

Notice of Regular Meeting

The Board of Trustees Devine ISD

A Regular Meeting of the Board of Trustees of Devine ISD will be held August 19, 2024, beginning at 6:30 PM in the Devine Student Activity Center (DSAC), 194 Arabian Way, Devine, TX 78016.

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.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order, Roll Call and Declaration of Quorum	
2. Presentation of Diplomas to DISD Summer 2024 Graduates	
3. Pledge of Allegiance and Invocation	
4. Student Recognition: FFA AG Clays State Champion Shooting Team	
5. Citizen Communication	
A. Public Comment for Non-Agenda Items	
B. Public Address for Items on the Agenda	
6. Teacher Incentive Allotment Presentation	
7. Administrative Reports and Discussion	
A. Central Office Reports	
1. Superintendent's Reports, Todd Grandjean	
a. Monthly Report on Safety, Personnel, and Board Priorities: 1. Increase student success and continue a tradition of student achievement 2. Continue successful partnerships with the community, teachers and parents to support our schools and achieve student success 3. Align facilities and technology improvements with needs and career opportunities 4. Maintain Highly Qualified teachers and retain staff 5. Increase trade career opportunities and continue to develop enhanced technology resources for all students	
b. Monthly Activity Calendar	
c. District Event Calendar	
d. 2023 Bond Projects Update	
2. Director of Student Services Monthly Report, Dawn Schneider	
a. Monthly Report on Testing and Assessment, Counseling, Student Services	
1. STAAR Report	4
b. Review Handbooks	
1. Student Handbook	9
2. Employee Handbook	425

3. Extracurricular Handbook	495
4. DAEP/DLA Handbook	505
5. Band Handbook	524
6. UIL Participant Handbook	536
7. DHS/DMS Athletic Handbook	540
8. DMS Cheerleading Handbook	554
9. DHS Cheerleading Handbook	561
10. FCCLA Bylaws and Handbook	585
B. Business Reports, Shannon Ramirez	
1. Monthly reports on taxes, cafeteria, investments, cash flow	
2. Payment of Bills	
8. Consent Agenda	
A. Minutes of Board Meeting (s)	592
B. Approve T-Tess Calendar and Appraisers	595
9. Action Item(s):	
A. Consider and Take Possible Action to Re-Adopt a Budget for 2024-2025	597
B. Consider and Take Possible Action to Approve an Ordinance Adopting a Tax Rate for 2024-2025	599
C. Consider and Take Possible Action to Approve 2024-2025 Student Code of Conduct	615
D. Consider and Take Possible Action to Set Cafeteria Prices	
10. Closed Session	
A. Personnel (TGC 551.074)	
1. Personnel Update	
2. Consider and discuss Superintendent Goals and Evaluation	
B. Considering the deployment, specific occasions for, or implementation of, security personnel or devices (TGC 551.076)	
1. Consider and Discuss the Emergency Operations Plan	
C. Considering discipline of a public school child, or complaint or charge against personnel (TGC 551.082)	
11. Reconvene from Closed Session	
12. Consider and Take Possible Action to Approve the District Emergency Operations Plan	
13. Adjournment	

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

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

For the Board of Trustees



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: August 19, 2024

Agenda Item: Spring 2024 STAAR Report

Background Information:

According to the TASB Policy EKG [Legal], “the Superintendent shall accurately report all test results with appropriate interpretations to the Board according to the schedule in the applicable test administration materials”. The Spring STAAR report is presented to comply with this legal policy requirement. The Testing Coordinator must provide the Spring STAAR report to the Board by 08/31/2024.

Administrative Consideration:

To comply with TASB Policy EKG [Legal], the Board of Trustees should review the Spring STAAR data. This report provides the Board with information used to determine our state and federal accountability ratings. DISD’s students’ passing/failing rates will help determine the district rating on the Texas Academic Performance Report (TAPR).

Budgetary Consideration:

None

Supporting Documents:

Spring STAAR Report

Recommendation:

This report is for Board review.

Respectfully Submitted by:

*Dawn Schneider
District Testing Coordinator*

Approved by:

*Superintendent of Schools
Todd Grandjean*

Devine High School
EOC Score Comparison
Primary Administration Only
Spring 2024

	<u>State Averages</u>					<u>Devine</u>				
	2019	2021	2022	2023	2024	2019	2021	2022	2023	2024
English I	74%	71%	71%	79%	79%	82%	70%	78%	77%	71%
English II	61%	74%	78%	81%	81%	71%	76%	81%	82%	77%
Algebra I	88%	74%	80%	84%	84%	94%	82%	83%	82%	91%
Biology	91%	83%	87%	92%	92%	91%	88%	91%	91%	94%
U.S. History	94%	88%	91%	96%	96%	92%	95%	99%	99%	97%

Devine Middle School

STAAR Score Comparison

Spring 2024

	<u>State Averages</u>					<u>District</u>				
	2019	2021	2022	2023	2024	2019	2021	2022	2023	2024
Grade 6 - Reading	66%	61%	69%	75%	75%	64%	59%	66%	77%	74%
Grade 6 - Math	79%	66%	72%	74%	69%	73%	62%	66%	82%	82%
Grade 7 - Reading	74%	68%	78%	77%	72%	73%	69%	78%	76%	76%
Grade 7 - Math	73%	54%	59%	61%	53%	62%	45%	39%	61%	51%
Grade 8 - Reading	77%	72%	82%	82%	79%	78%	80%	76%	81%	78%
Grade 8 - Math	81%	60%	70%	74%	70%	86%	81%	72%	78%	80%
Grade 8 - Science	79%	67%	73%	72%	68%	78%	73%	69%	59%	61%
Grade 8 - Social Studies	67%	56%	59%	60%	57%	61%	72%	58%	60%	64%

Devine Intermediate School

STAAR Score Comparison

Spring 2024

	<u>State Averages</u>					<u>District</u>				
	2019	2021	2022*	2023	2024	2019	2021	2022*	2023	2024
Grade 3 - Reading	75%	68%	77%	77%	75%	78%	83%	83%	82%	65%
Grade 3 - Math	78%	61%	70%	72%	69%	73%	74%	77%	65%	50%
Grade 4 - Reading	73%	63%	77%	78%	81%	69%	68%	80%	82%	89%
Grade 4 - Math	74%	58%	69%	70%	68%	77%	58%	80%	69%	55%
Grade 5 - Reading	77%	72%	80%	81%	78%	71%	78%	82%	78%	75%
Grade 5 - Math	83%	69%	76%	79%	76%	84%	75%	88%	83%	80%
Grade 5 - Science	73%	61%	66%	64%	57%	57%	76%	71%	60%	46%

7

- New test was introduced.

Devine Learning Academy

EOC Score Comparison

Spring 2024 - Retest

	# passed/# tests taken			
	2021	2022	2023	2024
English I	0 of 2	3 of 9	0 of 4	0 of 8
English II	0 of 3	1 of 11	2 of 8	3 of 13
Algebra I	0 of 0	0 of 6	1 of 7	1 of 12
Biology	0 of 2	3 of 9	1 of 2	4 of 5
U.S. History	3 of 7	2 of 7	4 of 5	5 of 6

Devine ISD Student Handbook

*John J. Ciavarra Elementary
and
Devine Intermediate School
2024-2025 School Year*

If you have difficulty accessing the information in this document because of disability, please contact the district at 830-851-0795.

Devine ISD Student Handbook

Table of Contents

Devine ISD Student Handbook.....	1
DISD BOARD OF TRUSTEES.....	6
DISD ADMINISTRATIVE STAFF	6
Addresses / Telephone Numbers	7
From the principals... ..	8
Preface Parents and Students:.....	9
Accessibility.....	10
Section One: Campus Information.....	11
Title I School Wide Program.....	11
Arrival and Dismissal	11
Discretionary Leave, Excused and Unexcused Absences, Truancy	12
Awards and Honors.....	14
Bell Schedule.....	14
Buses and Other School Vehicles	14
Cafeteria	14
Technology and AI Tools Acceptable Use Policy	15
Cheating/Plagiarism/Academic Dishonesty	15
Custody.....	15
Dress and Grooming.....	15
Dress and Grooming (All Grade Levels)	16
Electronic Devices and Technology Resources	18
Emergency Medical Treatment and Information	19
Field Trips	19
GT (Gifted and Talented) Program	19
Grading Guidelines	19
Homework-All Grade Levels	21
Leaving Campus-All Grade Levels	21
Movie Policy.....	21
Promotion and Retention	23
School Facilities.....	24
Student Pick-Up and Drop-Off Areas	24

Devine ISD Student Handbook

School Telephone.....	24
Section Two: Parental Rights	24
Consent, Opt-Out, and Refusal Rights	25
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction.....	32
Right of Access to Student Records, Instructional Materials, and District Records/Policies	34
A Student with Exceptionalities or Special Circumstances.....	39
Section Three: Other Important Information for Parents and Students.....	47
Absences/Attendance	47
Accountability under State and Federal Law (All Grade Levels).....	52
Armed Services Vocational Aptitude Battery Test (Grades 10-12)	53
Awards and Honors (All Grade Levels)	53
Bullying (All Grade Levels).....	53
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)	56
Celebrations (All Grade Levels)	57
Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)	57
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	61
Class Schedules (Secondary Grade Levels Only)	63
College and University Admissions and Financial Aid (All Grade Levels)	63
College Credit Courses (Secondary Grade Levels Only).....	64
Communications (All Grade Levels)	65
Complaints and Concerns (All Grade Levels)	66
Conduct (All Grade Levels).....	67
Counseling.....	68
Course Credit (Secondary Grade Levels Only)	70
Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12).....	70
Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject.....	71
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	72
Discrimination	76
Distance Learning (All Grade Levels)	76
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)....	77

Devine ISD Student Handbook

Dress and Grooming (All Grade Levels)	78
Electronic Devices and Technology Resources (All Grade Levels)	80
End-of-Course (EOC) Assessments	83
Emergent Bilingual Students (All Grade Levels)	83
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	83
Fees (All Grade Levels)	85
Fundraising (All Grade Levels)	86
Gang-Free Zones (All Grade Levels)	86
Grade-Level Classification (Grades 9-12 Only)	86
Grading Guidelines (All Grade Levels)	86
Graduation (Secondary Grade Levels Only)	87
Harassment	94
Hazing (All Grade Levels)	94
Health — Physical and Mental	95
Health-Related Resources, Policies, and Procedures	104
Homework (All Grade Levels)	106
Law Enforcement Agencies (All Grade Levels)	107
Leaving Campus (All Grade Levels)	108
Lost and Found (All Grade Levels)	109
Makeup Work	109
Nondiscrimination Statement (All Grade Levels)	111
Nontraditional Academic Programs (High School)	112
Parent and Family Engagement (All Grade Levels)	112
Parking and Parking Permits (Secondary Grade Levels Only)	113
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	114
Prayer (All Grade Levels)	114
Promotion and Retention	114
Grade 1	115
Grade 2	115
Grades 3–5	115
Grades 6–8	115
Release of Students from School	116
Remote Instruction	116

Devine ISD Student Handbook

Report Cards/Progress Reports and Conferences (All Grade Levels)	116
Retaliation	117
Required State Assessments	117
Safety (All Grade Levels)	119
SAT, ACT, and Other Standardized Tests	121
Schedule Changes (Middle/Junior High and High School Grade Levels)	121
School Facilities	121
School-Sponsored Field Trips (All Grade Levels).....	126
Searches and Investigations.....	126
Sexual Harassment.....	128
Special Programs (All Grade Levels).....	128
Standardized Testing.....	128
Student Speakers (All Grade Levels)	129
Tardies (All Grade Levels).....	129
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	129
Transfers (All Grade Levels)	130
Transportation (All Grade Levels)	130
Vandalism (All Grade Levels)	131
Video Cameras (All Grade Levels)	131
Visitors to the School (All Grade Levels)	132
Volunteers (All Grade Levels).....	133
Voter Registration (Secondary Grade Levels Only).....	133
Withdrawing from School (All Grade Levels).....	134
Glossary.....	135
Appendix I: Freedom from Bullying Policy.....	138
Student Welfare: Freedom from Bullying.....	138
Appendix II: Student Dress Code	142

Devine ISD Student Handbook

DISD BOARD OF TRUSTEES

Mrs. Nancy Pepper.....President
Mr. Henry Moreno, Jr.....Vice President
Mrs. Keri James.....Secretary
Mr. Carl Brown.....Member
Mrs. Alixana Buvinghausen.....Member
Mr. Chris Davis.....Member
Mrs. Renee Frieda.....Member

DISD ADMINISTRATIVE STAFF

Dr. Todd Grandjean Superintendent
Ms. Dawn Schnieder..... Director of Student Services
Mrs. Jenni Hagdorn.....Director of Special Populations
Mrs. Shannon Ramirez.....Chief Financial Officer

Mr. Juan M. Gonzalez.....High School Principal
Mr. Evan Eads..... High School Assistant Principal
Mrs. LeeAnn McReynolds..... High School Assistant Principal
Mrs. Kate Fowler..... High School Counselor
Mrs. Vicki Watts..... High School Counselor
Mr. Jim Sessions..... Athletic Director

Mrs. Kandi Darnell..... Middle School Principal
Mr. Jeff Stivors..... Middle School Assistant Principal
Mrs. Tracie Anderson..... Middle School Counselor

Mr. Michael Gomez..... Intermediate School Principal
Mrs. Lysandra Reyes.....Intermediate Assistant Principal
Mrs. Cassie Brown..... Intermediate School Counselor

Mrs. Magdalena Strickland..... Elementary School Principal
Mrs. Mary Ramon.....Elementary Assistant Principal
Ms. Katelyn Blanton..... Elementary School Counselor

Mrs. JodiAnn Dzierzanowski.....DAEP/DLC Principal
Mrs. Joslyn Wilson..... Nurse, RN

Devine ISD Student Handbook

Addresses / Telephone Numbers

Devine ISD Central Office

605 W. Hondo • Devine, TX 78016
830-851-0700

Devine Intermediate School

900 Atkins • Devine, TX 78016
830-851-0400

To call the intermediate school, dial 830-851-0495 or 830-851-0400. To reach a specific office, please dial the listed phone number. Area code--830

Intermediate School Main Office	851-0400 or 851-0495
Principal	851-0401
Assistant Principal	851-0402
Attendance Clerk	851-0410
Secretary	851-0411
Counseling Office	851-0405
Cafeteria	851-0412
School Nurse	851-0406

John J. Ciavarra Elementary School

112 N. Bentson • Devine, TX 78016
830-851-0300

To call the elementary school, dial 830-851-0395 or 830-851-0300. To reach a specific office, please dial the listed phone number. Area code--830

Elementary School Main Office	851-0300 or 851-0395
Principal	851-0301
Assistant Principal	851-0302
Registrar / Attendance Clerk	851-0311
Secretary	851-0310
Counseling Office	851-0305
Cafeteria	851-0412
Library	851-0307
School Nurse	851-0306

Devine ISD Student Handbook

John J. Ciavarra Elementary School

Devine Intermediate School

From the principals...

Welcome to the 2024-2025 school year at John J. Ciavarra Elementary School! At Ciavarra our motto is "Say Ciavarra, Say Success". And, that is our mission: student success. In an ever-changing world, our pledge is to engage every student and to always strive for success.

I look forward to meeting and working with each of you as we move toward that goal. As partners in the Devine ISD learning community, we can accomplish great things for our children, our families, and our community. Please visit our campus often and take part in your child's education.

Together, we can make a difference!

Magdalena "Maggie" Strickland
Principal, John J. Ciavarra Elementary School

As we prepare to embark on another exciting school year, I want to extend a warm welcome back to all our families, community, and staff. I am thrilled to have everyone back on campus.

At Devine Intermediate, we are committed to creating a positive and nurturing environment where every student can thrive. Our dedicated team of educators has been working diligently to prepare for the upcoming year, ensuring that we provide the best possible educational experience for your children. We believe that with your support and collaboration, we can achieve great things.

This year, we are excited to continue fostering a culture of kindness, respect, and academic excellence. Our theme for the year is "Devine Vibes Only," emphasizing the importance of positivity and a strong sense of community. We encourage everyone to embrace this spirit.

Thank you for entrusting us with the education and well-being of your children. Together, we can make this school year a memorable and successful one. Let's make every moment count and fill our school with those "Devine Vibes Only."

Michael Gomez
Principal, Devine Intermediate School

Devine ISD Student Handbook

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The **Devine ISD** Student Handbook is a general reference guide that is divided into two sections:

Section One: Campus Information

Section Two: Parental Rights describes certain parental rights as specified in state or federal law.

Section Three: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the **Devine ISD** Student Code of Conduct. To review the Code of Conduct, visit the district’s website at www.devineisd.org. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at *your campus office*.

Devine ISD Student Handbook

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.devineisd.org.

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact a campus administrator.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See **Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey** for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Dawn Schneider
Director of Student Services
605 W. Hondo
Devine TX 78016
dawn.schneider@devineisd.org

Section One: Campus Information

Title I School Wide Program

John J. Ciavarra Elementary and Devine Intermediate School are school-wide Title I campuses, meaning that all Title I funds used in our schools may be used by all students. We use these funds for computers and printers, software, library books, classroom library books, classroom supplies, and instructional aides. The school-parent compact is a voluntary agreement between the school and the home. The compact is a communication tool to be used to promote parents as partners with the schools in their children's education. The school-parent compact reflects the schools' and parents' shared responsibility for educating our children and assisting them in reaching high academic standards and provides us all with the opportunity for developing strong school-family partnerships. The compact is to be signed at grade-level meetings at the beginning of school.

Arrival and Dismissal

Students should not arrive at school before 7:30 a.m. unless they ride a school bus that arrives at the school earlier. School begins at 7:50 a.m. If your child must leave during the school day, the parent must go to the school office and sign the child out. At CES, parents will tell the office at the gate. The child will be brought to the parent at the gate. At DIS, parents will come to the office reception window. **DO NOT GO DIRECTLY TO THE CLASSROOM.**

Parents of students who are ineligible to ride a bus are required to make child care and transportation arrangements as needed so that their children are not at school after their children's 2:30 or 3:30 dismissal times.

Official Attendance-Taking Time-All Grade Levels

CES

The elementary campus will record attendance twice daily. Attendance will be recorded at 9:30 a.m. and again at 2:00 p.m. **Written excuses or doctor's notes will be necessary in all cases of late arrival (tardy), early dismissal, or absence.**

Attendance questions should be directed to the campus principal or attendance clerk. The following list is meant to serve as a guide for counting attendance. It is not all-inclusive.

Students arriving after 8 a.m., but before 8:20 a.m., will be marked tardy, but counted present.

Students arriving after 8:20 a.m., but before 9:20 a.m. will be marked absent for the first period.

Students arriving after 9:30 a.m. will be marked absent all day.

Students taken out of school before 3:00 p.m. will be counted absent for the afternoon session.

Students cannot be checked out after 3:00 p.m at CES. The CES front offices will be closed to walk up visitors at 3:00 p.m daily to prepare for dismissal procedures.

DIS

The intermediate campus will record attendance twice daily. Attendance will be recorded at 9:15 a.m. and again at 2:30 p.m. **Written excuses or doctor's notes will be necessary in all cases of late arrival (tardy), early dismissal, or absence.**

Devine ISD Student Handbook

Attendance questions should be directed to the campus principal or attendance clerk. The following list is meant to serve as a guide for counting attendance. It is not all-inclusive.

Students arriving after 8 a.m., but before 8:20 a.m., will be marked tardy, but counted present.

Students arriving after 8:20 a.m., but before 9:20 a.m. will be marked absent for the first period.

Students arriving after 9:15 a.m. will be marked absent all day.

Students taken out of school before 2:30 p.m. will be counted absent for the afternoon session.

Students cannot be checked out after 3:15 p.m. at DIS. The DIS front office will be closed to walk up visitors at 3:15 p.m. daily to prepare for dismissal procedures.

Discretionary Leave, Excused and Unexcused Absences, Truancy

Discretionary leave promotes a “No Need to Lie” understanding between the parent and the school district. It allows the parent to decide when it is in the best interest of their child to be absent from school for illness without needing to go to the doctor. Likewise, it allows the parent to take their student out of school for personal/family business without feeling compelled to write a false excuse indicating illness or some other reason for the absence.

Discretionary leave requires that the parent send a written excuse for the child’s absence, tardiness or early departure, but it does not place any limitations on the reason for the absence. Each student will be allowed a maximum of three discretionary leave days per semester. These three absences with parental acknowledgement will be excused regardless of the reason for the absence. (e.g. illness for which the parent chooses not to take their child to the doctor, taking an extended weekend to visit relatives out of town, taking a child to watch a sibling participate in an extracurricular event, prospective college visits, etc.).

Once a student exceeds the limit of three excused discretionary absences, tardies, or early departures in any semester, each absence, tardy or early departure thereafter will be considered unexcused unless proof of a doctor’s* office visit or court appearance is established. *(medical doctor, psychological doctor, professional counselor, dentist, orthodontist, optometrist or other licensed medical professional)

Beyond the three allowable excused discretionary absences, tardiness, and early departures, all other absences require proof of doctor’s office visit, court appearance, or approval by the campus principal for extenuating circumstances in order to be excused. Without a written, signed note from a parent for discretionary leave or official documentation, all missed time is considered unexcused. Students who do not return to school with a note will be issued an unexcused absence until the proper documentation is submitted. Failure to do so within three days of the absence will result in the absence being permanently recorded as unexcused.

An unexcused absence will also be given to a student who leaves school without permission, or who is truant. A student is truant when he/she misses a class or part of a class without parents and/or school having been informed in advance. In cases of suspected truancy, the principal may refuse to accept a parent’s note as allowable discretionary leave, and the student’s absence may be recorded as unexcused. He/she may also face disciplinary sanctions for truancy according to local policy.

Devine ISD Student Handbook

Doctor's Note After an Absence for Illness-All Grade Levels

When a student has attended a doctor's appointment, written verification from the doctor's office will be needed in order for the absence to be excused. A parent's note stating that the child had a doctor's appointment will be considered "discretionary leave" and count towards the three-day limit.

Parents should attempt to schedule all appointments after school hours whenever possible. When it is not possible and in the case of routine check-ups, procedures, or illnesses which are not contagious to other students, it is recommended that students attend school prior to their doctor's appointment and/or return to school following the appointment.

The campus principal shall have the final word in determining whether or not an absence is excused or unexcused when there are extenuating or unusual circumstances surrounding the absence. The Campus Attendance Committee may grant excused absences in which extenuating or unusual circumstances extend beyond the three-day limit of discretionary leave in any semester, and for which proof of a doctor's office visit is not available.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the student's absence from school in order to determine whether the absence or absences will be excused or unexcused.

{See policy FEC (LOCAL)}

Tardies and Late Arrivals to School

If a student arrives at school after the 8 a.m. tardy bell, he/she must first come to the office, sign in, and be issued an admit slip before reporting to class. An elementary or intermediate student who is tardy by 20 minutes or more will be marked absent for "first" period. The student should make every effort to bring his/her parent-signed note with him/her on that same day.

There is no differentiation for tardies as there is for absences. All tardies appearing on attendance records are considered unexcused.

Admission After Absence

When a student must be absent from school, the student—upon returning to school—must bring a note, signed by the parent, that describes the reason for the absence. A note signed by the student, even with the parent's permission, will not be accepted and will be considered a forgery and subject to disciplinary action as stated in the Student Code of Conduct.

The student must present his or her note to the office prior to the tardy bell on the first day of his or her return following the absence. An "admit slip" will then be issued showing the date/s absent and whether the absence was considered excused or unexcused.

Students who return to school without a note will receive an unexcused absence; however, the absence can still be changed to excused if proper documentation is brought to the campus attendance clerk within three days of the absence.

Devine ISD Student Handbook

Awards and Honors

"A" Honor Roll—Students in grades 1—5 who earn all A's will be placed on the All "A" Honor Roll for the six weeks. *"A-B" Honor Roll*—Students in grades 3-5 who earn A's and no more than two B's will be placed on the "A-B" Honor Roll for the six weeks. The "B's" shall be an 80-89. [Students who earn Honor Roll for 4 out of the 6 six weeks will receive an Academic Excellence award at the end of year ceremony.](#)

Bell Schedule

- 7:30-7:50 a.m. Breakfast program and sale of lunch tickets in the cafeteria. Breakfast is served to all children in the classrooms in grades PreK-2. Students in grades 3-5 eat breakfast in the cafeteria.
- 7:50 a.m. First bell at intermediate and elementary schools
- 8:00 a.m. Tardy bell rings at elementary and intermediate campuses. All students arriving at school after 8 a.m. must report to the campus office.
- Students arriving at 8:20 a.m. or after will be counted absent for first period.
- 2:30 p.m. Dismissal for Head Start/Pre-K 3 classes.
- Children who are checked out at the elementary or intermediate campus after 2:30 p.m., but before 3:15 p.m. will be counted absent for 7th period.
- 3:30 p.m. Dismissal bell for grades Pre-K 4 through 5th grade.

Buses and Other School Vehicles

ONLY STUDENTS ASSIGNED TO A BUS ARE ALLOWED TO RIDE.

Cafeteria

Meal Charge Policy

Kindergarten through 5th grade students will be able to charge up to, but not over, -\$10.00 on their meal account. Once this limit has been met, the student will receive an alternative meal.

With an alternative meal, the student will still be charged. The cost of the alternative meal is:

Reduced Breakfast Meal Price: Free / Reduced Lunch Meal Price: \$0.40

Full Paid Breakfast Meal Price: \$1.60 / Full Paid Lunch Meal Price: \$0.90

Extenuating circumstances should be discussed with the child nutrition programs director.

Foods of Minimal Nutritional Value (FMNV) Policy

Elementary school campuses may not serve or provide access for students to FMNV and all other forms of candy at any time anywhere on school premises until the end of the last scheduled class.

Such foods and beverages may not be sold or given away to students on school premises by school administrators or staff (principals, coaches, teachers, etc...), students or student groups, parents or

Devine ISD Student Handbook

parent groups, guest speakers or any other person, company or organization. For exemptions and listing of foods and beverages restricted by the FMNV, please see the Child Nutrition Program Director, Craig Jackson.

This policy does not restrict what parents may provide for their own child's lunch or snacks. Parents may provide FMNV or candy items for their own child's consumption, but they may not provide restricted items to other children at school.

An elementary school campus may not serve competitive foods (or provide access to them through direct or indirect sales) to students anywhere on school premises throughout the school day until the end of the last scheduled class. This does not pertain to food items made available by the child nutrition program department.

Technology and AI Tools Acceptable Use Policy

Students are expected to use all technology and artificial intelligence (AI) resources solely for educational purposes, ensuring interactions are respectful and safe. Sharing personal information online and with AI tools is prohibited, and attempts to access restricted content are not allowed. AI should support, not replace, students' work, and any dishonesty or plagiarism is unacceptable. Misuse of AI tools or other technology resources may result in restricted access or disciplinary actions in accordance with the student code of conduct. By using the school's technology and AI tools, students and their guardians agree to follow this policy.

Cheating/Plagiarism/Academic Dishonesty

Academic dishonesty--cheating or plagiarism--is not acceptable. Cheating includes the copying of another student's work (homework, class work, test answers, taking an AR test under another student's log in or aiding them in the completion of an AR test, etc.) as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student found to have engaged in academic dishonesty will be subject to loss of credit for the work in question, as well as disciplinary penalties, according to the Student Code of Conduct.

Custody

Both parents are considered to have equal access to a child unless a court has decided that the rights of one or both parents have been terminated or restricted. In such cases, **the school needs the most recent copy of the court order so that access to a child by a parent can be denied.**

Dress and Grooming

~~The district's dress code is established to teach grooming and hygiene, instill discipline, prevent disruption, avoid safety hazards, and teach respect for authority. The use of standard mode of dress is established to improve students' self-esteem, reduce ethnic/racial tension, bridge socio-economic differences among students, and promote positive behavior, thereby enhancing school safety and improving the learning environment.~~

~~**THE FOLLOWING POLICIES APPLY TO THE STANDARD MODE OF DRESS AND GROOMING FOR SCHOOL ATTENDANCE AS WELL AS TO ATTIRE ON NON-STANDARD DRESS DAYS:**~~

~~Student clothing shall not lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from school activities.~~

~~Students shall not wear articles of clothing that advertise or promote alcoholic beverages, tobacco products, drugs, or violent behaviors/actions (wrestling, movies, music groups, etc.)~~

Devine ISD Student Handbook

~~Cutoffs, bare midriffs, strapless sundresses, net shirts, and all forms of see-through clothing are prohibited.~~

~~Footwear must be appropriate for all classroom environments. Tennis shoes are the appropriate footwear for elementary and intermediate students. Wheels in heels or “heellies” tennis shoes are strictly prohibited.~~

~~Hair must be kept clean, neat, and cut in a reasonable and non-distracting style; must be of ONE NATURAL COLOR; no feathers or tinsel will be allowed.~~

~~Wind pants/suits and sweat pants/suits are not permitted attire for students.~~

Dress and Grooming (All Grade Levels)

The district’s dress code teaches grooming and hygiene, prevents disruption, minimizes safety hazards, and maintains a positive learning climate. Research has indicated that student behavior is influenced by student dress and grooming. In order to help ensure proper and acceptable behavior on the part of the student, it becomes necessary to establish certain guidelines to aid parents and students in selecting the proper attire for school wear and provide consistency district-wide.

If the principal or designated administrator determines that a student’s grooming and/or clothing violates the school’s dress code, the student will be given an opportunity to correct the problem at school. Any student who does not comply with the dress code will be removed from the regular school setting until the student complies with this code. If so, attendance recovery hours will be required for all missed classes. Repeated offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

If there are differences of opinion as to the appropriateness of dress, grooming, and/or determining whether or not a student’s attire is disruptive or distracting to the educational environment of the school, the final determination will be made by an administrator. The Dress Code is in effect for students while attending school functions or school-sponsored activities on or off school property. Exceptions to this code for certain school-related events are determined by each administrator.

Regulations shall be established concerning the grooming of students for those classes where safety in the use of power machinery and sanitary conditions in food preparation is mandatory. Students enrolled in these classes shall be informed of those regulations and are expected to conform while in these classes.

Guidelines:

1. Shirts/Tops must be long enough so as not to expose the midriff during normal school activities, including bending, reaching, sitting and stretching. Not allowed:

Devine ISD Student Handbook

- muscle, tank, sleeveless, spaghetti straps, mesh/see-through shirts, low necklines, backless shirts, large arm holes (sports jerseys included), spandex, tight-fitting tops
2. Jeans/pants must be a solid color. Jeans/pants with slits/tears/rips/holes must be worn with tights or leggings underneath to avoid exposing skin. Gaping holes are not permitted. All pant waistbands must be worn securely at the waist, never exposing undergarments. Loungewear such as pajama pants and sweatpants are prohibited. Swimwear/beachwear is prohibited.
 3. Shorts/skorts/skirts/dresses must be a solid color and no shorter than 3 inches above the knee (including the slit) even if tights/leggings are worn underneath. All waistbands must be worn securely at the waist, never exposing undergarments. Cutoff, boxer, and biker/spandex shorts are not permitted.
 4. Footwear which have toes reinforced with steel or hard plastics, taps, cleats, or any type of metal, plastic, or rubber devices which may cause damage to the floor or create a disturbance are specifically prohibited. House shoes, slides, flip flops, and slippers are prohibited. At the elementary and intermediate campuses, only tennis shoes (no wheels in the heel) may be worn.
 5. Headwear such as hats, caps, beanies, and hoods on hooded sweatshirts and jackets may not be worn inside the buildings.
 6. Hair must be neat and clean. Unnatural-colored, spiked, or distracting hair styles are not permitted.
 7. Facial hair must be clean shaven
 8. Undergarments may not be visible or exposed.
 9. Accessories such as headphones, ear pods, leather spiked/studded bands, heavy wallet chains, or stockings on arms or head are prohibited. Sunglasses may not be worn inside the buildings.
 10. Piercings are limited to three earrings. Nose piercings are limited to one stud and excludes all nose hoops, bars and nose rings. Tongue, facial and eyebrow piercings are not permitted. Gauges of any size in the ears are not allowed
 11. Not allowed: tattoos; items that depict drugs, alcohol, gang affiliation, tobacco, weapons, nudity, death, violence, vulgar/obscene language or images, and/or insults to race, religion gender, sexual orientation or ethnicity; heavy chain-like necklaces, spikes, wallet chains, oversized clothing; costumes (unless approved by a school organization); blankets or throws.
 12. Style: The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of, or interference with normal school operations, or that is determined by the school's principal or designee to be gang-related or, in reasonable probability, would be construed as gang-related. The District prohibits pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene, or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance or paraphernalia prohibited under Policy FNCF (LEGAL/LOCAL).
 13. **Please note that for Devine Intermediate School only tennis shoes are allowed. In addition to the items mentioned in the footwear section, Crocs and boots are not allowed at the elementary and intermediate campuses.**

Devine ISD Student Handbook

- 14. Additionally, leggings may only be worn under jeans, pants, shorts, skorts, skirts, or dresses that meet the dress code requirements. Leggings cannot be worn on their own.**

If the campus administration determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct. The final decision as to whether the dress code has been violated rests with campus administration.

~~Electronic Devices and Technology Resources~~

Items Not to Be Brought to School

Items include, but are not limited to:

Fireworks	Knives	Skateboards
Footballs (except Nerf)	Laser pointers	Tennis balls
Frisbees	Marbles and steelies	Toys
Golf balls	Permanent markers	Toy guns, toy pistols, etc.
Gum	Portable game systems	Trading cards
Hard balls and baseball bats	Razors or razor blade	Video games
Heavy chains	Rock salt and Lucas	
	Skates	

Devine ISD Student Handbook

Emergency Medical Treatment and Information

The district is not responsible for medical expenses associated with a student's injury.

The district shall establish, maintain, and periodically evaluate a health services program that is coordinated with other student services and related instructional programs to focus on health-related needs of students and their families. The district program shall maintain liaison with community health resources.

Field Trips

Field trips must be approved by the principal and will be permitted if sufficient funds are available to pay the cost of transportation and other fees. Parents who wish to participate on the field trip must furnish their own transportation. Parents should make arrangements for younger brothers and sisters. Only Ciavarra Elementary or Devine Intermediate grade-level students are permitted to participate on a school field trip. Field trip privileges may be denied based upon a student's display of severe behavioral problems. Students may have to pay all or part of the entrance fee on some trips. Parents who plan to attend field trips must complete the Criminal History Authorization and be approved two weeks before the field trip is to occur.

GT (Gifted and Talented) Program

The term G/T is an abbreviation for Gifted and Talented and is a program to provide gifted students with differentiated and challenging curricula and experiences. Because G/T or gifted and talented students demonstrate excellence in achievement, DISD has developed broad-based G/T identification procedures to reflect the district's commitment to educate all students, recognizing that some students consistently excel in various ways. This program will offer our gifted and talented students an enriched curriculum with opportunities to explore areas of special interest.

The Devine ISD Gifted and Talented Program is designed to allow G/T children to excel on the four-core academic areas: math, language arts, science and social studies. Since G/T children possess abilities and interests that consistently surpass those of other students in the school, these G/T students need and will profit from specially-planned educational services beyond those provided by the standard school program.

