	\$ 86,456,514	\$ -	\$ 86,456,514
Expense:				
11 -	Instruction	\$ 48,881,014	\$ 2,558	\$ 48,883,572
12 -	Instructional Resources & Media Svcs	\$ 1,093,524	\$ -	\$ 1,093,524
13 -	Curr & Instructional Staff Development	\$ 590,059	\$ (2,385)	\$ 587,674
21 -	Instructional Leadership	\$ 2,172,272	\$ -	\$ 2,172,272
23 -	School Leadership	\$ 5,536,841	\$ (688)	\$ 5,536,153
31 -	Guidance & Counseling Services	\$ 3,215,144	\$ -	\$ 3,215,144
32 -	Social Work Services	\$ 680,944	\$ -	\$ 680,944
33 -	Health Services	\$ 914,098	\$ -	\$ 914,098
34 -	Student Transportation	\$ 3,606,300	\$ -	\$ 3,606,300
35 -	Food Service	\$ -	\$ -	\$ -
36 -	Co-curricular Activities	\$ 2,273,294	\$ 515	\$ 2,273,809
41 -	General Administration	\$ 3,524,931	\$ -	\$ 3,524,931
51 -	Plant Maintenance & Operations	\$ 10,447,154	\$ -	\$ 10,447,154
52 -	Security & Monitoring Services	\$ 1,645,795	\$ -	\$ 1,645,795
53 -	Data Services	\$ 2,708,042	\$ -	\$ 2,708,042
61 -	Community Services	\$ 26,845	\$ -	\$ 26,845
71 -	Debt Services	\$ 665,000	\$ -	\$ 665,000
81 -	Facilities Acquisition & Construction	\$ 1,080,594	\$ -	\$ 1,080,594
93 -	Payments to Fiscal Agent/SSA	\$ 1,762,670	\$ -	\$ 1,762,670
99 -	Intergovernmental Charges (Appraisal Servs)	\$ 804,500	\$ -	\$ 804,500
	Expenditure Budget	\$ 91,629,021	\$ -	\$ 91,629,021
	Assigned Fund Balance	\$ -	\$ -	\$ -
	Unassigned Fund Balance (Budget Deficit)	\$ (5,172,507)	\$ -	\$ (5,172,507)

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

	Description	Approved Budget	Increase (Decrease)	Proposed Budget
Revenue:				
57XX	Local Revenue	\$ 440,500	\$ -	\$ 440,500
58XX	State Revenue	\$ 55,500	\$ -	\$ 55,500
59XX	Federal Revenue	\$ 7,174,000	\$ -	\$ 7,174,000
	Revenue Budget	\$ 7,670,000	\$ -	\$ 7,670,000
Expense:				
11	Instruction	\$ -	\$ -	\$ -
12	Instructional Resources & Media Svcs	\$ -	\$ -	\$ -
13	Curr & Instructional Staff Development	\$ -	\$ -	\$ -
21	Instructional Leadership	\$ -	\$ -	\$ -
23	School Leadership	\$ -	\$ -	\$ -
31	Guidance & Counseling Services	\$ -	\$ -	\$ -
32	Social Work Services	\$ -	\$ -	\$ -
33	Health Services	\$ -	\$ -	\$ -
34	Student Transportation	\$ -	\$ -	\$ -
35	Food Service	\$ 7,643,500	\$ -	\$ 7,643,500
36	Co-curricular Activities	\$ -	\$ -	\$ -
41	General Administration	\$ -	\$ -	\$ -
51	Plant Maintenance & Operations	\$ 19,500		\$ 19,500
52	Security & Monitoring Services	\$ 7,000	\$ -	\$ 7,000
53	Data Services	\$ -	\$ -	\$ -
61	Community Services	\$ -	\$ -	\$ -
71	Debt Services	\$ -	\$ -	\$ -
81	Facilities Acquisition & Construction	\$ -	\$ -	\$ -
93	Payments to Fiscal Agent/SSA	\$ -	\$ -	\$ -
99	Intergovernmental Charges (Appraisal Servs)	\$ -		\$ -
	Expenditure Budget	\$ 7,670,000	\$ -	\$ 7,670,000
	Assigned Fund Balance	\$ -	\$ -	\$ -
	Unassigned Fund Balance (Budget Deficit)	\$ -	\$ -	\$ -

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

**Donations Received By Seguin ISD
During the 2025-26 School Year**

Donor	Purpose	Campus Receiving Donation	Date Rcvd	Amount/Value	Board Approval
Texas Farm Bureau	Vogel Garden expansion & maintenance	Vogel Elementary	02/12/26	\$ 250.00	pending
Guadalupe County Farm Bureau	Vogel Garden expansion & maintenance	Vogel Elementary	02/27/26	\$ 500.00	pending

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

Consent Information Item	Acknowledge Public Information Act Requests for February - March 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 February 6 and March 6, 2026.
Proposed Motion Language	N/A

Seguin ISD PIA Requests received from February 6 - March 6, 2026				
Date	Requester	Requested Documents	Status	Action
046 February 16, 2026	Heidi Baker, SmartProcure	Employee name, title, department, email, phone number, business cell phone, email address, office address	Completed	Document shared
047 February 24, 2026	James Ransdell	Library materials challenge information	Completed	Responded
048 February 24, 2026	SFC Karla Aguirre, U.S. Army Recruiter	Junior & senior student contact information	Completed	Document shared
049 February 26, 2026	James Ransdell	Board policy	Completed	Responded
050 February 27, 2026	Paula Hilliard	Superintendent contract information	In progress	
051 March 2, 2026	Eden Ding, The Data Branch	Procurement records related to disposable foodservice products	Responded	Itemized invoice shared
052 March 4, 2026	Oshea Smith, Sunlight Access	Vendor contracts	Completed	Documents shared

Action Item	Discuss and Take Action on Recommendations of Library Material Challenge Committee
Contact Person(s)	Monica Lyons, Chief Academic Officer Jackie Silvius, Seguin ISD Lead Librarian
Background	<p>When the district receives a challenge to library materials, our EFB(LOCAL) policy outlines the steps necessary for an appropriate review of the challenged materials. This includes the appointment of a Library Materials Challenge Review Committee, and the committee reviews the material in its entirety to determine if the materials should be removed, retained, or relocated.</p> <p>Our current practice is for the committee report to be presented to the board of trustees for a final determination. After a library material has been challenged and the Board determines not to remove the library material from a school library catalog, it may not be challenged again before the second anniversary of the Board's final decision not to remove the material.</p> <p>Exhibits: <i>Forever Review Committee Report;</i> <i>The Handmaid's Tale Review Committee Report;</i> <i>The Perks of Being a Wallflower Review Committee Report;</i> <i>What Girls are Made of Review Committee Report;</i> and <i>Burned Review Committee Report</i></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 Board of Trustees approves the recommendations of the Library Material Challenge Committee regarding challenged library materials.
Proposed Motion Language	I move to approve the recommendations of Library Material Challenge Committee.

Library Materials Challenge Review Committee Report

Date: March 3, 2026

Location: Central Office Staff Development Room

Challenged Material

Title: The Handmaid's Tale

Author: Margaret Atwood

Publication Date: 1986, SHS Copyright 1998

Interest Level: Grades 9 - Adult

Current Location of Library Material: Seguin High School

Date Challenged: 12/16/25

Challenger: District Resident, Lynnette Leanox

Summary of the Book: In Margaret Atwood's dystopian future, environmental disasters and declining birthrates have led to a Second American Civil War. The result is the rise of the Republic of Gilead, a totalitarian regime that enforces rigid social roles and enslaves the few remaining fertile women. Offred is one of these, a Handmaid bound to produce children for one of Gilead's commanders. Deprived of her husband, her child, her freedom, and even her own name, Offred clings to her memories and her will to survive. At once a scathing satire, an ominous warning, and a tour de force of narrative suspense, *The Handmaid's Tale* is a modern classic.

Awards:

Governor General's Award - 1985

Arthur C. Clark Award - 1985

Nominated for:

Nebula Award - 1986

Booker Prize - 1986

Prometheus Award - 1987

Committee Members:

Jackie Silvius - District/Seguin High School Librarian - Committee Chair, not a voting member

Jackie Johnson - Librarian

Tiffany Cunningham - ELAR Teacher

Tina Anderson - Guardian

Jessica Lee - District Testing Coordinator, Parent

Mark Dibble - Parent

Number of Voting Members: 5

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

Harmful Material

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

Taking the material's dominant theme as a whole:

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

[0] Yes [5] No

- The committee agreed that the book's main themes are the suppression of women's rights and loss of autonomy, not sexual activity.
- The committee noted that there is very little sex described in the book, and the descriptions are not "excessive or outstanding."
- A committee member stated it is "not pornographic" and "not written to arouse or stimulate sexual interest."
- Sex is discussed in the context of coercion and state control for the purpose of procreation.

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 participants find the themes of the book—particularly the treatment of women and the society built to repress people—to be **offensive** and an **uncomfortable book to read**.
- However, they emphasize that the book is **not glorifying** these acts; instead, it serves as a **warning** or a "tale to show you shouldn't let this happen."

A significant point is raised that author Margaret Atwood "didn't add anything to this book that had not happened in society," which connects the fictional themes to real-world historical and ongoing events.

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

[0] Yes [5] No

The committee concluded that the book does have significant value for minors and adults:

- **Literacy and Historical Understanding:** By reflecting "what's happening in other countries" and offering a lesson that "when we don't learn from our history we repeat it."
- **Social Emotional Learning and Empathy:** By showing the women enduring their roles, prompting empathy for their situation, and even exploring the nuanced roles of the Commander and his wife.
- **Literary and Civic Value:** It is praised as a "significant literary, historical, and civic value" that supports the dystopian genre, engages students in reading, and explores themes of power struggles, symbolism, propaganda, gender roles, and critical thinking.

Pervasively Vulgar

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

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

1. Is content that is offensive in language present and referenced through the material? [0] Yes [5] No

The committee agreed that the presence of swear words is infrequent ("one or two spots") and not pervasive.

One member noted there are only a couple of swear words, but not very many.

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

The committee agreed that there is no lust in the book. They discussed a single sexual act scene, which they described as not explicit at all. It is characterized as a "robotic," "disassociative," and "barely even a physical act" that is devoid of emotion, intended by the author to highlight the lack of feeling involved. The description was compared to a "medical textbook" and only lasted for about a "paragraph." The most "racy" words mentioned were "flesh, pubic bone, thigh."

There is a brief mention of a stoning or killing, which a committee member described as "disturbing" and "just awful," but they concluded it is "not really vulgar and indecent."

A committee member mentioned the "f word once or maybe twice," indicating a very infrequent use of profanity.