Grading Guidelines

Philosophy

Promotion, grade level advancement, and credit shall be based on mastery of the Texas Essential Knowledge and Skills (TEKS) for each course. The district shall establish instructional objectives that are reflective of the TEKS. These objectives shall address the skills needed for successful performance in the next grade level or sequence of coursework. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that mastery of the standards is the major factor in determining the grade pursuant to Board Policy EIA (LOCAL).

Devine ISD Student Handbook

Individual campuses and teachers' grading policies must fall within the parameters established by the district guidelines and must be communicated to the student and parent/guardian.

Classroom Grades

Classroom grades shall accurately reflect student mastery of the TEKS. Things not related to the curriculum, such as selling products for a fundraiser, donating blood, or participating in extracurricular activities, shall not raise or lower classroom grades. Course grades shall not be lowered for tardies, forgetting pens or paper, or for other discipline-related matters that would otherwise be addressed per the Student Code of Conduct.

In grades K- 5, achievement is reported on a six-week basis to parents as a percentage grade in core subjects. To earn credit in a course, a student must receive a grade of 70 based upon course-level or grade-level standards:

During all six weeks, students in grades 2-5 will receive numerical grades in the subject of reading, language arts, math, science, and social studies. Kindergarten students will receive numerical grades in reading and math. First graders will receive numerical grades in reading, math, and language arts. All grades will count equally in deriving a six weeks average in grades K-2. PE, Music, Health, and Conduct will be recorded as Excellent (E), Satisfactory (S), Needs Improvement (N), or Unsatisfactory (U).

Numerical and letter grades shall be recorded as follows:

A+.....98	B+.....88	C+.....79	D+.....74	F.....65	E.....95	S.....85
A.....95	B.....85	C.....77	D.....73		N.....75	U.....65
A-.....91	B-.....81	C-.....75	D-.....71			

When students have an excused absence, they have an equal number of days to complete their make-up work.

Students transferring into the district shall receive the numerical grade that was earned in courses at another school.

CES

In grades 1-2 grades will consist of 60 percent daily work and 40 percent major work. In grades K-2, students shall receive a minimum of 12 grades per six-week grading period in reading, math, and language arts. The minimum number of grades in science and social studies, combined, will be 10. (Minimum number of grades may vary if grading period is shorter than six weeks, standardized assessments are administered, or other extenuating circumstances exist.)

Devine ISD Student Handbook

DIS

In grades 3-5, the grade weighting is as follows:

- Daily Work: 60%
- Quizzes/Projects: 20%
- Unit Tests: 20%

In grades 3-5 students shall receive a minimum of 12 grades per six-week grading period in reading, math, language arts, science and social studies. (Minimum number of grades may vary if the grading period is shorter than six weeks, standardized assessments are administered, or other extenuating circumstances exist.)

Homework-All Grade Levels

Students are given time in class to start their work. What is not finished in class will become homework. However, assignments will only be given after the students have demonstrated through guided practice with the teacher that they can successfully complete a homework assignment. Homework will be graded and the grades averaged as a part of the student's overall six weeks' average.

Nightly reading and math practice are important for developing students' reading and math skills. Parents should review students' folders and/or assignment books on a daily basis to determine routine assignments.

Parents are asked to monitor homework to be sure the child completes assignments. Also, it is important that the parents provide a regular time and place for the child to complete homework and/or study and to make this study area as free from noise and distractions as possible.

Leaving Campus-All Grade Levels

During Lunch

A parent may check his/her child out during the child's lunch time. The student should be returned to school by the end of the lunch time.

Also, if a parent brings in food from an outside source, it cannot be shared with other children. When a parent brings food, it should be given to his/her child and only his/her child.

Movie Policy

The use of any TV/video during the scheduled school day must be based on educational value and content to implement or enrich the curriculum. This usage must be documented in lesson plans by title, and TEKS objective/s. This includes ESC 20 materials as well as district materials such as those in the library. All videos must be rated G or PG. Movies/videos rated PG require a parent consent form for the

Devine ISD Student Handbook

student to be able to watch the selection. On bad weather days or health days, PE may opt to use PE videos. For reward purposes, teachers may use one video each six weeks.

Parent and Family Engagement-All Grade Levels

DIS and CES extend a warm welcome to parents/guardians and others to visit our schools and classrooms. At the same time, we must assure that our students and staff are safe and that learning is not disrupted. We must be aware of who is in the buildings at all times.

DIS and CES Volunteer/Visitor Policy

A **volunteer** is defined as any individual who wishes to access the school campus beyond the school office, without the supervision of a school employee. This includes chaperoning a field trip or working with students for an extended period of time. All volunteers are required to pass a background check.

A **visitor** is defined as any individual who wishes to access the school campus beyond the school office for a short period of time. i.e reading to a class. All visitors must be under the supervision of, or accompanied by, a school employee at all times if they wish to visit beyond the school office.

Any individual wishing to visit the campus beyond the school office must abide by the following guidelines:

- All volunteers are required to pass a background check;
- All visitors are required to remain under the supervision of a school employee if they are beyond the school office;
- All visitors/volunteers must be approved by the building principal;
- Visitors/volunteers may be requested to provide photo identification to verify their identity;
- All visitors/volunteers must use the main entrance, report to the school office, sign in before going elsewhere in the building, and sign out before leaving;
- Approved visitors/volunteers will receive a pass when they sign in. Please be sure your pass is visible while you are on the school campus;
- All visitors/volunteers will respect and support the school and classroom rules and procedures;
- Visitors/volunteers will conduct themselves so as not to interfere with the daily operation of the school program, instruction, or the duties of school personnel;
- Visitors/volunteers will not interrupt classroom instruction, activities, or planning time to discuss individual matters with teachers or support staff;
- Visitors/volunteers may not bring young children if they plan a lengthy visit, as they can be a distraction during instruction;
- Visitors/volunteers are expected follow the same dress code guidelines as students;
- Visitors/volunteers are expected to use appropriate language when in the presence of students;
- Alcoholic beverages, drugs (legal or illegal), **tobacco products, e-cigarettes and vapes** are not to be possessed or consumed by visitors/volunteers;

Devine ISD Student Handbook

- Photos of students other than your own are not permitted. Please do not post pictures of students other than your own on the Internet (Facebook, Instagram, etc.); and
- If a visitor/volunteer engages in disruptive or inappropriate behavior, the building principal may restrict or deny future visits.

Criminal History Checks

Parent volunteers and those supervising children (i.e. field trips) must complete a Criminal History Authorization form. Forms are available in the campus office. Parents/adults need only to fill out one form, but must be sure to include the names of all children/grades/teachers/ and relation to the child per campus.

If a criminal history authorization is not clear, the central office will send a notification letter. All forms must be turned in two weeks prior to the date of the field trip.

Parent Volunteers

Parents who are interested in serving as volunteers should contact their child's teacher. Parents may assist with volunteering to read, field day, parties, special projects, as well as help in any other manner agreed upon by the classroom teacher. Please visit the school office to sign in before assisting with events, or projects.

Parties and Other Special Events

Students may have a **Christmas, Valentine's, and end of year** party. Parents providing food for these celebrations should check with the teacher about food allergies. All other parties must be approved by the campus principal. Only students who are members of the class and enrolled at Ciavarra Elementary or Devine Intermediate may attend class parties or other special events, such as Field Days, Fun Days, Walks in the Park, etc.

Birthday Celebration Policy

While the use of non-food rewards and celebrations is always preferred, the Texas Education Code §28.002(L-3)(1) permits parents/guardians or grandparents to provide a birthday snack for their child's birthday.

Store bought cupcakes or cookies can be dropped off at the front office. The classroom teacher will distribute them at the end of the school day. Be sure to reach out to your student's classroom teacher to obtain an accurate count of students in the class.

Promotion and Retention

In grades K-5, students must meet grade-level standards established by the district in order to be promoted. To review these standards, please contact the campus principals. [EIE (Local)]

Students who are retained in kindergarten will participate in kindergarten promotion the second year at the grade level.

Devine ISD Student Handbook

School Facilities

Use by Students Before and After School-All Grade Levels

At Ciavarra Elementary School and Devine Intermediate School, all outside perimeter doors will remain locked during the day.

Library-All Grade Levels

The libraries are available on the school campuses, offering a wide variety of materials suitable to the interests and abilities of children. Children are encouraged to read, and they should learn the responsibility of caring for library materials. Fines will be assessed for late books. At the intermediate school, fines will be \$.05 per day up to \$1. Fines will also be assessed for lost or damaged books. For elementary students, only the cost of a lost book will be assessed.

However, children must return a checked-out book before he/she will be allowed to check out another. If the book is lost, it must be paid for before another book can be checked out. This policy carries forward from one year to the next.

The libraries are open 7:45 a.m. to 3:30 p.m.

Student Pick-Up and Drop-Off Areas

Student drop-off and pick-up areas shall be determined according to the students' grade levels. At the intermediate school pick-up/drop-off areas are in the front of the school for all grades. Elementary drop-off and pick-up areas are in the back of the elementary school, and in the circle drive between the two schools. Parents may not park anywhere in the circle drives at the back of the elementary or in the circle drives between the two schools during drop-off and pick-up times.

School Telephone

Students will be allowed to use the office/classroom telephones in case of an emergency. It is important that we keep the telephone lines open as much as possible. Forgotten homework, notes, practices, lunch money, wanting to go home with a friend, etc., are not emergencies. Every teacher has a telephone in his/her classroom. It is the teacher's discretion whether or not students may use the classroom telephone.

Section Two: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Devine ISD Student Handbook

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Devine High School presents Human Sexuality Health curriculum in accordance with the TEKS (Texas Essential Knowledge and Skills). Textbooks adopted for the Health class include Lifetime Health (Holt).

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).]

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity

Devine ISD Student Handbook

- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Devine ISD is not offering human sexuality instruction.

Opting Out of Human Sexuality Instruction

To remove your student from human sexuality instruction, please contact the *principal*.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.

Devine ISD Student Handbook

- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and policy FNG for information on the grievance and appeals process.]

[See **Consent to Human Sexuality Instruction, Dating Violence and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

Please contact your child's campus counselor for more information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

[See **Mental Health Support (All Grade Levels)**]

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Devine ISD Student Handbook

Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

Corporal punishment — spanking or paddling a student — may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

Devine ISD Student Handbook

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to their child must complete the form included in the online forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

If the employee is not using mass electronic message systems such as Remind, Dojo, or ClassTag, etc., the employee is required to include the student's parent as a recipient on all text messages or send a copy of the text message to the employee's district email address.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook)

Devine ISD Student Handbook

- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name, photograph, honors and awards received, grade level, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, honors and awards received, enrollment status, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

Note: Also see **Authorized Inspection and Use of Student Records**.

Devine ISD Student Handbook

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

Devine ISD Student Handbook

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the Protection of Pupil Rights Amendment (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a PPRA Complaint Form (<https://studentprivacy.ed.gov/file-a-complaint>).

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent's right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that their child be excused
- The district determines that the student has a conscientious objection to the recitation
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

[See policy EHBK(LEGAL) for more information.]

Devine ISD Student Handbook

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence (All Grade Levels)** and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Devine ISD Student Handbook

Right of Access to Student Records, Instructional Materials, and District Records/Policies

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

[For information about parental access to any online library catalog and library materials, see **Library (All Grade Levels)**.]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus administrator.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Devine ISD Student Handbook

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to their child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

For purposes of student records, an "eligible" student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information**, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA

Devine ISD Student Handbook

- Provide written consent before the school discloses personally identifiable information from the student's records, except to the extent that FERPA authorizes disclosure without consent
- File a complaint (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student's records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information about student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student's parent unless the school receives a copy of a court order terminating parental rights or the right to access a student's education records. A parent's rights regarding access to student records are not affected by the parent's marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student's education records without written consent of the parent or eligible student when school officials have what federal law refers to as a "legitimate educational interest" in a student's records.

Legitimate educational interest may include:

- Working with the student
- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

Devine ISD Student Handbook

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives
- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** to prohibit this disclosure.]

Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.

The ***campus principal*** is custodian of all records for currently enrolled students at the assigned school. The ***Director of Student Services*** is the custodian of all records for students who have withdrawn or graduated.

Devine ISD Student Handbook

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at each campus office.

Ciavarra Elementary – 112 N. Bentson, Devine TX 78016

Devine Intermediate – 900 Adkins, Devine TX 78016

Devine Middle School – 400 Cardinal, Devine TX 78016

Devine High School – 1225 W. Hondo, Devine TX 78016

You may contact the custodian of records for students who have withdrawn or graduated at:

Dawn Schneider

Director of Student Services

605 West Hondo, Devine Texas 78016

dawn.schneider@devineisd.org

or records.request@devineisd.org

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)**, **Complaints and Concerns (All Grade Levels)**, and **Finality of Grades** at policy FNG(LEGAL).]

Devine ISD Student Handbook

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FL#legalTabContent>.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Has an emergency permit or other provisional status for which state requirements have been waived
- Is currently teaching in the field or discipline of their certification

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children
(<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

Devine ISD Student Handbook

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the *principal* for more information.

[See **Bullying (All Grade Levels)**, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on

Devine ISD Student Handbook

campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

A Student in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid
- Arrange for and accompany the student on campus visits
- Assist in researching and applying for private or institution-sponsored scholarships
- Identify whether the student is a candidate for appointment to a military academy
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

Devine ISD Student Handbook

If you have questions, please contact the district's foster care liaison:

Dawn Schneider

Director of Student Services

605 W. Hondo, Devine TX 78016

Dawn.schneider@devineisd.org

[See Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject and Course Credit (Secondary Grade Levels Only)]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Devine ISD Student Handbook

Dawn Schneider
Director of Student Services
605 W. Hondo, Devine TX 78016
Dawn.schneider@devineisd.org

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject** and **Course Credit (Secondary Grade Levels Only)**.]

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written

Devine ISD Student Handbook

consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information about special education is available from the school district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the campus counselor.

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Kara Navarro
Devine High School
1225 West Hondo, Devine Tx 78016
Kara.navarro@devineisd.org

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

Contact Person for Section 504 Referrals

Devine ISD Student Handbook

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the campus counselor.

[See **A Student with Physical or Mental Impairments Protected under Section 504**]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (<http://prntexas.org/>)
- SPEDTEX: Special Education Information Center (<https://www.spedtex.org/>)
- Texas First Project (<http://www.texasprojectfirst.org/>)
- TEA Special Education Parent and Family Resources (<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

Devine ISD Student Handbook

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students (All Grade Levels)** and **Special Programs (All Grade Levels)**.]

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.]

Section Three: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact *a campus administrator*.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's

Devine ISD Student Handbook

presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families**.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunications and Other Electronic Devices (All Grade Levels)**.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification (Secondary Grade Levels Only)**.]

Devine ISD Student Handbook

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence
- The student follows campus procedures to verify the visit and makes up any work missed

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

Devine ISD Student Handbook

When a student age 6-18 three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent
- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitator for the district is:

JodiAnn Dzierzanowski
DAEP/DLA Principal
Truancy Facilitator
605 W. Hondo, Devine TX 78016
Jodi.dzierzanowski@devineisd.org
830-851-0711

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if they complete a plan, approved by the principal,

Devine ISD Student Handbook

that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at

Ciavarra Elementary – 9:15

Devine Intermediate – 9:15

Devine Middle School – 8:55

Devine High School – 9:00

DAEP – 9:00

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

Devine ISD Student Handbook

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within 3 days of returning to school, a student who is absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The VOE form (<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>) is available online.

More information is available on the Texas Department of Public Safety website (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

[See **Compulsory Attendance — Exemptions for Secondary Grade Levels** for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

Devine ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

Devine ISD Student Handbook

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at https://www.devineisd.org/our_district/accountability. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at TEA Performance Reporting Division (<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>).

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered on ***September 17, 2024 and February 4, 2025*** at ***Devine High School***.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Refer to Section One of this handbook for campus specific awards and honors.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student

Devine ISD Student Handbook

- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Devine ISD Student Handbook

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by *completing the form on the district website* https://www.devineisd.org/for_parents_students/bullying_reporting_forms.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Devine ISD Student Handbook

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels)**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

DMS –Career Readiness (7th grade elective) and Introduction to Agriculture (8th grade elective).

DHS - Agriculture, Food and Natural Resources, Human Services, Business, Marketing and Finance Arts, Audio Visual Technology and Communications, Law and Public Service, and Manufacturing, Cosmetology, and Engineering.

Admission to these programs is based on student interest and class availability.

Admission to these programs is based on student interest and class availability.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Devine ISD Student Handbook

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies (All Grade Levels)**]

Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at https://www.devineisd.org/our_district/district_plan. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations

Devine ISD Student Handbook

- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [**Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers
- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment

Devine ISD Student Handbook

- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit
- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owing a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

Devine ISD Student Handbook

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp) ([http://www.dfps.state.tx.us/Prevention and Early Intervention/Programs Available In Your County/default.asp](http://www.dfps.state.tx.us/Prevention%20and%20Early%20Intervention/Programs%20Available%20In%20Your%20County/default.asp)).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)
- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://taasa.org/product/child-sexual-abuse-parental-guide/) (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

Devine ISD Student Handbook

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

****The following provisions shall apply to students in the graduating class of 2025.****

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.

The calculation shall include failing grades.

he calculation of class rank shall exclude grades earned in physical education; any course substituted for physical education; any music course; summer school; any distance learning course; a dual credit course taken anywhere other than the District high school; courses not recognized by TEA; any course taken in a nonaccredited instructional setting; any local credit course; any course for which a pass/fail grade is assigned; or through credit by examination, with or without prior instruction.

The District shall categorize and weight eligible courses as Dual Credit/AP, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Eligible dual credit courses and AP courses shall be categorized and weighted as Dual Credit/AP courses.

Eligible courses locally designated as honors shall be categorized and weighted as Honors courses.

All other eligible courses shall be categorized and weighted as Regular courses.

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category / Exam	Weight
Dual Credit/AP	10 points
Honors	5 points
College-Level Examination Program (CLEP) examination for a course (for Honors students)	Additional 4 points if the student scores at least 50 on the CLEP exam

Devine ISD Student Handbook

Category / Exam	Weight
Regular	0 points

No points shall be added to failing grades.

The District shall record weighted numerical grades on student transcripts.

The following provisions shall apply to students beginning with the graduating class of 2026.

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.

The calculation shall include failing grades.

The calculation of class rank shall exclude grades earned in physical education; any course substituted for physical education; any music course; summer school; any distance learning course; a dual credit course taken anywhere other than the District high school; courses not recognized by TEA; any course taken in a nonaccredited instructional setting; any local credit course; any course for which a pass/fail grade is assigned; or through credit by examination, with or without prior instruction.

The District shall categorize and weight eligible courses as Dual Credit/AP, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Eligible dual credit courses and AP courses shall be categorized and weighted as Dual Credit/AP courses.

Eligible courses locally designated as honors shall be categorized and weighted as Honors courses.

All other eligible courses shall be categorized and weighted as Regular courses.

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category	Weight
Dual Credit/AP	10 points

Devine ISD Student Handbook

Category	Weight
Honors	5 points
Regular	0 points

English I Honors	Chemistry PAP	U.S. Government Dual Credit
English II Honors	Biology I Honors	Economics Dual Credit
English III Dual Credit	Algebra II Honors	U.S. History Dual Credit
English IV Dual Credit	World Geography Honors	Pre-Cal Honors
Geometry Honors	World History AP	Calculus AP
Physics PAP		

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes (Middle/Junior High and High School Grade Levels)**] for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

Devine ISD Student Handbook

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2024 term through the spring 2026 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation (Secondary Grade Levels Only)** for information associated with the foundation graduation program.]

[See **A Student in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Palo Alto College, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities

Devine ISD Student Handbook

- Enrollment in these programs is based on STAAR or TSI scores and prior subject specific coursework.

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the *high school counselor* for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See **Fees (All Grade Levels)** for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.

For dual credit purposes, all these methods have eligibility requirements and must be approved before enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by updating contact information in your Parent Portal account.

Devine ISD Student Handbook

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

[See **Safety (All Grade Levels)** for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety (All Grade Levels)** for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FNG#localTabContent>. The complaint forms can be obtained at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Devine ISD Student Handbook

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at

https://www.devineisd.org/our_district/required_postings and the coordinator for this campus is listed below:

- Mary Ramon – Ciavarra Elementary School
 - Mary.ramon@devineisd.org; 830-851-0395
- Lysandra Reyes – Devine Intermediate
 - Lysandra.reyes@devineisd.org; 830-851-0495
- Jeff Stivors – Devine Middle School
 - Jeff.stivors@devineisd.org; 830-851-0695
- Evan Eads/LeeAnn McReynolds – Devine High School
 - Evan.eads@devineisd.org; Leeann.mcreeynolds@devineisd.org; 830-851-0895

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

Devine ISD Student Handbook

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development

Devine ISD Student Handbook

- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school about:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Devine ISD Student Handbook

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should obtain a pass to visit the school counselor's office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support (All Grade Levels)**, **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**, and **Dating Violence**.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See **Attendance for Credit or Final Grade (All Grade Levels)**.]

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

Devine ISD Student Handbook

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose.

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Devine ISD Student Handbook

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFH#legalTabContent>. [See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**.

Devine ISD Student Handbook

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Devine ISD Student Handbook

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Threatening or intimidating conduct

Devine ISD Student Handbook

- Other kinds of aggressive conduct such as theft or damage to property

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the campus nurse for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying (All Grade Levels)**]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

Devine ISD Student Handbook

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are *through Palo Alto College*.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal before enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction**]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

Devine ISD Student Handbook

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the *school counselor*, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact *the campus counselor*.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the *campus principal* before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The *campus principal* has designated the front office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory

Devine ISD Student Handbook

materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the *principal* for prior review. The *principal* will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The *principal* has designated the front office as the location for location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL)
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

1. **Shirts/Tops** must be long enough so as not to expose the midriff during normal school activities, including bending, reaching, sitting and stretching. **Not allowed:** muscle, tank, sleeveless, spaghetti straps, mesh/see-through shirts, low necklines, backless shirts, large arm holes (sports jerseys included), spandex, tight-fitting tops
2. **Jeans/pants must be a solid color.** **Jeans/pants** with slits/tears/rips/holes must be worn with tights or leggings underneath to avoid exposing skin. Gaping holes are not permitted. All pant waistbands must be worn securely at the waist, never exposing undergarments. Loungewear such as pajama pants and sweatpants are prohibited. Swimwear/beachwear is prohibited.

Devine ISD Student Handbook

3. **Shorts/skorts/skirts/dresses** must be a solid color and no shorter than 3 inches above the knee (including the slit) even if tights/leggings are worn underneath. All waistbands must be worn securely at the waist, never exposing undergarments. Cutoff, boxer, and biker/spandex shorts are not permitted.
4. **Footwear** which have toes reinforced with steel or hard plastics, taps, cleats, or any type of metal, plastic, or rubber devices which may cause damage to the floor or create a disturbance are specifically prohibited. House shoes, slides, flip flops, and slippers are prohibited. At the elementary and intermediate campuses, only tennis shoes (no wheels in the heel) may be worn.
5. **Headwear** such as hats, caps, beanies, and hoods on hooded sweatshirts and jackets may not be worn inside the buildings.
6. **Hair** must be neat and clean. Unnatural-colored, spiked, or distracting hair styles are not permitted.
7. **Facial hair must be clean shaven**
8. **Undergarments** may not be visible or exposed.
9. **Accessories** such as headphones, ear pods, leather spiked/studded bands, heavy wallet chains, or stockings on arms or head are prohibited. Sunglasses may not be worn inside the buildings.
10. **Piercings** are limited to three earrings. Nose piercings are limited to one stud and **excludes all nose hoops, bars and nose rings**. Tongue, facial and eyebrow piercings are not permitted. Gauges of any size in the ears are not allowed
11. **Not allowed:** tattoos; items that depict drugs, alcohol, gang affiliation, tobacco, weapons, nudity, death, violence, vulgar/obscene language or images, and/or insults to race, religion gender, sexual orientation or ethnicity; heavy chain-like necklaces, spikes, wallet chains, oversized clothing; costumes (unless approved by a school organization); blankets or throws.
12. **Style:** The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of, or interference with normal school operations, or that is determined by the school's principal or designee to be gang-related or, in reasonable probability, would be construed as gang-related. The District prohibits pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene, or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance or paraphernalia prohibited under Policy FNCF (LEGAL/LOCAL).

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to

Devine ISD Student Handbook

the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See **Required State Assessments and Standardized Testing.**]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See **Consent to Conduct a Psychological Evaluation.**]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact *the campus principal*.

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).**]

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic**

Devine ISD Student Handbook

Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels) for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

Devine High School

- 1st offense - The parent may pick up the confiscated telecommunications device from the principal's office.
- 2nd offense – Only a parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.
- 3rd offense and each offense there after: Phones may be confiscated for 30 calendar days and fee of \$15. At the end of 30 calendar days, parent must pick up the phone.

Devine Middle School

- 1st offense - The student may pick up the confiscated telecommunications device from the principal's office.
- 2nd offense – The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.
- 3rd offense and each offense there after: Phones may be confiscated for 30 calendar days and fee of \$15. At the end of 30 calendar days, parent must pick up the phone.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be stored in accordance with administrative regulations. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches and Investigations** and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Devine ISD Student Handbook

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as “sexting” — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Bullying and Sexting Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

Devine ISD Student Handbook

End-of-Course (EOC) Assessments

[See **Graduation (Secondary Grade Levels Only)** and **Standardized Testing**.]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation (All Grade Levels)**.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents

Devine ISD Student Handbook

can access the [UIL Parent Information Manual](https://www.uiltexas.org/athletics/manuals) (<https://www.uiltexas.org/athletics/manuals>) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](https://www.uiltexas.org/) (<https://www.uiltexas.org/>) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to **10** absences not related to post-district competition, a maximum of **5** absences for post-district competition prior to state, and a maximum of **2** absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Devine ISD Student Handbook

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.
- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent

Devine ISD Student Handbook

attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.

- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus *principal*. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)

Devine ISD Student Handbook

- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for

Devine ISD Student Handbook

entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing**.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

Devine ISD Student Handbook

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1
Languages other than English	2	2
Fine Arts	1	1
<i>Locally required courses</i>	<i>1 credit – Algebra II</i>	<i>1 credit – Algebra II</i>
Electives	8	6

Devine ISD Student Handbook

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Total	26 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
 - A student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Beginning in the school year 2021-2022 Devine High School will provide all senior students instruction on how to complete a Free Application for Federal Student Aid (FAFSA) or a Texas Application for State Financial Aid (TASFA). Instruction will commence in September of each school year. The FAFSA and TASFA information may be submitted by students beginning on

Devine ISD Student Handbook

October 1 every year. The FAFSA application is for U.S. citizens and the TASFA application is for respective Texas students that are not U.S. citizens.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness, promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Devine ISD Student Handbook

Please review [TEA's Graduation Toolkit](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures) (<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>).

A student may, with parental permission, amend their personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP

Devine ISD Student Handbook

and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include:

- Current Events Club Senior Ice Cream Social
- First Baptist Church Hobo Party
- St. Joseph Catholic Church Senior Sock Hop
- Scholarship Awards Ceremony
- Baccalaureate sponsored by Devine Ministerial Alliance
- Around the World Party
- Graduation Rehearsal
- Graduation Ceremony

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Students who have earned a weighted grade average of at least 92 at the time the average is calculated.
- Students who have completed the distinguished level of achievement under the foundation program, regardless of weighted grade average. These students are indicated in the Graduation Program.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

Devine ISD Student Handbook

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers (All Grade Levels)** for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Speakers (All Grade Levels)**.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.]

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Hazing (All Grade Levels)

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

- Any type of physical brutality
- An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances
- An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code

Devine ISD Student Handbook

- Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying (All Grade Levels)** and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form](https://www.dshs.texas.gov/immunization-) (<https://www.dshs.texas.gov/immunization->

Devine ISD Student Handbook

unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services

Immunization Section, Mail Code 1946

P.O. Box 149347

Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis (All Grade Levels)**.

[See the DSHS's [School and Childcare Vaccine Requirements](http://www.dshs.texas.gov/immunizations/school) (<https://www.dshs.texas.gov/immunizations/school>) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

Devine ISD Student Handbook

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

Devine ISD Student Handbook

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

[See also **Food Allergies (All Grade Levels)**.]

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An "unassigned epinephrine auto-injector" is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Devine ISD Student Handbook

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus *at least one* school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Devine ISD Student Handbook

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

With a referral from campus staff and permission from a parent, students will be served by counselors from Communities in Schools or South Texas Rural Health.

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation and Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- **Counseling** for the district's comprehensive school counseling program
- **Physical and Mental Health Resources (All Grade Levels)** for campus and community mental and physical health resources

Devine ISD Student Handbook

- **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)** for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten -grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting your child's P.E. or athletic coach before the end of the school year.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program

Devine ISD Student Handbook

- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at <https://www.devineisd.org/cms/one.aspx?portalid=436283&pageid=491637> for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization (All Grade Levels)**.]

Devine ISD Student Handbook

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment.

[See **Celebrations (All Grade Levels)** and policy FFAF for more information.]

Seizures (All Grade Levels)

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the

Devine ISD Student Handbook

product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The district full-time nurses:
 - Ciavarra Elementary – Kellie Jopling, LVN (830-851-0306)
 - Devine Intermediate – Monica Perez, LVN (830-851-0406)
 - Devine Middle School – Jasmine Cruz Bazan, LVN (830-851-0606)
 - Devine High School – Joslyn Wilson, RN (830-851-0806)
- The district's full-time school counselors:
 - Ciavarra Elementary – Katelyn Blanton (830-851-0305)
 - Devine Intermediate – Cassie Brown (830-851-0405)
 - Devine Middle School – Tracie Anderson (830-851-0605)
 - Devine High School – Kate Fowler (830-851-0804); Vicki Watts (830-851-0805)
- The local public health authority Medina County Health Unit which may be contacted at 830-741-6191.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at <https://pol.tasb.org/PolicyOnline?key=879>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB

Devine ISD Student Handbook

- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

District Goal 3, Objective A: The district will provide a well-balanced curriculum as defined in TEC (Texas Education Code).

District Goal 5, Objective C (Safe/healthy environment), Strategy 7: Contract an LPC (Licensed Professional Counselor) to effectively serve our most vulnerable students and staff and aid, ultimately, in suicide prevention* among other mental health needs.

District Goal 5, Objective C (Safe/healthy environment), Strategy 11: Continue to follow parent or guardian notification system* in accordance with suicide prevention program* detailed in state health and safety code, and provide information to parents/guardians related to community resources for substance abuse prevention and mental health services.

District Goal 5, Objective C (Safe/healthy environment), Strategy 15: Continue to educate all students in character building/ mental health and drug and alcohol prevention and awareness, and continue to utilize community resources for substance abuse prevention and mental health services.

District Goal 5, Objective C (Safe/healthy environment), Strategy 19: Continue to provide speakers and presentations for students that meet safe/healthy/environment conducive to learning needs as needs become apparent.

The district has developed administrative procedures as necessary to implement the above policies and plans.

Devine ISD Student Handbook

For more information about these procedures and access to the District Improvement Plan, please contact:

Mrs. Abigail Beadle

Director of Instruction, Continuous Improvement and Programs

605 W. Hondo, Devine TX 78016

Abigail.beadle@devineisd.org

830-851-0795

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held 4 meetings. Additional information about the district's SHAC is available from the district nurse, Joslyn Wilson.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at

<https://www.devineisd.org/cms/One.aspx?portalId=436283&pageId=680964>

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Joslyn Wilson – District Nurse

1225 W. Hondo, Devine TX 78016

Joslyn.wilson@devineisd.org

830-851-0806

Homework (All Grade Levels)

Homework may be given at the discretion of each teacher for either daily or major grades (such as projects). Due dates will be specified at the time the assignment is given. Grading policies regarding homework can be found in the section entitled, "Grading Guidelines". The section entitled, "Absences/Attendance" also gives information regarding campus policies for make-up work to be completed as homework.

Devine ISD Student Handbook

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection

Devine ISD Student Handbook

to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

Devine ISD Student Handbook

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Devine campuses are closed campuses. For DHS exceptions, see **Closed Campus** in DHS Section I for more information.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the

Devine ISD Student Handbook

importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade (All Grade Levels).**]

A student Involved In an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Students will be given lessons and work covering the same TEKS being covered on the main campuses using programs such as Khan Academy, Study Island, Imagine Learning, and work from their home campus teachers.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Devine ISD Student Handbook

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFH#legalTabContent>

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Dawn Schneider
Director of Student Services
605 West Hondo, Devine TX 78016
Dawn.schneider@devineisd.org
830-851-0795

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Jenni Hagdorn
Director of Special Populations

Devine ISD Student Handbook

205 W. College, Devine TX 78016
jenni.hagdorn@devineisd.org
830-851-0725

- For all other concerns regarding discrimination, see:

Todd Grandjean
Superintendent
605 West Hondo, Devine TX 78016
Todd.grandjean@devineisd.org
830-851-0710

[See policies at FB, the FFH series, and GKD for more information.]

Nontraditional Academic Programs (High School)

The Devine Learning Academy provides an alternative pathway for students, 16 years old or older and who are behind on credits to achieve their High School diploma. Students must meet certain qualifications to attend the DLA.

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually

Devine ISD Student Handbook

return your call or meet with you during their conference period or before or after school. [See **Report Cards/Progress Reports and Conferences (All Grade Levels)**.]

- Becoming a school volunteer. [See **On College Go Get It** Week in January, Devine High School invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.
- Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTO at Ciavarra Elementary, Devine Intermediate, and Devine Middle Schools. The Band Booster Club and Athletic Booster Club are active at Devine High School.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:
- Campus Committees – contact the campus administrator
- District Committee
Abigail Beadle
605 W. Hondo, Devine, Tx 78016
Abigail.beadle@devineisd.org
830-851-0795
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues.
- and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the *third Tuesday* of each month at 6:30 p. m. at *the Central Administration Building at 605 W. Hondo or the DSAC Auditorium*. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at *the Central Office* and online at http://devineisd.org/our_district/school_board. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Devine ISD Student Handbook

Students must request a parking permit **\$10** to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags.**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Devine ISD Student Handbook

Elementary and Middle/Junior High Grade Levels

In kindergarten, promotion to grade 1 shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading and mathematics.

In grade 1, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, language arts, and mathematics.

In grade 2, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, language arts, mathematics, and an overall average of 70 in science and social studies.

In grades 3–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, language arts, mathematics, science, and social studies.

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, English language arts, mathematics, and either science or social studies.

Repeating Kindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification (Grades 9-12 Only)**.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Devine ISD Student Handbook

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus (All Grade Levels)**.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines. AT the time of this publication, Devine ISD is not offering remote instruction.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every **six** weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report via the Parent Portal if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines (All Grade Levels)** and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Devine ISD Student Handbook

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

Devine ISD Student Handbook

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation (Secondary Grade Levels Only)**.] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Devine ISD Student Handbook

Personal Graduation Plan —Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by *submitting an online report at* <https://www.devineisd.org/cms/one.aspx?portalid=436283&pageid=491835>.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Devine ISD Student Handbook

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas](https://stopthebleedtexas.org/) (<https://stopthebleedtexas.org/>).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Devine ISD Student Handbook

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: School Messenger (phone call or email), the district website, campus Remind notifications, the district Facebook page, and local news stations.