Overall, the consensus was that the single sexual act is not "explicit," "lustful," or referenced "throughout the book," and the description is "very tastefully done for something so distasteful."

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

Is the material "**pervasively vulgar**"? [0] Yes [5] No

Educationally Unsuitable

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

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [0] Yes [5] No

The consensus with the committee was that the book is suitable for upper level classes, but generally unsuitable for freshmen, unless they are a more mature reader.

The committee also noted the book has been widely used in AP classes for years. A committee member found that the Handmaid's Tale is frequently included in AP curriculum and has also appeared in AP English literature exams in the open question section.

It was suggested that the book would be even better used in a government class to teach themes like totalitarianism, power structures, propaganda, and critical thinking.

The committee also discussed the difference between a teacher assigning it (instructional material) versus a student choosing it (library material).

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

The committee agreed that the story acts as a warning against harmful behaviors, with one person suggesting it's called a "tale" because it's meant to be cautionary.

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

The Committee did not believe there were other factors that would make the material unsuitable. The committee felt the material would be suitable for Juniors and Seniors, possibly for mature freshmen and sophomores noting that the beginning of the book is so "stilted and uncomfortable" that a more immature freshmen or sophomore wouldn't want to keep reading.

The committee also discussed parents giving permission for students to read books. Mrs. Silvius let the committee know it is an option for parents, if they so choose.

The committee also discussed how the Netflix series created on this book helped it gain notoriety and that the series is "far worse than the book". Many believed that more students had likely watched the series than read the book.

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 discussed that there was a lack of graphic detail. While sexual activity is described, it is "without the graphic anatomical... details" and kept within the overall thematic context of the book.

The committee also discussed that the reader "has to infer what is happening because there's nothing explicitly really there" and that there is "nothing explicit at all." The most explicit or slang reference to a male body part mentioned is "giving somebody a stiffy." The text avoids describing body parts during the activity.

Throughout the conversation, committee members looked through the book at specific passages to help answer this question.

2. Does the material portray excretory organs or activities in a way that is patently offensive? [0] Yes [5] No

All committee members agreed this was not present in the book.

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 discussed that the use of curse words is minimal and that the few words present would not be considered a public nuisance. One person commented that they "hear much worse."

The committee also distinguished between the book's language and its subject matter. They stated that the society itself portrayed in the book was "very offensive" and that's the central point, but the actual language used was not "profane" or "vulgar."

Website Referral

Does the material refer a person to an internet website containing content prohibited under this Board Policy EFB? [0] Yes [5] No

The committee noted a newer addition of the book refers the reader to the author's website, but other than that, no websites are referred to in the book.

Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection - The committee - 5 committee members voted to retain the library material
- Motion B: To remove the challenged material from the library collection. - 0 committee members voted to remove the library material
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school). The library material is only at the high school level so this is not an option.

Library Materials Challenge Review Committee Report

Date: March 2nd, 2026

Location: Central Office - Board Room

Challenged Material

Title: The Perks of Being a Wallflower

Author: Stephen Chbosky

Publication Date: 1999

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Date Challenged: 12/16/25

Challenger: District Resident, Lynnette Leanox

Summary of the Book:

The critically acclaimed debut novel from Stephen Chbosky follows observant “wallflower” Charlie as he charts a course through the strange world between adolescence and adulthood. First dates, family drama, and new friends. Sex, drugs, and *The Rocky Horror Picture Show*. Devastating loss, young love, and life on the fringes. Caught between trying to live his life and trying to run from it, Charlie must learn to navigate those wild and poignant roller-coaster days known as growing up.

Awards:

American Library Association Best Book for Young Adults (2000)

Best Book for Reluctant Readers (2000)

Committee Members:

Jaclyn Silvius - District Librarian and Chair

Denise Wilcox -Librarian

Liz McCown - Parent

Lucy Lebron - Teacher

Xander Bien - Teacher

Madelyn Albrecht -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?
 Yes No

The committee explains that the novel portrays a realistic view of challenges students face, but it does not encourage those behaviors; instead, it simply tells a story about them. They conclude that there is nothing inappropriate in the content and that it is appropriate for grades 9–12, and it is placed at the high school.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?
 Yes No

The committee discussed how this depiction of teenage experience is seen as appropriate, and not offensive or excessive.

One committee member discussed that some of the drug abuse or alcohol abuse does not get portrayed in a necessarily negative way. Or a positive way.

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

- The book has value for a historical depiction.
- The book is friendly for reluctant readers. It is accessible for teenagers. It supports literacy for being an easy stepping stone for kids to read in a manner that makes sense to them.
- Social emotional learning is developed when the main character gets supported by adults in his life, such as his English teacher and his therapist. He was able to grow and develop his emotional skills throughout the text.
- The book develops a level of empathy between the reader and the main character. The main character becomes a real person in the eyes of the reader, teaching them to empathize and connect.

Pervasively Vulgar

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

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

1. Is content that is offensive in language present and referenced through the material? [] Yes [5] No

The language is not overtly offensive. The main character never uses the obscene language that others are using; he is just reciting the things that others have said to him. There are very few instances of offensive language.

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

The committee discusses how the depiction of profane and lewd details are not demonstrated in an overt or excessive manner. The sexual conduct is not described in detail, and must be inferred by the reader. The sexual conduct is seen as a really negative thing that happened in the characters life, and it is not encouraged. The main character must work to develop skills to get through this difficult trauma.

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

Is the material “**pervasively vulgar**”? [] Yes [5] No

The committee members did not answer “yes” to either question above.

Educationally Unsuitable

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

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [] Yes [5] No

Ultimately, the message and the lesson of this book is that kids are not alone. They are meant to seek support from trusted adults.

2. Does the material encourage harmful behaviors? Yes No

The material does have a way of normalizing smoking; however, this is a moment in history where these behaviors were not portrayed negatively. It may lead to students normalizing this behavior. On the other hand, the students in these books are not depicted in a glamorized way. The coping strategies they used are not seen as successful. Instead, the successful behaviors for coping and growth were in the creativity of writing one's feelings down, seeking support in a trusted adult, and going to therapy and getting medical treatment for mental health issues.

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

The committee is unanimous in its disagreement that there are other factors that make this 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? Yes No

All the scenes that have sexual conduct are very vague and not descriptive. Some mention of breasts, and the word penis is said, but not in a sexually explicit context.

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

There is absolutely no mention of excretory organs.

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? [] Yes [5] No

The offensive language is used as a story-telling device, to depict the kind of bullying that one of the characters is experiencing. It is not so grossly offensive so that it 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? [] Yes [5] No

The only website offered in the “Book Club Readers Guide” of the text (only in some versions, not the high school version) are:

www.moreloveletters.com, which is a website that allows people to send love and share stories through letter writing.

amillionthanks.org, which is a website where individuals can send letters to our military troops.

online.rainn.org, which is the National Sexual Assault Hotline.

Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection. The committee is unanimous in its decision to retain the challenged material in the library collection (Motion A)
- 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

Date: February 24th, 2026, 3:00 pm

Location: Central Office Conference Room

Challenged Material

Title: What Girls are Made Of

Author: Elana Arnold

Publication Date: 2017

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Date Challenged: 11/29/2025 & 1/30/2026

Challenger: District Resident, Lynnette Leanox & James Ransdell

Summary of the Book:

Reeling from a shameful breakup with a boy she unabashedly worshipped, Nina drifts between school and her days volunteering at a dog shelter. But she's looking for something more. A way to fix her mistakes. Unsure of how to move on, Nina peels back the moments that have shaped her and given her a view of girlhood distorted by violence and sacrifice. One that led her to do something unspeakable to a fellow student.

As Nina grapples with regret, strange memories of a trip to Italy with her mother start to surface. Layer by layer, Elana K. Arnold reveals their painful effect, and questions what love really means.

Raw, emotional writing and a frank portrayal of the world teen girls live in set this award-winning book apart as a stunning chronicle of self-acceptance.

Awards:

Amelia Bloomer Project List, Winner, 2018

Best Fiction for Young Adults Top Ten, Winner, 2018

Golden Kite Award, Winner, 2018

Cooperative Children's Book Center (CCBC) Choices, Winner, 2018

Notable Award

ILA Young Adults' Choices, Winner, 2018

Notable Award

Children's Book Committee at Bank Street College Best Children's Book of the Year, Winner, 2018

California Book Awards Finalist, Short-listed, 2017

Notable Award

School Library Journal Best Book, Winner, 2017

Notable Award

National Book Award for Young People's Literature Finalist, Short-listed, 2017

Notable Award

Kirkus Best Teen Books of the Year, Winner, 2017

New York Public Library Best Books for Teens, Winner, 2017

Chicago Public Library Best of the Best Books, Winner, 2017

Committee Members:

Jackie Silvius - District Librarian, High School Librarian

FeeDee Langrehr

Tina Anderso

Lucy Lebron Santiago - ELAR Teacher

Jennifer Spencer - Parent

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.

Number of voting members: 5

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?
[] Yes [5] No

The committee agreed that the dominant theme of the material is not prurient. While it does touch on the subjects of sex and masturbation, these topics are described in a way that is not graphic or explicitly encouraging. The focus is more on the message of waiting for sex and understanding that love is not about transactions.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?
[] Yes [5] No

The committee discussed *what* the prevailing standards are that the committee should use to judge the material. The committee argued that as a whole, our community may not have the same standards based on age, etc. Some community members may feel a minor having sex is offensive, but the

committee did not believe the book described acts graphically or explicitly to be considered patently offensive.

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

The committee agreed there were several themes that would give this book social value for minors:

- Saints and their stories were used throughout the book to showcase self-sacrifice in ancient and modern times, giving readers an opportunity to learn about history.
- The main character starts the book by bullying an exchange student, then growing and learning by the end of the book. One committee member agreed that “a journey of self-acceptance” seems to be an accurate description to describe the growth of the character in the book.
- The book as a whole showcases healthy/unhealthy relationships throughout.

Pervasively Vulgar

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

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

1. Is content that is offensive in language present and referenced through the material? [] Yes [5] No

The committee **disagreed** that the language was lewd or offensive. Proper names of body parts and descriptions were used throughout, and not described using lewd or offensive terms.

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

The committee acknowledged the material was descriptive in nature, but disagreed that the book was lewdly or profanely indecent. Again, proper names of body parts and descriptions were used throughout, and not described using lewd or offensive terms.

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

Is the material “**pervasively vulgar**”? [] Yes [5] No

Since the committee voted “no” on both questions, the material is not “pervasively vulgar”.

Educationally Unsuitable

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

Either due to specific selections of content or holistically:

1. Is the material unsuitable for a pedagogical reason? [] Yes [5] No
2. Does the material encourage harmful behaviors? [] Yes [5] No
3. Is the material unsuitable because of other factors? [] Yes [5] No

The committee **does not** believe the material is unsuitable for pedagogical reasons. Taken holistically, the themes of the material touch on self-growth, social-emotional learning, and consequences to behaviors. There is also a historical context regarding the saints and their stories.

The committee does not believe the material encourages harmful behaviors.

The committee was also unsure what other factors may be unsuitable. In the book, animal cruelty is briefly touched on, but is not glamorized at all or described in detail, only assumed when a group brings an injured dog into the dog shelter where the main character works. Other than this possible factor, the committee did not agree that there were other factors to make 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? [] Yes [5] No
- 2. Does the material portray excretory organs or activities in a way that is patently offensive? [] Yes [5] No

The committee does not believe the portrayal of sexual organs or activities is described in a way that is patently offensive. There are descriptions in the book, but as mentioned earlier, proper names of body parts and descriptions were used, and not described using lewd or offensive terms.

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? [] Yes [5] No

The committee did not agree that the material included grossly offensive language 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? [] Yes [5] No

No websites were referred to in the book.

Committee Vote on Action to be Taken:

- Motion A: 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

Date: February 25th, 2026

Location: Central Office - Board Room

Challenged Material

Title: Burned

Author: Ellen Hopkins

Publication Date: 2013

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Date Challenged: see below

Challenger: District Residents, Michelle Saengerhausen (12/14/25 & 12/28/25) & Lynnette Leanox (1/15/26)

Summary of the Book:

Seventeen-year-old Pattyn, the eldest daughter in a large Mormon family, is sent to her aunt's Nevada ranch for the summer, where she temporarily escapes her alcoholic, abusive father and finds love and acceptance, only to lose everything when she returns home.

Awards:

2006 National Book Award nominee

2007 ALA Best Books for Young Adults nominee

2006-2007 Tayshas Reading

Committee Members:

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

Sarah Noethen - Librarian

Imelda Brena - Parent

Taylor Haecker

Christopher Lara - ELAR Teacher

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?

Yes No

The committee agreed that while certain themes may be present in the book, they are not excessive or inappropriate. The focus is on the character's growth and moving past traumatic experiences, rather than on explicit or excessive content.

The committee also agreed the book does not go into inappropriate detail and that the content is not the central theme.

The committee disagrees that the book appeals to inappropriate interests, particularly those concerning minors, and agree that the book does not fall appeal to the prurient interests of a minor.

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

Yes No

The committee discussed the idea of what's appropriate for minors, specifically in relation to a book and whether it contains offensive content.

The committee discussed how to determine what's considered offensive to minors and how to define what the "adult community" as a whole thinks is appropriate.

The committee talked about the idea of *patently offensive* content, which is material that is clearly unacceptable by contemporary community standards, but there's disagreement about how to apply this standard.

The committee defined a minor - under 18 years old, and confirmed the book is only at the high school students (grades 9–12).

The committee agrees the book is suitable for high school students, but they acknowledge that some adults may find it offensive. However, they believe that a few people's discomfort shouldn't limit access for everyone.

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

Yes No

The committee agreed that “utterly” would mean having absolutely no value at all, which they believe does not apply. Instead, they highlighted several ways the book has educational and developmental value:

- supports literacy and exposes readers to a unique, poetic writing style that could inspire interest in creative expression.
- explores themes of identity, self-discovery, struggle, and personal growth, which high school students may relate to.
- addresses complex topics such as family, beliefs, love, future aspirations, and difficult life choices, encouraging reflection and discussion.
- could function as a cautionary tale, prompting readers to think critically about certain behaviors and their consequences.
- builds empathy by showing that outward appearances (e.g., being a good student from a seemingly stable family) can hide deeper struggles, reminding readers to be more compassionate and aware of what others may be going through.

Pervasively Vulgar

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

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

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

The committee discussed whether offensive language is present throughout the book, prolific and/or central and dominant to the story.

The committee found that profanity is in the book and is spread throughout the book, but it is minimal in proportion to the more than 500 page book. According to the tally the challenger presented, there are fewer than 50 instances of profanity. Language was estimated to appear roughly once every 10 pages. Committee members agreed it is not prolific.

Some offensive words are used by characters portrayed as “terrible people,” helping to develop characterization.

The committee also discussed that slurs or derogatory terms appear about four times in the entire book; some listed words the challenger included could be debated as not universally offensive; and some of the language reflects everyday vocabulary among students.

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

The committee clarified that “content” includes storyline, themes, actions, and thoughts—not just language.

Although the book includes discussions of sex and teenage feelings and dark themes like suicidal thoughts and violence, content is not profanely irreverent and reflects realistic teenage experiences.

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

Is the material “**pervasively vulgar**”? [] Yes [4] No

The committee did not answer “yes” to either of the above questions, and therefore does not believe the material is pervasively vulgar.

Educationally Unsuitable

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

Either due to specific selections of content or holistically:

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

The committee discussed whether certain material is unsuitable for a pedagogical reason. The committee clarified that “pedagogical” relates to teaching methods and educational suitability, and defined the term as connected to instructional techniques and facilitating learning. After considering the definition, the committee does not believe the material is unsuitable for a pedagogical reason.

2. Does the material encourage harmful behaviors? [1] Yes [3] No

Some committee members believed that the book does not encourage harmful behavior. They see it as a cautionary portrayal that makes readers reflect on the character’s poor choices and the consequences of those actions. They believe it encourages critical thinking and empathy rather than imitation.

Other committee members raised concerns that certain students might interpret it differently. They worried that some readers could see the revenge themes or the suicidal scene (on the bridge near the end) as validating or even encouraging harmful behavior. The key concern centers on whether the book *depicts* harmful actions or actively *encourages* them.

The committee agreed the key concern centers on whether the book depicts or actively encourages harmful behavior. The committee members do not feel the book promotes harmful behavior, but acknowledged that interpretation may vary depending on the student. They concluded that students already inclined toward harmful thinking may find reinforcement in many sources—not just this book.

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

The committee noted that “other factors” is not clearly defined, which leaves room for personal interpretation. The committee pointed out that the term “unsuitable” is vague and subjective—what one person finds inappropriate may differ from another’s perspective.

After reflecting on the entire book, the committee did not identify any new concerns beyond those already raised by challengers.

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? Yes No

The committee discussed whether the material portrays sexual organs or activities in a way that is “patently offensive.” The committee agreed that while the material may reference sexual activity, it does so vaguely and without explicit detail. Examples that were mentioned - such as kissing in a restaurant or someone running into another person’s arms - are described as not offensive. The committee emphasized the distinction between merely portraying sexual activity and doing so in a “patently offensive” way, deciding that the excerpts provided by the challenger are not explicit or detailed enough to be considered offensive.

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

The committee did not find there to be indecent content. Anything mentioned was vague and many examples given were not considered indecent.

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

Committee members initially said yes because the book contains words they personally find offensive. However, they questioned what qualifies as “grossly offensive” and what constitutes a “public nuisance.” They reviewed definitions, noting that:

- **Public nuisance** generally refers to conduct that interferes with the rights, health, safety, comfort, or well-being of the general public.
- **Grossly offensive** language is extreme, shocking, or indecent to the point of potentially crossing into criminality, whereas simply “offensive” language is broader and typically protected speech.

Participants acknowledged that while some words in the book are offensive and may cause discomfort, they are used by offensive characters and are not the dominant theme or used throughout the book. The discussion shifted to considering the book as a whole, rather than isolated instances of language.

The committee emphasized the importance of carefully interpreting the wording of the question, and recognized that distinctions between “offensive” and “grossly offensive,” as well as whether the material constitutes a public nuisance, significantly affected their answer.

Website Referral

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

There were no websites mentioned in the book.

Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection - 4 in favor
- Motion B: To remove the challenged material from the library collection. - 0 in favor
- 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

Date: March 4, 2026

Location: Central Office Board Room

Challenged Material

Title: Forever

Author: Judy Blume

Publication Date: 2007, copy in SHS Library (original publication date, 1975)

Interest Level: Grades 9-12

Current Location of Library Material: Seguin High School

Date Challenged: 12/16/25

Challenger: District Resident, Lynnette Leanox

Summary of the Book: Two high school seniors believe their love to be so strong that it will last forever.

Committee Members:

Jackie Silvius - District/High School Librarian - Committee Chair

Sarah Noethen - Librarian

Allison Pape - Parent

Anna Moreno - Parent

Gretchen Pearson - ELAR Teacher

Lisa Weir - Seguin High School RLA Instructional Coach

Liz Mulroney - Secondary Language Arts Coordinator

Number of Voting Members: 6

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

Harmful Material

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

Taking the material's dominant theme as a whole:

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

[0] Yes [6] No

The committee established the definition of "patently offensive" as material that is "clearly, obviously, and undeniably offensive to contemporary community standards often used to define obscenity in a legal context."

The committee noted that the book is only available at the high school level.

The committee described the sexual content as "very clinical," "step by step," and "very consensual," with "no forcible anything."

The committee agreed that the material is not patently offensive, arguing that the "prevailing standards" of the adult community would likely override the opinions of a small segment who might find any sexual content offensive.

The committee noted that the book was written in 1975 and included a "note to the reader" acknowledging the different times, but the themes remain relevant. Discussions on topics like STDs were also considered clinical and direct.

2. Is the material patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors?
[0] Yes [6] No

The committee established the definition of "patently offensive" as material that is "clearly, obviously, and undeniably offensive to contemporary community standards often used to define obscenity in a legal context."

The committee noted that the book is only available at the high school level.

The committee described the sexual content as "very clinical," "step by step," and "very consensual," with "no forcible anything."

The committee agreed that the material is not patently offensive, arguing that the "prevailing standards" of the adult community would likely override the opinions of a small segment who might find any sexual content offensive.

The committee noted that the book was written in 1975 and included a "note to the reader" acknowledging the different times, but the themes remain relevant. Discussions on topics like STDs were also considered clinical and direct.

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

The committee strongly agreed that the material **does** possess significant social value for minors, particularly high school students, based on the following points:

- **Social and Emotional Learning (SEL):** Participants felt the book strongly supports SEL, especially for teenage girls, by exploring the internal struggle of readiness for sexual relationships and the associated thoughts.
- **Healthy Relationships and Support:** The book modeled "very healthy" relationships between the main character and the adults in her life, including her parents and grandparents.
- **Life Lessons:** A key redeeming quality was the realistic ending—that "things didn't turn out to be forever," and the main character went "through something challenging and came out whole." This was considered a "really important lesson."
- **Empathy and Diverse Perspectives:** The material was seen as providing "good representation" of peer interactions and "different perspectives," including a story of a peer who chose adoption over abortion after having healthy discussions with her peers.
- **Positive Female Representation:** The committee noted strong, empowered female characters, such as the grandmother who was an attorney and a friend's mom involved in films. Even a 51-year-old woman could "see myself in the characters," suggesting broad relatability for high school students, aiding their social-emotional learning.
- **Clinical and Safe Approach:** The committee confirmed that the content was "very clinical" and direct, which one participant preferred over content found on social media, believing it offered "very healthy models." The final conclusion was that the content was "very healthy" and that participants would be "okay with my daughter reading it."