[See **Parent Contact Information** and **A parent may** update contact information by updating contact information in your Parent Portal account.

Automated Emergency Communications.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Schedule changes should be requested the first week of school.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Darren VanFossen
Director of Contract Services
801 N. Teel, Devine Tx 78016
Darren.vanfossen@devineisd.org
830-851-0750

Devine ISD Student Handbook

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Annette Benavidez
Food Service Manager
Annette.benavidez@devineisd.org
830-851-0412

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's

Devine ISD Student Handbook

TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the principal. [See policy FFA for more information.]

Devine ISD Student Handbook

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Ruben Ramirez
Director Maintenance - Grounds
801 N. Teel, Devine Tx 78016
Ruben.ramirez@devineisd.org
830-851-0751

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during school hours with a teacher permit:

Each campus library also maintains before- and after-school hours, which may vary by day but are posted in each library.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with *the campus librarian* and their child's teacher about special considerations regarding library materials self-selected by their student.

Devine ISD Student Handbook

A parent who wants to access to the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact **Kaylyn Rotramel, District Librarian**. A district employee or parent may request the reconsideration of a library material by contacting **Kaylyn Rotramel, District Librarian** or another administrator or by submitting a reconsideration of library material request by emailing the District Librarian at Kaylyn.rotramel@devineisd.org.

For more information, see EFB(LOCAL).

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- Ciavarra Elementary: designated grade level playgrounds
 - Pre-K – Drop-off begins at 7:40. Students will wait in their classroom for school to begin.
- Devine Intermediate: cafeteria or classrooms
- DMS: Cafeteria; playground or classrooms (for supervised tutorials only)
- DHS: multi-purpose room; DSAC cafeteria, outside areas – back of DHS and under the gym awning.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

Devine ISD Student Handbook

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See **Fees (All Grade Levels)** for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Homework may be given at the discretion** of each teacher for either daily or major grades (such as projects). Due dates will be specified at the time the assignment is given. Grading policies regarding homework can be found in the section entitled, "Grading Guidelines". The section entitled, "Absences/Attendance" also gives information regarding campus policies for make-up work to be completed as homework.

Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

Devine ISD Student Handbook

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources (All Grade Levels)** and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The District requires the random drug-testing of any student in grades 9-12 who chooses to participate in school-sponsored extracurricular activities or request a permit to park a vehicle on school property.

[See **Steroids (Secondary Grade Levels Only)**.]

Devine ISD Student Handbook

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels).**]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus counselor.

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as

Devine ISD Student Handbook

undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: varsity home football games. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See **Graduation (Secondary Grade Levels Only)** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

[For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels).**]

Devine ISD Student Handbook

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments, Bullying (All Grade Levels)**, and **A Student with Physical or Mental Impairments Protected under Section 504**, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips (All Grade Levels)**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Kandy Stein
Transportation Supervisor
801 N. Teel, Devine TX 78016
Kandy.stein@devineisd.org

Devine ISD Student Handbook

830-851-0756

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact 830-851-0754.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules
- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

Devine ISD Student Handbook

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or principal or *Jenni Hagdorn, Director of Special Populations* that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Devine ISD Student Handbook

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On *College Go Get It* Week in January, Devine High School invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus office of your child's school.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Devine ISD Student Handbook

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Devine ISD Student Handbook

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

Devine ISD Student Handbook

ESSA is the federal Every Student Succeeds Act.

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

Devine ISD Student Handbook

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Devine ISD Student Handbook

Appendix I: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFI#localTabContent>.

Below is the text of *Devine's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on *May 11, 2023*

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH.

Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

Devine ISD Student Handbook

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

Devine ISD Student Handbook

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Devine ISD Student Handbook

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Devine ISD Student Handbook

Appendix II: Student Dress Code

Hair/Facial Hair	Hair must be kept clean, neat, not cover the eyes, and with no spiked, unusually shaved areas including designs shaved into the hair, or distracting hair styles. Must be of a naturally occurring color. No facial hair.
Jewelry/Accessories	Piercings are limited to three earrings. Nose piercings are limited to one stud and excludes all nose hoops, bars and nose rings. Tongue, facial and eyebrow piercings are not permitted. Gauges of any size in the ears are not allowed No spiked jewelry, or accessories nor any other jewelry or accessories with real or fake weapon-like features. No visible tattoos are allowed. Headphones, ear pods, leather spiked/studded bands, heavy wallet chains, or stockings on arms or head are prohibited. Sunglasses may not be worn inside the buildings.
Headgear	Hats, caps, beanies, and hoods on hooded sweatshirts and jackets may not be worn in school buildings, including the gym and shop areas, during the instructional day.
Footwear	Shoes must be worn at all times; Footwear which have toes reinforced with steel or hard plastics, taps, cleats, or any type of metal, plastic, or rubber devices which may cause damage to the floor or create a disturbance are specifically prohibited. House shoes, slides, flip flops, and slippers are prohibited. At the elementary and intermediate campuses, only tennis shoes (no wheels in the heel) may be worn.
Shirts/Tops	Must be long enough so as not to expose the midriff during normal school activities, including bending, reaching, sitting and stretching. Not allowed: muscle, tank, sleeveless, spaghetti straps, mesh/see-through shirts, low necklines, backless shirts, large arm holes (sports jerseys included), spandex, tight-fitting tops Appropriate undergarments must be worn and not visible.
Jeans/Pants	Must be a solid color. Jeans/pants with slits/tears/rips/holes must be worn with tights or leggings underneath to avoid exposing skin. Gaping holes are not permitted. All pant waistbands must be worn securely at the waist, never exposing undergarments. Loungewear such as pajama pants and sweatpants are prohibited. Swimwear/beachwear is prohibited.
Shorts/Skorts/Skirts/Dresses	Must be a solid color and no shorter than 3 inches above the knee (including the slit) even if tights/leggings are worn underneath. All waistbands must be worn securely at the waist, never exposing undergarments. Cutoff, boxer, and biker/spandex shorts are not permitted.
Not allowed	Tattoos; items that depict drugs, alcohol, gang affiliation, tobacco, weapons, nudity, death, violence, vulgar/obscene language or images, and/or insults to race, religion gender, sexual orientation or ethnicity; heavy chain-like necklaces, spikes, wallet chains, oversized clothing; costumes (unless approved by a school organization); blankets or throws.
Style	The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of, or interference with normal school operations, or that is determined by the school's principal or designee to be gang-related or, in reasonable probability, would be construed as gang-related. The District prohibits pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene, or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance or paraphernalia prohibited under Policy FNCF (LEGAL/LOCAL).
Additional Standards	May be imposed by classroom teachers, with the principal's guidance, in classes where safety in the use of power machinery, lab equipment, or sanitary conditions in food preparation is mandatory. No trench coats or dusters.

Devine ISD Student Handbook

Devine Middle School

2024-25 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at 830-851-0795.

Devine ISD Student Handbook

Table of Contents

<i>Devine ISD Student Handbook</i>	1
DISD BOARD OF TRUSTEES.....	6
DISD ADMINISTRATIVE STAFF	6
Addresses / Telephone Numbers	7
Devine Middle School Bell Schedules 2024-2025	8
Campus Traditions	11
Preface Parents and Students:.....	12
Accessibility.....	13
Section One: Campus Information.....	14
Attendance.....	14
Awards and Honors.....	15
Cell Phones.....	16
Class Schedules	16
Computer Resources.....	17
Conduct	17
Applicability of School Rules	18
Dress and Grooming	19
Offices and Elections.....	19
Grading Guidelines.....	20
G/T (Gifted and Talented) Program	22
Foods of Minimal Nutritional Value (FMNV) Policy.....	22
Homework.....	23
Leaving Campus	23
Lunches	23
Makeup Hours for Attendance and Course Credit	24
Parking	24
Promotion and Retention	24
Textbooks, Electronic Textbooks, and Technological Equipment	24
Teacher Detentions and Other Detentions	25
Transportation	25
Tutorials	26

Devine ISD Student Handbook

Visitors to the School	26
Section Two: Parental Rights	27
Consent, Opt-Out, and Refusal Rights	27
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	34
Right of Access to Student Records, Instructional Materials, and District Records/Policies	35
A Student with Exceptionalities or Special Circumstances	40
Section Three: Other Important Information for Parents and Students	48
Absences/Attendance	48
Accountability under State and Federal Law (All Grade Levels)	53
Armed Services Vocational Aptitude Battery Test (Grades 10-12)	54
Awards and Honors (All Grade Levels)	54
Bullying (All Grade Levels)	54
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)	56
Celebrations (All Grade Levels)	57
Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)	57
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	61
Class Schedules (Secondary Grade Levels Only)	63
College and University Admissions and Financial Aid (All Grade Levels)	63
College Credit Courses (Secondary Grade Levels Only)	64
Communications (All Grade Levels)	65
Complaints and Concerns (All Grade Levels)	66
Conduct (All Grade Levels)	66
Counseling	68
Course Credit (Secondary Grade Levels Only)	69
Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)	70
Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject	70
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	71
Discrimination	75
Distance Learning (All Grade Levels)	75
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)	76

Devine ISD Student Handbook

Dress and Grooming (All Grade Levels)	77
Electronic Devices and Technology Resources (All Grade Levels)	79
End-of-Course (EOC) Assessments	81
Emergent Bilingual Students (All Grade Levels)	81
Extracurricular Activities, Clubs, and Organizations (All Grade Levels)	82
Fees (All Grade Levels)	83
Fundraising (All Grade Levels)	84
Gang-Free Zones (All Grade Levels)	84
Grade-Level Classification (Grades 9-12 Only)	84
Grading Guidelines (All Grade Levels)	85
Graduation (Secondary Grade Levels Only)	85
Harassment	92
Hazing (All Grade Levels)	92
Health — Physical and Mental	93
Health-Related Resources, Policies, and Procedures	101
Homework (All Grade Levels)	104
Law Enforcement Agencies (All Grade Levels)	104
Leaving Campus (All Grade Levels)	105
Lost and Found (All Grade Levels)	106
Makeup Work	106
Nondiscrimination Statement (All Grade Levels)	108
Nontraditional Academic Programs (High School)	109
Parent and Family Engagement (All Grade Levels)	109
Parking and Parking Permits (Secondary Grade Levels Only)	110
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	111
Prayer (All Grade Levels)	111
Promotion and Retention	111
Grade 1	111
Grade 2	111
Grades 3–5	112
Grades 6–8	112
Release of Students from School	112
Remote Instruction	112

Devine ISD Student Handbook

Report Cards/Progress Reports and Conferences (All Grade Levels)	113
Retaliation	113
Required State Assessments	113
Safety (All Grade Levels)	115
SAT, ACT, and Other Standardized Tests	117
Schedule Changes (Middle/Junior High and High School Grade Levels)	117
School Facilities	117
School-Sponsored Field Trips (All Grade Levels).....	121
Searches and Investigations.....	122
Sexual Harassment.....	123
Special Programs (All Grade Levels).....	123
Standardized Testing.....	124
Student Speakers (All Grade Levels)	124
Tardies (All Grade Levels).....	124
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	124
Transfers (All Grade Levels)	125
Transportation (All Grade Levels)	125
Vandalism (All Grade Levels)	127
Video Cameras (All Grade Levels)	127
Visitors to the School (All Grade Levels)	127
Volunteers (All Grade Levels).....	128
Voter Registration (Secondary Grade Levels Only).....	129
Withdrawing from School (All Grade Levels).....	129
Glossary	130
Appendix I: Freedom from Bullying Policy.....	133
Student Welfare: Freedom from Bullying.....	133
Appendix II: Student Dress Code	137

Devine ISD Student Handbook

DISD BOARD OF TRUSTEES

Mrs. Nancy Pepper.....President
Mr. Henry Moreno, Jr.....Vice President
Mrs. Keri James.....Secretary
Mr. Carl Brown.....Member
Mrs. Alixana Buvinghausen.....Member
Mr. Chris Davis.....Member
Mrs. Renee Frieda.....Member

DISD ADMINISTRATIVE STAFF

Dr. Todd Grandjean Superintendent
Ms. Dawn Schnieder..... Director of Student Services
Mrs. Jenni Hagdorn.....Director of Special Populations
Mrs. Shannon Ramirez.....Chief Financial Officer

Mr. Juan M. Gonzalez.....High School Principal
Mr. Evan Eads..... High School Assistant Principal
Mrs. LeeAnn McReynolds..... High School Assistant Principal
Mrs. Kate Fowler..... High School Counselor
Mrs. Vicki Watts..... High School Counselor
Mr. Jim Sessions..... Athletic Director

Mrs. Kandi Darnell..... Middle School Principal
Mr. Jeff Stivors..... Middle School Assistant Principal
Mrs. Tracie Anderson..... Middle School Counselor

Mr. Michael Gomez..... Intermediate School Principal
Mrs. Lysandra Reyes.....Intermediate Assistant Principal
Mrs. Cassie Brown..... Intermediate School Counselor

Mrs. Magdalena Strickland..... Elementary School Principal
Mrs. Mary Ramon.....Elementary Assistant Principal
Ms. Katelyn Blanton..... Elementary School Counselor

Mrs. JodiAnn Dzierzanowski.....DAEP/DLC Principal
Mrs. Joslyn Wilson..... Nurse, RN

Devine ISD Student Handbook

Addresses / Telephone Numbers

Devine ISD Central Office

605 W. Hondo • Devine, TX 78016
830-851-0700

Devine Middle School

400 Cardinal • Devine, TX 78016
830-851-0695

To call the intermediate school, dial 830-851-0495 or 830-851-0400. To reach a specific office, please dial the listed phone number. Area code--830

School Main Office	851-0695
Principal	851-0601
Assistant Principal	851-0602
Attendance Clerk	851-0613
Secretary	851-0610
Counseling Office	851-0605
School Nurse	851-0606

Devine ISD Student Handbook

Devine Middle School Bell Schedules 2024-2025

Block Bell Schedule			
	A Schedule	Bells	B Schedule
Period	1st Period	7:55 a.m. - 9:47 a.m	2nd Period
Period	3rd Period	9:52 a.m. - 10:48 a.m.	5th Period
Lunch	Lunch	10:52 a.m. - 11:52 a.m.	Lunch
Period	3rdPeriod	11:56 a.m. - 12:52 p.m.	5th Period
Period	6thPeriod	12:56 p.m. - 2:42 p.m.	7th Period
Period	8th Period	2:44 p.m. - 3:32 p.m.	8th Period

Devine ISD Student Handbook

Late Start/Activity: Thurs. Fall - Fri. Spring	
Late Start (PRIDE)	7:55 a.m. - 8:30 a.m.
1st	8:35 a.m. - 9:15 a.m.
2nd	9:20 a.m. - 10:02 a.m.
3rd	10:07 a.m. - 10:47 a.m.
Lunch/Recess	10:52 a.m. - 11:52 a.m.
4th	11:57 a.m. - 12:32 p.m.
5th	12:37 p.m. - 1:17 p.m.
6th	1:22 p.m. - 2:02 p.m.
7th	2:07 p.m. - 2:47 p.m.
8th	2:52 p.m. - 3:32 p.m.

Regular Bell Schedule	
1st	7:55-8:42
2nd	8:46-9:40
3rd	9:44-10:29
4th (PRIDE)	10:33- 11:03
Lunch/Recess	11:07- 12:07
5th	12:12-12:59
6th	1:03-1:50
7th	1:54-2:41
8th	2:45- 3:32

Devine ISD Student Handbook

NO PRIDE SCHEDULE	
First Bell	7:50 a.m.
1st	7:55 - 8:47 am
2nd	8:51 - 9:48 am
3rd	9:52 - 10:44 am
Lunch	10:48 - 11:48
5th	11:52 am - 12:44 pm
6th	12:48 -1:40 pm
7th	1:44 - 2:36 pm
8th	2:40 - 3:32 pm

<u>Early Release Bell Schedule</u>	
First Bell 7:50 a.m.	7:50 a.m.
1st	7:55 - 8:25
2nd	8:29 - 9:04
3rd Period	9:08 - 9:38
5th Period	9:42 - 10:12
6th Period	10:16 - 10:48
<u>Lunch</u>	10:52 - 11:52
7th Period	11:56 - 12:26
8th Period	12:30 - 1:00

Devine ISD Student Handbook

Campus Traditions

Devine Middle School Mascots

Colts and Fillies

School Colors

Maroon and Gold

Alma Mater (School Song)

Devine Middle School

The Colts are marching onward
To another victory.
Nothing can stop them.
Watch our boys go
Round the end and back again.
The victory is ours.
We'll never fail.
Fight for Devine
For the game is ours!

Devine ISD Student Handbook

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The **Devine ISD** Student Handbook is a general reference guide that is divided into two sections:

Section One: Campus Information

Section Two: Parental Rights describes certain parental rights as specified in state or federal law.

Section Three: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the **Devine ISD** Student Code of Conduct. To review the Code of Conduct, visit the district’s website at **www.devineisd.org**. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at *your campus office*.

Devine ISD Student Handbook

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at **www.devineisd.org**.

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact a campus administrator.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See **Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey** for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Dawn Schneider
Director of Student Services
605 W. Hondo
Devine TX 78016
dawn.schneider@devineisd.org

Devine ISD Student Handbook

Section One: Campus Information

Attendance

Admit Slips

~~Students are expected to obtain their admit slip before school or during lunch, and may be assigned campus detention for not getting their slip on time or not bringing an excuse.~~

Attendance on Competition Days

Students must attend school **at least four hours** on game or competition days, unless the student's athletic director or UIL director, principal, or designee approves extenuating circumstances. **Students must attend school the day after a competition.**

Doctor's Note after an Absence

When a student has attended a doctor's appointment, written verification from the doctor's office will be needed in order for the absence to be excused. A parent's note stating that the child had a doctor's appointment will be considered "discretionary leave" and count towards the **three-day** limit.

Parents should attempt to schedule all appointments after school hours whenever possible. When it is not possible and in the case of routine check-ups, procedures, or illnesses, which are not contagious to other students, it is recommended that students attend school prior to their doctor's appointment and/or return to school following the appointment.

The campus principal or his/her designee shall have the final word in determining whether or not an absence is excused or unexcused when there are extenuating or unusual circumstances surrounding the absence. The Campus Attendance Committee may grant excused absences in which extenuating or unusual circumstances extend beyond the three-day limit of discretionary leave in any semester, and for which proof of a doctor's office visit is not available.

Discretionary Leave, Excused and Unexcused Absences, Truancy

Discretionary leave promotes a "No Need to Lie" understanding between the parent and the school district. It allows the parent to decide when it is in the best interest of their child to be absent from school for illness without needing to go to the doctor. Likewise, it allows the parent to take their student out of school for personal/family business without feeling compelled to write a false excuse indicating illness or some other reason for the absence.

Discretionary leave requires that the parent send a written excuse for the child's absence, tardiness or early departure, but it does not place any limitations on the reason for the absence. Each student will be allowed a **maximum of three discretionary leave days per semester** to be used for a partial or full day absence at the discretion of the parent. These three absences with parental acknowledgement will be excused regardless of the reason for the absence. (e.g. illness for which the parent chooses not to take their child to the doctor, taking an extended weekend to visit relatives out of town, taking a child to watch a sibling participate in an extracurricular event, prospective college visits, etc...).

On a secondary campus, **attendance is taken period by period.**

Once a student exceeds the limit of three excused discretionary absences, tardies, or early departures in any semester, each absence, tardy or early departure thereafter will be considered unexcused unless

Devine ISD Student Handbook

proof of a doctor's* office visit or court appearance is established. *(medical doctor, psychological doctor, professional counselor, dentist, orthodontist, optometrist or other licensed medical professional)

Beyond the three allowable excused discretionary absences, tardiness, and early departures, all other absences require proof of doctor's office visit, court appearance, or approval by the campus principal for extenuating circumstances in order to be excused. Without a written, signed note from a parent for discretionary leave or official documentation, all missed time is considered unexcused. **Students who do not return to school with a note, will be issued an unexcused absence until the proper documentation is submitted. Failure to do so within three days of the absence will result in the absence being permanently recorded as unexcused.**

An unexcused absence will also be given to a student who leaves school without permission, or who is truant. A student is truant when he/she misses a class or part of a class without parents and/or school having been informed in advance. In cases of suspected truancy, the principal may refuse to accept a parent's note as allowable discretionary leave, and the student's absence may be recorded as unexcused. He/she may also face disciplinary sanctions for truancy according to local policy.

Attendance is determined period by period. Even an early release (before 3:15) is considered an absence for the periods missed.

Tardies and Late Arrival to School

A student who is tardy to first period by more than twenty minutes will be marked absent for that class period. When the student arrives at school after 7:55 am, he/she must first come by the office, sign in, and be issued an admit slip before reporting to class. The student should make every effort to bring his/her parent-signed note with him/her on that same day.

If a student is tardy to classes subsequent to first period, he/she will go directly to class, and the teacher will record the tardy. Teachers will mark students tardy on the official attendance records. There is no differentiation for tardies as there are for absences. All tardies appearing on attendance records are considered unexcused. If a student has an acceptable excuse for being late, the tardy is not recorded. A DMS student who has 3 or more tardies in a six weeks period will meet with the assistant principal. Students with persistent tardies each six weeks will have consequences as follows:

- 4th - tardy = 3 days of lunch detention
- 5th - tardy = 5 days of detention or clean-up duty
- 7th - tardy = 7 days of detention or clean-up duty
- 8th - tardy = 10 days of detention or 1 day of ISS
- 9+ - Community service after school plus #8

Awards and Honors

Extracurricular, Organizational and Teachers' Awards

At the end of each school year, each teacher is allowed to select two students to receive awards or special recognition in the course(s) or subject(s) they teach. At DMS, a Most Improved Student and a Most Outstanding Student are selected. An awards assembly is scheduled during the school day, usually within the last two weeks of school, to recognize these students.

Devine ISD Student Handbook

Honor Rolls

DMS students are rewarded at the end of the year by being named to the “All A’s Honor Roll,” for which students must have all A’s (90 or above) on their report cards in all subjects all year. Students may also be named to the “A-B Honor Roll,” for which students may have no more than two B’s (80 or above) and the rest A’s in all subjects all year.

Honor Rolls are also published in the local paper every six weeks.

National Junior Honor Society (NJHS)

Seventh and eighth graders in middle school (NJHS) are invited by a faculty committee to apply for membership based upon cumulative grade point average requirements and standards set by the national society. The applications are reviewed by the faculty committee and congratulatory invitations to join the society are issued to those selected. Selection criteria considered by the committee include:

- Scholarship
- Service
- Leadership
- Character
- Citizenship

An induction ceremony for family and friends is held to honor those selected for society membership. For more information, contact the campus sponsor at DMS, ~~Vanessa Warren~~ [Juliza Pimentel-Flores](#).

Perfect Attendance Award

Perfect attendance will be awarded to students who have no absences.

****Our attendance is determined period by period. Even an early release before 3:15 is considered an absence for the periods missed.**

Cell Phones

Students are not permitted to use cell phones during school hours. Phones brought to school must be turned off once the student arrives on school grounds and may not be turned on until after school dismisses. ~~put their cell~~ Students will need to put their phones in their backpacks. There are no phones allowed on their person.

[See **Electronic Devices and Technology Resources** for additional information and consequences].

Class Schedules

Teachers, counselors, and administrators work closely with students each spring to select an appropriate schedule of courses for the following year. Students are required to have their parents review course selections and sign the course request sheet signifying their approval. When schedules are created, the school counselor and administration work hard to balance sections and student loads. **For these reasons, schedule changes are strictly limited during the school year to the first two weeks of the semester.**

Devine ISD Student Handbook

P.R.I.D.E. Course – DMS

The purpose of the Devine Middle School P.R.I.D.E. program (Purpose, Respect, Integrity, Discipline, and Excellence) is to provide students with the time and opportunity for basic skills mastery in their identified areas of academic weakness. Students' needs will be identified, and they will then be placed in a P.R.I.D.E. class that is teaching those needed TEKS in one of the four core content areas (Math, English/Reading, Science, and History). Students will receive a numerical grade which will be converted to a P/F (pass/fail). If they are not passing their P.R.I.D.E. class, they will not be eligible to play in athletic games or competition until the grades are brought up to passing. Other students will receive character education lessons. G. T. students will be provided with enrichment during P. R. I.D. E.

At times P.R.I.D.E. will also be used to conduct campus business such as announcements, assemblies, fundraising, service projects, club meetings, and pep rallies without otherwise interrupting scheduled instruction.

Computer Resources

To prepare students for an increasingly technological society, the district has made an investment in computer technology for instructional purposes. Use of these computer resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these resources; violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and their parents should be aware that e-mail and other electronic communications using district computers is not private and will be monitored by district staff. [For additional information, see policies at CQ.]

Conduct

In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

- Demonstrate courtesy—even when others do not.
- Behave in a responsible manner, always exercising self-discipline.
- Attend all classes, regularly and on time.
- Prepare for each class; take appropriate materials and assignments to class.
- Meet District or campus standards of grooming and dress.
- Obey all campus and classroom rules.
- Respect the rights and privileges of other students, teachers, and other District staff.
- Respect the property of others, including District property and facilities.
- Cooperate with or assist the school staff in maintaining safety, order, and discipline.
- Avoid violations of the Student Code of Conduct.

Devine ISD Student Handbook

Applicability of School Rules

Assemblies

Students are required to conduct themselves in assemblies as they do in class. Students who are tardy or who do not abide by school conduct rules during an assembly will be subject to disciplinary action.

The following general expectations apply to all school assemblies:

- No booing or catcalls.
- Give your best courtesy and attention to every speaker and performer.
- Enter and leave the assembly in an orderly and quiet manner.
- Do not leave your seat during performance unless absolutely necessary.

Cheating/Plagiarism/Academic Dishonesty

Plagiarism is the use of another person's original ideas or writing as one's own without giving credit to the true author. Plagiarism will be considered cheating, and the student will be subject to academic disciplinary action that may include loss of credit for the work in question.

Teachers who have reason to believe a student has engaged in cheating or other academic dishonesty will determine the academic penalty to be assessed, and will document the occurrence of a disciplinary referral to be acted upon by the assistant principal. The use of academic penalties is not governed by the policies pertaining to student discipline, but students and parents may appeal the teacher's decision, using the student complaint policy.

Disruptions of School Operations

Field trips

Field Trips are a privilege to be earned through good behavior and dependability by individuals and the class as a whole. Only those students who demonstrate responsible behavior during the year will be eligible to attend.

Social Events

Most events at DMS are privileges that are earned through good behavior, attendance, and grades. At DMS, dances, parties, and/or socials are for DMS students only. Guests are not permitted. Parents are welcome to attend as chaperones, pending approval of a completed volunteer form and a district background check. If a student needs to leave early before an event has ended, a parent must come into the school to pick up the student. If the student needs to leave early with anyone other than a parent, the student must have a signed note from the parent stating who it is who has permission to do so. This includes older siblings or family members other than the parents. After the a home event has ended, the student may leave with someone other than their parents, and a permission slip is not required (such as being picked up from an athletic event or practice, etc....).

Devine ISD Student Handbook

Dress and Grooming

Enforcement of Standards for Dress and Grooming

Any style of dress or fad that draws undue attention to the students—boy or girl—or is considered in poor taste, are handled on an individual basis when possible. Students who persist in not following the rules and regulations pertaining to dress will subject themselves to disciplinary procedures and possible suspension.

DMS Shaving Policy

In the event a student is sent to the office to shave. On the 2nd and 3rd offenses, students will be allowed to shave and will also be assigned to detention. Further infractions of students will have consequences that will be at the discretion of the Assistant Principal or Principal.

Please note: The principal, in cooperation with the sponsor or coach in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students who violate these standards may be removed or excluded from the activity for a period determined by the principal or sponsor and may be subject to other disciplinary action.

Offices and Elections

In order to obtain the best possible student leadership and to prevent interference with scholastic achievement, all students must have the approval of the appropriate faculty member before consideration by the students for election or appointment to a student office or position of honor.

The areas suggested to the teachers for consideration and approvals are:

1. Scholarship
2. Citizenship
3. Dependability
4. Cooperation
5. Conduct

Students must confer with class/club sponsors for specific qualifications of candidates and election guidelines. These may include payment of dues, attendance, etc...

Causes for Disqualification

Students seeking or holding class, student council or club office, or honorary positions may be disqualified or removed from holding office or the position of honor for the following reasons:

- Suspension from school
- Failure to comply with rules and regulations of the school
- Lack of interest in fulfilling duties of the office
- Lack of cooperation with sponsor
- Failure to maintain the grade average required by the organization
- Conduct/discipline or attendance problems

Devine ISD Student Handbook

Removal from office may be subject to administrative review.

Grading Guidelines

Grading guidelines for each grade level or course will be communicated and distributed to students and their parents by the classroom teacher. These guidelines have been reviewed by each applicable curriculum department and have been approved by the campus principal. These guidelines establish the minimum number of assignments, projects, and examinations required for each grading period. In addition, these guidelines establish how the student's mastery of concepts and achievement will be communicated (i.e., letter grades, numerical averages, checklist of required skills, etc.). Grading guidelines also outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade. Procedures for a student to follow after an absence will also be addressed.

Also see **Report Cards/Progress Reports and Conferences** for additional information on grading guidelines.

In grades 6–12, achievement is reported to parents numerically as:

• 90-100	Excellent, Above Average	A
• 80-89	Mid-to-High Average	B
• 75-79	Average	C
• 70-74	Below Average	D
• Below 70	Failure	F
• I*	Incomplete	

Students and/or parents should confer with the teacher, counselor, assistant principal for curriculum and instruction, or principal for further information.

To arrive at a six weeks grade, teachers will take into consideration students' efforts on daily work, class participation, homework, major and minor tests and six weeks examinations. A student should feel assured that he/she will have ample opportunities to demonstrate his/her knowledge of a subject.

The semester grade will be an average of the three six weeks' grades and the semester exam. Equally weighted long-term projects may also be included in determination of semester grades.

Teachers are not required to give a minimum grade on an assignment; additionally, grades below 50, including zeroes, are allowed for **tests and semester exams**.

*The "I" indicates work must be immediately turned in; the grade will change to a passing or failing grade one week after the grading period ends.

Any suspected abuse of the grading policy by students or teachers should be discussed with the principal. A grade lower than 50 may be recorded if policy abuse on the part of the student is determined.

Devine ISD Student Handbook

Citizenship Grades

Citizenship grades are recorded in each class every six weeks. This grade is not meant to reflect isolated incidents of misconduct; rather, it is intended as a report to both student and parent on the overall conduct during the past grading period.

Citizenship grades are determined according to the following scale:

- **E** Excellent citizenship displayed in class.
- **S** Satisfactory citizenship displayed in class.
- **N** Non-satisfactory—citizenship needs to be improved.
- **U** Unsatisfactory citizenship displayed in class.

Grades

- Every instructor shall have a minimum of 9 daily grades, including participation grades, each six weeks' grading period. The instructor shall also have a minimum of three ~~major~~ test grades, of which one may be a major test and/or project/demonstration of skills mastery. Every instructor (with the exception of athletics and limited other electives as approved by the principal) shall administer a major assessment. This assessment will include at least one test and/or project (can be a combination of the two).
- Students are allowed to redo daily assignments during recess, before or after school only [at the discretion of the instructor](#). Tests/exams are not eligible for redo.
- Averaging formulas will be determined by each content department with the approval of the principal. Generally, they will follow the guideline below:
 - If a cumulative test/project is given: 50% Daily; 50% Tests.
- Every instructor (with the exception of athletics and limited other electives as approved by the principal) will give a semester exam on the date and time designated on fall and spring semester test schedules. Semester exams will count as 25% of the student's cumulative semester average, with each six-week grading period being equally weighted at 25% as well.
- A student's semester average can be raised or lowered by the semester test grade earned. The student may fail for the semester and thus lose semester/course credit as a result of the exam grade.

Late Work

Late work will be addressed by each instructor according to campus policy. The expectation will be explained and made clear to the students and be posted in the classroom and/or included in the syllabus handed out at the beginning of the year and/or each semester.

STAAR Benchmarks

Each STAAR benchmark test given will be scored and may be counted as a major grade for the grading period in which the test occurs.

Students in Extracurricular Activities

Students' grades will not be penalized because they are participating in an extracurricular activity. Work that will be missed while participating in an extracurricular activity should be obtained prior to leaving

Devine ISD Student Handbook

and should be completed either upon return to class or on the date issued by the instructor, which is not to exceed one extra day per day missed for the activity.

Testing/Retests

Grading guidelines outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade.

This will be at the individual teacher's discretion. No retest or test corrections will receive a score higher than a 70.

G/T (Gifted and Talented) Program

The term G/T is an abbreviation for Gifted and Talented and is a program to provide gifted students with differentiated and challenging curricula and experiences. Because G/T or gifted and talented students demonstrate excellence in achievement, DISD developed broad-based G/T identification procedures to reflect the District's commitment to educate all students, recognizing that some students consistently excel in various ways. This program will offer our gifted and talented students an enriched curriculum with opportunities to explore areas of special interest.

The Devine ISD Gifted and Talented Program is designed to allow G/T children to excel on the four-core academic areas: math, language arts, science, and social studies. Since G/T children possess abilities and interests that consistently surpass those of other students in the school, these G/T students need and will profit from specially planned educational services beyond those provided by the standard school program.

Foods of Minimal Nutritional Value (FMNV) Policy

Middle school campuses may not serve or provide access for students to FMNV and all other forms of candy at any time anywhere on school premises until after the end of the last scheduled class unless teachers use food for an academic purpose such as class projects.

Such foods and beverages may not be sold or given away to students on school premises by school administrators or staff (principals, coaches, teachers, etc...), students or student groups, parents or parent groups, guest speakers or any other person, company or organization. For exemptions and listing of foods and beverages restricted by the FMNV, please contact the Food Services Director at 830.851.0413.

This policy does not restrict what parents may provide for their own child's lunch or snacks. Parents may provide FMNV or candy items for their own child's consumption, but they **may not** provide restricted items to other children at school.

Middle schools may not serve competitive foods (or provide access to them through direct or indirect sales) to students anywhere on school premises from 30 minutes before to 30 minutes after meal period. This does not pertain to food items made available by the school food service department.

Devine ISD Student Handbook

Homework

Homework may be given at the discretion of each teacher for either daily or major grades (such as projects). Due dates will be specified at the time the assignment is given. Grading policies regarding homework can be found in the section entitled, "Grading Guidelines." The section entitled, "Absences/Attendance" beginning on page 16 also gives information regarding campus policies for make-up work to be completed as homework.

Makeup Work Because of Absence

Make-up tests will be taken as assigned by the teacher. Make-up time may be scheduled during morning tutorials/detention, lunch, after school tutorials/detention.

Extracurricular activities are school-sponsored, scheduled events, and students are not counted absent.

Make-up work policy is the same as for an excused absence.

No grade penalty shall be assigned to a student who has been suspended home, but all make-up work policies apply.

Leaving Campus

All 6th – 8th graders are to remain on the campus during the entire day, including the lunch period. Once on school grounds, a student may not leave during the school day under any circumstances without written permission from the campus administration. If a student knows in advance that he or she will need to leave the campus during school hours, the student shall present a written request from the parent to the principal that morning. If the request is for permission to be off campus for only part of the day, the time should be on the written request. The permit that the student is issued will serve as a pass to leave and to return to the campus. When the student returns to the campus, he or she shall first report to the office for a readmission slip to class.