Pervasively Vulgar

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

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

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

The committee discussed that offensive language was **not** "referenced throughout" the material. Committee members describe any language used to refer to sexual activities as "very clinical" and that "proper terms" were used.

Committee members agreed that there was little to no cursing in the material.

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

The committee agreed that the content was **not** "lewd or profane" but was "very clinical."

The committee also discussed that the material did not "overly emphasize or make it the focus of the book," which is required for the content to be considered "referenced throughout."

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

Is the material "**pervasively vulgar**"? [0] Yes [6] No

Factors forming the basis for your response.

Educationally Unsuitable

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

Either due to specific selections of content or holistically:

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

The committee agreed that the material is suitable and could be a good source of information for students, potentially "better than a TikTok or their friends,"

especially for individual students who are "questioning or going through some of these things." The committee also agreed that the material was "really accessible" due to its simple vocabulary.

The committee also discussed the difference between a library material and an instructional material, noting the following:

- The book is likely not appropriate for a whole class read because not all students would relate to it.
- It is highly valued as library material (student choice) or as a recommendation from a librarian or teacher to support a student's social emotional learning needs.

Since the book was considered a "pretty basic read", the committee thought it may not offer a lot when teaching complex "literary component[s]." However, the focus on the "roundness of the characters and the social and emotional learning" was deemed to give the work a quality that makes it valuable for individual students. The committee agreed that the material is valuable as a student-choice library material rather than a mandated instructional material.

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

The committee discussed the following to support the group's decision that the material **does not** encourage harmful behaviors

- The committee discussed the difference between *discussing* sensitive topics and *encouraging* harmful behavior. Topics like abortion were discussed as a character's "options," but the material did not promote it. The pregnant character ultimately chose adoption, indicating that the material models a difficult decision and its consequences without encouraging a harmful choice. The discussion, including friends talking about the decision, was seen as "healthy modeling" when considering options.
- The scene involving the character's visit to Planned Parenthood was praised for modeling "realistic" conversations about birth control options and the character's ability to "advocate for herself," all of which were cited as "good healthy behaviors."

- The overall message was viewed as "kind of empowering" for young women, showcasing independence and healthy decision-making for high school seniors.

The committee agreed the material contains a "very healthy component" and is the "opposite" of harmful.

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

Michael is 17, which one participant noted is considered the age of consent in the state of Texas. The female character starts at 17, turns 18 a month before him, and is two or three months older. The group ultimately concluded that the material is not unsuitable due to this factor.

It was determined that the way the relationship is portrayed—as "supportive and consensual in a healthy relationship"—overrides any potential issue with the characters' ages. Participants agreed that these positive elements make the material suitable.

Indecent Content

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

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

The committee discussed the following:

The discussion of sexual organs or activities was described as being in a "functional way" and "very clinical." Examples cited include the description of a character's visit to Planned Parenthood, where the use of a speculum and discussion of the cervix were discussed, which the committee deemed "super healthy."

Committee members agreed that the sexual activities are not "very explicit." Descriptions were said to focus on "the emotions of what happened" and, while present as the relationship progresses, are "not offensive" and do not represent the "actual act of having sex."

The definition was reaffirmed as material that is "clearly, obviously, and undeniably offensive to contemporary community standards... signifying content that goes significantly beyond accepted standards or decency."

The material was determined to be not pornographic—in fact, participants noted that students have more access to explicit material on their own devices.

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

A committee member mentioned that the word “penis” was used, but not in an offensive way. One committee member also mentioned they felt like the answer to this question could be “Not Applicable” because it was not present in the book.

Profane Content

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

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

The committee agreed there was "not much offensive language" and discussed the following:

- While the "f word" was present "three times maybe," this was dismissed as minor and not "grossly offensive."
- It was confirmed that there were "no racial slurs or anything like that."
- Discussions around the character's pregnancy were described as "very healthy conversations, just two girls talking" and were not negative.
- The language used to describe sexual activity was also confirmed to be "not offensive."

Website Referral

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

A committee member mentioned two websites referred to in a note from the author in her version of the book. However, these two websites are not noted in the copy Seguin

High School has in its collection. The committee reviewed the websites for good measure and did not find either to be in violation of EFB Local Policy.

Committee Vote on Action to be Taken:

- Motion A: To retain the challenged material in the library collection - 5 committee members voted to retain the library material
- Motion B: To remove the challenged material from the library collection. - 0 committee members voted to remove the library material
- Motion C: To move the material to a different age-level collection (e.g., middle school to high school). The library material is only at the high school level so this is not an option.

Action Item	LASO Cycle 4 Grant: Leadership & Instructional Foundations for Texas (LIFT) Standard (Bluebonnet) Grant
Contact Person(s)	Monica Lyons, Chief Academic Officer
Background	<p>LIFT (Leadership and Instructional Foundations of Texas) is a three-year program designed to support Texas school systems in building the instructional and systems-level capacity needed to deliver high-quality learning experiences for all students. LIFT brings together the highest leverage components of Strong Foundations, Texas Instructional Leadership, and Texas Lesson Study, providing comprehensive support for districts to adopt HQIM and implement Bluebonnet Learning over multiple years.</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 approve the submission of the LASO Cycle 4 Grant: Leadership & Instructional Foundations for Texas (LIFT) Standard (Bluebonnet) Grant
Proposed Motion Language	I move to approve the submission of the LASO Cycle 4 Grant: Leadership & Instructional Foundations for Texas (LIFT) Standard (Bluebonnet) Grant.

Overview of LASO Cycle 4



01.

Curriculum and Instruction:
rigorous, high quality instructional materials designed to make up ground and master grade level TEKS



02.

Education & Training:
talent pipelines that support teachers to deliver excellence in classrooms, getting more than 1 year of growth in 1 year



03.

More Time:
for the students most in need, including expanding instructional time in the summer and with targeted tutoring



04.

Innovation school models: to incorporate all aspects of the learning accelerations framework.

LIFT (Leadership and Instructional Foundations for Texas)

is a three-year state-supported program that helps districts strengthen leadership, improve classroom instruction, and effectively implement high-quality instructional materials like Bluebonnet Learning. The goal is to build strong systems that support teachers and improve student outcomes over time.



LIFT: Built on Proven Programs



LIFT is the next evolution of TEA's most impactful instructional programs. It integrates the planning rigor of **Strong Foundations**, the leadership development of **Texas Instructional Leadership**, and the collaborative learning of **Texas Lesson Study** into one cohesive, multi-year initiative.



+



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Strong Foundations

- Instructional Framework Design
- HQIM Adoption & Implementation
- Systems Planning & Diagnostics

Texas Instructional Leadership (TIL)

- Observation & Feedback Cycles
- Leadership Coaching & Calibration
- Performance Management Routines

Texas Lesson Study (TXLS)

- Lesson Internalization Protocols
- Student Work Analysis Routines
- Collaborative PLC Structures

Awarded

Leadership & Instructional Foundations in Texas (LIFT)	\$906,000	LIFT Add-On: School Improvement PLC Supports (LIFT SI PLC)	\$360,000
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High-quality instructional materials (HQIM) and instructional leadership.

Strong instructional leadership paired with HQIM has the biggest impact on students.



Roles and Actions that Support Instruction Delivery HQIM

01

Teachers • Learn about research-based instructional strategies • Align to the instructional vision • Engage in initial HQIM training support

02

Teachers • Internalize and prepare for HQIM delivery • Deliver HQIM as designed, differentiating effectively • Analyze student work to address gaps • Execute coaching action steps

Roles and Actions that Support Instruction Delivery HQIM

03

Principals + Coaches • Learn about research-based instructional strategies • Support building an instructional vision • Communicate the instructional vision to teachers • Support selection of HQIM • Ensure school-wide instructional and operational alignment to HQIM implementation

04

Principals + Coaches • Learn about research-based instructional strategies • Support building an instructional vision • Communicate the instructional vision to teachers • Support selection of HQIM • Ensure school-wide instructional and operational alignment to HQIM implementation

Roles and Actions that Support Instruction Delivery HQIM

05

Superintendent, Chief Academic Officers, Principal Managers • Learn about research-based instructional strategies • Define an instructional vision alongside key stakeholders • Lead planning and change management strategy • Select and adopt HQIM with board support • Ensure district-wide instructional and operational alignment to HQIM implementation

06

Superintendent, Chief Academic Officers, Principal Managers • Observe, coach, calibrate alongside instructional leaders to grow leaders' capacity for coaching • Performance manage against observation and assessment data • Change manage, align systems to support managed instruction • Ensure district-wide systems are structured to facilitate success with instructional leadership