Lunches

Students wishing to bring a lunch from home may store that lunch in the cabinet provided in the old cafeteria. It is recommended that students bring their lunches in labeled lunch bag. The cabinet remains locked during the day. At the end of the day students who brought their lunches are required to remove their lunch containers from the cabinet. Those items left will be disposed of.

During benchmark or testing days, no lunch deliveries will be accepted. Students must eat in the cafeteria or bring their own lunch.

Meal Charge Policy

Students with a negative balance on their meal account, may be subject to receiving an alternative meal. The implemented monetary limits are as follows:

- Grades Kindergarten through 8th will be able to charge up to a balance of -\$10.00 on their account before receiving an alternate meal.
- Note: the negative balance limits are per cafeteria account, not per student. If you have multiple students on the same account, the account limits may not exceed the limits set above.
- The costs of the alternative meal will be charged to your students account.
- Charges are expected to be paid the next school day.

Devine ISD Student Handbook

Makeup Hours for Attendance and Course Credit

At the secondary level, grades 6-12, the Campus Attendance Committee may require the successful completion of summer school in order to receive course credit, or as appropriate, the committee may require attendance at special detentions or tutorials. Participation may also be required in after-school, supervised school-service activities. All make-up hours necessary for attendance purposes must be completed under the direct supervision of Devine ISD personnel, unless otherwise approved by administration.

Students will lose credit in the courses in which they were absent over the allowed limit. Each semester stands on its own. The deadline for making up hours for the fall semester is determined by the vice principal. For all other students, the deadline for completing service hours will be the final day of summer school for hours incurred during the spring semester. Students who do not complete their hours by the deadline will be denied academic credit in all applicable courses and risk retention.

Parking

At DMS, only staff has parking privileges. Students are not allowed to drive on campus regardless of age.

Promotion and Retention

Middle school students must meet the following promotion standards:

- The student must meet the 90% state attendance requirement.
- The student must pass three out of the four core subjects.
 - The student must pass three out of four core subjects and at least one elective for promotion. The core subjects are English Language Arts (writing and reading), math, science, and social studies.
 - Failing all four core classes will result in automatic retention. Summer school will not be an option.
- Students will be required to attend ~~30~~ 15 hours of tutorials for every STAAR Test not passed. Students may complete the hours during the school year via PRIDE or during summer school immediately following the tests.

Please note: Failing one or more STAAR tests may result in the student losing one or more elective choices from his/her schedule during the following school year to make room in their schedule for additional remediation or core subject area related courses.

Textbooks, Electronic Textbooks, and Technological Equipment

Each teacher has a classroom set of textbooks to use in his/her classes. Subject textbooks may be checked out from teachers overnight when a student has fallen behind in class or needs to complete work missed during an absence.

For students with special needs, textbooks may be checked out for extended periods of time. If a parent feels that his/her child has a special need for additional texts at home, he/she may contact the school office at 830.851.0695 to make their request. The request will be forwarded to the student's grade level

Devine ISD Student Handbook

team who will decide which, if any, additional books should be provided and then phone the parent to make arrangements for the books to be picked up. The books will be checked out in the student's name, and the parent must sign the issuance card upon receiving the books.

Teacher Detentions and Other Detentions

Teacher Detentions and Mandatory Tutorials

For minor infractions in the classroom or to catch up on missing or late work, teachers may detain students at lunch, before, or after school. Before assigning the student to detention, the teacher will inform the student of the alleged misconduct, and the student shall be given an opportunity to explain his/her actions or version of the incident.

When a teacher intends to hold a student after school, one day's notice shall be given so that the student may arrange for transportation.

Failure to follow the rules or report to duty will result in assignment of extra day(s) duty, lunch detention, after school custodial duty, after school detention, or ISS.

Lunch Detention

For minor infractions or more serious infractions in the classroom, hallways, or elsewhere on campus, the assistant principal may assign lunch detention. Middle school students assigned to this detention spend their entire lunch period in a classroom where they are required to complete teacher assigned work or required detention assignments. They are allowed to eat their lunch during the last 20 minutes of the lunch period in the detention room.

Failure to follow the rules or report to detention will result in assignment of extra day(s) detention, after school detention, or ISS.

Morning/After School Detention

Morning and after school detention may also be assigned at the discretion of campus administration. Morning detentions may begin as early as 6:30 a.m. and after school detentions may last as late as 5:00 p.m.

Failure to follow the rules or report to detention will result in assignment of extra day(s) detention, after school detention, ISS, or possible assignment to alternative school.

Transportation

School-Sponsored Trips

Many trips are arranged for students during the school year, either curricular or extracurricular. Students making a school trip are expected to travel by bus or school transportation. Students should be aware that field trips and extracurricular activities are school-sponsored and therefore are subject to the same rules as being on campus.

Devine ISD Student Handbook

When field trips are scheduled, students not wishing to participate will attend regular classes but not be excused from school attendance.

Tutorials

Students with a grade less than 70 in any subject are encouraged to attend tutorials in that subject area. Students and/or their parents may make tutorial arrangements directly with the teacher. Call the school office to schedule a conference or request that the teacher call you back to make arrangements or email the teacher.

Students participating in extracurricular activities may be required to attend tutorial programs as necessary to better their chances of eligibility. The District does not provide transportation for students attending tutorials.

Visitors to the School

Student Visitors

Student visitors from other schools are generally discouraged and not permitted on campus without prior principal or his/her designee approval.

Devine ISD Student Handbook

Section Two: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Devine High School presents Human Sexuality Health curriculum in accordance with the TEKS (Texas Essential Knowledge and Skills). Textbooks adopted for the Health class include Lifetime Health (Holt).

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).]

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity

Devine ISD Student Handbook

- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Devine ISD is not offering human sexuality instruction.

Opting Out of Human Sexuality Instruction

To remove your student from human sexuality instruction, please contact the *principal*.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and policy FNG for information on the grievance and appeals process.]

Devine ISD Student Handbook

[See **Consent to Human Sexuality Instruction, Dating Violence and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

Please contact your child's campus counselor for more information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

[See **Mental Health Support (All Grade Levels)**]

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney

Devine ISD Student Handbook

General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

Corporal punishment — spanking or paddling a student — may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to their child must complete the form included in the online forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

Devine ISD Student Handbook

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

If the employee is not using mass electronic message systems such as Remind, Dojo, or ClassTag, etc., the employee is required to include the student's parent as a recipient on all text messages or send a copy of the text message to the employee's district email address.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

Devine ISD Student Handbook

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name, photograph, honors and awards received, grade level, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, honors and awards received, enrollment status, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

Note: Also see **Authorized Inspection and Use of Student Records**.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Devine ISD Student Handbook

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

Devine ISD Student Handbook

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent's right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that their child be excused
- The district determines that the student has a conscientious objection to the recitation
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence (All Grade Levels)** and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

Devine ISD Student Handbook

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Instructional Materials, and District Records/Policies

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

[For information about parental access to any online library catalog and library materials, see **Library (All Grade Levels)**.]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

Devine ISD Student Handbook

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus administrator.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to their child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

Devine ISD Student Handbook

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information**, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent
- [File a complaint](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information about student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records without written consent of the parent or eligible student when school officials have what federal law refers to as a “legitimate educational interest” in a student’s records.

Legitimate educational interest may include:

- Working with the student

Devine ISD Student Handbook

- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives
- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** to prohibit this disclosure.]

Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.

Devine ISD Student Handbook

The ***campus principal*** is custodian of all records for currently enrolled students at the assigned school. The ***Director of Student Services*** is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at each campus office.

Ciavarra Elementary – 112 N. Bentson, Devine TX 78016

Devine Intermediate – 900 Adkins, Devine TX 78016

Devine Middle School – 400 Cardinal, Devine TX 78016

Devine High School – 1225 W. Hondo, Devine TX 78016

You may contact the custodian of records for students who have withdrawn or graduated at:

Dawn Schneider

Director of Student Services

605 West Hondo, Devine Texas 78016

dawn.schneider@devineisd.org

[or records.request@devineisd.org](mailto:records.request@devineisd.org)

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

Devine ISD Student Handbook

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)**, **Complaints and Concerns (All Grade Levels)**, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FL#legalTabContent>.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Has an emergency permit or other provisional status for which state requirements have been waived
- Is currently teaching in the field or discipline of their certification

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children (<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

Devine ISD Student Handbook

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the *principal* for more information.

[See **Bullying (All Grade Levels)**, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

Devine ISD Student Handbook

A Student in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid
- Arrange for and accompany the student on campus visits
- Assist in researching and applying for private or institution-sponsored scholarships
- Identify whether the student is a candidate for appointment to a military academy
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

If you have questions, please contact the district's foster care liaison:

Dawn Schneider
Director of Student Services
605 W. Hondo, Devine TX 78016
Dawn.schneider@devineisd.org

Devine ISD Student Handbook

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject** and **Course Credit (Secondary Grade Levels Only)**]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Dawn Schneider
Director of Student Services
605 W. Hondo, Devine TX 78016
Dawn.schneider@devineisd.org

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject** and **Course Credit (Secondary Grade Levels Only)**.]

Devine ISD Student Handbook

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Devine ISD Student Handbook

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information about special education is available from the school district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the campus counselor.

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Kara Navarro
Devine High School
1225 West Hondo, Devine Texas 78016
Kara.navarro@devineisd.org

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the campus counselor.

[See **A Student with Physical or Mental Impairments Protected under Section 504**]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (<http://prntexas.org/>)
- SPEDTEX: Special Education Information Center (<https://www.spedtex.org/>)
- Texas First Project (<http://www.texasprojectfirst.org/>)

Devine ISD Student Handbook

- TEA Special Education Parent and Family Resources
(<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students (All Grade Levels)** and **Special Programs (All Grade Levels)**.]

Devine ISD Student Handbook

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.]

Section Three: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact *a campus administrator*.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Devine ISD Student Handbook

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families**.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunications and Other Electronic Devices (All Grade Levels)**.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification (Secondary Grade Levels Only)**.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence

Devine ISD Student Handbook

- The student follows campus procedures to verify the visit and makes up any work missed

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student age 6-18 three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent

Devine ISD Student Handbook

- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitator for the district is:

JodiAnn Dzierzanowski
DAEP/DLA Principal
Truancy Facilitator
605 W. Hondo, Devine TX 78016
Jodi.dzierzanowski@devineisd.org
830-851-0711

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if they complete a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine

Devine ISD Student Handbook

whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at

Ciavarra Elementary – 9:15

Devine Intermediate – 9:15

Devine Middle School – 8:55

Devine High School – 9:00

DAEP – 9:00

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within 3 days of returning to school, a student who is absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Devine ISD Student Handbook

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) (<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>) is available online.

More information is available on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

[See **Compulsory Attendance — Exemptions for Secondary Grade Levels** for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

Devine ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at https://www.devineisd.org/our_district/accountability. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting) (<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>).

Devine ISD Student Handbook

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered on ***September 17, 2024 and February 4, 2025*** at ***Devine High School***.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Refer to Section One of this handbook for campus specific awards and honors.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

Devine ISD Student Handbook

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another

Devine ISD Student Handbook

district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by *completing the form on the district website* https://www.devineisd.org/for_parents_students/bullying_reporting_forms.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels)**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

DMS –Career Readiness (7th grade elective) and Introduction to Agriculture (8th grade elective).

Devine ISD Student Handbook

DHS - Agriculture, Food and Natural Resources, Human Services, Business, Marketing and Finance Arts, Audio Visual Technology and Communications, Law and Public Service, and Manufacturing, Cosmetology, and Engineering.

Admission to these programs is based on student interest and class availability.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies (All Grade Levels)**]

Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at https://www.devineisd.org/our_district/district_plan. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Devine ISD Student Handbook

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [**Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers

Devine ISD Student Handbook

- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit

Devine ISD Student Handbook

- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owning a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp) (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)

Devine ISD Student Handbook

- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://taasa.org/product/child-sexual-abuse-parental-guide/) (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

****The following provisions shall apply to students in the graduating class of 2025.****

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.

The calculation shall include failing grades.

The calculation of class rank shall exclude grades earned in physical education; any course substituted for physical education; any music course; summer school; any distance learning course; a dual credit course taken anywhere other than the District high school; courses not recognized by TEA; any course taken in a nonaccredited instructional setting; any local credit course; any course for which a pass/fail grade is assigned; or through credit by examination, with or without prior instruction.

The District shall categorize and weight eligible courses as Dual Credit/AP, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Eligible dual credit courses and AP courses shall be categorized and weighted as Dual Credit/AP courses.

Eligible courses locally designated as honors shall be categorized and weighted as Honors courses.

All other eligible courses shall be categorized and weighted as Regular courses.

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category / Exam	Weight
Dual Credit/AP	10 points
Honors	5 points

Devine ISD Student Handbook

Category / Exam	Weight
College-Level Examination Program (CLEP) examination for a course (for Honors students)	Additional 4 points if the student scores at least 50 on the CLEP exam
Regular	0 points

No points shall be added to failing grades.

The District shall record weighted numerical grades on student transcripts.

The following provisions shall apply to students beginning with the graduating class of 2026.

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.

The calculation shall include failing grades.

The calculation of class rank shall exclude grades earned in physical education; any course substituted for physical education; any music course; summer school; any distance learning course; a dual credit course taken anywhere other than the District high school; courses not recognized by TEA; any course taken in a nonaccredited instructional setting; any local credit course; any course for which a pass/fail grade is assigned; or through credit by examination, with or without prior instruction.

The District shall categorize and weight eligible courses as Dual Credit/AP, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Eligible dual credit courses and AP courses shall be categorized and weighted as Dual Credit/AP courses.

Eligible courses locally designated as honors shall be categorized and weighted as Honors courses.

All other eligible courses shall be categorized and weighted as Regular courses.

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Devine ISD Student Handbook

Category	Weight
Dual Credit/AP	10 points
Honors	5 points
Regular	0 points

English I Honors	Chemistry PAP	U.S. Government Dual Credit
English II Honors	Biology I Honors	Economics Dual Credit
English III Dual Credit	Algebra II Honors	U.S. History Dual Credit
English IV Dual Credit	World Geography Honors	Pre-Cal Honors
Geometry Honors	World History AP	Calculus AP
Physics PAP		

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes (Middle/Junior High and High School Grade Levels)**] for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

Devine ISD Student Handbook

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2024 term through the spring 2026 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation (Secondary Grade Levels Only)** for information associated with the foundation graduation program.]

[See **A Student in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Palo Alto College, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on STAAR or TSI scores and prior subject specific coursework.

Devine ISD Student Handbook

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the *high school counselor* for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See **Fees (All Grade Levels)** for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.

For dual credit purposes, all these methods have eligibility requirements and must be approved before enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by updating contact information in your Parent Portal account.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

Devine ISD Student Handbook

[See **Safety (All Grade Levels)** for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety (All Grade Levels)** for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FNG#localTabContent>. The complaint forms can be obtained at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Devine ISD Student Handbook

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at

https://www.devineisd.org/our_district/required_postings and the coordinator for this campus is listed below:

- Mary Ramon – Ciavarra Elementary School
 - Mary.ramon@devineisd.org; 830-851-0395
- Lysandra Reyes – Devine Intermediate
 - Lysandra.reyes@devineisd.org; 830-851-0495
- Jeff Stivors – Devine Middle School
 - Jeff.stivors@devineisd.org; 830-851-0695
- Evan Eads/LeeAnn McReynolds – Devine High School
 - Evan.eads@devineisd.org; Leeann.mcreynolds@devineisd.org; 830-851-0895

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Devine ISD Student Handbook

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Devine ISD Student Handbook

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school about:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should obtain a pass to visit the school counselor's office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support (All Grade Levels)**, **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**, and **Dating Violence**.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Devine ISD Student Handbook

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See **Attendance for Credit or Final Grade (All Grade Levels)**.]

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose.

Devine ISD Student Handbook

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex,

Devine ISD Student Handbook

gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFH#legalTabContent>. [See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

Devine ISD Student Handbook

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Devine ISD Student Handbook

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Threatening or intimidating conduct
- Other kinds of aggressive conduct such as theft or damage to property

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the campus nurse for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying (All Grade Levels)**]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

Devine ISD Student Handbook

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are *through Palo Alto College*.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal before enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction**]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

Devine ISD Student Handbook

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the *school counselor*, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact *the campus counselor*.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the *campus principal* before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The *campus principal* has designated the front office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

Devine ISD Student Handbook

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the *principal* for prior review. The *principal* will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The *principal* has designated the front office as the location for location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL)
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

1. **Shirts/Tops** must be long enough so as not to expose the midriff during normal school activities, including bending, reaching, sitting and stretching. **Not allowed:** muscle, tank, sleeveless, spaghetti straps, mesh/see-through shirts, low necklines, backless shirts, large arm holes (sports jerseys included), spandex, tight-fitting tops
2. **Jeans/pants must be a solid color.** **Jeans/pants** with slits/tears/rips/holes must be worn with tights or leggings underneath to avoid exposing skin. Gaping holes are not permitted. All pant waistbands must be worn securely at the waist, never exposing undergarments. Loungewear such as pajama pants and sweatpants are prohibited. Swimwear/beachwear is prohibited.
3. **Shorts/skorts/skirts/dresses** must be a solid color and no shorter than 3 inches above the knee (including the slit) even if tights/leggings are worn underneath. All waistbands must be worn securely at the waist, never exposing undergarments. Cutoff, boxer, and biker/spandex shorts are not permitted.

Devine ISD Student Handbook

4. **Footwear** which have toes reinforced with steel or hard plastics, taps, cleats, or any type of metal, plastic, or rubber devices which may cause damage to the floor or create a disturbance are specifically prohibited. House shoes, slides, flip flops, and slippers are prohibited. At the elementary and intermediate campuses, only tennis shoes (no wheels in the heel) may be worn.
5. **Headwear** such as hats, caps, beanies, and hoods on hooded sweatshirts and jackets may not be worn inside the buildings.
6. **Hair** must be neat and clean. Unnatural-colored, spiked, or distracting hair styles are not permitted.
7. **Facial hair must be clean shaven**
8. **Undergarments** may not be visible or exposed.
9. **Accessories** such as headphones, ear pods, leather spiked/studded bands, heavy wallet chains, or stockings on arms or head are prohibited. Sunglasses may not be worn inside the buildings.
10. **Piercings** are limited to three earrings. Nose piercings are limited to one stud and **excludes all nose hoops, bars and nose rings**. Tongue, facial and eyebrow piercings are not permitted. Gauges of any size in the ears are not allowed
11. **Not allowed:** tattoos; items that depict drugs, alcohol, gang affiliation, tobacco, weapons, nudity, death, violence, vulgar/obscene language or images, and/or insults to race, religion gender, sexual orientation or ethnicity; heavy chain-like necklaces, spikes, wallet chains, oversized clothing; costumes (unless approved by a school organization); blankets or throws.
12. **Style:** The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of, or interference with normal school operations, or that is determined by the school's principal or designee to be gang-related or, in reasonable probability, would be construed as gang-related. The District prohibits pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene, or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance or paraphernalia prohibited under Policy FNCF (LEGAL/LOCAL).

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Devine ISD Student Handbook

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See **Required State Assessments and Standardized Testing.**]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See **Consent to Conduct a Psychological Evaluation.**]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact *the campus principal*.

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).**]

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)** for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Devine ISD Student Handbook

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

Devine High School

- 1st offense - The parent may pick up the confiscated telecommunications device from the principal's office.
- 2nd offense – Only a parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.
- 3rd offense and each offense there after: Phones may be confiscated for 30 calendar days and fee of \$15. At the end of 30 calendar days, parent must pick up the phone.

Devine Middle School

- 1st offense - The student may pick up the confiscated telecommunications device from the principal's office.
- 2nd offense – The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.
- 3rd offense and each offense there after: Phones may be confiscated for 30 calendar days and fee of \$15. At the end of 30 calendar days, parent must pick up the phone.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be stored in accordance with administrative regulations. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches and Investigations** and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Devine ISD Student Handbook

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Bullying and Sexting Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation (Secondary Grade Levels Only)** and **Standardized Testing**.]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

Devine ISD Student Handbook

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation (All Grade Levels)**.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual](https://www.uilTEXAS.org/athletics/manuals) (<https://www.uilTEXAS.org/athletics/manuals>) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](https://www.uilTEXAS.org/) (<https://www.uilTEXAS.org/>) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

Devine ISD Student Handbook

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to **10** absences not related to post-district competition, a maximum of **5** absences for post-district competition prior to state, and a maximum of **2** absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.

Devine ISD Student Handbook

- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus **principal**. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Devine ISD Student Handbook

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Devine ISD Student Handbook

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing**.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

Devine ISD Student Handbook

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1

Devine ISD Student Handbook

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Languages other than English	2	2
Fine Arts	1	1
<i>Locally required courses</i>	<i>1 credit – Algebra II</i>	<i>1 credit – Algebra II</i>
Electives	8	6
Total	26 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
 - A student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Devine ISD Student Handbook

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Beginning in the school year 2021-2022 Devine High School will provide all senior students instruction on how to complete a Free Application for Federal Student Aid (FAFSA) or a Texas Application for State Financial Aid (TASFA). Instruction will commence in September of each school year. The FAFSA and TASFA information may be submitted by students beginning on October 1 every year. The FAFSA application is for U.S. citizens and the TASFA application is for respective Texas students that are not U.S. citizens.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness,

Devine ISD Student Handbook

promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures) (<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>).

A student may, with parental permission, amend their personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Devine ISD Student Handbook

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include:

- Current Events Club Senior Ice Cream Social
- First Baptist Church Hobo Party
- St. Joseph Catholic Church Senior Sock Hop
- Scholarship Awards Ceremony
- Baccalaureate sponsored by Devine Ministerial Alliance
- Around the World Party
- Graduation Rehearsal
- Graduation Ceremony

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Students who have earned a weighted grade average of at least 92 at the time the average is calculated.
- Students who have completed the distinguished level of achievement under the foundation program, regardless of weighted grade average. These students are indicated in the Graduation Program.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

Devine ISD Student Handbook

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers (All Grade Levels)** for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Speakers (All Grade Levels)**.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.]

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Hazing (All Grade Levels)

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

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

Devine ISD Student Handbook

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying (All Grade Levels)** and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services

Immunization Section, Mail Code 1946

Devine ISD Student Handbook

P.O. Box 149347

Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis (All Grade Levels)**.

[See the DSHS's [School and Childcare Vaccine Requirements](https://www.dshs.texas.gov/immunizations/school) (<https://www.dshs.texas.gov/immunizations/school>) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment

Devine ISD Student Handbook

used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Devine ISD Student Handbook

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

[See also **Food Allergies (All Grade Levels)**.]

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus *at least one* school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

Devine ISD Student Handbook

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

With a referral from campus staff and permission from a parent, students will be served by counselors from Communities in Schools or South Texas Rural Health.

Devine ISD Student Handbook

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation and Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- **Counseling** for the district's comprehensive school counseling program
- **Physical and Mental Health Resources (All Grade Levels)** for campus and community mental and physical health resources
- **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)** for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten -grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Devine ISD Student Handbook

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting your child's P.E. or athletic coach before the end of the school year.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of [sudden cardiac arrest](https://www.uiltexas.org/health/info/sudden-cardiac-death) (<https://www.uiltexas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Devine ISD Student Handbook

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at

<https://www.devineisd.org/cms/one.aspx?portalid=436283&pageid=491637> for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization (All Grade Levels)**.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment.

[See **Celebrations (All Grade Levels)** and policy FFAF for more information.]

Seizures (All Grade Levels)

Devine ISD Student Handbook

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The district full-time nurses:
 - Ciavarra Elementary – Kellie Jopling, LVN (830-851-0306)
 - Devine Intermediate – Monica Perez, LVN (830-851-0406)
 - Devine Middle School – Jasmine Cruz Bazan, LVN (830-851-0606)
 - Devine High School – Joslyn Wilson, RN (830-851-0806)

- The district's full-time school counselors:
 - Ciavarra Elementary – Katelyn Blanton (830-851-0305)
 - Devine Intermediate – Cassie Brown (830-851-0405)
 - Devine Middle School – Tracie Anderson (830-851-0605)
 - Devine High School – Kate Fowler (830-851-0804); Vicki Watts (830-851-0805)

Devine ISD Student Handbook

- The local public health authority Medina County Health Unit which may be contacted at 830-741-6191.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at <https://pol.tasb.org/PolicyOnline?key=879>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

District Goal 3, Objective A: The district will provide a well-balanced curriculum as defined in TEC (Texas Education Code).

District Goal 5, Objective C (Safe/healthy environment), Strategy 7: Contract an LPC (Licensed Professional Counselor) to effectively serve our most vulnerable students and staff and aid, ultimately, in suicide prevention* among other mental health needs.

District Goal 5, Objective C (Safe/healthy environment), Strategy 11: Continue to follow parent or guardian notification system* in accordance with suicide prevention program* detailed in state health and safety code, and provide information to parents/guardians related to community resources for substance abuse prevention and mental health services.

District Goal 5, Objective C (Safe/healthy environment), Strategy 15: Continue to educate all

Devine ISD Student Handbook

students in character building/ mental health and drug and alcohol prevention and awareness, and continue to utilize community resources for substance abuse prevention and mental health services.

District Goal 5, Objective C (Safe/healthy environment), Strategy 19: Continue to provide speakers and presentations for students that meet safe/healthy/environment conducive to learning needs as needs become apparent.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For more information about these procedures and access to the District Improvement Plan, please contact:

Mrs. Abigail Beadle

Director of Instruction, Continuous Improvement and Programs

605 W. Hondo, Devine TX 78016

Abigail.beadle@devineisd.org

830-851-0795

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held **4** meetings. Additional information about the district's SHAC is available from the district nurse, Joslyn Wilson.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at

<https://www.devineisd.org/cms/One.aspx?portalId=436283&pageId=680964>

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Joslyn Wilson – District Nurse

1225 W. Hondo, Devine TX 78016

Joslyn.wilson@devineisd.org

830-851-0806

Devine ISD Student Handbook

Homework (All Grade Levels)

Homework may be given at the discretion of each teacher for either daily or major grades (such as projects). Due dates will be specified at the time the assignment is given. Grading policies regarding homework can be found in the section entitled, “Grading Guidelines”. The section entitled, “Absences/Attendance” also gives information regarding campus policies for make-up work to be completed as homework.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student’s identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student’s physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Devine ISD Student Handbook

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately

Devine ISD Student Handbook

require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Devine campuses are closed campuses. For DHS exceptions, see **Closed Campus** in DHS Section I for more information.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the

Devine ISD Student Handbook

importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade (All Grade Levels).**]

A student Involved In an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Students will be given lessons and work covering the same TEKS being covered on the main campuses using programs such as Khan Academy, Study Island, Imagine Learning and work from their home campus teachers.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Devine ISD Student Handbook

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFH#legalTabContent>

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Dawn Schneider
Director of Student Services
605 West Hondo, Devine TX 78016
Dawn.schneider@devineisd.org
830-851-0795

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Jenni Hagdorn
Director of Special Populations
205 W. College, Devine TX 78016
jenni.hagdorn@devineisd.org

Devine ISD Student Handbook

830-851-0725

- For all other concerns regarding discrimination, see:

Todd Grandjean

Superintendent

605 West Hondo, Devine TX 78016

Todd.grandjean@devineisd.org

830-851-0710

[See policies at FB, the FFH series, and GKD for more information.]

Nontraditional Academic Programs (High School)

The Devine Learning Academy provides an alternative pathway for students, 16 years old or older and who are behind on credits to achieve their High School diploma. Students must meet certain qualifications to attend the DLA.

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See **Report Cards/Progress Reports and Conferences (All Grade Levels).**]
- Becoming a school volunteer. [See **Volunteers (All Grade Levels)** and policy GKG for more information.]

Devine ISD Student Handbook

- Participating in campus parent organizations. Parent organizations include: PTO at Ciavarra Elementary, Devine Intermediate, and Devine Middle Schools. The Band Booster Club and Athletic Booster Club are active at Devine High School.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:
- Campus Committees – contact the campus administrator
- District Committee
Abigail Beadle
605 W. Hondo, Devine, Tx 78016
Abigail.beadle@devineisd.org
830-851-0795
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [**See School Health Advisory Council (SHAC) (All Grade Levels)** and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the *third Tuesday* of each month at 6:30 p. m. at *the Central Administration Building at 605 W. Hondo or the DSAC Auditorium*. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at *the Central Office* and online at http://devineisd.org/our_district/school_board. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit **\$10** to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Devine ISD Student Handbook

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags.**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In kindergarten, promotion to grade 1 shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading and mathematics.

In grade 1, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, language arts, and mathematics.

In grade 2, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all

Devine ISD Student Handbook

subject areas and a grade of 70 or above in reading, language arts, mathematics, and an overall average of 70 in science and social studies.

In grades 3–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, language arts, mathematics, science, and social studies.

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, English language arts, mathematics, and either science or social studies.

Repeating Kindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification (Grades 9-12 Only)**.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus (All Grade Levels)**.]

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines. AT the time of this publication, Devine ISD is not offering remote instruction.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Devine ISD Student Handbook

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every *six* weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report via the Parent Portal if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines (All Grade Levels)** and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8
- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the

Devine ISD Student Handbook

student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation (Secondary Grade Levels Only)**.]

Devine ISD Student Handbook

STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan —Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

Devine ISD Student Handbook

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by *submitting an online report at <https://www.devineisd.org/cms/one.aspx?portalid=436283&pageid=491835>*.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas](https://stopthebleedtexas.org/) (<https://stopthebleedtexas.org/>).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

Devine ISD Student Handbook

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: School Messenger (phone call or email), the district website, campus Remind notifications, the district Facebook page, and local news stations.

[See **Parent Contact Information** and **Automated Emergency Communications**.]

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Schedule changes should be requested the first week of school.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Devine ISD Student Handbook

Darren VanFossen
Director of Contract Services
801 N. Teel, Devine Tx 78016
Darren.vanfossen@devineisd.org
830-851-0750

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Annette Benavidez
Food Service Manager
Annette.benavidez@devineisd.org
830-851-0412

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Devine ISD Student Handbook

“Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA’s TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

“To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant’s name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

“This institution is an equal opportunity provider.”

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the principal. [See policy FFA for more information.]

Devine ISD Student Handbook

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Ruben Ramirez
Director Maintenance - Grounds
801 N. Teel, Devine Tx 78016
Ruben.ramirez@devineisd.org
830-851-0751

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during school hours with a teacher permit:

Each campus library also maintains before- and after-school hours, which may vary by day but are posted in each library.

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with *the campus librarian* and their child's teacher about special considerations regarding library materials self-selected by their student.

A parent who wants to access to the school's library or any available online catalog should submit a request to the principal.

Devine ISD Student Handbook

The district welcomes student and parent feedback on library materials and services. Parents may contact **Kaylyn Rotramel, District Librarian**. A district employee or parent may request the reconsideration of a library material by contacting **Kaylyn Rotramel, District Librarian** or another administrator or by submitting a reconsideration of library material request by emailing the District Librarian at Kaylyn.rotramel@devineisd.org.

For more information, see EFB(LOCAL).

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- Ciavarra Elementary: designated grade level playgrounds
 - Pre-K – Drop-off begins at 7:40. Students will wait in their classroom for school to begin.
- Devine Intermediate: cafeteria or classrooms
- DMS: Cafeteria; playground or classrooms (for supervised tutorials only)
- DHS: multi-purpose room; DSAC cafeteria, outside areas – back of DHS and under the gym awning.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

Devine ISD Student Handbook

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See **Fees (All Grade Levels)** for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Law Enforcement Agencies (All Grade Levels)**.]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Devine ISD Student Handbook

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources (All Grade Levels)** and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The District requires the random drug-testing of any student in grades 9-12 who chooses to participate in school-sponsored extracurricular activities or request a permit to park a vehicle on school property.

[See **Steroids (Secondary Grade Levels Only)**.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus counselor.

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Devine ISD Student Handbook

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: varsity home football games. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See **Graduation (Secondary Grade Levels Only)** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

Devine ISD Student Handbook

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

[For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.]

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

[See **Safety Transfers/Assignments, Bullying (All Grade Levels)**, and **A Student with Physical or Mental Impairments Protected under Section 504**, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips (All Grade Levels)**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Devine ISD Student Handbook

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Kandy Stein
Transportation Supervisor
801 N. Teel, Devine TX 78016
Kandy.stein@devineisd.org
830-851-0756

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact 830-851-0754.

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules
- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Devine ISD Student Handbook

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or principal or *Jenni Hagdorn, Director of Special Populations* that the district has designated to coordinate the implementation of and compliance with this law.

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who

Devine ISD Student Handbook

reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

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

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On *College Go Get It* Week in January, Devine High School invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus office of your child's school.

Devine ISD Student Handbook

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Devine ISD Student Handbook

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

Devine ISD Student Handbook

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

Devine ISD Student Handbook

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Devine ISD Student Handbook

Appendix I: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFI#localTabContent>.

Below is the text of *Devine's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on *May 11, 2023*

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH.

Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

Devine ISD Student Handbook

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute

Devine ISD Student Handbook

both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

Devine ISD Student Handbook

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Devine ISD Student Handbook

Appendix II: Student Dress Code

Hair/Facial Hair	Hair must be kept clean, neat, not cover the eyes, and with no spiked, unusually shaved areas including designs shaved into the hair, or distracting hair styles. Must be of a naturally occurring color. No facial hair.
Jewelry/Accessories	Piercings are limited to three earrings. Nose piercings are limited to one stud and excludes all nose hoops, bars and nose rings. Tongue, facial and eyebrow piercings are not permitted. Gauges of any size in the ears are not allowed No spiked jewelry, or accessories nor any other jewelry or accessories with real or fake weapon-like features. No visible tattoos are allowed. Headphones, ear pods, leather spiked/studded bands, heavy wallet chains, or stockings on arms or head are prohibited. Sunglasses may not be worn inside the buildings.
Headgear	Hats, caps, beanies, and hoods on hooded sweatshirts and jackets may not be worn in school buildings, including the gym and shop areas, during the instructional day.
Footwear	Shoes must be worn at all times; Footwear which have toes reinforced with steel or hard plastics, taps, cleats, or any type of metal, plastic, or rubber devices which may cause damage to the floor or create a disturbance are specifically prohibited. House shoes, slides, flip flops, and slippers are prohibited. At the elementary and intermediate campuses, only tennis shoes (no wheels in the heel) may be worn.
Shirts/Tops	Must be long enough so as not to expose the midriff during normal school activities, including bending, reaching, sitting and stretching. Not allowed: muscle, tank, sleeveless, spaghetti straps, mesh/see-through shirts, low necklines, backless shirts, large arm holes (sports jerseys included), spandex, tight-fitting tops Appropriate undergarments must be worn and not visible.
Jeans/Pants	Must be a solid color. Jeans/pants with slits/tears/rips/holes must be worn with tights or leggings underneath to avoid exposing skin. Gaping holes are not permitted. All pant waistbands must be worn securely at the waist, never exposing undergarments. Loungewear such as pajama pants and sweatpants are prohibited. Swimwear/beachwear is prohibited.
Shorts/Skorts/Skirts/Dresses	Must be a solid color and no shorter than 3 inches above the knee (including the slit) even if tights/leggings are worn underneath. All waistbands must be worn securely at the waist, never exposing undergarments. Cutoff, boxer, and biker/spandex shorts are not permitted.
Not allowed	Tattoos; items that depict drugs, alcohol, gang affiliation, tobacco, weapons, nudity, death, violence, vulgar/obscene language or images, and/or insults to race, religion gender, sexual orientation or ethnicity; heavy chain-like necklaces, spikes, wallet chains, oversized clothing; costumes (unless approved by a school organization); blankets or throws.
Style	The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of, or interference with normal school operations, or that is determined by the school's principal or designee to be gang-related or, in reasonable probability, would be construed as gang-related. The District prohibits pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene, or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance or paraphernalia prohibited under Policy FNCF (LEGAL/LOCAL).
Additional Standards	May be imposed by classroom teachers, with the principal's guidance, in classes where safety in the use of power machinery, lab equipment, or sanitary conditions in food preparation is mandatory. No trench coats or dusters.