LIFT Benefits



**Support from an
Approved Provider**



**High-Quality
Professional Learning**



**Instructional Systems
Support**



**Monthly Classroom
Observations with an
Approved Provider**



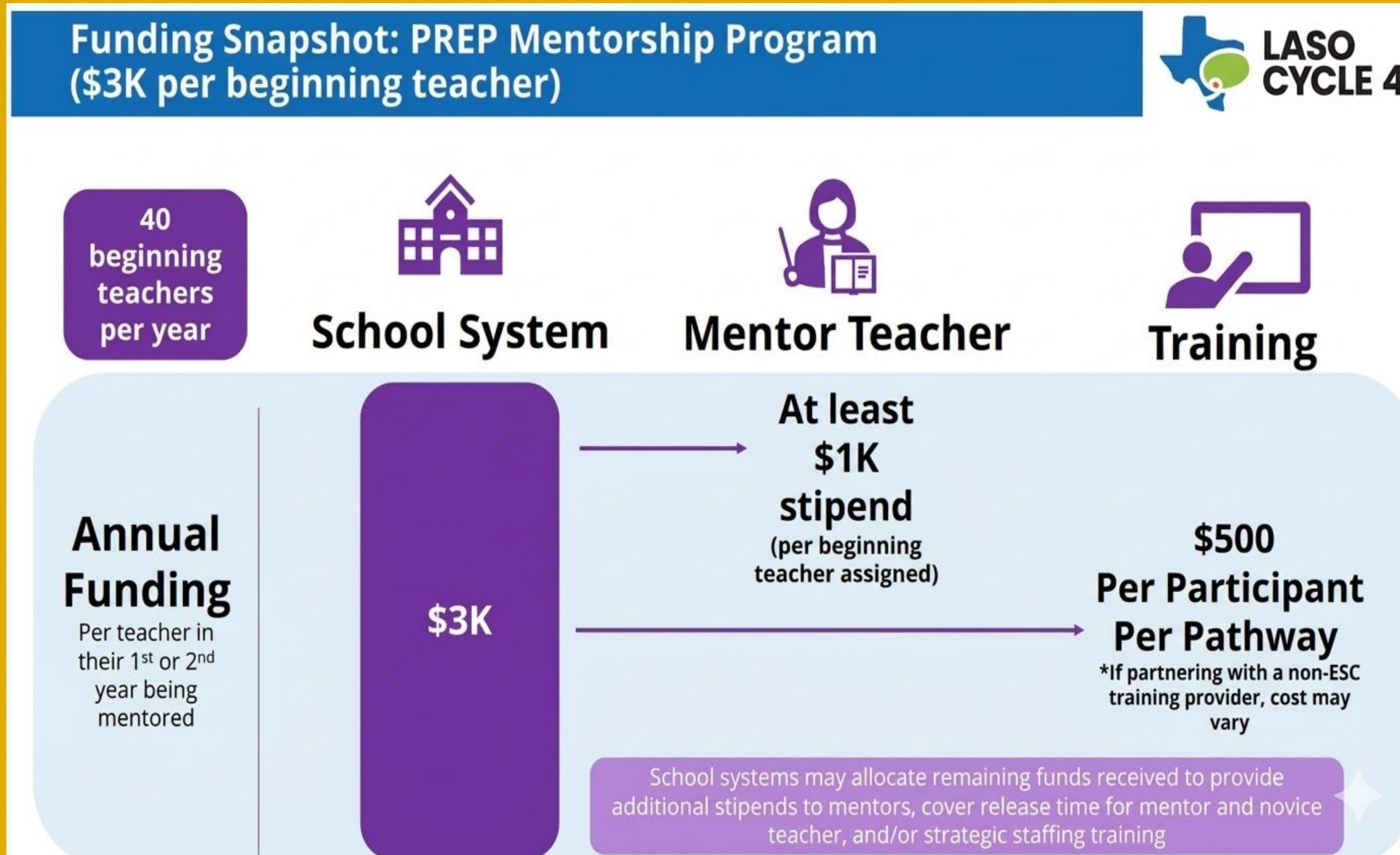
**Monthly Leadership
Coaching with an
Approved Provider**



**Customized Technical
Assistance**

PREP Mentorship Program Allotment

PREP Mentorship Program is focused on supporting beginning teachers so that they are successful in their first year as a teacher of record.

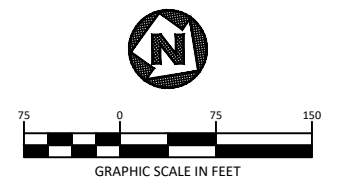
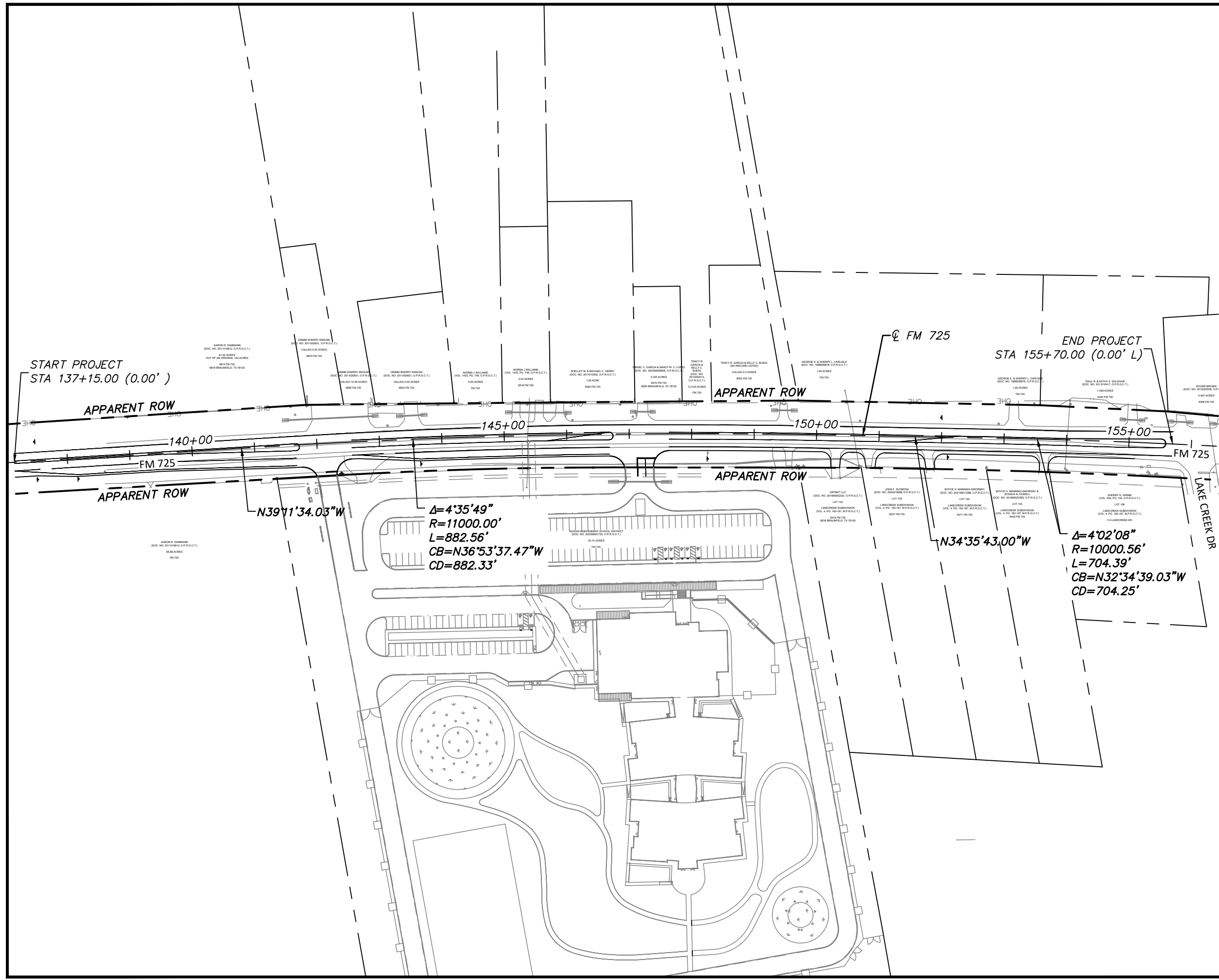


- Up to 40 Beginning Teachers
- \$3,000 x 40 beginning teachers = \$120,000
- \$1,000 Mentor Teacher Stipend x 40 = \$40,000
- \$500 Training Cost x 40 Mentors = \$20,000
- \$120,000 - \$60,000 = \$60,000 focus on other costs associated with the Mentorship Program
- Current Mentor stipend is \$400 for 1st year and \$300 for 2nd year

Matador Nation



Action Item	Consider Approval of the General Contractor for the Deceleration Lane at McQueeney Elementary (RFCSP 26-01)
Contact Person(s)	Elizabeth Banks, Chief Financial Officer, RTSBA Jennifer Martinez, Purchasing Coordinator, RTSBA Troy Spears, Construction Manager
Background	<p>A Request for Competitive Sealed Proposals (RFCSP 26-01) was issued on February 13th for the Deceleration Lane at McQueeney Elementary. The bid was competitively solicited in compliance with Board Policy and Sections 2269.151-.155 of the Government Code.</p> <p>District administration makes this recommendation based on the following construction-related matters, as authorized by the Board of Trustees on December 13, 2022:</p> <ol style="list-style-type: none"> 1. Procurement Method: Competitive Sealed Proposal 2. Respondents must use prevailing wage rates established by the United States Department of Labor in accordance with the Davis-Bacon Act (40 U.S.C. Section 276a et seq.), and its subsequent amendments, as applicable to the project. 3. Weighted Selection Criteria: <ul style="list-style-type: none"> * 20 points - Price * 8 points - Overall Experience * 2 points - Experience with SISD * 10 points - Last 5 Projects * 5 points - Project Team * 5 points - Safety Record * 5 points - Overall Grasp of Project * 5 points - Sub Contractors to be Used * 60 points - Maximum Overall Score <p>CH (LEGAL) and CH(LOCAL) Purchasing and Acquisition</p>
Fiscal Implication(s)	Funds to be provided by Bond 2022
District Goals	<input type="checkbox"/> Challenging & Meaningful Learning Experiences <input type="checkbox"/> Life-Ready Students <input type="checkbox"/> Positive Community Culture <input type="checkbox"/> Growth-Minded Personnel <input checked="" type="checkbox"/> Strategic Operational Stewardship
Administration's Recommendation	The Board of Trustees authorizes Administration to negotiate and possibly execute a contract with the recommended General Contractor of the Deceleration Lane at McQueeney Elementary (RFCSP 26-01).
Proposed Motion Language	I move to approve the General Contractor as presented.



02/06/26

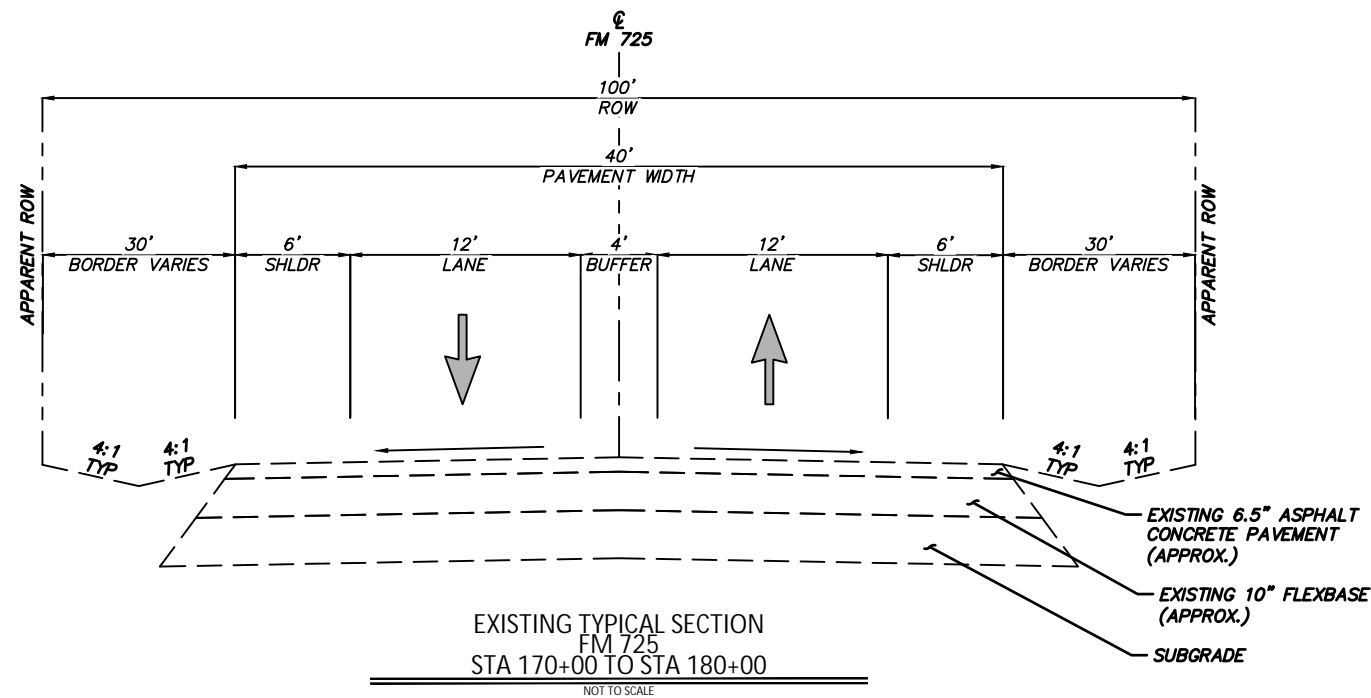
DATE	BY	REV	REVISION

550 Bailey Avenue
Suite 400
Fort Worth, TX 76107
817-335-1121

Texas Department of Transportation
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PROJECT LAYOUT