Devine ISD Student Handbook

Devine High School

2024-25 School Year

If you have difficulty accessing the information in this document because of disability, please contact the district at 830-851-0795.

Devine ISD Student Handbook

Table of Contents

<i>Devine ISD Student Handbook</i>	1
DISD BOARD OF TRUSTEES.....	6
DISD ADMINISTRATIVE STAFF	6
Addresses / Telephone Numbers	7
DHS Campus Office Staff.....	7
Bell Schedule.....	8
The History of the Warhorse	10
The History of the Arabian.....	10
Alma Mater	11
Preface Parents and Students:.....	12
Accessibility.....	13
Section One: Campus Information.....	14
Campus Hours of Operation	14
CAMPUS PROCEDURES, PROCESSES AND PROTOCOLS	14
Armed Services Enlistment	16
Withdrawal for Nonattendance.....	16
Closed Campus AND Leaving Campus	16
Tardies and Late Arrival to School	17
Personal Telecommunications Devices and Other Electronic Devices.....	17
General DHS Student Expectations, Operating Guidelines and Policies	18
Awards, Honors And Recognitions	20
Extracurricular Activities, Clubs, and Organizations.....	21
Section Two: Parental Rights	26
Consent, Opt-Out, and Refusal Rights	26
Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction	33
Right of Access to Student Records, Instructional Materials, and District Records/Policies	34
A Student with Exceptionalities or Special Circumstances.....	39
Section Three: Other Important Information for Parents and Students.....	47
Absences/Attendance	47
Accountability under State and Federal Law (All Grade Levels).....	52
Armed Services Vocational Aptitude Battery Test (Grades 10-12)	53

Devine ISD Student Handbook

Awards and Honors (All Grade Levels)	53
Bullying (All Grade Levels).....	53
Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)	55
Celebrations (All Grade Levels)	56
Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)	56
Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)	60
Class Schedules (Secondary Grade Levels Only)	62
College and University Admissions and Financial Aid (All Grade Levels)	62
College Credit Courses (Secondary Grade Levels Only).....	63
Communications (All Grade Levels)	64
Complaints and Concerns (All Grade Levels)	65
Conduct (All Grade Levels).....	65
Counseling.....	67
Course Credit (Secondary Grade Levels Only)	68
Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12).....	69
Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject.....	69
Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)	70
Discrimination	74
Distance Learning (All Grade Levels)	74
Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)....	75
Dress and Grooming (All Grade Levels)	76
Electronic Devices and Technology Resources (All Grade Levels).....	78
End-of-Course (EOC) Assessments.....	80
Emergent Bilingual Students (All Grade Levels)	80
Extracurricular Activities, Clubs, and Organizations (All Grade Levels).....	81
Fees (All Grade Levels)	82
Fundraising (All Grade Levels).....	83
Gang-Free Zones (All Grade Levels)	83
Grade-Level Classification (Grades 9-12 Only)	83
Grading Guidelines (All Grade Levels)	84

Devine ISD Student Handbook

Graduation (Secondary Grade Levels Only).....	84
Harassment	91
Hazing (All Grade Levels)	91
Health — Physical and Mental.....	92
Health-Related Resources, Policies, and Procedures	100
Homework (All Grade Levels)	103
Law Enforcement Agencies (All Grade Levels).....	103
Leaving Campus (All Grade Levels)	104
Lost and Found (All Grade Levels)	105
Makeup Work	105
Nondiscrimination Statement (All Grade Levels)	107
Nontraditional Academic Programs (High School)	108
Parent and Family Engagement (All Grade Levels).....	108
Parking and Parking Permits (Secondary Grade Levels Only).....	109
Pledges of Allegiance and a Minute of Silence (All Grade Levels)	110
Prayer (All Grade Levels).....	110
Promotion and Retention	110
Grade 1.....	110
Grade 2.....	110
Grades 3–5	111
Grades 6–8	111
Release of Students from School	111
Remote Instruction	111
Report Cards/Progress Reports and Conferences (All Grade Levels)	112
Retaliation	112
Required State Assessments.....	112
Safety (All Grade Levels)	114
SAT, ACT, and Other Standardized Tests	116
Schedule Changes (Middle/Junior High and High School Grade Levels)	116
School Facilities.....	116
School-Sponsored Field Trips (All Grade Levels).....	120
Searches and Investigations.....	121
Sexual Harassment.....	122

Devine ISD Student Handbook

Special Programs (All Grade Levels).....	122
Standardized Testing.....	123
Student Speakers (All Grade Levels)	123
Tardies (All Grade Levels).....	123
Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)	123
Transfers (All Grade Levels)	124
Transportation (All Grade Levels)	124
Vandalism (All Grade Levels)	126
Video Cameras (All Grade Levels)	126
Visitors to the School (All Grade Levels)	126
Volunteers (All Grade Levels).....	127
Voter Registration (Secondary Grade Levels Only).....	128
Withdrawing from School (All Grade Levels).....	128
Glossary.....	129
Appendix I: Freedom from Bullying Policy.....	132
Student Welfare: Freedom from Bullying.....	132
Appendix II: Student Dress Code	136

Devine ISD Student Handbook

DISD BOARD OF TRUSTEES

Mrs. Nancy Pepper.....President
Mr. Henry Moreno, Jr.....Vice President
Mrs. Keri James.....Secretary
Mr. Carl Brown.....Member
Mrs. Alixana Buvinghausen.....Member
Mr. Chris Davis.....Member
Mrs. Renee Frieda.....Member

DISD ADMINISTRATIVE STAFF

Dr. Todd Grandjean Superintendent
Ms. Dawn Schnieder..... Director of Student Services
Mrs. Jenni Hagdorn.....Director of Special Populations
Mrs. Shannon Ramirez.....Chief Financial Officer

Mr. Juan M. Gonzalez.....High School Principal
Mr. Evan Eads..... High School Assistant Principal
Mrs. LeeAnn McReynolds..... High School Assistant Principal
Mrs. Kate Fowler..... High School Counselor
Mrs. Vicki Watts..... High School Counselor
Mr. Jim Sessions..... Athletic Director

Mrs. Kandi Darnell..... Middle School Principal
Mr. Jeff Stivors..... Middle School Assistant Principal
Mrs. Tracie Anderson..... Middle School Counselor

Mr. Michael Gomez..... Intermediate School Principal
Mrs. Lysandra Reyes.....Intermediate Assistant Principal
Mrs. Cassie Brown..... Intermediate School Counselor

Mrs. Magdalena Strickland..... Elementary School Principal
Mrs. Mary Ramon.....Elementary Assistant Principal
Ms. Katelyn Blanton..... Elementary School Counselor

Mrs. JodiAnn Dzierzanowski.....DAEP/DLC Principal
Mrs. Joslyn Wilson..... Nurse, RN

Devine ISD Student Handbook

Addresses / Telephone Numbers

Devine ISD Central Office

605 W. Hondo • Devine, TX 78016
830-851-0700

Devine High School

1225 W Hondo • Devine, TX 78016
830-851-0895

To call the intermediate school, dial 830-851-0895 or 830-851-0800. To reach a specific office, please dial the listed phone number. Area code--830

School Main Office	851-0895
Principal	851-0801
Assistant Principal	851-0802 or 851-0803
AP Secretary	851-0811
Attendance Clerk	851-0808
Secretaries	851-0810 or 851-0809
Counseling Office	851-0804 or 851-0805
School Nurse	851-0806

DHS Campus Office Staff

Nancy Martin - Principal's Secretary
Vicki Fraga – Assistant Principals' Secretary
Susie Stacy – Receptionist
Erica Camacho – Attendance Clerk

Devine ISD Student Handbook

Bell Schedule

DHS Bell Schedule	
1st Period	8:00 to 8:50
2nd Period	8:55 to 9:40
3rd Period	9:45 to 10:30
4th Period	10:35 to 11:25**
5th Period	11:30 to 12:15
<i>Lunch</i>	<i>12:15 to 1:00</i>
6th Period	1:05 to 1:55
7th Period	2:00 to 2:50
8th Period	2:55 to 3:40

Early Dismissal Schedule	
1st Period	8:00 to 8:30
2nd Period	8:35 to 9:05
3rd Period	9:10 to 9:40
4th Period	9:45 to 10:15**
5th Period	10:20 to 10:50
<i>6th Period</i>	<i>10:55 to 11:25</i>
7th Period	11:30 to 12:00
8th Period	12:05 to 12:35
<i>Lunch</i>	<i>12:35</i>

DHS Late Pep Rally Schedule	
1 st Period	8:00 to 8:45
Wake-up Call	8:45 to 8:55
2 nd Period	9:00 to 9:45
3 rd Period	9:50 to 10:35
4 th Period	10:40 to 11:25**
5 th Period	11:30 to 12:15
<i>Lunch</i>	<i>12:15 to 1:00</i>
6 th Period	1:05 to 1:40
7 th Period	1:45 to 2:20
8 th Period	2:25 to 3:00
Pep Rally	3:05 to 3:40

DHS Early Pep Rally Schedule	
1 st Period	8:00 to 8:40
Wake-up Call	8:40 to 8:50
2 nd Period	8:55 to 9:35
3 rd Period	9:40 to 10:20
4 th Period	10:25 to 11:10**
5 th Period	11:15 to 11:55
Pep Rally	12:00 to 12:30
<i>Lunch</i>	<i>12:30 to 1:15</i>
6 th Period	1:20 to 2:00
7 th Period	2:05 to 2:50
8 th Period	2:55 to 3:40

DHS Advisory Schedule	
1 st Period	8:00-8:40
2nd Period	8:45-9:25
Advisory **	9:30-10:00
3 rd Period	10:05-10:45
4 th Period	10:50-11:30
5 th Period	11:35-12:20
<i>Lunch</i>	<i>12:20-1:05</i>
6 th Period	1:10-2:00
7 th Period	2:05-2:55
8 th Period	3:00-3:40

Fall Chic-Fil-A Friday Schedule	
1 st Period	8:00-8:40
Wake-up Call	8:40 – 8:50
2nd Period	8:55-9:35
3 rd Period	9:40 -10:20
4 th Period	10:25-11:10
5 th Period	11:15-11:55
Pep Rally	12:00-12:30
<i>Lunch</i>	<i>12:30 – 1:15</i>
6 th Period	1:20 -1:55
7 th Period	2:00-2:35
8 th Period	3:00-3:40

Devine ISD Student Handbook

Chick-Fil-A Friday (Spring)	
1st Bell	7:53 AM
1st Period	8:00 to 8:50
2nd Period	8:55 to 9:40
3rd Period	9:45 to 10:30
4th Period	10:35 to 11:25**
5th Period	11:30 to 12:15
<i>Lunch</i>	12:15 to 1:00
6th Period	1:05 to 1:47
7th Period	1:52 to 2:34
8th Period	2:39 to 3:20

Late Start	
1st Bell	9:55 AM
1st Period	10:00 to 10:35
2nd Period	10:40 to 11:10
3rd Period	11:15 to 11:45
4th Period	11:50 to 12:25**
5th Period	12:30 to 1:00
<i>Lunch</i>	1:00 to 1:45
6th Period	1:50 to 2:25
7th Period	2:30 to 3:05
8th Period	3:10 to 3:40

Devine ISD Student Handbook

The History of the Warhorse

The dictionary defines a “Warhorse” as: A powerful horse—a charger—one who has had a stormy but successful career.

William the Conqueror used mounted knights to invade England. The English then began to breed a large powerful WARHORSE that could carry a man wearing heavy armor. When returning from a victory in battle, the knight and his horse were given a triumphal return home. The whole city was victorious.

Ramses III of Ancient Egypt said, “A WARHORSE quivers in all his limbs, anxious to crush the foe under his hooves...” From: Encyclopedia Britannica & World Book Encyclopedia.

Since 1923, Devine High students, former students and friends have worn the name WARHORSE, rallying behind it to encourage each other to greater achievement in many situations. The great horse, known for its pride, strength and endurance among horses, and standing for many of the qualities to which groups and individuals should aspire, has given long and loyal service. The name WARHORSE has become synonymous with Devine High School; yet, there was a time when there was no DHS Warhorse.

The story behind the tradition goes back to the 1923-24 school year. It was the year of the school’s third football team. A young man named Robert Clyde Tate had come to DHS as a teacher and coach. The young coach had a nickname he had acquired during his college days—“WARHORSE.”

During the 1923 football season, fans and foes alike formed the habit of referring to the determined, hard-working coach as “Warhorse” and “Old Warhorse.”

The football team was dubbed “Warhorse’s Boys.”

Later during the year, the team was faced with the decision of selecting an official nickname for itself. A 1923 issue of *Whirlwind* (the DHS newspaper at the time) described the event, which occurred at a football banquet, in this way: “After much discussion, it was decided that in the future the Devine football team would be known as the ‘Warhorses’.”

Taken From: 1974 DHS *Corral* (Yearbook)

The History of the Arabian

The dictionary defines an “Arabian” as, “a horse known for its graceful build, speed, intelligence and spirit.”

“The Arabian is a light weight, but strong horse known for its endurance. It is a beautiful horse easily distinguished by its type and style with prominent and expressive eyes.” From: Encyclopedia Britannica & World Book Encyclopedia.

The “Arabian” came to Devine High School as a mascot in the early 1950’s to give the girls’ athletic teams their own identity.

Devine ISD Student Handbook

School Colors

Maroon and Gold

Alma Mater

Warhorses marching ever on, on to victory and to glory
Loud cheers ring out, hurrahs resound
To proclaim that same old story
Ever bold as of old guard her honor
On the field, never yield, win her fame
Warhorses, now be bold; maroon and gold unfold
Our heads we bow, our pledge renew
Oh, Devine, we will be true.
FIGHT! FIGHT! FIGHT!

Devine ISD Student Handbook

Preface Parents and Students:

Welcome to the new school year!

Education is a team effort. Students, parents, teachers, and other staff members working together will make this a successful year.

The **Devine ISD** Student Handbook is a general reference guide that is divided into two sections:

Section One: Campus Information

Section Two: Parental Rights describes certain parental rights as specified in state or federal law.

Section Three: Other Important Information for Parents and Students is organized alphabetically by topic. Where applicable, the topics are further organized by grade level.

Note: Unless otherwise noted, the term “parent” refers to the parent, legal guardian, any person granted some other type of lawful control of a student, or any other person who has agreed to assume school-related responsibility for a student.

The Student Handbook is designed to align with law, board-adopted policy, and the Student Code of Conduct, a board-adopted document intended to promote school safety and an atmosphere for learning. The Student Handbook is not meant to be a complete statement of all policies, procedures, or rules in any given circumstance.

In case of conflicts between board policy (including the Student Code of Conduct) and any Student Handbook provision, the district will follow board policy and the Student Code of Conduct.

Therefore, parents and students should become familiar with the **Devine ISD** Student Code of Conduct. To review the Code of Conduct, visit the district’s website at **www.devineisd.org**. State law requires that the Code of Conduct be prominently displayed or made available for review at each campus.

The Student Handbook is updated annually. However, policy adoption and revisions may occur throughout the year. The district encourages parents to stay informed of proposed policy changes by attending board meetings and reviewing communications explaining changes in policy or other rules that affect Student Handbook provisions. The district reserves the right to modify the Student Handbook at any time. Notice of revisions will be provided as is reasonably practical.

Although the Student Handbook may refer to rights established through law or district policy, it does not create additional rights for parents and students. It does not, nor is it intended to, represent a contract between any parent or student and the district.

A hard copy of either the Student Code of Conduct or Student Handbook can be requested at *your campus office*.

Devine ISD Student Handbook

Note: References to board policy codes are included for ease of reference. The hard copy of the district's official policy manual is available for review in the district administration office, and an unofficial electronic copy is available at www.devineisd.org.

The policy manual includes:

- Legally referenced legal policies that contain provisions from federal and state laws and regulations, case law, and other legal authorities that provide the legal framework for school districts
- Board-adopted local policies that articulate the board's choices and values regarding district practices

For questions about the material in this handbook, please contact a campus administrator.

Complete and return to the student's campus the following forms (provided in the forms packet distributed at the beginning of the year or upon enrollment):

- Acknowledgment of Electronic Distribution of Student Handbook
- Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information
- Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education (if you choose to restrict the release of information to these entities)
- Consent/Opt-Out Form for participation in third-party surveys

[See **Objecting to the Release of Directory Information and Consent Required Before Student Participation in a Federally Funded Survey** for more information.]

Accessibility

If you have difficulty accessing this handbook because of a disability, please contact:

Dawn Schneider
Director of Student Services
605 W. Hondo
Devine TX 78016
dawn.schneider@devineisd.org

Devine ISD Student Handbook

Section One: Campus Information

Campus Hours of Operation

General Office Hours

Regular office hours are 7:30 a.m. until 4:00 p.m., Monday through Friday. An appointment before or after regular office hours may be arranged by contacting the school office.

CAMPUS PROCEDURES, PROCESSES AND PROTOCOLS

Attendance

Doctor's Note After an Absence for Illness

When a student has attended a doctor's appointment, written verification from the doctor's office will be needed in order for the absence to be excused. A parent's note stating that the child had a doctor's appointment will be considered "discretionary leave" and count towards the three-day limit that is allowed per semester.

Parents should attempt to schedule all appointments after school hours whenever possible. When it is not possible and in the case of routine check-ups, procedures, or illnesses which are not contagious to other students, it is recommended that students attend school prior to their doctor's appointment and/or return to school following the appointment.

The campus principal or his/her designee shall have the final word in determining whether or not an absence is excused or unexcused when there are extenuating or unusual circumstances surrounding the absence.

Discretionary Leave, Excused and Unexcused Absences, Truancy

Discretionary leave promotes a "No Need to Lie" understanding between the parent and the school district. It allows the parent to decide when it is in the best interest of their child to be absent from school for illness without needing to go to the doctor. Likewise, it allows the parent to take their student out of school for personal/family business without feeling compelled to write a false excuse indicating illness or some other reason for the absence.

Discretionary leave requires that the parent send a written excuse for the child's absence, tardiness or early departure, but it does not place any limitations on the reason for the absence. Each student will be allowed a maximum of three discretionary leave days per semester. These three absences with parental acknowledgement will be excused regardless of the reason for the absence. (e.g. illness for which the parent chooses not to take their child to the doctor, taking an extended weekend to visit relatives out of town, taking a child to watch a sibling participate in an extracurricular event, prospective college visits, etc...).

Once a student exceeds the limit of three excused discretionary absences, tardies, or early departures in any semester, each absence, tardy or early departure thereafter will be considered unexcused unless proof of a doctor's office visit or court appearance is established.

Beyond the three allowable excused discretionary absences, tardiness, and early departures, all other absences require proof of doctor's office visit, court appearance, or approval by the campus principal for extenuating circumstances in order to be excused. Without a written, signed note from a parent for discretionary leave or official documentation, all missed time is considered unexcused. **Students who do**

Devine ISD Student Handbook

not return to school with a note will be issued an unexcused absence until the proper documentation is submitted. Failure to do so within three days of the absence will result in the absence being permanently recorded as unexcused.

An unexcused absence will also be given to a student who leaves school without permission, or who is truant. A student is truant when he/she misses a class or part of a class without parents and/or school having been informed in advance. In cases of suspected truancy, the principal may refuse to accept a parent's note as allowable discretionary leave, and the student's absence may be recorded as unexcused. He/she may also face disciplinary sanctions for truancy according to local policy.

Attendance for Credit

To receive credit in any class, a student must attend, at least, 90% of the days the class is offered. A student who attends, at least, 75% but fewer than 90% of the days the class is offered may receive credit for the class **IF** s/he completes a plan (i.e. Making up hours after school on a Saturday), approved by the Principal or designee that allows the student to fulfill the instructional requirements for the class. **IF** a student attends less than 75% of the days a class is offered or has not completed the plan approved by the Principal, then the student will be **DENIED** credit for the class(es).

Saturday School

Saturday School is for students to earn credit for graduation requirements. Students, who have exceeded the limit of absences, will be assigned Saturday School. Students will earn back 1 hour for every single hour of attendance on any given Saturday assigned.

Time: 8:00am - 4:00pm. Students will get a 15 min break every two hours and a 30-minute lunch break.

Personal phones, listening devices, and any electronic devices will be turned in at arrival. Students will be allowed to work on school work, read, scholarships and college applications, etc. The students will not be allowed to socialize, talk, walk around, lay down, etc.

Students must bring their own lunch. Food and drinks will only be allowed during 15 minute breaks and lunch. No breakfast is provided. Breakfast must be eaten prior to showing up. Water is allowed.

Schedule

7:45-8:00 AM	Report to School
9:45-10:00 AM	Break 1
11:45-12:00 PM	Break 2
12:00-12:30 PM	Lunch
2:30-2:45 PM	Break 3
3:40 PM	Release

Any breaking of rules will result in the student being asked to leave.

Devine ISD Student Handbook

Competition Days

Students must attend school at least four hours on game or competition days, unless the student's athletic director or UIL director, principal, or designee approves extenuating circumstances.

College Days

Juniors and Seniors may choose to visit prospective colleges during school days. Absences for college days beyond the allotted days per year (two days each during Junior and Senior year) will be considered discretionary leave, and students are reminded that a parent's written excuse is required as with all other absences upon the return to school. This absence will be excused and will not count against exemptions as long as proper paperwork is turned in for college day credit.

Armed Services Enlistment

The district will allow a student 17 years old or older to be absent for up to four (4) days during the period the student is enrolled in high school to pursue enlistment in the U.S. Armed Services or Texas national Guard, provided the student verifies these activities to the district.

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ten consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

Closed Campus AND Leaving Campus

School begins at 8:00 AM. A student may not leave during the school day under any circumstances without written permission from the campus administration.

All freshmen and sophomores are to remain on the campus during the entire day, including the lunch period. Underclassmen that get caught going off campus without permission will be assigned a consequence including but not limited to In-School-Suspension. Additionally, Underclassmen are NOT allowed in the Student Parking lot during lunch.

If a student knows in advance that he or she will need to leave the campus during school hours, the student shall present a written request, from the parent/guardian, to administration that morning, then follow the campus "sign-out" procedures BEFORE leaving the campus.

If the written request is for permission to be off campus for only part of the day, the time should be on the written request. The permit that the student is issued will serve as a pass to leave and to return to the campus. When the student returns to the campus, he or she shall first report to the office for a readmission slip to class.

Devine ISD Student Handbook

If a student becomes ill, during the school day, the student should receive permission from the teacher before reporting to the school nurse. The nurse will decide whether or not the student should be sent home and will notify the student's parent/guardian.

If a note is not presented in advance, then parents/guardians **MUST** sign out their student(s) "in-person" **BEFORE 12:15 PM** in the Main Office. Phone calls requesting release by parent/guardian will only be allowable after **LUNCH** each day.

***Leaving Campus/School Without "Signing Out" AND Receiving Permission Will Result in Disciplinary Action**

Tardies and Late Arrival to School

A student who is tardy to first period by more than twenty minutes will be marked absent for that class period. When the student arrives at school, s/he must **ENTER** through the **first** floor doors at the front of the main building **leading to** the Multi-Purpose room, then report to the **MAIN** office **upstairs**, sign in, and be issued an admit slip before reporting to class. The student should make every effort to bring his/her parent/guardian-signed note with him/her on that same day.

If a student is tardy to classes subsequent to first period, s/he will go directly to class, and the teacher will record the tardy. Teachers will mark students tardy on the official attendance records. There is no differentiation for tardies as there are for absences. All tardies appearing on attendance records are considered unexcused. If a student has an acceptable excuse for being late, the tardy is not recorded.

DHS Tardy Policy

The tardy policy is for each individual class period, and the administration of the policy is per Six-Weeks grading period.

1st Tardy: Warning by the teacher

2nd Tardy: Detention Hall assigned by the teacher **or AP's**

3rd Tardy: In-school Suspension or three days of detention

4th Tardy: In-school Suspension

5th Tardy: In-school Suspension

6th Tardy: Possible Home Suspension and/or placement to DAEP
(DAEP is the District's Alternative Education Program)

Personal Telecommunications Devices and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off, placed on silent or vibrate as well as put away during the instructional day, including during all testing, unless they are being used for approved instructional purposes. Students may "check" devices during transition periods and use their devices during lunch.

Devine ISD Student Handbook

Audio Devices, including airpods, earbuds, headphones (wired or wireless) and speakers (wired or wireless) WILL NOT BE allowed during instructional day. Audio devices will ONLY be allowed BEFORE/AFTER school and during lunch.

This PRIVILEGE of being allowed to use electronic devices during lunch can and will be taken away if abused by students. Students found to be in violation of the “Possession and use of Personal Telecommunication Devices...” guideline(s) will have their device confiscated.

[See Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices] in Section II for additional information.

General DHS Student Expectations, Operating Guidelines and Policies

Assemblies

Students are required to conduct themselves, accordingly, in an assembly as they would in their class(es). Students, who do not abide by school conduct rules, during an assembly, will be subject to disciplinary action. The following general expectations apply to all school assemblies...

- No booing or catcalls
- Do NOT leave your seat during performances unless absolutely necessary
- Be courteous and polite and give your full attention to every speaker and performer
- Always ENTER and EXIT any and all assemblies in an orderly and quiet manner

Drug-Testing

All students in grades 9-12, who intend to participate in competitive extracurricular activities and/or obtain/maintain a permit to park on campus, during the course of the school year, are subject to random drug testing. Before a student may be allowed to participate in competitive extracurricular activities and/or obtain/maintain a permit to park on campus, the student and the parent/guardian must present written consent to the testing. This consent is located in the Parent Portal.

Hallways

Faculty and Staff are **NOT** to allow students out of class in the 1st ten (10) minutes and last ten (10) minutes of class.

Hall Passes – Front office needs to provide hall passes to faculty and staff to give to students - - Teachers should have their own restroom pass.

Food or Drink in the Classroom

Food or drink are not allowed in the hallways or classrooms

Fountain Drinks in Styrofoam Cups and/or Bottled/Canned Energy Drinks or Sodas

Devine ISD Student Handbook

Fountain drinks in styrofoam cups and/or retail bottled/canned energy drinks or sodas will NOT BE ALLOWED in the Hallways or Classrooms – Must be thrown away as you enter the building. Fountain drinks in styrofoam cups and/or retail bottled/canned energy drinks or sodas WILL BE ALLOWED BEFORE/AFTER school and at LUNCH ONLY on campus grounds including INSIDE the Multi-Purpose Room. Water will be allowed anytime ONLY in a translucent/transparent bottle.

Parking

DHS students are REQUIRED to have PARKING PERMITS to PARK on campus. Required items...

- Official Driver's License
- Proof of Insurance
- Valid Inspection Sticker

Parking permits can be purchased in the Main Office from Mrs. Camacho

NOTE(1): Vehicles parked on school property are under the jurisdiction of the school. District officials, school administrators or designees may search any vehicle at any time IF there exists reasonable suspicion to do so with or without the consent/permission of the student or owner of the vehicle.

NOTE(2): Failure to abide by the parking policy will result in consequences ranging from verbal/written warnings to suspension of parking privileges to school disciplinary action to fees for booting and un-booting of vehicles. BOOTING OF VEHICLES will begin NO EARLIER than the 15th "school" day from the 1st day of school for each new school year.

Personalized Parking Spots

Purchasing a reserved parking spot is an option that allows DHS Seniors to personalize an assigned space with a personal painting. Purchasing a reserved spot is a privilege, therefore, students must follow all procedures. Seniors who do not wish to participate in this program will have access to any open parking spot in our two lots. After the deadline has passed for Seniors, remaining spots will be made available for Juniors to participate. Juniors will have to meet all requirements listed and the spots will be first come first serve. For additional information, contact the campus office.

Pocket/Utility Knives

Students are **NOT** allowed to possess and will be disciplined for the possession of a pocket/utility knife.

Safety – ID Badges w/Lanyards

DHS students will be required to wear, outside their clothing, grade level specific identification badges with picture and identifying information at all times. [A fee will be assessed for replacement of ID cards. Disciplinary consequences, including, but not limited to detention, ISS and HSS may be enforced for repeated instances of failure to possess and/or wear Student ID.](#)

Devine ISD Student Handbook

Schedule Changes

Please request schedule changes as soon as possible at the start of school. Schedule Change Requests will be limited and, possibly, denied after the first two weeks of school.

Searches

In the interest of promoting student safety and attempting to ensure that schools are safe and drug free, district officials, school administrators or designees may, from time to time, conduct searches. Such searches are conducted without a warrant and are permitted by law. District officials, school administrators or designees may search the student desk, locker, vehicle or repository, such as any book bag, gym basket, vehicle, purse, supply packets, telecommunication devices or anything that contains the student's personal effects by establishing reasonable suspicion or securing the student's voluntary consent.

Awards, Honors And Recognitions

Honor Rolls

DHS students are rewarded at the end of the year by being named to the "All A's Honor Roll," for which students must have all A's (90 or above) on their report cards in all subjects all year. Students may also be named to the "A-B Honor Roll," for which students may have up to two B's (85 or above) and the rest A's in all subjects all year.

National Honor Society (NHS)

Eleventh and twelfth graders in high school (NHS) are invited by a faculty committee to apply for membership based upon cumulative grade point average requirements and standards set by the national society. The applications are reviewed by the faculty committee and congratulatory invitations to join the society are issued to those selected. Selection criteria considered by the committee include:

- Scholarship
- Service
- Leadership
- Character
- Citizenship

An induction ceremony for family and friends is held during the fall semester to honor those selected for society membership. For more information, contact the campus sponsor.

~~Extracurricular, Organizational and Teachers' Awards~~

~~At the end of each school year, each teacher is allowed to select two students to receive awards or special recognition in the course(s) or subject(s) they teach. In addition, teachers may choose to recognize each student earning all A's in a subject area. An awards assembly may be scheduled during the school day, usually within the last two weeks of school, to recognize these students.~~

Devine ISD Student Handbook

Junior and Senior Superlatives

To be eligible for a Superlative Award, a student must have been a member of his/her class for at least two full years and not have a record of discipline problems with campus administration which may include disciplinary referrals, poor attendance, excessive tardies, or various other teacher referrals. Students will be automatically withdrawn from superlative voting for referrals that result in a DAEP.

The following Superlative Awards will be awarded at Devine High School:

Juniors (nominated and elected by a popular vote of the junior class):

Jivin' Junior Boy and Girl

Seniors (nominated/elected by a popular vote of the senior class except Mr. and Miss DHS):

Mr. and Miss DHS

Most Handsome and Most Beautiful

Most Athletic Boy and Girl

Most Friendly Boy and Girl

Boy and Girl Most Likely to Succeed

*Mr. and Miss DHS will be seniors nominated by the senior class and voted on by the DHS student body. A senior may receive only one superlative and may receive Mr. or Miss DHS also.

Extracurricular Activities, Clubs, and Organizations

Offices and Elections

In order to obtain the best possible student leadership and to prevent interference with scholastic achievement, all students must have the approval of the appropriate faculty member before consideration by the students for election or appointment to a student office or position of honor.

The areas suggested to the teachers for consideration and approvals are:

1. Scholarship
2. Citizenship
3. Dependability
4. Cooperation
5. Conduct

Students must confer with class/club sponsors for specific qualifications of candidates and election guidelines. These may include payment of dues, attendance, etc...

Causes for Disqualification

Students seeking or holding class, student council or club office, or honorary positions may be disqualified or removed from holding office or the position of honor for the following reasons:

Devine ISD Student Handbook

- Suspension from school
- Failure to comply with rules and regulations of the school
- Lack of interest in fulfilling duties of the office
- Lack of cooperation with sponsor
- Failure to maintain the grade average required by the organization
- Conduct/discipline or attendance problems

Removal from office may be subject to administrative review.

Grading and Homework Policies and Procedures

Grades

- Every instructor shall have a minimum of two grades per week. The instructor shall also have no fewer than three grade entries per category for that given course. The instructor shall also have a minimum of three major grades, of which one may be a six weeks cumulative test and/or project/demonstration of skills mastery. Every instructor (with the exception of athletics and limited other electives as approved by the principal) shall administer a six weeks assessment. This assessment will include at least one test and/or project (can be a combination of the two).
- Averaging formulas will be determined by each content department with the approval of the principal. Generally, they will follow the guideline below:
 - If a cumulative test/project is given: 40% - 60% Daily; 20% - 40% Major; 20% Six Weeks Test/Project
 - If no cumulative test/project is given: 40% - 60% Daily; 40% - 60% Major
 - Science Department – Tests/Projects – 50%; Labs/Quizzes – 35%; Daily Grades – 15%.
- Every instructor (with the exception of athletics and limited other electives as approved by the principal) will give a semester exam on the date and time designated on fall and spring semester test schedules. Semester exams will count as 16% of the student's cumulative semester average, with each six-week grading period being equally weighted at 28%.
- A student's semester average can be raised or lowered by the semester test grade earned. The student may fail for the semester and thus lose semester/course credit as a result of the exam grade.

Homework

Homework may be given at the discretion of each teacher for either daily or major grades (such as projects). Due dates will be specified at the time the assignment is given. Grading policies regarding homework can be found in the section entitled, Grading Guidelines. The section entitled, Absences/Attendance also gives information regarding campus policies for make-up work to be completed as homework.

Devine ISD Student Handbook

Late Work

Work that is late, up to three days after the initial due date, will receive a grade **NOT** higher than a 70. Work received more than three days after the due date will receive a grade **NOT** higher than a 50. ~~In addition, no~~ Late work will **NOT** be accepted after the current 6 weeks is over. All work is due no later than the last Wednesday of each six weeks. These and additional items will be addressed by each instructor according to campus policy. These expectations will be explained and made clear to the students and be posted in the classroom and/or included in the syllabus handed out at the beginning of the year and/or each semester.

Students in Extracurricular Activities

Students' grades will not be penalized because they are participating in an extracurricular activity. Work that will be missed while participating in an extracurricular activity should be obtained prior to leaving and should be completed either upon return to class or on the date issued by the instructor, which is not to exceed one extra day per day missed for the activity.

Testing/Retests

Grading guidelines/class syllabus will outline in what circumstances a student will be allowed to redo an assignment or retake an examination for which the student originally made a failing grade.