FED. RD. DIV. NO.	STATE	PROJECT NO.	HIGHWAY NO.
6	TEXAS	STP 2025---	82 FM 725
STATE DISTRICT	COUNTY	CONTROL NO.	SECTION NO.
SAT	GUADALUPE	0215	09
			JOB NO.
			XX
			SHEET NO.
			3



02/06/26

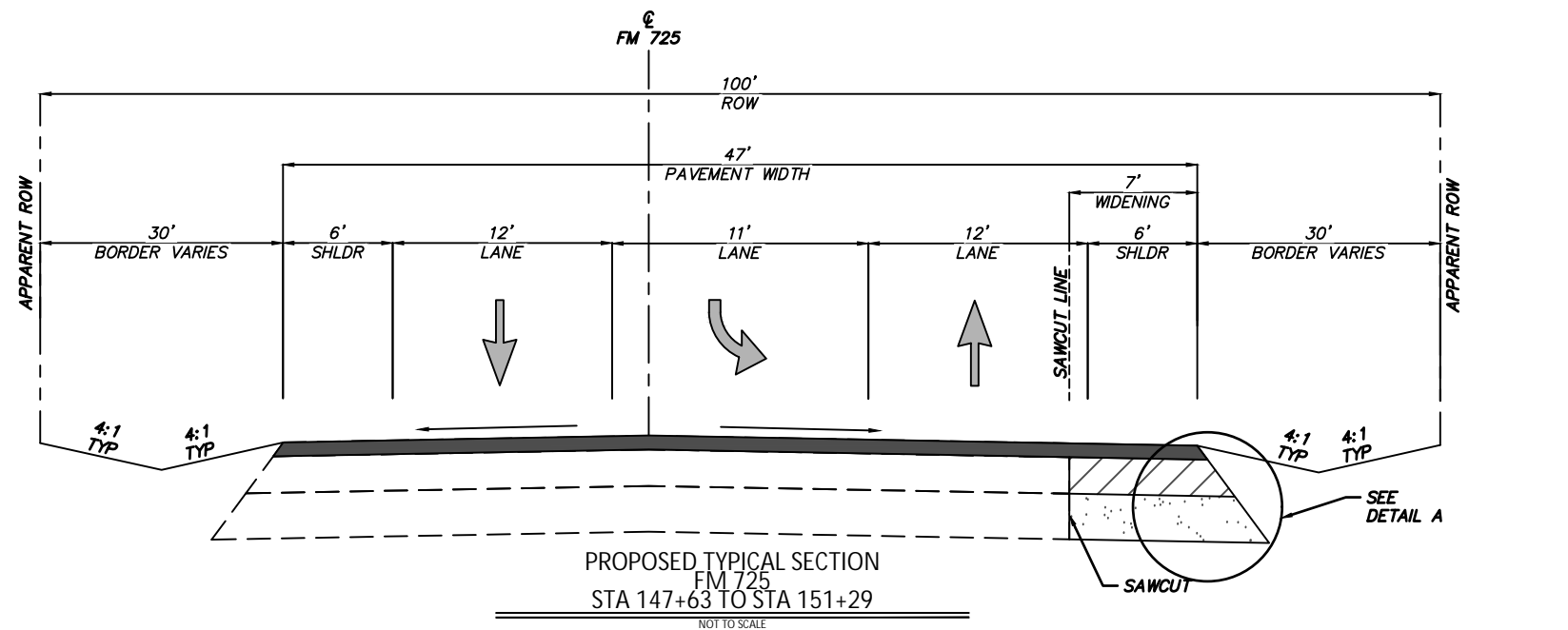
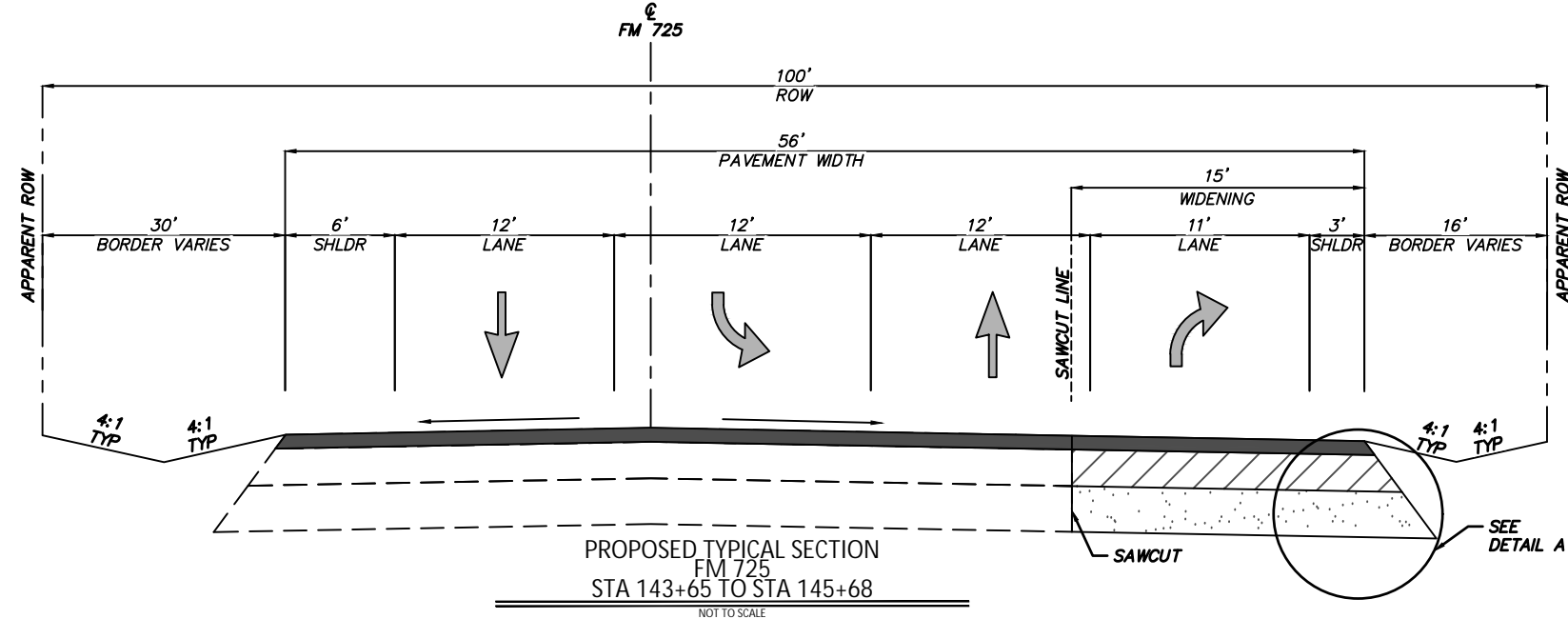
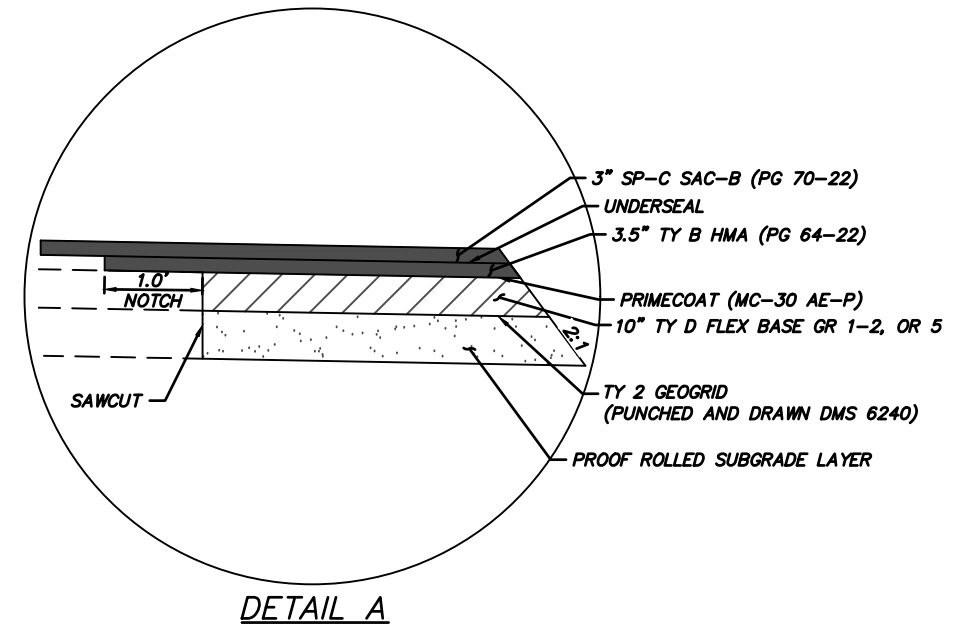
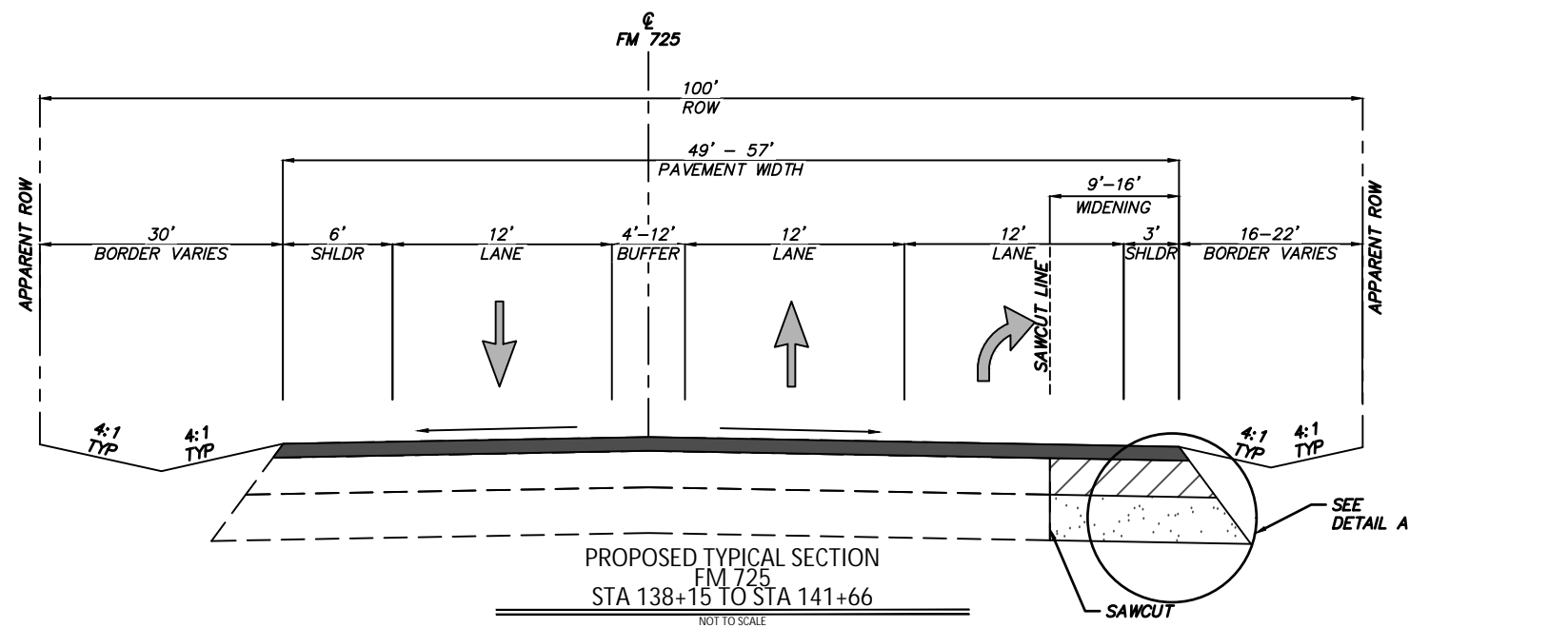
DATE	BY	REV	REVISION


 550 Bailey Avenue
 Suite 400
 Fort Worth, TX 76107
 817-335-1121
TX REGISTERED ENGINEERING FIRM F-1117



EXISTING TYPICAL SECTIONS

FED. RD. DIV. NO.	STATE	PROJECT NO.	HIGHWAY NO.
6	TEXAS	STP 2025-...	83 FM 725
STATE DISTRICT	COUNTY	CONTROL NO.	SECTION NO.
SAT	GUADALUPE	0215	09
			JOB NO.
			XX
			SHEET NO.
			4



02/06/26

DATE	BY	REV	REVISION

DUNAWAY 550 Bailey Avenue
Suite 400
Fort Worth, TX 76107
TX REGISTERED ENGINEERING FIRM F-1112 817-335-1121

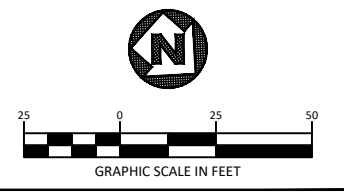
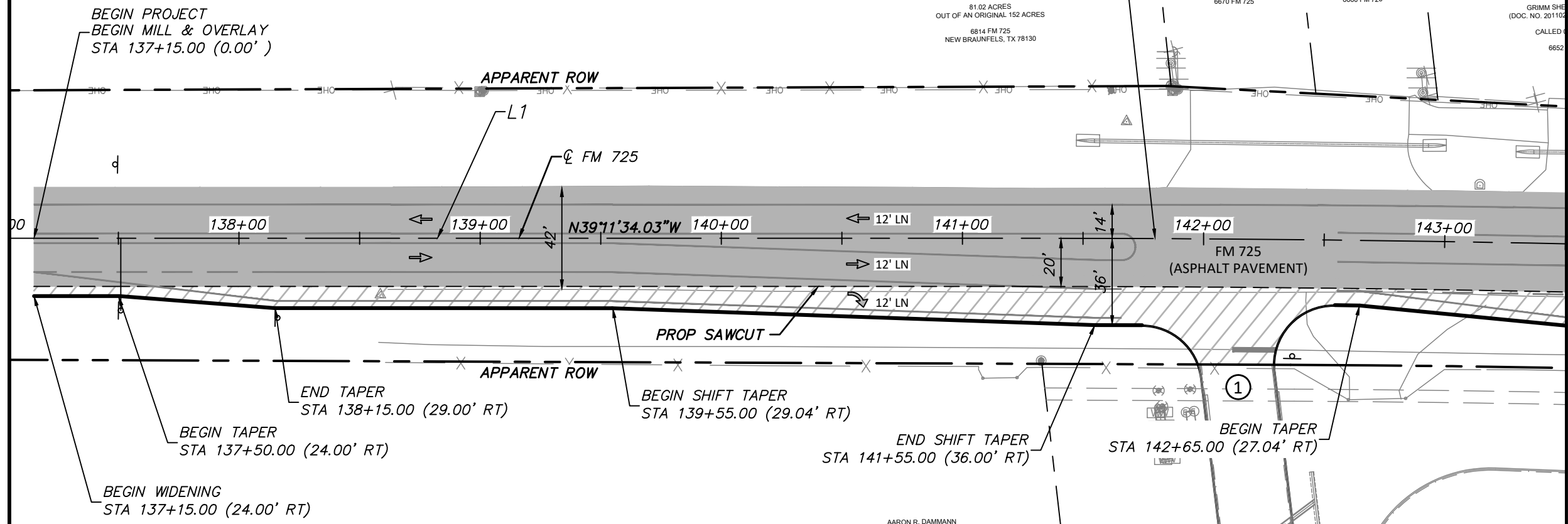


PROPOSED TYPICAL SECTIONS

FED. RD. DIV. NO.	STATE	PROJECT NO.	HIGHWAY NO.		
6	TEXAS	STP 2025-...	84 FM 725		
STATE DISTRICT	COUNTY	CONTROL NO.	SECTION NO.	JOB NO.	SHEET NO.
SAT	GUADALUPE	0215	09	XX	5

FM 725						
TAG NUMBER	LENGTH	RADIUS	BEARING	DELTA	START NORTHING, EASTING	END NORTHING, EASTING
L1	538.20'		N39°11'34.03"W		13774324.75, 2268266.61	13774741.87, 2267926.50
C1	882.56'	11000.00		4.60	13774741.87, 2267926.50	13775447.51, 2267396.81
L2	280.50'		N34°35'43.00"W		13775447.51, 2267396.81	13775678.41, 2267237.55
C2	704.39'	10000.56		4.04	13775678.41, 2267237.55	13776271.86, 2266858.35

$\Delta=4^{\circ}35'49''$
 $R=11000.00'$
 $L=882.56'$
 $CB=N36^{\circ}53'37.47''W$
 $CD=882.33'$



LEGEND	
	APPARENT ROW
	EDGE OF ASPHALT
	SAWCUT LINE
	PROP TRAFFIC DIRECTION
	PROP MAILBOX
	DRIVEWAY #
	ROAD WIDENING HATCH
	MILL & OVERLAY HATCH

MATCH LINE STA 143+50



DATE	BY	REV	REVISION

550 Bailey Avenue
 Suite 400
 Fort Worth, TX 76107
 817-335-1121
 TX REGISTERED ENGINEERING FIRM F-1114

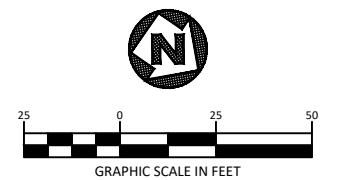
Texas Department of Transportation
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ROADWAY PLAN

FED. RD. DIV. NO.	STATE	PROJECT NO.	HIGHWAY NO.
6	TEXAS	STP 2025---	85 FM 725
STATE DISTRICT	COUNTY	CONTROL NO.	SECTION NO.
SAT	GUADALUPE	0215	09
			JOB NO.
			XX
			SHEET NO.
			41

FM 725						
TAG NUMBER	LENGTH	RADIUS	BEARING	DELTA	START NORTHING, EASTING	END NORTHING, EASTING
L1	538.20'		N39°11'34.03"W		13774324.75, 2268266.61	13774741.87, 2267926.50
C1	882.56'	11000.00		4.60	13774741.87, 2267926.50	13775447.51, 2267396.81
L2	280.50'		N34°35'43.00"W		13775447.51, 2267396.81	13775678.41, 2267237.55
C2	704.39'	10000.56		4.04	13775678.41, 2267237.55	13776271.86, 2266858.35