Exemptions from Semester Exams

Students may earn exemptions from semester exams depending upon attendance, grades and behavior. Ninth through eleventh grade students may not exempt a subject area exam more than once in a school year (for instance, if a student exempts English II the fall semester he/she may meet all the exemption criteria in the spring semester but will not be allowed exemption for that class). Seniors may take any exemption for which they qualify in both semesters. Students will be disqualified from exemptions if any of the following occur:

- Any unexcused absence in that class
- More than two excused absences in that class
- More than three tardies in that class
- Listed on a campus obligation list
- ISS for one or more class periods at any time during the semester
- Home suspension for one or more class periods at any time during the semester
- Assigned to DAEP at any time during the semester

In order to earn exemptions, students must meet certain criteria for attendance and grades. Exemptions will be earned on an individual class basis. Each class period stands alone, and the classroom teacher will be responsible for determining who is and is not qualified. If an attendance or grade discrepancy exists, then the official record in the school office will stand as the final determination. School administration will provide a master list for teachers of students who are disqualified due to the campus obligation and disciplinary criteria listed above.

Exemption(s) may be granted as follows*:

Attendance

Minimum Avg. # Eligible Classes

Devine ISD Student Handbook

Perfect attendance during semester	75 +	All Classes
One excused absence during semester	80 +	All Classes
Two excused absences during semester	85 +	All Classes

Please Note: According to the course description, and at the teacher's discretion, exemptions may or may not be offered.

Honors /Pre-AP Guidelines

1. A student with a six weeks average of below 80 in any **Honors/Pre-AP** class must maintain an 80 or above average for each of the remaining six weeks. If the student receives a six weeks grade below 80 for a second grading period, he/she may be exited from the program.
2. If a student fails a Pre-AP class for a six weeks grading period; that is, a grade below 70, he/she may be immediately exited from the program.
3. Pre-AP student cannot be reinstated to a Pre-AP class during the same school year in which he/she forfeits those rights and privileges to participate. However, the student may be eligible to apply for reentry into the program during the next school year.
4. A student enrolled in one or more Pre-AP classes is expected to take at least one or more of the College Board exams which include the PSAT, ACT, and/or SAT. Tests must be taken only once to obtain credit. See the counseling office for registration information and all applicable deadlines or go to www.collegeboard.com for SAT and www.act.org for ACT test information.
5. Pre-AP courses will receive 5 points to be added at the end of each semester. Students may take the corresponding CLEP exam, if the student receives a 50 or higher on the exam the student will receive an additional 4 points at the end of the semester.
6. Pre-AP work is more complex, abstract and demanding. Students should be prepared to be challenged. Any Pre-AP student who creates a negative learning environment, including absences or tardies, may be exited from the class.

AP Guidelines

A student with a six weeks average of below 75 in any AP class must maintain a 75 or above average for each of the remaining six weeks. If the student receives a six weeks grade below 75 for a second grading period, he/she may be exited from the program.

If a student fails an AP class for a six weeks grading period; that is, a grade below 70, he/she may be immediately exited from the program.

An AP student cannot be reinstated to an AP class during the same school year in which he/she forfeits those rights and privileges to participate. However, the student may be eligible to apply for reentry into the program during the next school year.

Devine ISD Student Handbook

A student enrolled in one or more AP classes is expected to take at least one or more of the College Board exams which include the PSAT, ACT, and/or SAT. Freshmen, sophomores, and juniors should take the PSAT and/or the SAT or ACT. Seniors should take the SAT and/or ACT. Tests must be taken only once to obtain credit. See the counseling office for registration information and all applicable deadlines or go to www.collegeboard.com for SAT and www.act.org for ACT test information.

AP courses will receive 8 points to be added at the end of each semester and an additional 4 points for students challenging the AP or CLEP exam. Students enrolled in an AP class are required to take the AP or CLEP exam for the class in which he/she is enrolled.

AP work is more complex, abstract and demanding. Students should be prepared to be challenged. Any AP student who creates a negative learning environment, including absences or tardies, may be exited from the class.

Section Two: Parental Rights

This section describes certain parental rights as specified in state or federal law.

Consent, Opt-Out, and Refusal Rights

Consent to Conduct a Psychological Evaluation

Unless required under state or federal law, a district employee will not conduct a psychological examination, test, or treatment without obtaining prior written parental consent.

Note: An evaluation may be legally required under special education rules or by the Texas Education Agency for child abuse investigations and reports.

Consent to Human Sexuality Instruction

Annual Notification

As a part of the district's curriculum, students receive instruction related to human sexuality. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

Devine High School presents Human Sexuality Health curriculum in accordance with the TEKS (Texas Essential Knowledge and Skills). Textbooks adopted for the Health class include Lifetime Health (Holt).

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials.
- Remove their child from any part of the human sexuality instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and FNG(LOCAL).]

State law also requires that instruction related to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS):

- Present abstinence from sexual activity as the preferred choice in relationship to all sexual activity for unmarried persons of school age
- Devote more attention to abstinence from sexual activity than to any other behavior
- Emphasize that abstinence, if used consistently and correctly, is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted infections, and the emotional trauma associated with adolescent sexual activity

Devine ISD Student Handbook

- Direct adolescents to abstain from sexual activity before marriage as the most effective way to prevent pregnancy and sexually transmitted diseases
- If included in the content of the curriculum, teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Consent Before Human Sexuality Instruction

Before a student receives human sexuality instruction, the parent must give written consent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Devine ISD is not offering human sexuality instruction.

Opting Out of Human Sexuality Instruction

To remove your student from human sexuality instruction, please contact the *principal*.

Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking

Before a student receives instruction on the prevention of child abuse, family violence, dating violence, and sex trafficking, the district must obtain written consent from the student's parent. Parents will be sent a request for written consent at least 14 days before the instruction will begin.

Annual Notification

Students receive instruction related to the prevention of child abuse, family violence, dating violence, and sex trafficking. The School Health Advisory Council (SHAC) makes recommendations for curriculum materials, and the school board adopts the materials and determines the specific content of the instruction.

In accordance with state law, a parent may:

- Review, receive a copy of, or purchase a copy of curriculum materials depending on the copyright of the materials. As required by law, any curriculum materials in the public domain used in this instruction will be posted on the district's website at the location indicated above.
- Remove their child from any part of this instruction without academic, disciplinary, or other penalties.
- Become involved in the development of this curriculum by becoming a member of the district's SHAC or attending SHAC meetings. See the campus principal for details.
- Use the district's grievance procedure concerning a complaint. [See **Complaints and Concerns (All Grade Levels)** and policy FNG for information on the grievance and appeals process.]

Devine ISD Student Handbook

[See **Consent to Human Sexuality Instruction, Dating Violence and Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**]

Consent to Provide a Mental Health Care Service

The district will not provide a mental health care service to a student or conduct a medical screening of a student as part of the district's intervention procedures except as permitted by law.

The district has established procedures for recommending to a parent an intervention for a student with early warning signs of mental health concerns, substance abuse, or suicide risk. The district's mental health liaison will notify the student's parent within a reasonable amount of time after the liaison learns that a student has displayed early warning signs and provide information about available counseling options.

Please contact your child's campus counselor for more information regarding these procedures as well as educational materials on identifying risk factors, accessing resources for treatment or support on and off campus, and accessing available student accommodations provided on campus.

The district has also established procedures for staff to notify the mental health liaison regarding a student who may need intervention.

[See **Mental Health Support (All Grade Levels)**]

Consent to Display a Student's Original Works and Personal Information

Teachers may display a student's work in classrooms or elsewhere on campus as recognition of student achievement without seeking prior parental consent. These displays may include personally identifiable student information. Student work includes:

- Artwork
- Special projects
- Photographs
- Original videos or voice recordings
- Other original works

However, the district will seek parental consent before displaying a student's work on the district's website, a website affiliated or sponsored by the district (such as a campus or classroom website), or in district publications, which may include printed materials, videos, or other methods of mass communication.

Consent to Receive Parenting and Paternity Awareness Instruction If a Student is Under Age 14

A student under age 14 must have parental permission to participate in the district's [Parenting and Paternity Awareness Program](https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum) (<https://www.texasattorneygeneral.gov/child-support/programs-and-initiatives/parenting-and-paternity-awareness-papa/papa-educators/papa-curriculum>). This program was developed by the Office of the Texas Attorney

Devine ISD Student Handbook

General and the State Board of Education (SBOE) to be incorporated into health education classes.

Consent to Video or Audio Record a Student when Not Already Permitted by Law

State law permits the school to make a video or voice recording without parental permission when the recording is to be used for:

- School safety
- Classroom instruction or a cocurricular or extracurricular activity
- Media coverage of the school
- Promotion of student safety, as provided by law for a student receiving special education services in certain settings

In other circumstances, the district will seek written parental consent before making a video or voice recording of a student.

Please note that parents and visitors to a classroom, both virtual and in person, may not record video or audio or take photographs or other still images without permission from the teacher or other school official.

Opting Out of Advanced Mathematics in Grades 6-8

The district will automatically enroll a student in grade 6 in an advanced mathematics course if the student performed in the top 40 percent on the grade 5 mathematics STAAR or a local measure that demonstrates proficiency in the student's grade 5 mathematics course work.

Enrollment in an advanced mathematics course in grade 6 will enable students to enroll in Algebra I in grade 8 and advanced mathematics in grades 9-12.

The student's parent may opt the student out of automatic enrollment in an advanced mathematics course.

Prohibiting the Use of Corporal Punishment

Corporal punishment — spanking or paddling a student — may be used as a discipline management technique in accordance with the Student Code of Conduct and district policy FO(LOCAL).

However, in accordance with law, the district may not administer corporal punishment if a student's parent submits a signed, written statement prohibiting its use.

A parent who does not want corporal punishment administered to their child must complete the form included in the online forms packet. This signed statement must be submitted each school year. A parent may revoke this prohibition at any time during the school year by providing a signed statement to the campus principal.

Note:

Devine ISD Student Handbook

- District personnel may use discipline methods other than corporal punishment if a parent requests that corporal punishment not be used.
- If the district knows that a student is in temporary or permanent custody of the state (through foster care, kinship care, or other arrangements), corporal punishment will not be administered, even when the student's caregiver or caseworker has not submitted a signed statement prohibiting its use.

Limiting Electronic Communications between Students and District Employees

The district permits teachers and other approved employees to use electronic communications with students within the scope of professional responsibilities, as described by district guidelines.

For example, a teacher may create a social networking page for the class to relay information about class work, homework, and tests. A parent is welcome to access such a page.

However, text messages sent to an individual student are only allowed if a district employee with responsibility for an extracurricular activity must communicate with a student participating in that activity.

If the employee is not using mass electronic message systems such as Remind, Dojo, or ClassTag, etc., the employee is required to include the student's parent as a recipient on all text messages or send a copy of the text message to the employee's district email address.

A parent who does not want their child to receive one-to-one electronic communications from a district employee should contact the campus principal.

Objecting to the Release of Directory Information

The Family Educational Rights and Privacy Act, or FERPA, permits the district to disclose appropriately designated "directory information" from a student's education records without written consent.

"Directory information" is information that, if released, is generally not considered harmful or an invasion of privacy. Examples include:

- A student's photograph (for publication in the school yearbook)
- A student's name and grade level (for communicating class and teacher assignments)
- The name, weight, and height of an athlete (for publication in a school athletic program)
- A list of student birthdays (for generating schoolwide or classroom recognition)
- A student's name and photograph (posted on a district-approved and-managed social media platform)
- The names and grade levels of students submitted by the district to a local newspaper or other community publication (to recognize the A/B honor roll for a specific grading period)

Directory information will be released to anyone who follows procedures for requesting it.

Devine ISD Student Handbook

However, a parent or eligible student may object to the release of this information. Any objection must be made in writing to the principal within 10 school days of the student's first day of instruction for this school year. [See **Notice Regarding Directory Information and Parent's Response Regarding Release of Student Information**, included in the forms packet.]

The district requests that families living in a shelter for survivors of family violence or trafficking notify district personnel that the student currently resides in such a shelter. Families may want to opt out of the release of directory information so that the district does not release any information that might reveal the location of such a shelter.

As allowed by state law, the district has identified two directory information lists — one for school-sponsored purposes and a second for all other requests. For district publications and announcements, the district has designated the following as directory information: student name, photograph, honors and awards received, grade level, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of their child's information for these school-sponsored purposes, the school will not ask permission each time the district wants to use the information for these purposes.

For all other purposes, the district has identified the following as directory information: student name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, honors and awards received, enrollment status, dates of attendance, grade level, most recent educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams. If a parent does not object to the use of the student's information for these purposes, the school **must** release this information when requested by an outside entity or individual.

If a parent objects to the release of the student's information included on the directory information response form, this objection also applies to the use of that information for school-sponsored purposes, such as:

Note: Also see **Authorized Inspection and Use of Student Records**.

Objecting to the Release of Student Information to Military Recruiters and Institutions of Higher Education (Secondary Grade Levels Only)

Unless a parent has advised the district not to release their student's information, the Every Student Succeeds Act (ESSA) requires the district to comply with requests from military recruiters or institutions of higher education to provide the following information about students:

- Name
- Address
- Telephone listing

Military recruiters may also have access to a student's district-provided email address, unless a parent has advised the district not to release this information.

[See **Parent's Objection to the Release of Student Information to Military Recruiters and Institutions of Higher Education**, included in the forms packet.]

Devine ISD Student Handbook

Participation in Third-Party Surveys

Consent Required Before Student Participation in a Federally Funded Survey

The Protection of Pupil Rights Amendment (PPRA) provides parents certain rights regarding participation in surveys, the collection and use of information for marketing purposes, and certain physical exams.

A parent has the right to consent before a student is required to submit to a survey funded by the U.S. Department of Education that concerns any of the following protected areas:

- Political affiliations or beliefs of the student or the student's parent
- Mental or psychological problems of the student or the student's family
- Sex behavior or attitudes
- Illegal, antisocial, self-incriminating, or demeaning behavior
- Critical appraisals of individuals with whom the student has a close family relationship
- Legally recognized privileged relationships, such as with lawyers, doctors, and ministers
- Religious practices, affiliations, or beliefs of the student or parent
- Income, except when the information is required by law and will be used to determine the student's eligibility for a program

A parent may inspect the survey or other instrument and any corresponding instructional materials used in connection with such a survey. [See policy EF(LEGAL) for more information.]

"Opting Out" of Participation in Other Types of Surveys or Screenings and the Disclosure of Personal Information

The PPRA gives parents the right to receive notice and an opportunity to opt a student out of:

- Activities involving the collection, disclosure, or use of personal information gathered from the child for the purpose of marketing, selling, or otherwise disclosing that information to others
- Any nonemergency, invasive physical examination or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the student

Exceptions are hearing, vision, or spinal screenings, or any physical examination or screening permitted or required under state law. [See policies EF and FFAA for more information.]

A parent may inspect:

- Protected information surveys of students and surveys created by a third party
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes
- Instructional material used as part of the educational curriculum

The ED provides extensive information about the [Protection of Pupil Rights Amendment](https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance) (<https://studentprivacy.ed.gov/resources/protection-pupil-rights-amendment-ppra-general-guidance>), including a [PPRA Complaint Form](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>).

Devine ISD Student Handbook

Removing a Student from Instruction or Excusing a Student from a Required Component of Instruction

See **Consent to Human Sexuality Instruction** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking** for information on a parent's right to remove a student from such instruction.

Reciting a Portion of the Declaration of Independence in Grades 3-12

State law designates the week of September 17 as Celebrate Freedom Week and requires all social studies classes to provide the following:

- Instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution
- A specific recitation from the Declaration of Independence for students in grades 3-12

Per state law, a student may be excused from recitation of a portion of the Declaration of Independence if any of the following apply:

- A parent provides a written statement requesting that their child be excused
- The district determines that the student has a conscientious objection to the recitation
- A parent is a representative of a foreign government to whom the U.S. government extends diplomatic immunity

[See policy EHBK(LEGAL) for more information.]

Reciting the Pledges to the U.S. and Texas Flags

A parent may request that their child be excused from participation in the daily recitation of the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. The request must be made in writing.

State law, however, requires that all students participate in one minute of silence following recitation of the pledges.

[See **Pledges of Allegiance and a Minute of Silence (All Grade Levels)** and policy EC(LEGAL) for more information.]

Religious or Moral Beliefs

A parent may remove their child temporarily from the classroom if a scheduled instructional activity conflicts with the parent's religious or moral beliefs.

The removal may not be used to avoid a test and may not extend for an entire semester. The student must also satisfy grade-level and graduation requirements as determined by the school and by state law.

Tutoring or Test Preparation

A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on:

Devine ISD Student Handbook

- Informal observations
- Evaluative data such as grades earned on assignments or tests
- Results from diagnostic assessments

The school will always attempt to provide tutoring and strategies for test-taking in ways that prevent removal from other instruction as much as possible.

In accordance with state law and policy EC, districts must obtain parental permission before removing a student from a regularly scheduled class for remedial tutoring or test preparation for more than 10 percent of the days the class is offered.

If a district offers tutorial services to students, state law requires a student with a grade below 70 for a reporting period to attend.

[For questions about school-provided tutoring programs, contact the student's teacher and see policies EC and EHBC. See **Standardized Testing** for information regarding required accelerated instruction after a student fails to perform satisfactorily on certain state-mandated tests.]

Right of Access to Student Records, Instructional Materials, and District Records/Policies

Parent Review of Instructional Materials

A parent has the right to review teaching materials, textbooks, and other teaching aids and instructional materials used in the curriculum, and to examine tests that have been administered, whether instruction is delivered in-person, virtually, or remotely.

The district will make instructional materials available for parent review no later than 30 days before the school year begins and for at least 30 days after the school year ends. However, tests that have not yet been administered will not be made available for parent examination.

The district will provide login credentials to each student's parent for any learning management system or online learning portal used in instruction to facilitate parent access and review.

A parent is also entitled to request that the school allow the student to take home instructional materials the student uses. The school may ask the student to return the materials at the beginning of the next school day.

A school must provide printed versions of electronic instructional materials to a student if the student does not have reliable access to technology at home.

[For information about parental access to any online library catalog and library materials, see **Library (All Grade Levels)**.]

District Review of Instructional Materials

A parent may request that the district conduct an instructional material review in a math, English Language Arts, science, or social studies class in which the parent's student is enrolled to determine alignment with state standards and the level of rigor for the grade level.

Devine ISD Student Handbook

The district is not required to conduct an instructional material review for a specific subject area or grade level at a specific campus more than once per school year.

For more information about requesting an instructional material review, contact the campus administrator.

Notices of Certain Student Misconduct to Noncustodial Parent

A noncustodial parent may request in writing that the district provide for the remainder of the school year a copy of any written notice usually provided to a parent related to the child's misconduct that may involve placement in a disciplinary alternative education program (DAEP) or expulsion. [See the Student Code of Conduct and policy FO(LEGAL) for more information.]

Participation in Federally Required, State-Mandated, and District Assessments

In accordance with the Every Student Succeeds Act (ESSA), a parent may request information regarding any federal, state, or district policy related to their child's participation in required assessments.

Student Records

Accessing Student Records

A parent may review their child's records, including:

- Attendance records
- Test scores
- Grades
- Disciplinary records
- Counseling records
- Psychological records
- Applications for admission
- Health and immunization information
- Other medical records
- Teacher and school counselor evaluations
- Reports of behavioral patterns
- Records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child, as the term "intervention strategy" is defined by law
- State assessment instruments that have been administered to the child
- Teaching materials and tests used in the child's classroom

Authorized Inspection and Use of Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records.

Devine ISD Student Handbook

For purposes of student records, an “eligible” student is anyone age 18 or older or who attends a postsecondary educational institution. These rights, as discussed here and at **Objecting to the Release of Directory Information**, are the right to:

- Inspect and review student records within 45 days after the day the school receives a request for access
- Request an amendment to a student record the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of FERPA
- Provide written consent before the school discloses personally identifiable information from the student’s records, except to the extent that FERPA authorizes disclosure without consent
- [File a complaint](https://studentprivacy.ed.gov/file-a-complaint) (<https://studentprivacy.ed.gov/file-a-complaint>) with the U.S. Department of Education concerning failures by the school to comply with FERPA requirements

Both FERPA and state laws safeguard student records from unauthorized inspection or use and provide parents and eligible students certain rights of privacy.

Before disclosing personally identifiable information from a student’s records, the district must verify the identity of the person, including a parent or the student, requesting the information.

Virtually all information about student performance, including grades, test results, and disciplinary records, is considered confidential educational records.

Inspection and release of student records is restricted to an eligible student or a student’s parent unless the school receives a copy of a court order terminating parental rights or the right to access a student’s education records. A parent’s rights regarding access to student records are not affected by the parent’s marital status.

Federal law requires that control of the records goes to the student as soon as the student meets at least one of the following criteria:

- Reaches the age of 18
- Is emancipated by a court
- Enrolls in a postsecondary educational institution

However, the parent may continue to have access to the records if the student is a dependent for tax purposes and, under limited circumstances, when there is a threat to the health and safety of the student or other individuals.

FERPA permits the disclosure of personally identifiable information from a student’s education records without written consent of the parent or eligible student when school officials have what federal law refers to as a “legitimate educational interest” in a student’s records.

Legitimate educational interest may include:

- Working with the student

Devine ISD Student Handbook

- Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities
- Compiling statistical data
- Reviewing an educational record to fulfill the official's professional responsibility
- Investigating or evaluating programs

School officials may include:

- Board members and employees, such as the superintendent, administrators, and principals
- Teachers, school counselors, diagnosticians, and support staff (including district health or medical staff)
- A person or company with whom the district has contracted or allowed to provide a specific institutional service or function (such as an attorney, consultant, third-party vendor that offers online programs or software, auditor, medical consultant, therapist, school resource officer, or volunteer)
- A person appointed to serve on a team to support the district's safe and supportive school program
- A parent or student serving on a school committee
- A parent or student assisting a school official perform their duties

FERPA also permits the disclosure of personally identifiable information without written consent:

- To authorized representatives of various governmental agencies, including juvenile service providers, the U.S. Comptroller General's office, the U.S. Attorney General's office, the U.S. Secretary of Education, the Texas Education Agency, the U.S. Secretary of Agriculture's office, and Child Protective Services (CPS) caseworkers or, in certain cases, other child welfare representatives
- To individuals or entities granted access in response to a subpoena or court order
- To another school, district/system, or postsecondary educational institution to which a student seeks or intends to enroll or in which the student already is enrolled
- In connection with financial aid for which a student has applied or has received
- To accrediting organizations to carry out accrediting functions
- To organizations conducting studies for, or on behalf of, the school to develop, validate, or administer predictive tests; administer student aid programs; or improve instruction
- To appropriate officials in connection with a health or safety emergency
- When the district discloses directory information-designated details. [See **Objecting to the Release of Directory Information** to prohibit this disclosure.]

Release of personally identifiable information to any other person or agency — such as a prospective employer or for a scholarship application — will occur only with parental or student permission as appropriate.

Devine ISD Student Handbook

The ***campus principal*** is custodian of all records for currently enrolled students at the assigned school. The ***Director of Student Services*** is the custodian of all records for students who have withdrawn or graduated.

A parent or eligible student who wants to inspect the student's records should submit a written request to the custodian of records identifying the records they want to inspect.

Records may be reviewed in person during regular school hours. The custodian of records or designee will be available to explain the record and to answer questions.

A parent or eligible student who submits a written request and pays copying costs of 10 cents per page may obtain copies. If circumstances prevent inspection during regular school hours and the student qualifies for free or reduced-price meals, the district will either provide a copy of the records requested or make other arrangements for the parent or student to review the records.

You may contact the custodian of records for currently enrolled students at each campus office.

Ciavarra Elementary – 112 N. Bentson, Devine TX 78016

Devine Intermediate – 900 Adkins, Devine TX 78016

Devine Middle School – 400 Cardinal, Devine TX 78016

Devine High School – 1225 W. Hondo, Devine TX 78016

You may contact the custodian of records for students who have withdrawn or graduated at:

Dawn Schneider

Director of Student Services

605 West Hondo, Devine Texas 78016

dawn.schneider@devineisd.org

or records.request@devineisd.org

A parent or eligible student may inspect the student's records and request a correction or amendment if the records are considered inaccurate, misleading, or otherwise in violation of the student's privacy rights.

A request to correct a student's record should be submitted to the appropriate custodian of records. The request must clearly identify the part of the record that should be corrected and include an explanation of how the information is inaccurate. If the district denies the request to amend the records, the parent or eligible student has the right to request a hearing. If after the hearing the records are not amended, the parent or eligible student has 30 school days to place a statement in the student's record.

Although improperly recorded grades may be challenged, contesting a student's grade in a course or on an examination is handled through the complaint process found in policy FNG(LOCAL). A grade issued by a teacher can be changed only if the board of trustees determines that the grade is arbitrary, erroneous, or inconsistent with the district's grading guidelines.

Devine ISD Student Handbook

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)**, **Complaints and Concerns (All Grade Levels)**, and Finality of Grades at policy FNG(LEGAL).]

The district's student records policy is found at policy FL(LEGAL) and (LOCAL) and is available at the principal's or superintendent's office or on the district's website at <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FL#legalTabContent>.

Note: The parent's or eligible student's right of access to and copies of student records does not extend to all records. Materials that are not considered educational records — such as a teacher's personal notes about a student shared only with a substitute teacher — do not have to be made available.

Teacher and Staff Professional Qualifications

A parent may request information about the professional qualifications of their child's teachers, including whether the teacher:

- Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- Has an emergency permit or other provisional status for which state requirements have been waived
- Is currently teaching in the field or discipline of their certification

The parent also has the right to request information about the qualifications of any paraprofessional who may provide services to the child.

A Student with Exceptionalities or Special Circumstances

Children of Military Families

The Interstate Compact on Educational Opportunities for Military Children
(<https://www.dodea.edu/education/partnership-and-resources/military-interstate-compact>) entitles children of military families to flexibility regarding certain district and state requirements, including:

- Immunization requirements
- Grade level, course, or educational program placement
- Eligibility requirements for participation in extracurricular activities
- Enrollment in the Texas Virtual School Network (TXVSN)
- Graduation requirements

The district will excuse absences related to a student visiting a parent, including a stepparent or legal guardian, who is:

- Called to active duty
- On leave
- Returning from a deployment of at least four months

Devine ISD Student Handbook

The district will permit **no more than five** excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent's return from deployment.

Additional information may be found at [Military Family Resources at the Texas Education Agency](https://tea.texas.gov/about-tea/other-services/military-family-resources) (<https://tea.texas.gov/about-tea/other-services/military-family-resources>).

Parental Role in Certain Classroom and School Assignments

Multiple-Birth Siblings

State law permits a parent of multiple-birth siblings (for example, twins, triplets) assigned to the same grade and campus to request in writing that the children be placed in either the same classroom or separate classrooms.

Written requests must be submitted by the 14th day after the students' enrollment. [See policy FDB(LEGAL) for more information.]

Safety Transfers/Assignments

The board or its designee will honor a parent's request to transfer their child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom.

Transportation is not provided for a transfer to another campus. See the *principal* for more information.

[See **Bullying (All Grade Levels)**, and policies FDB and FFI for more information.]

The district will honor a parent's request for the transfer of their child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information.]

The board will honor a parent's request for the transfer of their child to a neighboring district if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

Student Use of a Service/Assistance Animal

A parent of a student who uses a service/assistance animal because of the student's disability must submit a written request to the principal before bringing the service/assistance animal on campus. The district will try to accommodate a request as soon as possible but will do so within 10 district business days.

Devine ISD Student Handbook

A Student in the Conservatorship of the State (Foster Care)

In an effort to provide educational stability, the district will provide enrollment and registration assistance, as well as other educational services throughout the student's enrollment, to any student who is currently placed or newly placed in foster care (temporary or permanent custody of the state, sometimes referred to as substitute care).

A student in the conservatorship (custody) of the state who enrolls in the district after the beginning of the school year will be allowed credit-by-examination opportunities at any point during the year.

The district will assess the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district.

The district will award partial course credit when the student only passes one half of a two-half course. [For provisions on partial course credit for students who are not in the conservatorship of the state, see EI(LOCAL).]

A student in the conservatorship of the state who is moved outside the district's or school's attendance boundaries — or who is initially placed in the conservatorship of the state and moved outside the district's or school's boundaries — is entitled to remain at the school the student was attending before the placement or move until the student reaches the highest grade level at that particular school.

If a student in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, the student can request a diploma from the previous district if the student meets its graduation criteria.

For a student in the conservatorship of the state who is eligible for a tuition and fee exemption under state law and likely to be in care on the day preceding the student's 18th birthday, the district will:

- Assist the student with the completion of applications for admission or financial aid
- Arrange for and accompany the student on campus visits
- Assist in researching and applying for private or institution-sponsored scholarships
- Identify whether the student is a candidate for appointment to a military academy
- Assist the student in registering and preparing for college entrance examinations, including (subject to the availability of funds) arranging for the payment of examination fees by the Texas Department of Family and Protective Services (DFPS)
- Coordinate contact between the student and a liaison officer for students formerly in the conservatorship of the state

If you have questions, please contact the district's foster care liaison:

Dawn Schneider
Director of Student Services
605 W. Hondo, Devine TX 78016
Dawn.schneider@devineisd.org

Devine ISD Student Handbook

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject** and **Course Credit (Secondary Grade Levels Only)**]

A Student Who Is Homeless

A parent is encouraged to inform the district if their child is experiencing homelessness. District staff can share resources that may be able to assist families.

A student who is homeless will be provided flexibility regarding certain district provisions, including:

- Proof of residency requirements
- Immunization requirements
- Educational program placement (if the student is unable to provide previous academic records or misses an application deadline during a period of homelessness)
- Credit-by-examination opportunities at any point during the year (if the student enrolled in the district after the beginning of the school year), per State Board of Education (SBOE) rules
- Assessment of the student's available records to determine transfer of credit for subjects and courses taken before the student's enrollment in the district
- Awarding partial credit when a student passes only one half of a two-half course
- Eligibility requirements for participation in extracurricular activities
- Graduation requirements

Federal law allows a student who is homeless to remain enrolled in the "school of origin" or to enroll in a new school in the attendance area where the student is currently residing.

If a student who is homeless in grade 11 or 12 transfers to another district but does not meet the graduation requirements of the receiving district, state law allows the student to request a diploma from the previous district if the student meets the criteria to graduate from the previous district.

A student or parent who is dissatisfied by the district's eligibility, school selection, or enrollment decision may appeal through policy FNG(LOCAL). The district will expedite local timelines, when possible, for prompt dispute resolution.

For more information on services for students who are homeless, contact the district's homeless education liaison:

Dawn Schneider
Director of Student Services
605 W. Hondo, Devine TX 78016
Dawn.schneider@devineisd.org

[See **Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject** and **Course Credit (Secondary Grade Levels Only)**.]

Devine ISD Student Handbook

A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts to meet the needs of all struggling students.

If a student is experiencing learning difficulties, their parent may contact the individuals listed below to learn about the school's overall general education referral or screening system for support services.

This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine whether the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or to a district administrative employee of the school district, the district must respond no later than 15 school days after receiving the request. At that time, the district must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards (https://fw.escapps.net/Display_Portal/publications). If the district agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Note: A request for a special education evaluation may be made verbally; it does not need to be made in writing. Districts must still comply with all federal prior-written notices and procedural safeguard requirements as well as the requirements for identifying, locating, and evaluating children who are suspected of having a disability and in need of special education. However, a verbal request does not require the district to respond within the 15 school-day timeline.

If the district decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If the district receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30 due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Devine ISD Student Handbook

Upon completing the evaluation, the district must give the parent a copy of the evaluation report at no cost.

Additional information about special education is available from the school district in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process (https://fw.escapps.net/Display_Portal/publications).

Contact Person for Special Education Referrals

The designated contact person regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is the campus counselor.

For questions about post-secondary transitions, including the transition from education to employment, for students receiving special education services, contact the district's transition and employment designee:

Kara Navarro
Devine High School
1225 West Hondo, Devine Texas 78016
Kara.navarro@devineisd.org

Section 504 Referrals

Each school district must have standards and procedures in place for the evaluation and placement of students in the district's Section 504 program. Districts must also implement a system of procedural safeguards that includes:

- Notice
- An opportunity for a parent or guardian to examine relevant records
- An impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel
- A review procedure

Contact Person for Section 504 Referrals

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is the campus counselor.

[See **A Student with Physical or Mental Impairments Protected under Section 504**]

Visit these websites for information regarding students with disabilities and the family:

- Legal Framework for the Child-Centered Special Education Process (https://fw.escapps.net/Display_Portal?destination=/)
- Partner Resource Network (<http://prntexas.org/>)
- SPEDTEX: Special Education Information Center (<https://www.spedtex.org/>)
- Texas First Project (<http://www.texasprojectfirst.org/>)

Devine ISD Student Handbook

- TEA Special Education Parent and Family Resources
(<https://tea.texas.gov/academics/special-student-populations/special-education/parent-and-family-resources>)

Notification to Parents of Intervention Strategies for Learning Difficulties Provided to Students in General Education

In accordance with state law, the district will annually notify parents if their child receives assistance for learning difficulties. Details of such assistance can include intervention strategies. This notice is not intended for those students already enrolled in a special education program.

Texas Driving with Disability Program

In accordance with state law, the district will provide notification of the Texas Driving with Disability Program to students who have a health condition or disability that may impede effective communication with a peace officer and receive special education or are covered by Section 504 of the Rehabilitation Act of 1973. This notification will be provided annually to an eligible student aged 16 years or older until the student's graduation or 21st birthday and to the student's parents.

The Texas Driving with Disability Program focuses on improving the interaction between law enforcement and drivers with disabilities that have unique communication needs.

A Student Who Receives Special Education Services with Other School-Aged Children in the Home

If a student is receiving special education services at a campus outside their attendance zone, state law permits the parent or guardian to request that other students residing in the household be transferred to the same campus if the grade level for the transferring student is offered on that campus.

The student receiving special education services is entitled to transportation; however, the district is not required to provide transportation to other children in the household.

The parent or guardian should contact the school principal regarding transportation needs before requesting a transfer for other children in the home. [See policy FDB(LOCAL) for more information.]

A Student Who Speaks a Primary Language Other than English

A student may be eligible to receive specialized support if their primary language is not English and the student has difficulty performing ordinary class work in English.

If the student qualifies for these services, the Language Proficiency Assessment Committee (LPAC) will determine the types of services the student needs, including accommodations or modifications related to classroom instruction, local assessments, and state-mandated assessments.

[See **Emergent Bilingual Students (All Grade Levels)** and **Special Programs (All Grade Levels)**.]

Devine ISD Student Handbook

A Student with Physical or Mental Impairments Protected under Section 504

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law — and who does not otherwise qualify for special education services — may qualify for protections under Section 504 of the Rehabilitation Act.

Section 504 is a federal law designed to prohibit discrimination against individuals with disabilities.

When an evaluation is requested, a committee will be formed to determine whether the student needs services and supports under Section 504 in order to receive a free appropriate public education (FAPE), as defined in federal law.

[See **A Student Who Has Learning Difficulties or Who Needs Special Education or Section 504 Services** and policy FB for more information.]

Section Three: Other Important Information for Parents and Students

This section contains important information on academics, school activities, and school operations and requirements.

It is organized alphabetically to serve as a quick-reference guide. Where applicable, the topics are further organized by grade level.

Parents and children should take a moment together to become familiar with the issues addressed in this section. For guidance on a particular topic, please contact *a campus administrator*.