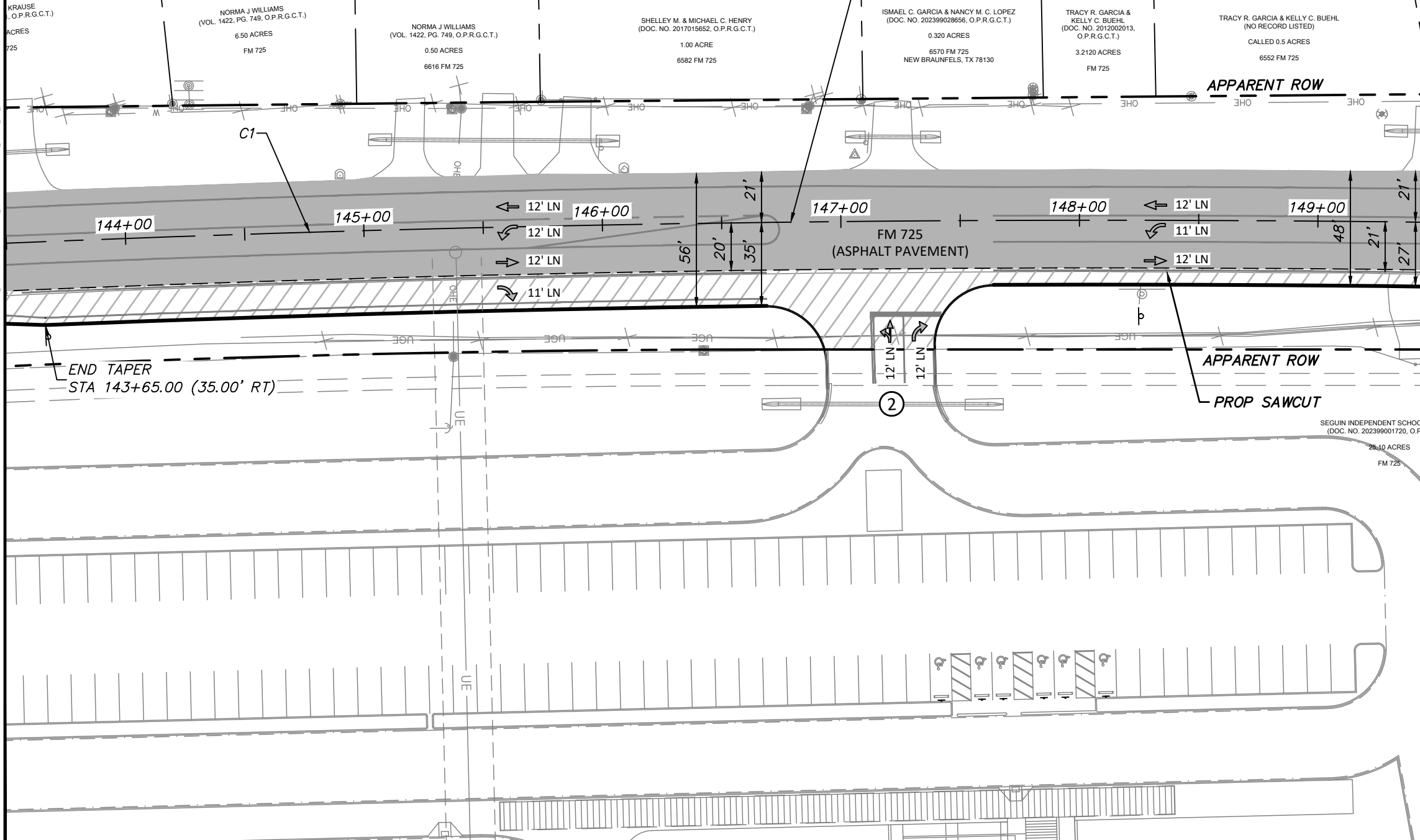
$\Delta=4^{\circ}35'49''$
 $R=11000.00'$
 $L=882.56'$
 $CB=N36^{\circ}53'37.47''W$
 $CD=882.33'$



LEGEND	
	APPARENT ROW
	EDGE OF ASPHALT
	SAWCUT LINE
	PROP TRAFFIC DIRECTION
	PROP MAILBOX
	DRIVEWAY #
	ROAD WIDENING HATCH
	MILL & OVERLAY HATCH

MATCH LINE STA 143+50

MATCH LINE STA 149+50



DATE	BY	REV	REVISION

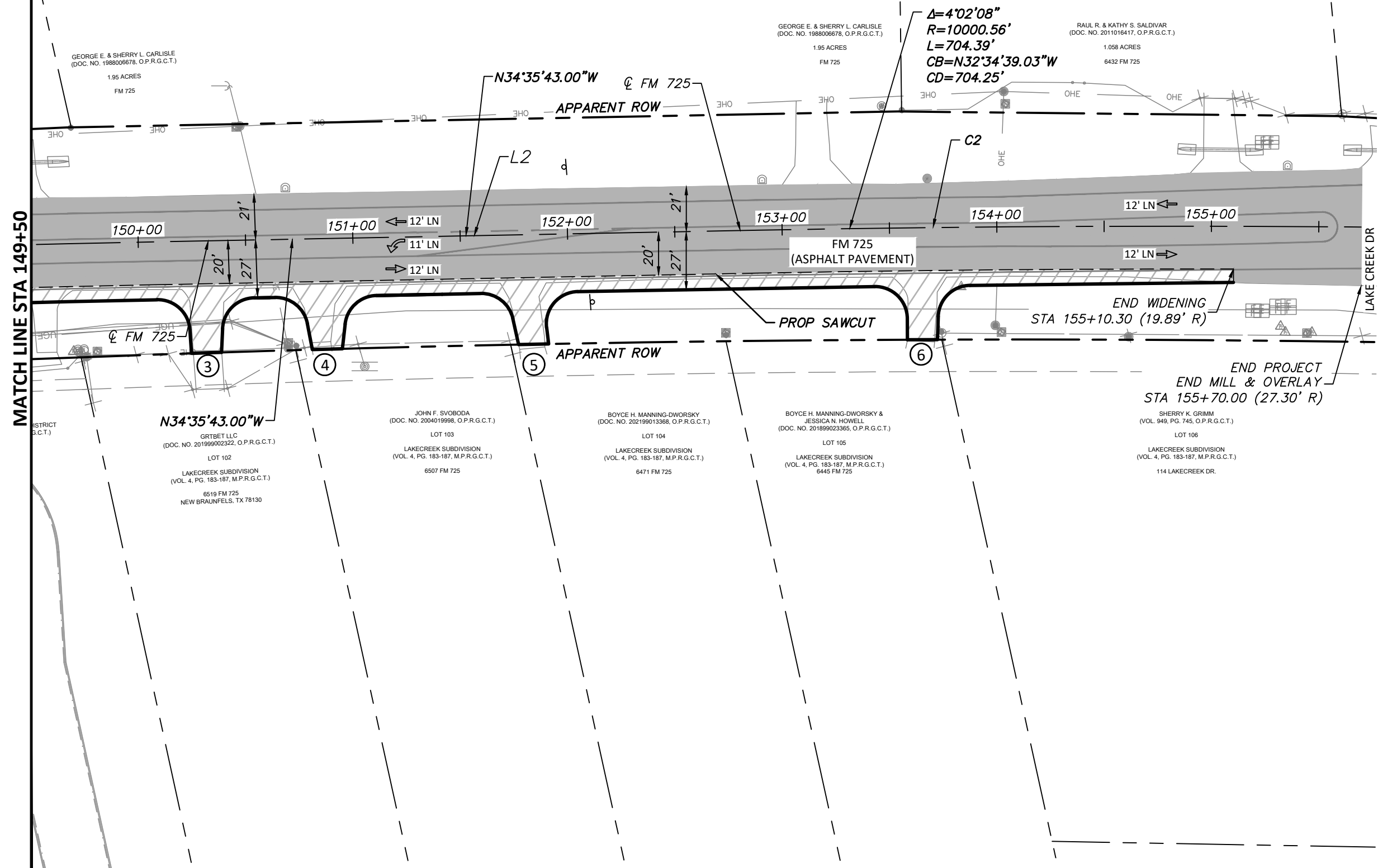
DUNAWAY
 550 Bailey Avenue
 Suite 400
 Fort Worth, TX 76107
 817-335-1121

Texas Department of Transportation
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ROADWAY PLAN

FED. RD. DIV. NO.	STATE	PROJECT NO.	HIGHWAY NO.
6	TEXAS	STP 2025---	86 FM 725
STATE DISTRICT	COUNTY	CONTROL NO.	SECTION NO.
SAT	GUADALUPE	0215	09
			JOB NO.
			XX
			SHEET NO.
			42

FM 725						
TAG NUMBER	LENGTH	RADIUS	BEARING	DELTA	START NORTHING, EASTING	END NORTHING, EASTING
L1	538.20'		N39°11'34.03"W		13774324.75, 2268266.61	13774741.87, 2267926.50
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C2	704.39'	10000.56		4.04	13775678.41, 2267237.55	13776271.86, 2266858.35



MATCH LINE STA 149+50

LEGEND	
	APPARENT ROW
	EDGE OF ASPHALT
	SAWCUT LINE
	PROP TRAFFIC DIRECTION
	PROP MAILBOX
	DRIVEWAY #
	ROAD WIDENING HATCH
	MILL & OVERLAY HATCH

DATE	BY	REV	REVISION

550 Bailey Avenue
 Suite 400
 Fort Worth, TX 76107
 817-335-1121

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ROADWAY PLAN

FED. RD. DIV. NO.	STATE	PROJECT NO.	HIGHWAY NO.		
6	TEXAS	STP 2025---	87		
STATE DISTRICT	COUNTY	CONTROL NO.	SECTION NO.	JOB NO.	SHEET NO.
SAT	GUADALUPE	0215	09	XX	43

Action Item	Consider Approval of Board Policy DC(LOCAL) Revision
Contact Person(s)	Dr. Jack Lee, Superintendent
Background	<p>Current Board Policy DC(LOCAL) states: <i>The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel in a position other than teacher, librarian, school counselor, or school nurse.</i></p> <p><i>The Board retains final authority for employment of contractual personnel in a position other than teacher, librarian, school counselor, or school nurse. The Board delegates to the Superintendent the authority to employ teachers, librarians, school counselors, and school nurses. [See DCA, DCB, DCC, and DCE as appropriate].</i></p> <p>In July 2025, the board approved authorizing the superintendent to have temporary final hiring authority for all contractual personnel below the level of Director and Campus Principal. This approval allowed for faster processing of employees during a competitive hiring period.</p> <p>The recommend policy revision codifies in policy the temporary hiring authority previously granted. Contractual personnel employed under this authority will be reported to the board at the next regular board meeting. A copy of the policy revision is included as an exhibit.</p> <p>This aligns with our strategic plan in goals, objectives, and priorities. Specifically, the performance objective to “Decrease the fill time for positions form an average of 60 to 30 days by 2030” within the Growth-Minded Personnel priority.</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 checked="" type="checkbox"/> Growth-Minded Personnel <input type="checkbox"/> Strategic Operational Stewardship
Administration’s Recommendation	The Administration recommends that the Board of Trustees approve the revision of board policy DC(LOCAL) as presented.
Proposed Motion Language	I move to approve the revision of board policy DC(LOCAL) as presented.

PROPOSED REVISIONS

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	<p>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.</p> <p>[For information related to the evaluation of criminal history records, see DBAA.]</p>
Employment of Contractual Personnel	<p>The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel in a position other than teacher, librarian, school counselor, or school nurse<u>the position of campus principal and District-level administrators at the director level and above.</u></p> <p>The Board retains final authority for employment of contractual personnel in <u>the position of campus principal and District-level administrators at the director level and above</u>a position other than teacher, librarian, school counselor, or school nurse. The Board delegates to the Superintendent the authority to employ teachers, librarians, school counselors, and school nurses<u>all other contractual personnel. The Superintendent shall inform the Board of any person hired under this authority.</u></p> <p>[See DCA, DCB, DCC, and DCE as appropriate]</p>
Employment of Noncontractual Personnel	<p>Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).</p> <hr/> <p>The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]</p>
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) for the Educators' Code of Ethics.]