Absences/Attendance

Regular school attendance is essential. Absences from class may result in serious disruption of a student's education. The student and parent should avoid unnecessary absences.

Two important state laws are discussed below — one dealing with compulsory attendance and the other with how attendance affects the award of a student's final grade or course credit.

Compulsory Attendance

Prekindergarten and Kindergarten

Students enrolled in prekindergarten or kindergarten are required to attend school and are subject to the compulsory attendance requirements as long as they remain enrolled.

Ages 6-18

State law requires that a student who is at least six years of age, or who is younger than six years of age and has previously been enrolled in first grade, and who has not yet reached their 19th birthday, shall attend school, as well as any applicable accelerated instruction program, extended-year program, or tutorial session, unless the student is otherwise excused from attendance or legally exempt.

State law requires a student in kindergarten-grade 2 to attend any assigned accelerated reading instruction program. Parents will be notified in writing if their child is assigned to an accelerated reading instruction program based on a diagnostic reading instrument.

A student will be required to attend any assigned accelerated instruction program before or after school or during the summer if the student does not meet the passing standards on an applicable subject area state assessment.

Age 19 and Older

A student who voluntarily attends or enrolls after their 19th birthday is required to attend each school day until the end of the school year. If the student incurs more than five unexcused absences in a semester, the district may revoke the student's enrollment. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. [See policy FEA for more information.]

Devine ISD Student Handbook

Compulsory Attendance — Exemptions

All Grade Levels

State law allows exemptions to the compulsory attendance requirements, as long as the student makes up all work, for the following activities and events:

- Religious holy days
- Required court appearances
- Appearing at a governmental office to obtain U.S. citizenship
- Taking part in a US naturalization oath ceremony
- Serving as an election clerk
- Health-care appointments for the student or a child of the student, including absences related to autism services
- Absences resulting from a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, with certification by a physician
- For students in the conservatorship of the state:
 - An activity required under a court-ordered service plan
 - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours

For children of military families, absences of up to five days will be excused for a student to visit a parent, stepparent, or legal guardian going to, on leave from, or returning from certain deployments. [See **Children of Military Families**.]

Note that documented health-care appointments may include telehealth appointments. Students who are physically on campus will not be allowed to participate in telehealth or other online appointments without specific authorization from an appropriate administrator. Students should not use district-issued technology, including wifi or internet, for telehealth appointments because use of district-owned equipment and its network systems is not private and may be monitored by the district. For more information, see **Telecommunications and Other Electronic Devices (All Grade Levels)**.

Secondary Grade Levels

The district will allow a student who is 15 years of age or older to be absent for one day to obtain a learner license and one day to obtain a driver's license, provided that the board has authorized such excused absences under policy FEA(LOCAL). The student will be required to provide documentation of the visit to the driver's license office for each absence and must make up any work missed.

[See **Driver License Attendance Verification (Secondary Grade Levels Only)**.]

The district will allow junior and senior students to be absent for up to two days per year to visit a college or university if the following conditions are met:

- The board has authorized such excused absences under policy FEA(LOCAL)
- The principal has approved the student's absence

Devine ISD Student Handbook

- The student follows campus procedures to verify the visit and makes up any work missed

The district will allow a student 17 years old or older to be absent for up to four days during the period the student is enrolled in high school to pursue enlistment in the U.S. armed services or Texas National Guard, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days during the student's junior year and two days during the student's senior year for a career investigation day to visit a professional at that individual's workplace to determine the student's interest in pursuing a career in the professional's field, provided the student verifies these activities to the district.

The district will allow a student to be absent for up to two days per school year to serve as:

- An early voting clerk, if the district's board has authorized this in policy FEA(LOCAL), the student notifies their teachers, and the student receives approval from the principal prior to the absences
- An election clerk, if the student makes up any work missed

The district will allow a student in grades 6-12 to be absent for the purpose of sounding "Taps" at a military honors funeral for a deceased veteran.

Compulsory Attendance — Failure to Comply

All Grade Levels

School employees must investigate and report violations of the compulsory attendance law.

A student who is absent without permission from school, any class, any required special program, or any required tutorial will be considered in violation of the compulsory attendance law and subject to disciplinary action.

Students with Disabilities

If a student with a disability is experiencing attendance issues, the student's ARD or Section 504 committee will determine whether the attendance issues warrant an evaluation, a reevaluation, and/or modifications to the student's individualized education program or Section 504 plan, as appropriate.

Ages 6-18

When a student age 6-18 three or more unexcused absences within a four-week period, the law requires the school to send notice to the parent.

The notice will:

- Remind the parent of their duty to monitor the student's attendance and require the student to attend school
- Request a conference between school administrators and the parent

Devine ISD Student Handbook

- Inform the parent that the district will initiate truancy prevention measures, including a behavior improvement plan, school-based community service, referrals to counseling or other social services, or other appropriate measures

The truancy prevention facilitator for the district is:

JodiAnn Dzierzanowski
DAEP/DLA Principal
Truancy Facilitator
605 W. Hondo, Devine TX 78016
Jodi.dzierzanowski@devineisd.org
830-851-0711

For any questions about student absences, parents should contact the facilitator or any other campus administrator.

A court of law may impose penalties against the parent if a school-aged student is deliberately not attending school. The district may file a complaint against the parent if the student incurs 10 or more unexcused absences within a six-month period in the same school year.

If a student age 12-18 incurs 10 or more unexcused absences within a six-month period in the same school year, the district, in most circumstances, will refer the student to truancy court.

[See policies FEA(LEGAL) and FED(LEGAL) for more information.]

Age 19 and Older

After a student age 19 or older incurs a third unexcused absence, the district is required by law to send the student a letter explaining that the district may revoke the student's enrollment for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking a student's enrollment, the district may implement a behavior improvement plan.

Attendance for Credit or Final Grade (All Grade Levels)

To receive credit or a final grade in a class, a student must attend the class at least 90 percent of the days it is offered. A student who attends at least 75 percent but fewer than 90 percent of the days may receive credit or a final grade if they complete a plan, approved by the principal, that allows the student to fulfill the class's instructional requirements. If a student is involved in a criminal or juvenile court proceeding, the judge presiding over the case must also approve the plan before the student receives credit or a final grade.

If a student attends fewer than 75 percent of the class days or does not complete the principal-approved plan, then the attendance review committee will determine whether there are extenuating circumstances for the absences and how the student can regain credit or a final grade. [See policy FEC for more information.]

Except for absences due to serious or life-threatening illness or related treatment, all absences, excused or unexcused, may be held against a student's attendance requirement. To determine

Devine ISD Student Handbook

whether there were extenuating circumstances for any absences, the attendance committee will consider:

- Whether the student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.
- Whether the student has completed makeup work satisfactorily. If the student completes makeup work, absences listed under **Compulsory Attendance** and absences for extracurricular activities will be considered extenuating circumstances.
- Whether the student or the student's parent had any control over the absences.
- Any information presented by the student or parent to the committee about the absences.

The student or parent may appeal the committee's decision to the board by following policy FNG(LOCAL).

Official Attendance-Taking Time (All Grade Levels)

The district will take official attendance every day at

Ciavarra Elementary – 9:15

Devine Intermediate – 9:15

Devine Middle School – 8:55

Devine High School – 9:00

DAEP – 9:00

A student absent for any portion of the day, should follow the procedures below to provide documentation of the absence.

Documentation after an Absence (All Grade Levels)

A parent must provide an explanation for any absence upon the student's arrival or return to school. The student must submit a note signed by the parent. The campus may accept a phone call from the parent but reserves the right to require a written note.

A note signed by the student will not be accepted unless the student is age 18 or older or is an emancipated minor under state law.

The campus will document in its attendance records whether the absence is excused or unexcused.

Note: The district is not required to excuse any absence, even if the parent provides a note explaining the absence, unless the absence is an exemption under compulsory attendance laws.

Doctor's Note after an Absence for Illness (All Grade Levels)

Within 3 days of returning to school, a student who is absent for more than 5 consecutive days because of a personal illness must bring a statement from a doctor or health clinic verifying the illness or condition that caused the absence. Otherwise, the absence may be considered unexcused and in violation of compulsory attendance laws.

Devine ISD Student Handbook

Should the student develop a questionable pattern of absences, the principal or attendance committee may require a statement from a doctor or health clinic verifying the illness or condition that caused the absence to determine whether an absence will be excused or unexcused.

Certification of Absence Due to Severe Illness or Treatment

If a student is absent because of a serious or life-threatening illness or related treatment that makes a student's attendance infeasible, a parent must provide certification from a physician licensed to practice in Texas specifying the student's illness and the anticipated period of absence related to the illness or treatment.

Driver License Attendance Verification (Secondary Grade Levels Only)

A currently enrolled student seeking a driver's license shall submit the Texas Department of Public Safety Verification of Enrollment and Attendance Form (VOE), signed by the parent, to the campus central office at least 10 days before it is needed. The district will issue a VOE only if the student meets class credit or attendance requirements. The [VOE form](https://www.tdlr.texas.gov/driver/forms/VOE.pdf) (<https://www.tdlr.texas.gov/driver/forms/VOE.pdf>) is available online.

More information is available on the [Texas Department of Public Safety website](https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen) (<https://www.dps.texas.gov/section/driver-license/how-apply-texas-driver-license-teen>).

[See **Compulsory Attendance — Exemptions for Secondary Grade Levels** for information on excused absences for obtaining a learner license or driver's license.]

Accountability under State and Federal Law (All Grade Levels)

Devine ISD and each of its campuses are held to certain standards of accountability under state and federal law. A key component of accountability is the dissemination and publication of certain reports and information, including:

- The Texas Academic Performance Report (TAPR) for the district, compiled by the Texas Education Agency (TEA), based on academic factors and ratings
- A School Report Card (SRC) for each campus in the district, compiled by TEA
- The district's financial management report, which includes the financial accountability rating assigned to the district by TEA
- Information compiled by TEA for the submission of a federal report card that is required by federal law

Accountability information can be found on the district's website at https://www.devineisd.org/our_district/accountability. Hard copies of any reports are available upon request to the district's administration office.

TEA maintains additional accountability and accreditation information at [TEA Performance Reporting Division](https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting) (<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>).

Devine ISD Student Handbook

Armed Services Vocational Aptitude Battery Test (Grades 10-12)

A student in grades 10-12 will be offered an opportunity to take the Armed Services Vocational Aptitude Battery test and consult with a military recruiter.

The test shall be offered on ***September 17, 2024 and February 4, 2025*** at ***Devine High School***.

Contact the principal for information about this opportunity.

Awards and Honors (All Grade Levels)

Refer to Section One of this handbook for campus specific awards and honors.

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

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

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

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

Devine ISD Student Handbook

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait
- Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status
- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey about school culture that includes relevant questions on bullying to identify and address student concerns.

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that they have experienced bullying or witnessed the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another

Devine ISD Student Handbook

district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by *completing the form on the district website* https://www.devineisd.org/for_parents_students/bullying_reporting_forms.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not meet the definition of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

[See **Safety Transfers/Assignments, Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels), Hazing (All Grade Levels)**, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)

The district offers career and technical education programs in the following areas:

DMS –Career Readiness (7th grade elective) and Introduction to Agriculture (8th grade elective).

Devine ISD Student Handbook

DHS - Agriculture, Food and Natural Resources, Human Services, Business, Marketing and Finance Arts, Audio Visual Technology and Communications, Law and Public Service, and Manufacturing, Cosmetology, and Engineering.

Admission to these programs is based on student interest and class availability.

District policy prohibits discrimination on the basis of race, color, national origin, sex, or handicap in its vocational programs, services, or activities, and provides equal access to the Boy Scouts and other designated youth groups as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District policy also prohibits discrimination on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

The district will take steps to assure that lack of English language skills will not be a barrier to admission or participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX coordinator and the ADA/Section 504 coordinator.

[See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator and ADA/Section 504 coordinator.]

Celebrations (All Grade Levels)

Although a parent or grandparent may provide food to share for a school-designated function or for a student's birthday, please be aware that children in the school may have severe allergies to certain food products. Discuss any classroom allergies with the teacher before bringing food to share.

Occasionally, the school or a class may host functions or celebrations tied to the curriculum that involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers to provide food.

[See **Food Allergies (All Grade Levels)**]

Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)

The district has established a plan for addressing child abuse, neglect, trafficking, and other maltreatment of children. The plan is available at https://www.devineisd.org/our_district/district_plan. Abuse includes physical abuse, including sexual abuse, and psychological and emotional abuse. Trafficking includes both sex and labor trafficking.

Devine ISD Student Handbook

Duty to Report

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). See below for information about how to report and respond to allegations of child abuse or neglect.

Possible Warning Signs of Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

Physical abuse

Possible warning signs of physical abuse include:

- Frequent injuries such as bruises, cuts, black eyes, or burns without adequate explanations
- Frequent complaints of pain without apparent injury
- Burns or bruises in unusual patterns that may indicate the use of an instrument or human bite; cigarette burns on any part of the body
- Lack of reaction to pain
- Extreme fear of going home or seeing parents
- Injuries that appear after a child has not been seen for several days
- Unseasonable clothing that may hide injuries to arms or legs

Sexual Abuse

Possible warning signs of sexual abuse include:

- Physical signs of sexually transmitted diseases
- Evidence of injury to the genital area
- Pregnancy in a young girl
- Difficulty in sitting or walking
- Extreme fear of being alone with adults of a certain sex
- Sexual comments, behaviors, or play beyond what is considered age-appropriate behavior
- Knowledge of sexual relations beyond what is expected for a child's age
- Sexual victimization of other children

Children and adolescents who have experienced dating violence may show similar physical, behavioral, and emotional warning signs. [**Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)** and **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Emotional Abuse

Possible warning signs of emotional abuse include:

- Over-compliance or low self-esteem caused by scapegoating or verbal abuse by caregivers

Devine ISD Student Handbook

- Severe depression, anxiety, or aggression
- Lag in physical, emotional, and intellectual development
- Indicators of a caregiver who belittles the child, withholds love, and seems unconcerned about the child's problems
- Significant changes to behavior, such as withdrawal or over-aggression
- Significant changes to weight, such as substantial weight gain or weight loss

Neglect

Possible warning signs of neglect include:

- Obvious malnourishment
- Consistent lack of personal hygiene that poses a health risk
- Stealing or begging for food
- Child unattended for long periods of time
- Unaddressed need for dental care or other medical attention

Description and Warning Signs of Trafficking

Child trafficking of any sort is prohibited by the Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers are often trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches. Some traffickers contact victims online.

Possible warning signs of sexual trafficking in children include:

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude
- Sudden appearance of expensive items (for example, manicures, designer clothes, purses, technology)
- Tattoos or branding
- Refillable gift cards
- Frequent runaway episodes
- Multiple phones or social media accounts
- Provocative pictures posted online or stored on the phone
- Unexplained injuries
- Isolation from family, friends, and community
- Older romantic partners

Additional warning signs of labor trafficking in children include:

- Being unpaid, paid very little, or paid only through tips
- Being employed but not having a school-authorized work permit

Devine ISD Student Handbook

- Being employed and having a work permit but clearly working outside the permitted hours for students
- Owning a large debt and being unable to pay it off
- Not being allowed breaks at work or being subjected to excessively long work hours
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- Not being in control of their own money
- Living with an employer or having an employer listed as a student's caregiver
- A desire to quit a job but not being allowed to do so

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking.**]

Reporting and Responding to Child Abuse, Neglect, Trafficking, and Other Maltreatment of Children

A child who has experienced any type of abuse or neglect should be encouraged to seek out a parent or trusted adult. Children may be reluctant to disclose abuse and may only disclose sexual abuse indirectly. As a parent or trusted adult, it is important to be calm and comforting if your child or another child confides in you. Reassure the child that they did the right thing by telling you.

If your child is a victim of abuse, neglect, trafficking, or other maltreatment, the school counselor or principal will provide information on counseling options for you and your child available in your area. DFPS also manages early intervention counseling programs.

To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County](http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp) (http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp).

Reports of abuse, trafficking, or neglect may be made to the CPS division of the DFPS at 1 800-252-5400 or on the web at [Texas Abuse Hotline Website](http://www.txabusehotline.org) (www.txabusehotline.org).

Further Resources on Sexual Abuse, Trafficking, and Other Maltreatment of Children

The following websites include resources to help increase awareness of child abuse and neglect, sexual abuse, trafficking, and other maltreatment of children:

- [Child Welfare Information Gateway](https://www.childwelfare.gov/pubPDFs/whatiscan.pdf) (<https://www.childwelfare.gov/pubPDFs/whatiscan.pdf>)
- [KidsHealth, For Parents, Child Abuse](https://kidshealth.org/en/parents/child-abuse.html) (<https://kidshealth.org/en/parents/child-abuse.html>)
- [Office of the Texas Governor's Child Sex Trafficking Team](https://gov.texas.gov/organization/cjd/childsextrafficking) (<https://gov.texas.gov/organization/cjd/childsextrafficking>)
- [Human Trafficking of School-aged Children](https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children) (<https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>)

Devine ISD Student Handbook

- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](https://taasa.org/product/child-sexual-abuse-parental-guide/) (<https://taasa.org/product/child-sexual-abuse-parental-guide/>)
- [National Center of Safe Supportive Learning Environments: Human Trafficking in America's Schools](https://safesupportivelearning.ed.gov/human-trafficking-americas-schools) (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)

Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)

****The following provisions shall apply to students in the graduating class of 2025.****

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.

The calculation shall include failing grades.

The calculation of class rank shall exclude grades earned in physical education; any course substituted for physical education; any music course; summer school; any distance learning course; a dual credit course taken anywhere other than the District high school; courses not recognized by TEA; any course taken in a nonaccredited instructional setting; any local credit course; any course for which a pass/fail grade is assigned; or through credit by examination, with or without prior instruction.

The District shall categorize and weight eligible courses as Dual Credit/AP, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Eligible dual credit courses and AP courses shall be categorized and weighted as Dual Credit/AP courses.

Eligible courses locally designated as honors shall be categorized and weighted as Honors courses.

All other eligible courses shall be categorized and weighted as Regular courses.

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Category / Exam	Weight
Dual Credit/AP	10 points
Honors	5 points

Devine ISD Student Handbook

Category / Exam	Weight
College-Level Examination Program (CLEP) examination for a course (for Honors students)	Additional 4 points if the student scores at least 50 on the CLEP exam
Regular	0 points

No points shall be added to failing grades.

The District shall record weighted numerical grades on student transcripts.

The following provisions shall apply to students beginning with the graduating class of 2026.

The District shall apply the same class rank calculation method and rules for local graduation honors for all students in a graduating class, regardless of the school year in which a student first earned high school credit.

The District shall include in the calculation of class rank semester grades earned in high school credit courses taken in grades 9–12 only, unless excluded below.

The calculation shall include failing grades.

The calculation of class rank shall exclude grades earned in physical education; any course substituted for physical education; any music course; summer school; any distance learning course; a dual credit course taken anywhere other than the District high school; courses not recognized by TEA; any course taken in a nonaccredited instructional setting; any local credit course; any course for which a pass/fail grade is assigned; or through credit by examination, with or without prior instruction.

The District shall categorize and weight eligible courses as Dual Credit/AP, Honors, and Regular in accordance with provisions of this policy and as designated in appropriate District publications.

Eligible dual credit courses and AP courses shall be categorized and weighted as Dual Credit/AP courses.

Eligible courses locally designated as honors shall be categorized and weighted as Honors courses.

All other eligible courses shall be categorized and weighted as Regular courses.

The District shall assign weights to semester grades earned in eligible courses and calculate a weighted numerical grade average, in accordance with the following:

Devine ISD Student Handbook

Category	Weight
Dual Credit/AP	10 points
Honors	5 points
Regular	0 points

English I Honors	Chemistry PAP	U.S. Government Dual Credit
English II Honors	Biology I Honors	Economics Dual Credit
English III Dual Credit	Algebra II Honors	U.S. History Dual Credit
English IV Dual Credit	World Geography Honors	Pre-Cal Honors
Geometry Honors	World History AP	Calculus AP
Physics PAP		

[See policy EIC for more information.]

Class Schedules (Secondary Grade Levels Only)

All students are expected to attend school for the entire school day and maintain a full class schedule. Exceptions may be made occasionally by the campus principal for students in grades 9-12 who meet specific criteria and receive parental consent to enroll in less than a full-day schedule.

[See **Schedule Changes (Middle/Junior High and High School Grade Levels)**] for information related to student requests to revise their course schedule.]

College and University Admissions and Financial Aid (All Grade Levels)

For two school years following graduation, a district student who graduates as valedictorian or in the top 10 percent of their class is eligible for automatic admission into four-year public universities and colleges in Texas if the student meets one of the following requirements:

- Completes the distinguished level of achievement under the foundation graduation program [see **Foundation Graduation Program**]
- Satisfies the ACT College Readiness Benchmarks or earns at least a 1500 out of 2400 on the SAT

The student is ultimately responsible for meeting the admission requirements of the university or college, including timely submission of a completed application.

If a college or university adopts an admissions policy that automatically accepts the top 25 percent of a graduating class, the provisions above will also apply to a student ranked in the top 25 percent of their class.

Devine ISD Student Handbook

The University of Texas at Austin may limit the number of automatically admitted students to 75 percent of the University's enrollment capacity for incoming resident freshmen. From the summer 2024 term through the spring 2026 term, the University will admit the top six percent of a high school's graduating class who meet the above requirements. Additional applicants will be considered by the University through a holistic review process.

As required by law, the district will provide written notice about the following:

- Automatic college admission
- Curriculum requirements for financial aid
- Benefits of completing the requirements for automatic admission and financial aid
- The Texas First Early High School Completion Program, which requires a student to provide an official copy of assessment results and transcripts, as applicable, to receive credit for the assessments and credits required for early graduation under the program
- The Texas First Scholarship Program
- The Future Texas Teachers Scholarship Program

Parents and students will be asked to sign an acknowledgment that they received this information.

Students and parents should contact the school counselor for further information about automatic admissions, the application process, and deadlines.

[See **Class Rank/Highest-Ranking Student (Secondary Grade Levels Only)** for information specifically related to how the district calculates a student's rank in class, and requirements for **Graduation (Secondary Grade Levels Only)** for information associated with the foundation graduation program.]

[See **A Student in the Conservatorship of the State (Foster Care)** for information on assistance in transitioning to higher education for students in foster care.]

College Credit Courses (Secondary Grade Levels Only)

Students in grades 9-12 may earn college credit through the following opportunities:

- Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), International Baccalaureate (IB), or college preparatory
- Enrollment in AP or dual credit courses through the Texas Virtual School Network (TXVSN)
- Enrollment in courses taught in conjunction and in partnership with Palo Alto College, which may be offered on or off campus; and
- Enrollment in courses taught at other colleges or universities
- Enrollment in these programs is based on STAAR or TSI scores and prior subject specific coursework.

Devine ISD Student Handbook

Under the Financial Aid for Swift Transfer (FAST) program, a student may be eligible to enroll at no cost to the student in dual credit courses at a participating institution of higher education. The FAST program allows students who are or have been educationally disadvantaged at any time during the four years preceding the student's enrollment in a dual credit course to enroll at no cost to the student. The district will determine eligibility upon the student's enrollment in the dual credit course. See the *high school counselor* for more information.

A student may be eligible for subsidies based on financial need for AP or IB exam fees. [See **Fees (All Grade Levels)** for more information.]

A student may also earn college credit for certain Career and Technical Education (CTE) courses. See **Career and Technical Education (CTE) and Other Work-Based Programs (Secondary Grade Levels Only)** for information on CTE and other work-based programs.

For dual credit purposes, all these methods have eligibility requirements and must be approved before enrollment in the course. Please see the school counselor for more information. Depending on the student's grade level and the course, a state-mandated end-of-course assessment may be required for graduation.

Not all colleges and universities accept credit earned in all dual credit or AP courses taken in high school for college credit. Students and parents should check with the prospective college or university to determine if a particular course will count toward the student's desired degree plan.

Communications (All Grade Levels)

Parent Contact Information

A parent is legally required to provide in writing the parent's contact information, including address, phone number, and email address.

A parent must provide the contact information to the district upon enrollment and again within two weeks after the beginning of each following school year while the student is enrolled in the district.

If the parent's contact information changes during the school year, the parent must update the information in writing no more than two weeks after the date the information changes.

A parent may update contact information by updating contact information in your Parent Portal account.

Automated Emergency Communications

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. An emergency situation may include early dismissal, delayed opening, or restricted access to the campus due to severe weather, another emergency, or a security threat. It is crucial to notify your child's school when a phone number changes.

Devine ISD Student Handbook

[See **Safety (All Grade Levels)** for information about contact with parents during an emergency situation.]

Automated Nonemergency Communications

Your child's school periodically sends information by automated or pre-recorded messages, text messages, or real-time phone or email communications that are closely related to the school's mission and specific to your child, your child's school, or the district.

Standard messaging rates of your wireless phone carrier may apply.

If you do not wish to receive such communications, please contact your child's principal. [See **Safety (All Grade Levels)** for information about contact with parents during an emergency.]

Complaints and Concerns (All Grade Levels)

Usually, student or parent complaints or concerns can be addressed informally by a phone call or a conference with the teacher or principal.

For those complaints and concerns that cannot be resolved informally, the board has adopted a Student and Parent Complaints/Grievances policy at FNG(LOCAL). This policy can be viewed in the district's policy manual, available online at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FNG#localTabContent>. The complaint forms can be obtained at the principal's or superintendent's office.

To file a formal complaint a parent or student should complete and submit the complaint form. In general, the written complaint form should be completed and submitted to the campus principal in a timely manner.

If the concern is not resolved, a parent or student may request a conference with the superintendent.

If the concern is still unresolved, the district provides a process for parents and students to appeal to the board of trustees.

Conduct (All Grade Levels)

Applicability of School Rules

The board has adopted a Student Code of Conduct that defines standards of acceptable behavior — on and off campus, during remote and in-person instruction, and on district vehicles — and outlines consequences for violation of these standards. The district has disciplinary authority over a student in accordance with the Student Code of Conduct. Students and parents should be familiar with the standards set out in the Student Code of Conduct, as well as campus and classroom rules.

During summer instruction, the Student Handbook and Student Code of Conduct in place for the school year immediately before the summer period apply, unless the district amends either or both documents for summer instruction.

Devine ISD Student Handbook

Campus Behavior Coordinator

Each campus has a campus behavior coordinator to apply discipline management techniques and administer consequences for certain student misconduct, as well as provide a point of contact for student misconduct. The contact information for each campus behavior coordinator is available on the district's website at

https://www.devineisd.org/our_district/required_postings and the coordinator for this campus is listed below:

- Mary Ramon – Ciavarra Elementary School
 - Mary.ramon@devineisd.org; 830-851-0395
- Lysandra Reyes – Devine Intermediate
 - Lysandra.reyes@devineisd.org; 830-851-0495
- Jeff Stivors – Devine Middle School
 - Jeff.stivors@devineisd.org; 830-851-0695
- Evan Eads/LeeAnn McReynolds – Devine High School
 - Evan.eads@devineisd.org; Leeann.mcreynolds@devineisd.org; 830-851-0895

Deliveries

Except in emergencies, delivery of messages or packages to students will not be allowed during instructional time. A parent may leave a message or a package, such as a forgotten lunch, for the student to pick up from the front office during a passing period or lunch.

Disruption of School Operations

Disruption of school operations is not tolerated and may constitute a misdemeanor offense. As identified by state law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator
- Interference with an authorized activity by seizing control of all or part of a building
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly
- Use of force, violence, or threats to cause disruption during an assembly
- Interference with the movement of people at an exit or an entrance to district property
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator

Disruption of classes or other school activities while on or within 500 feet of district property includes:

- Making loud noises
- Trying to entice a student away from, or to prevent a student from attending, a required class or activity
- Entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct

Devine ISD Student Handbook

Interference with the transportation of students in vehicles owned or operated by the district is also considered a disruption.

Social Events

School rules apply to all school social events. Guests attending these events are expected to observe the same rules as students, and a student inviting a guest will share responsibility for the conduct of the guest.

A student attending a social event will be asked to sign out when leaving before the end of the event and will not be readmitted.

A parent interested in serving as a chaperone for any school social events should contact the campus principal.

Counseling

The district has a comprehensive school counseling program that includes:

- A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives
- A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk
- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students

The district will make a preview of the program, including all materials and curriculum, available to parents to review during school hours.

Academic Counseling

Elementary and Middle/Junior High School Grade Levels

The school counselor will provide information to students and parents about college and university admissions and the importance of planning for postsecondary education, including appropriate coursework and financial aid availability and requirements.

In either grade 7 or 8, each student will receive instruction on how best to prepare for high school, college, and a career.

High School Grade Levels

High school students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures.

Devine ISD Student Handbook

Each year, high school students will be provided information on anticipated course offerings for the next school year, how to make the most of academic and career and technical education (CTE) opportunities, and the importance of postsecondary education.

The school counselor will also provide information each year a student is enrolled in high school about:

- The importance of postsecondary education
- The advantages of earning an endorsement and completing the foundation program with the distinguished level of achievement
- The disadvantages of pursuing a high school equivalency exam (GED) as opposed to earning a high school diploma
- Financial aid eligibility and how to apply for financial aid
- Automatic admission to state-funded Texas colleges and universities
- Eligibility requirements for the TEXAS Grant
- Availability of district programs that allow students to earn college credit
- Availability of tuition and fee assistance for postsecondary education for students in foster care
- Availability of college credit awarded by institutions of higher education to veterans and military service members for military experience, education, and training

Additionally, the school counselor can provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

[See **Scholarships and Grants** for more information.]

Personal Counseling (All Grade Levels)

The school counselor is available to assist students with a wide range of personal, social, and family concerns, including emotional or mental health issues and substance abuse. A student who wishes to meet with the school counselor should obtain a pass to visit the school counselor's office. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

If your child has experienced trauma, contact the school counselor for more information.

[See **Mental Health Support (All Grade Levels)**, **Child Sexual Abuse, Neglect, Trafficking, and Other Maltreatment of Children (All Grade Levels)**, and **Dating Violence**.]

Course Credit (Secondary Grade Levels Only)

A student at any grade level enrolled in a high school course will earn credit for the course only if the final grade is 70 or above. For a two-part (two-semester, 1-credit course), the student's grades from both halves (semesters) will be averaged and credit will be awarded if the combined average is 70 or above. If the student's combined average is less than 70, the student will be awarded credit only for the half (semester) with the passing grade.

Devine ISD Student Handbook

Credit by Examination — If a Student Has Taken the Course/Subject (Grades 6-12)

A student who has previously taken a course or subject but did not receive credit or a final grade for it may, in circumstances determined by the principal or attendance committee, be permitted to earn credit or a final grade by passing an examination approved by the district's board of trustees on the essential knowledge and skills defined for that course or subject.

Examples of prior instruction include incomplete coursework due to a failed course or excessive absences, homeschooling, or coursework by a student transferring from a nonaccredited school. The opportunity to earn credit by examination after the student has had prior instruction is sometimes referred to as "credit recovery."

The attendance review committee may also offer a student with excessive absences an opportunity to earn credit for a course by passing an examination. [See **Attendance for Credit or Final Grade (All Grade Levels)**.]

If a student is granted approval to take an examination for credit, the student must score at least 70 on the examination to receive credit for the course or subject.

[See the school counselor and policy EHDB(LOCAL) for more information.]

Credit by Examination for Advancement/Acceleration — If a Student Has Not Taken the Course/Subject

A student will be permitted to earn credit by examination for an academic course or subject area for which the student had no prior instruction for advancement or to accelerate to the next grade level.

The examinations offered by the district are approved by the district's board of trustees. Testing windows for these examinations will be published in district publications and on the district's website. A student may take a specific examination only once per testing window.

The only exceptions to the published testing windows will be for examinations administered by another entity or to accommodate a student experiencing homelessness or a student involved in the foster care system.

When another entity administers an examination, the student and the district must comply with the testing schedule of the other entity.

If a student plans to take an examination, the student or parent must register with the school counselor no later than 30 days before the scheduled testing date. [See policy EHDC for more information.]

Kindergarten Acceleration

If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the grade level or course, the District shall offer opportunities in accordance with state law and State Board rules for the student to take a Board-approved examination for this purpose.

Devine ISD Student Handbook

In accordance with State Board rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate District personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the principal and Superintendent.

Students in Grades 1-5

A student in elementary school is eligible to accelerate to the next grade level if the student meets all of the following requirements:

- The student scores at least an 80 on each examination in the subject areas of language arts, mathematics, science, and social studies
- A district administrator recommends that the student be accelerated
- The student's parent gives written approval of the grade advancement

Students in Grades 6-12

A student in grade 6 or above is eligible to earn course credit if the student meets one of the following requirements:

- A passing score of at least 80 on an examination approved by the board
- A scaled score of 50 or higher on an examination administered through the College Level Examination Program (CLEP)
- A score of 3 or higher on an AP examination, as applicable

A student may take an examination to earn high school course credit no more than twice. If a student fails to achieve the designated score on the applicable exam before the beginning of the school year in which the student would need to enroll in the course according to the school's high school course sequence, the student must complete the course.

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behaviors, and stop those behaviors as directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex,

Devine ISD Student Handbook

gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFH#legalTabContent>. [See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures**.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners. This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's office [recognizing and responding to dating violence flier](https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf) (<https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf>)
- The CDC's [Preventing Teen Dating Violence](https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html) (<https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html>)

Devine ISD Student Handbook

[See **Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**]

Discrimination

Discrimination is defined as any conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law that negatively affects the student.

Harassment

Harassment, in general terms, is conduct so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of harassment may include, but are not limited to:

- Offensive or derogatory language directed at a person's religious beliefs or practices, accent, skin color, or need for accommodation
- Threatening, intimidating, or humiliating conduct
- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Graffiti or printed material promoting racial, ethnic, or other negative stereotypes
- Other kinds of aggressive conduct such as theft or damage to property

Sexual Harassment and Gender-Based Harassment

Sexual harassment and gender-based harassment of a student by an employee, volunteer, or another student are prohibited.

Examples of sexual harassment may include, but are not limited to:

- Touching private body parts or coercing physical contact that is sexual in nature
- Sexual advances
- Jokes or conversations of a sexual nature
- Other sexually motivated conduct, communications, or contact

Sexual harassment of a student by an employee or volunteer does not include necessary or permissible physical contact that a reasonable person would not construe as sexual in nature, such as comforting a child with a hug or taking the child's hand. However, romantic, sexual, and other inappropriate social relationships between students and district employees are prohibited, even if consensual.

Gender-based harassment includes physical, verbal, or nonverbal conduct based on a student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity.

Devine ISD Student Handbook

Gender-based harassment can occur regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity. Examples of gender-based harassment directed against a student may include, but are not limited to:

- Offensive jokes, name-calling, slurs, or rumors
- Physical aggression or assault
- Threatening or intimidating conduct
- Other kinds of aggressive conduct such as theft or damage to property

Pregnancy or Related Conditions

The district does not discriminate on the basis of pregnancy or a related condition.

Please contact the campus nurse for pregnancy-related accommodations.

Retaliation

Retaliation against a person who makes a report or participates in an investigation of discrimination, harassment, or dating violence is prohibited.

Reporting Procedures

Any student who believes that they have experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student's parent. [See the FFH series of policies and FFH(EXHIBIT) for other appropriate district officials to whom to make a report.]

Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by the FFH series of policies. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See **Bullying (All Grade Levels)**]

The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by the FFH series of policies.

Investigation of Report

Allegations of prohibited conduct, which includes dating violence, discrimination, harassment, and retaliation, will be promptly investigated.

To the extent possible, the district will respect the privacy of the student. However, limited disclosures may be necessary to conduct a thorough investigation and comply with law.

Devine ISD Student Handbook

If a law enforcement or other regulatory agency notifies the district that it is investigating the matter and requests that the district delay its investigation, the district will resume its investigation at the conclusion of the agency's investigation.

During an investigation and when appropriate, the district will take interim action to address the alleged prohibited conduct.

If the district's investigation indicates that prohibited conduct occurred, appropriate disciplinary action and, in some cases, corrective action will be taken to address the conduct. The district may take disciplinary and corrective action even if the conduct was not unlawful.

All involved parties will be notified of the outcome of the district investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act (FERPA).

A student or parent who is dissatisfied with the outcome of the investigation may appeal in accordance with policy FNG(LOCAL).

Discrimination

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**]

Distance Learning (All Grade Levels)

Distance learning and correspondence courses include courses that encompass the state-required essential knowledge and skills but are taught through multiple technologies and alternative methodologies such as mail, satellite, internet, video-conferencing, and instructional television.

The distance learning opportunities that the district makes available to district students are *through Palo Alto College*.

If a student wishes to enroll in a correspondence course or a distance learning course that is not provided through the Texas Virtual School Network (TXVSN), as described below, to earn credit in a course or subject, the student must receive permission from the principal before enrolling in the course or subject. If the student does not receive prior approval, the district may not recognize and apply the course or subject toward graduation requirements or subject mastery.

[See **Remote Instruction**]

Texas Virtual School Network (TXVSN) (Secondary Grade Levels)

The Texas Virtual School Network (TXVSN) has been established by the state as one method of distance learning. A student has the option, with certain limitations, to enroll in a course offered through the TXVSN to earn course credit for graduation.

Depending on the TXVSN course in which a student enrolls, the course may be subject to the "no pass, no play" rules. [See **Extracurricular Activities, Clubs, and Organizations (All Grade Levels)**] In addition, a student who enrolls in a TXVSN course for which an end-of-course (EOC) assessment is required must still take the corresponding EOC assessment.

Devine ISD Student Handbook

A parent may ask questions or request that their child be enrolled in a TXVSN course by contacting the school counselor. Unless an exception is made by the *school counselor*, a student will not be allowed to enroll in a TXVSN course if the school offers the same or a similar course.

A copy of policy EHDE addressing distance learning will be distributed to parents of middle and high school students at least once each year. If you do not receive a copy or have questions about this policy, please contact *the campus counselor*.

Distribution of Literature, Published Materials, or Other Documents (All Grade Levels)

School Materials

Publications prepared by and for the school may be posted or distributed, with the prior approval of the principal, sponsor, or teacher. Such items may include school posters, newspapers, yearbooks, brochures, flyers, and the like.

All school publications are under the supervision of a teacher, sponsor, and the principal.

Nonschool Materials

From Students

Students must obtain prior approval from the *campus principal* before selling, posting, circulating, or distributing more than 10 copies of written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that were not developed under the oversight of the school. To be considered, any nonschool material must include the name of the sponsoring person or organization. Approval will be granted or denied within two school days.

The *campus principal* has designated the front office as the location for approved nonschool materials to be placed for voluntary viewing or collection by students. [See policy FNAA for more information.]

A student may appeal a decision in accordance with policy FNG(LOCAL). Any student who sells, posts, circulates, or distributes nonschool material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

[See policy FNG(LOCAL) for student complaint procedures.]

From Others

No person or group will sell, circulate, distribute, or post on any district premises written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials that is not sponsored by the district or by a district-affiliated school-support organization, except as permitted by policy GKDA.

Devine ISD Student Handbook

To be considered for distribution, any nonschool material must meet the limitations on content established in the policy, include the name of the sponsoring person or organization, and be submitted to the *principal* for prior review. The *principal* will approve or reject the materials within two school days of the time the materials are received. The requestor may appeal a rejection in accordance with the appropriate district complaint policy. [See policies DGBA or GF for more information.]

The *principal* has designated the front office as the location for location for approved nonschool materials to be placed for voluntary viewing or collection.

Prior review will not be required for:

- Distribution of materials by an attendee to other attendees of a school-sponsored meeting intended for adults and held after school hours
- Distribution of materials by an attendee to other attendees of a community group meeting held after school hours in accordance with policy GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with policy FNAB(LOCAL)
- Distribution for electioneering purposes during the time a school facility is being used as a polling place, in accordance with state law

All nonschool materials distributed under these circumstances must be removed from district property immediately following the event at which the materials are distributed.

Dress and Grooming (All Grade Levels)

The district's dress code teaches grooming and hygiene, prevents disruption, and minimizes safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with the following:

1. **Shirts/Tops** must be long enough so as not to expose the midriff during normal school activities, including bending, reaching, sitting and stretching. **Not allowed:** muscle, tank, sleeveless, spaghetti straps, mesh/see-through shirts, low necklines, backless shirts, large arm holes (sports jerseys included), spandex, tight-fitting tops
2. **Jeans/pants must be a solid color.** **Jeans/pants** with slits/tears/rips/holes must be worn with tights or leggings underneath to avoid exposing skin. Gaping holes are not permitted. All pant waistbands must be worn securely at the waist, never exposing undergarments. Loungewear such as pajama pants and sweatpants are prohibited. Swimwear/beachwear is prohibited.
3. **Shorts/skorts/skirts/dresses** must be a solid color and no shorter than 3 inches above the knee (including the slit) even if tights/leggings are worn underneath. All waistbands must be worn securely at the waist, never exposing undergarments. Cutoff, boxer, and biker/spandex shorts are not permitted.

Devine ISD Student Handbook

4. **Footwear** which have toes reinforced with steel or hard plastics, taps, cleats, or any type of metal, plastic, or rubber devices which may cause damage to the floor or create a disturbance are specifically prohibited. House shoes, slides, flip flops, and slippers are prohibited. At the elementary and intermediate campuses, only tennis shoes (no wheels in the heel) may be worn.
5. **Headwear** such as hats, caps, beanies, and hoods on hooded sweatshirts and jackets may not be worn inside the buildings.
6. **Hair** must be neat and clean. Unnatural-colored, spiked, or distracting hair styles are not permitted.
7. **Facial hair must be clean shaven**
8. **Undergarments** may not be visible or exposed.
9. **Accessories** such as headphones, ear pods, leather spiked/studded bands, heavy wallet chains, or stockings on arms or head are prohibited. Sunglasses may not be worn inside the buildings.
10. **Piercings** are limited to three earrings. Nose piercings are limited to one stud and **excludes all nose hoops, bars and nose rings**. Tongue, facial and eyebrow piercings are not permitted. Gauges of any size in the ears are not allowed
11. **Not allowed:** tattoos; items that depict drugs, alcohol, gang affiliation, tobacco, weapons, nudity, death, violence, vulgar/obscene language or images, and/or insults to race, religion gender, sexual orientation or ethnicity; heavy chain-like necklaces, spikes, wallet chains, oversized clothing; costumes (unless approved by a school organization); blankets or throws.
12. **Style:** The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of, or interference with normal school operations, or that is determined by the school's principal or designee to be gang-related or, in reasonable probability, would be construed as gang-related. The District prohibits pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene, or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance or paraphernalia prohibited under Policy FNCF (LEGAL/LOCAL).

If the principal determines that a student's grooming or clothing violates the school's dress code, the student will be given an opportunity to correct the problem at school and return to the classroom. If the problem cannot be corrected at school, the principal will work with the student and parent to obtain an acceptable change of clothing for the student in a way that minimizes loss of instructional time.

Repeated or severe offenses may result in more serious disciplinary action in accordance with the Student Code of Conduct.

Devine ISD Student Handbook

Electronic Devices and Technology Resources (All Grade Levels)

Safe Use of Technology

The district is committed to ensuring that students use technology safely and will follow all federal and state requirements to protect students from excessive data collection or materials that are considered harmful to minors. The district considers parents as partners in cybersecurity and online safety.

In accordance with state and federal law, the district will:

- Install a filter that blocks and prohibits pornographic or obscene materials or applications, including from unsolicited pop-ups, installations, and downloads, before transferring an electronic device to a student to be used for an educational purpose
- Block or filter students' internet access to pictures that are obscene, contain child pornography, or have been determined to be harmful to minors in accordance with the Children's Internet Protection Act (CIPA)
- Require direct and informed parental consent for a student's use of software, other than software excluded from the consent requirement by law [See **Required State Assessments and Standardized Testing.**]
- Require direct and informed parental consent for a student's use of software that conducts mental health assessments or other assessments unrelated to education curricula that are intended to collect information about students [See **Consent to Conduct a Psychological Evaluation.**]

If you want to know more about partnering with the district regarding cybersecurity and online safety, or if you have complaints or concern about student use of electronic devices, please contact *the campus principal*.

[See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels).**]

Possession and Use of Personal Telecommunications Devices, Including Cell Phones, and Other Electronic Devices

The district permits students to possess personal cell phones for safety purposes; however, these devices must remain turned off during the instructional day, including during all testing, unless they are being used for approved instructional purposes. [See **Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)** for graphing calculator applications on computing devices.]

A student must have approval to possess other personal telecommunications devices on campus such as laptops, tablets, or other portable computers.

Without such permission, teachers will collect the items and turn them in to the principal's office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Devine ISD Student Handbook

The use of cell phones or any device capable of capturing images is strictly prohibited in locker rooms or restroom areas while at school or at a school-related or school-sponsored event.

If a student uses a telecommunications device without authorization during the school day, the device will be confiscated.

Devine High School

- 1st offense - The parent may pick up the confiscated telecommunications device from the principal's office.
- 2nd offense – Only a parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.
- 3rd offense and each offense there after: Phones may be confiscated for 30 calendar days and fee of \$15. At the end of 30 calendar days, parent must pick up the phone.

Devine Middle School

- 1st offense - The student may pick up the confiscated telecommunications device from the principal's office.
- 2nd offense – The parent may pick up the confiscated telecommunications device from the principal's office for a fee of \$15.
- 3rd offense and each offense there after: Phones may be confiscated for 30 calendar days and fee of \$15. At the end of 30 calendar days, parent must pick up the phone.

Confiscated telecommunications devices that are not retrieved by the student or the student's parent will be stored in accordance with administrative regulations. [See policy FNCE for more information.]

In limited circumstances and in accordance with law, a student's personal telecommunications device may be searched by authorized personnel. [See **Searches and Investigations** and policy FNF for more information.]

Any disciplinary action will be in accordance with the Student Code of Conduct. The district is not responsible for damaged, lost, or stolen telecommunications devices.

Instructional Use of Personal Telecommunications and Other Electronic Devices

Students must obtain prior approval to use personal telecommunications or other personal electronic devices for instructional purposes while on campus. Students must also sign a user agreement that contains applicable rules for use (separate from this handbook).

All personal devices must be turned off during the instructional day when not in use for approved instructional purposes. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Devine ISD Student Handbook

Acceptable Use of District Technology Resources

District-owned technology resources may be issued to individual students for instructional purposes. Use of the district's network systems and equipment is restricted to approved purposes only. Students and parents will be asked to sign a user agreement (separate from this handbook) regarding use of these district resources. Violations of the user agreement may result in withdrawal of privileges and other disciplinary action.

Unacceptable and Inappropriate Use of Technology Resources

Students are prohibited from possessing, sending, forwarding, posting, accessing, or displaying electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition also applies to conduct off school property, whether on district-owned or personally owned equipment, if it results in a substantial disruption to the educational environment.

Any person taking, disseminating, transferring, possessing, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content — commonly referred to as "sexting" — will be disciplined in accordance with the Student Code of Conduct, may be required to complete an educational program related to the dangers of this type of behavior, and, in certain circumstances, may be reported to law enforcement.

This type of behavior may constitute bullying or harassment, as well as impede future endeavors of a student. We encourage parents to review with their child the ["Before You Text" Bullying and Sexting Course](https://txssc.txstate.edu/tools/courses/before-you-text/) (<https://txssc.txstate.edu/tools/courses/before-you-text/>), a state-developed program that addresses the consequences of sexting.

In accordance with state law, the district prohibits the installation or use of TikTok (or any successor application or service) on a district device, along with any other social media application or service determined by the governor.

Any student who engages in conduct that results in a breach of the district's computer security will be disciplined in accordance with the Student Code of Conduct. In some cases, the consequence may be expulsion.

End-of-Course (EOC) Assessments

[See **Graduation (Secondary Grade Levels Only)** and **Standardized Testing**.]

Emergent Bilingual Students (All Grade Levels)

A student who is an emergent bilingual student is entitled to receive specialized services from the district. A Language Proficiency Assessment Committee (LPAC), consisting of both district personnel and at least one parent representative, will determine whether the student qualifies for services. The student's parent must consent to any services recommended by the LPAC. However, pending the receipt of parental consent or denial of services, an eligible student will receive the services to which the student is entitled and eligible.

Devine ISD Student Handbook

To determine a student's level of proficiency in English, the LPAC will use information from a variety of assessments. If the student qualifies for services, and once a level of proficiency has been established, the LPAC will designate instructional accommodations or additional special programs that the student will require to eventually become proficient at grade level work in English. Ongoing assessments will be conducted to determine a student's continued eligibility for the program.

The LPAC will also determine whether certain accommodations are necessary for any state-mandated assessments. The STAAR Spanish, as mentioned at **Standardized Testing**, may be administered to an emergent bilingual student up to grade 5. In limited circumstances, a student's LPAC may exempt the student from an otherwise required state-mandated assessment or may waive certain graduation requirements related to the English I end-of-course (EOC) assessment. The Texas English Language Proficiency Assessment System (TELPAS) will also be administered to emergent bilingual students who qualify for services.

If a student is considered an emergent bilingual student and receives special education services because of a qualifying disability, the student's ARD committee will make instructional and assessment decisions in conjunction with the LPAC.

Extracurricular Activities, Clubs, and Organizations (All Grade Levels)

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships.

Some extracurricular activities may include off-campus events. Students are required to use transportation provided by the district to and from the events. Exceptions may only be made with the approval of the activity's coach or sponsor. [See **Transportation (All Grade Levels)**.]

Eligibility for many of these activities is governed by state law and the rules of the University Interscholastic League (UIL), a statewide association overseeing interdistrict competition. If a student is involved in an academic, athletic, or music activity governed by UIL, the student and parent are expected to know and follow all rules of the UIL organization. Students and parents can access the [UIL Parent Information Manual](https://www.uil texas.org/athletics/manuals) (<https://www.uil texas.org/athletics/manuals>) online. A hard copy can be provided by the coach or sponsor of the activity on request.

To report alleged noncompliance with required safety training or an alleged violation of safety rules required by law and the UIL, please contact the curriculum division of TEA at (512) 463-9581 or curriculum@tea.texas.gov.

[See [UIL Texas](https://www.uil texas.org/) (<https://www.uil texas.org/>) for additional information on all UIL-governed activities.]

Student safety in extracurricular activities is a priority of the district. Parents are entitled to review the district's records regarding the age of each football helmet used by the campus, including when a helmet has been reconditioned.

Generally, a student who receives a grade below 70 at the end of a grading period in any academic class may not participate in extracurricular activities for at least three school weeks.

Devine ISD Student Handbook

However, if a student receives a grade below 70 at the end of a grading period in an Advanced Placement (AP) or International Baccalaureate (IB), honors, or dual credit course in English language arts, mathematics, science, social studies, economics, or languages other than English, the student remains eligible for participation in all extracurricular activities.

If a student is enrolled in a state-approved course that requires demonstration of the mastery of an essential knowledge and skills in public performance and the student receives a grade below 70 in any course at the end of the grading period, the student may participate in a performance so long as the general public is invited.

In addition, the following applies to all extracurricular activities:

- A student who receives special education services and who fails to meet the standards in the individualized education program (IEP) may not participate for at least three school weeks.
- An ineligible student may practice or rehearse but may not participate in any competitive activity.
- A student is allowed in a school year up to **10** absences not related to post-district competition, a maximum of **5** absences for post-district competition prior to state, and a maximum of **2** absences for state competition. All extracurricular activities and public performances, whether UIL activities or other activities approved by the board, are subject to these restrictions.
- An absence for participation in an activity that has not been approved will be considered an unexcused absence.

Standards of Behavior

Sponsors of student clubs and performing groups such as the band, choir, and drill and athletic teams may establish standards of behavior — including consequences for misbehavior — that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct or by board policy will apply in addition to any consequences specified by the organization's standards of behavior.

Offices and Elections

Certain clubs, organizations, and performing groups will hold elections for student officers.

Fees (All Grade Levels)

Basic educational program materials are provided at no charge to a student. However, a student is expected to provide their own supplies, such as pencils, paper, erasers, and notebooks. A student may also be required to pay certain other costs, fees, or deposits, including:

- Materials for a class project that the student will keep.
- Membership dues in voluntary clubs or student organizations.
- Admission fees to extracurricular activities.
- Security deposits.

Devine ISD Student Handbook

- Personal physical education and athletic equipment and apparel.
- Voluntarily purchased pictures, publications, class rings, yearbooks, graduation announcements, and the like.
- Voluntarily purchased student health and accident insurance.
- Musical instrument rental and uniform maintenance when uniforms are provided by the district.
- Personal apparel used in extracurricular activities that becomes the property of the student.
- Parking fees and student identification cards.
- Fees for lost, damaged, or overdue library books.
- Fees for driver training courses.
- Fees for optional courses offered for credit that require use of facilities not available on district premises.
- Summer school for courses that are offered tuition-free during the regular school year
- A reasonable fee for providing transportation to a student who lives within two miles of the school. [See **Buses and Other School Vehicles.**]
- A maximum fee of \$50 for an educational program outside of regular school hours for a student who has lost credit or has not been awarded a final grade because of absences and whose parent chooses the program for the student to meet the 90 percent attendance requirements. The fee will be charged only if the parent or guardian signs a district-provided request form.
- In some cases, a fee for a course taken through the Texas Virtual School Network (TXVSN).

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the campus **principal**. [See policy FP for more information.]

Fundraising (All Grade Levels)

Student groups or classes and/or parent groups may be permitted to conduct fundraising drives for approved school purposes in accordance with administrative regulations. [See policies FJ and GE for more information.]

Gang-Free Zones (All Grade Levels)

Certain criminal offenses, including gang-related crimes, will be enhanced to the next-highest category of offense if they are committed in a gang-free zone. Gang-free zones include a school bus and any location in, on, or within 1,000 feet of any district-owned or leased property or campus playground.

Grade-Level Classification (Grades 9-12 Only)

After grade 9, students are classified according to the number of credits earned toward graduation.

Devine ISD Student Handbook

Credits Earned	Classification
6	Grade 10 (Sophomore)
12	Grade 11 (Junior)
18	Grade 12 (Senior)

Grading Guidelines (All Grade Levels)

Approved grading guidelines for each grade level or course will be communicated to students and their parents by the classroom teacher. These guidelines establish:

- The minimum number of assignments, projects, and examinations required for each grading period
- How the student's mastery of concepts and achievement will be communicated (for example, letter grades, numerical averages, checklist of required skills, and the like)
- Circumstances under which a student will be allowed to redo an assignment or retake an examination the student originally failed
- Procedures for a student to follow after an absence
- Grading consequences for academic dishonesty, including cheating or copying the work of another student, plagiarism (including the unauthorized use of artificial intelligence (AI) such as ChatGPT), and unauthorized communication between students during an examination

[See **Report Cards/Progress Reports and Conferences (All Grade Levels)** for additional information on grading guidelines.]

Graduation (Secondary Grade Levels Only)

Requirements for a Diploma

A student must meet the following requirements to receive a high school diploma from the district:

- Achieve passing scores on certain end-of-course (EOC) assessments or approved substitute assessments, unless specifically waived as permitted by state law
- Complete the required number of credits established by the state and any additional credits required by the district
- Complete any locally required courses in addition to the courses mandated by the state
- Demonstrate proficiency, as determined by the district, in the specific communication skills required by the State Board of Education (SBOE)
- Complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA)

Devine ISD Student Handbook

Testing Requirements for Graduation

Students are required, with limited exceptions and regardless of graduation program, to perform satisfactorily on the following EOC assessments:

- English I
- English II
- Algebra I
- Biology
- U.S. History

A student who does not achieve a sufficient score will have opportunities to retake an assessment.

State law allows a student to meet EOC requirements by substituting satisfactory performance on approved national standardized assessments or on the state-developed assessment used for entrance into Texas public universities. [See the school counselor for more information on the state testing requirements for graduation.]

If a student fails to perform satisfactorily on an EOC assessment, the district will provide remediation in the applicable content area. This may require the student's participation outside normal school operating times.

In limited circumstances, a student who fails to demonstrate proficiency on up to two of the required assessments may still be eligible to graduate if an individual graduation committee, formed in accordance with state law, unanimously determines that the student is eligible to graduate.

[See **Standardized Testing**.]

Foundation Graduation Program

Every Texas public school student will graduate under the foundation graduation program. The foundation graduation program features endorsements, which are paths of interest that include:

- Science, Technology, Engineering, and Mathematics (STEM)
- Business and Industry
- Public Service
- Arts and Humanities
- Multidisciplinary Studies

Endorsements earned by a student will be noted on the student's transcript.

A student can complete the foundation graduation program with a "distinguished level of achievement," which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits.

Personal Graduation Plans will be completed for each high school student.

Devine ISD Student Handbook

State law generally prohibits a student from graduating solely under the foundation graduation program without an endorsement. However, after the student's sophomore year, the student and student's parent may request that the student graduate without an endorsement. The district will advise the student and the student's parent of the specific benefits of graduating with an endorsement. The student and the student's parent must then submit written permission to the school counselor for the student to graduate without an endorsement.

A student who wishes to attend a four-year university or college after graduation must carefully consider whether graduation under the foundation program without an endorsement will satisfy the admission requirements of the student's desired college or university.

A student graduating under the foundation graduation program can also earn performance acknowledgments on their transcript. Performance acknowledgments are available for outstanding performance in bilingualism and biliteracy, in a dual credit course, on an AP or IB examination, on certain national college preparatory and readiness or college entrance examinations, or for earning a license or certificate recognized at the state, national, or international level. The school counselor can provide more information about these acknowledgments.

A student is not required to complete an Algebra II course to graduate under the foundation graduation program, and the district will annually notify a student's parent of this fact. However, not taking Algebra II will make a student ineligible for automatic admission to four-year public universities and colleges in Texas and for certain financial aid and grants while attending those institutions.

A school district will permit a student to satisfy the curriculum requirements for graduation under the foundation program with the distinguished level of achievement, including an endorsement, by successfully completing courses in the core curriculum of a public Texas institution of higher education. Please see your counselor for more information.

Credits Required

The foundation graduation program requires completion of the following credits:

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
English/Language Arts	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
Physical Education	1	1

Devine ISD Student Handbook

Course Area	Number of Credits: Foundation Graduation Program	Number of Credits: Foundation Graduation Program with an Endorsement
Languages other than English	2	2
Fine Arts	1	1
<i>Locally required courses</i>	<i>1 credit – Algebra II</i>	<i>1 credit – Algebra II</i>
Electives	8	6
Total	26 credits	26 credits

Additional considerations apply in some course areas, including:

- **Mathematics:** To obtain the distinguished level of achievement under the foundation graduation program, a student must complete an endorsement and take Algebra II as one of the 4 mathematics credits. A student's completion of the distinguished level of achievement is a requirement to be considered for automatic admission to a Texas four-year college or university and will be included on a student's transcript.
- **Physical education:** A student who is unable to participate in physical activity due to a disability or illness may be able to substitute a course in English language arts, mathematics, science, social studies, or another locally determined credit-bearing course for the required credit of physical education. This determination will be made by the student's ARD committee, Section 504 committee, or other campus committee, as applicable.
- **Languages other than English:** Students are required to earn 2 credits in the same language other than English to graduate.
 - A student may substitute computer programming languages for these credits.
 - A student may satisfy one of the 2 required credits by successfully completing in elementary school a dual language immersion program or a course in American Sign Language.
 - In limited circumstances, a student may be able to substitute this requirement with other courses, as determined by a district committee authorized by law to make these decisions for the student.

Available Endorsements

A student must specify which endorsement to pursue upon entering grade 9.

Financial Aid Application Requirement

Devine ISD Student Handbook

Before graduating from high school, each student must complete and submit an application for financial aid for post-secondary education. Students must complete and submit either a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA).

Beginning in the school year 2021-2022 Devine High School will provide all senior students instruction on how to complete a Free Application for Federal Student Aid (FAFSA) or a Texas Application for State Financial Aid (TASFA). Instruction will commence in September of each school year. The FAFSA and TASFA information may be submitted by students beginning on October 1 every year. The FAFSA application is for U.S. citizens and the TASFA application is for respective Texas students that are not U.S. citizens.

A student is not required to complete and submit a FAFSA or TASFA if:

- The student's parent submits a form provided by the district indicating that the parent authorizes the student to opt out
- A student who is 18 years of age or older or a legally independent minor submits a form provided by the district indicating that the student opts out
- A school counselor authorizes the student to opt out for good cause

Please contact the school counselor for more information.

To confirm that a student has completed and submitted a FAFSA or TASFA, the student must submit one of the following:

- A screenshot that includes the processed date field of the FAFSA ApplyTexas Counselor Suite
- Notification, such as a copy of an email, from the United States Department of Education verifying completion of the FAFSA
- A copy or screenshot of the FAFSA acknowledgment page
- A screenshot of the TASFA submission acknowledgment page (from those institutions that offer an electronic form)
- An acknowledgment receipt from an institution of higher education (IHE)
- A copy of a financial aid award letter from an IHE

Personal Graduation Plans

A personal graduation plan will be developed for each high school student.

The district encourages all students to pursue a personal graduation plan that includes the completion of at least one endorsement and to graduate with the distinguished level of achievement. Attainment of the distinguished level of achievement is a requirement for a student to be considered for automatic admission to a public four-year college or university in Texas, depending on their rank in class.

The school will review personal graduation plan options with each student entering grade 9 and the student's parent. Before the end of grade 9, a student and their parent will be required to sign off on a personal graduation plan that promotes college and workforce readiness,

Devine ISD Student Handbook

promotes career placement and advancement, and facilitates the transition from secondary to postsecondary education.

The student's personal graduation plan will outline an appropriate course sequence based on the student's choice of endorsement.

Please review [TEA's Graduation Toolkit](https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures) (<https://tea.texas.gov/about-tea/news-and-multimedia/brochures/tea-brochures>).

A student may, with parental permission, amend their personal graduation plan after the initial confirmation.

Available Course Options for All Graduation Programs

Each spring, the district will update students on the courses required or offered in each curriculum area so students can enroll for the upcoming school year.

Note: The district may require the completion of certain courses for graduation even if these courses are not required by the state for graduation.

Not all courses are offered at every secondary campus in the district. A student who wants to take a course not offered at their regular campus should contact the school counselor about a transfer or other alternatives. If the parents of at least 22 students request a transfer for a course in the required curriculum other than fine arts or career and technical education (CTE), the district will offer the course the following year either by teleconference or at the school from which the transfers were requested.

Certificates of Coursework Completion

A certificate of coursework completion will not be issued to a student who has successfully completed state and local credit requirements for graduation but has not yet demonstrated satisfactory performance on the state-mandated tests required for graduation.

Students with Disabilities

Admission, review, and dismissal (ARD) committees will make instructional and assessment decisions for students with disabilities who receive special education services in accordance with state law.

Upon the recommendation of the ARD committee, a student with a disability who receives special education services may be permitted to graduate under the provisions of their individualized education program (IEP) and in accordance with state rules.

A student who receives special education services may earn an endorsement under the foundation program. If the student's curriculum requirements for the endorsement were modified, the student's ARD committee will determine whether the modified curriculum is sufficiently rigorous to earn the endorsement. The ARD committee must also determine whether the student must perform satisfactorily on any end-of-course assessment to earn an endorsement.

Devine ISD Student Handbook

A student who receives special education services and has completed four years of high school but has not met the requirements of their IEP may participate in graduation ceremonies and receive a certificate of attendance. The student may then remain enrolled to complete the IEP and earn a high school diploma but will only be allowed to participate in one graduation ceremony.

[See policy FMH(LEGAL) for more information.]

Graduation Activities

Graduation activities will include:

- Current Events Club Senior Ice Cream Social
- First Baptist Church Hobo Party
- St. Joseph Catholic Church Senior Sock Hop
- Scholarship Awards Ceremony
- Baccalaureate sponsored by Devine Ministerial Alliance
- Around the World Party
- Graduation Rehearsal
- Graduation Ceremony

Students who have met coursework requirements for graduation but have not yet demonstrated satisfactory performance on end-of-course assessments or been declared eligible to graduate by an individual graduation committee, if applicable, will be allowed to participate in graduation activities. Keep in mind that participating in the ceremonies is not the same as graduating. Ultimately, the final awarding of a diploma will be contingent upon the student's completion of all applicable requirements for graduation.

Students who are eligible to graduate but are assigned to a disciplinary alternative education program at the end of the school year will not be allowed to participate in the graduation ceremony and related graduation activities.

The following students and student groups shall be recognized at graduation ceremonies:

- Students who have earned a weighted grade average of at least 92 at the time the average is calculated.
- Students who have completed the distinguished level of achievement under the foundation program, regardless of weighted grade average. These students are indicated in the Graduation Program.

Graduation Speakers

Certain graduating students will be given an opportunity to speak at graduation ceremonies.

A student must meet local eligibility criteria, which may include requirements related to student conduct, to have a speaking role. Students eligible for speaking roles will be notified by the principal and given an opportunity to volunteer.

Devine ISD Student Handbook

[See the Student Code of Conduct and policy FNA(LOCAL) for more information.]

[See **Student Speakers (All Grade Levels)** for student speakers at other school events.]

Graduation Expenses

Because students and parents will incur expenses to participate in the traditions of graduation — such as the purchase of invitations, senior ring, cap and gown, and senior picture — both the student and parent should monitor progress toward completion of all requirements for graduation. The expenses often are incurred in the junior year or first semester of the senior year. [See **Student Speakers (All Grade Levels)**.]

Scholarships and Grants

Students who have a financial need according to federal criteria and who complete the foundation graduation program may be eligible under the TEXAS Grant Program, Teach for Texas Grant Program, and Future Texas Teachers Scholarship Program for scholarships and grants toward tuition and fees to Texas public universities, community colleges, and technical schools, as well as to private institutions. Certain students who graduate early may also be eligible for the Texas First Scholarship Program.

[See **College and University Admissions and Financial Aid (All Grade Levels)** for more information.]

Contact the school counselor for information about other scholarships and grants available to students.

Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Hazing (All Grade Levels)

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

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

Devine ISD Student Handbook

The district will not tolerate hazing. Disciplinary consequences for hazing will be in accordance with the Student Code of Conduct. It is a criminal offense if a person engages in hazing; solicits, encourages, directs, aids, or attempts to aid another in hazing; or has firsthand knowledge of an incident of hazing being planned or having occurred and fails to report this to the principal, superintendent, or law enforcement official.

[See **Bullying (All Grade Levels)** and policies FFI and FNCC for more information.]

Health — Physical and Mental

Illness (All Grade Levels)

When your child is ill, please contact the school to let us know they will not be attending that day.

State rules require schools to exclude students with certain illnesses from school for certain periods of time. For example, a child with a fever over 100 degrees must stay out of school until fever-free for 24 hours without use of fever-reducing medications. Students with diarrheal illnesses must stay home until they are diarrhea-free without use of diarrhea-suppressing medications for 24 hours.

A full list of conditions for which the school must exclude children can be obtained from the school nurse.

If a student becomes ill during the school day and the school nurse determines that the child should go home, the nurse will contact the parent.

The district is required to report certain contagious (communicable) diseases or illnesses to the Department of State Health Services (DSHS) or our local/regional health authority. The school nurse can provide information from DSHS on these notifiable conditions.

The school nurse is available to answer any questions for parents who are concerned about whether or not their child should stay home.

Immunization (All Grade Levels)

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical reasons or reasons of conscience, including a religious belief, the student will not be immunized.

For exemptions based on reasons of conscience, only official forms issued by the Texas Department of State Health Services (DSHS), Immunization Branch, can be honored by the district. You may access the [DSHS exemption form \(https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions\)](https://www.dshs.texas.gov/immunization-unit/texas-school-child-care-facility-immunization/texas-immunization-exemptions) online or by writing to this address:

Texas Department of State Health Services

Immunization Section, Mail Code 1946

Devine ISD Student Handbook

P.O. Box 149347

Austin, Texas 78714-9347

The form must be notarized and submitted to the principal or school nurse within 90 days of notarization. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student.

The immunizations required are:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)
- Meningococcal
- Hepatitis A

The school nurse can provide information on immunization requirements. Proof of immunization may be established by personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by a U.S. registered and licensed physician stating that, in the doctor's opinion, the immunization required is medically contraindicated or poses a significant risk to the health and well-being of the student or a member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a lifelong condition.

For information on immunization against bacterial meningitis and college enrollment and attendance, see **Bacterial Meningitis (All Grade Levels)**.

[See the DSHS's [School and Childcare Vaccine Requirements](https://www.dshs.texas.gov/immunizations/school) (<https://www.dshs.texas.gov/immunizations/school>) and policy FFAB(LEGAL) for more information.]

Lice (All Grade Levels)

Head lice is very common among children. Although not an illness or a disease, head lice spread through head-to-head contact during play, sports, nap time, and when children share things like brushes, combs, hats, and headphones.

The district does not require or recommend that students be removed from school because of lice or nits.

If careful observation indicates that a student has head lice, the school nurse will contact the student's parent to discuss a treatment plan using an FDA-approved medicated shampoo or cream rinse that may be purchased from any drug or grocery store. After the student undergoes one treatment, the parent should contact the school nurse to discuss the treatment

Devine ISD Student Handbook

used. The nurse can also offer additional recommendations, including subsequent treatments, how best to get rid of lice, and how to prevent lice from returning.

The district will provide notice to parents of elementary school students in an affected classroom without identifying the student with lice.

More information on head lice is available on the DSHS website [Managing Head Lice in School Settings and at Home](https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school) (<https://www.dshs.texas.gov/texas-school-health/skilled-procedures-texas-school-health/managing-head-lice-school>) and the Centers for Disease Control and Prevention's website [About Head Lice](https://www.cdc.gov/lice/about/head-lice.html) (<https://www.cdc.gov/lice/about/head-lice.html>).

[See policy FFAA for more information.]

Medicine at School (All Grade Levels)

If a student must take medication during school hours, the student's parent must provide the medication. All medication, whether prescription or nonprescription, must be kept in the nurse's office and be administered by the nurse or another authorized district employee. A student may be authorized to possess their own medication because of asthma or a severe allergy as described below or as otherwise allowed by law.

The district will not purchase nonprescription medication to give to a student.

In accordance with policy FFAC, authorized employees may administer:

- Prescription medication in the original, properly labeled container, provided by the parent along with a written request.
- Prescription medication from a properly labeled unit dosage container filled by a registered nurse or another qualified district employee from the original, properly labeled container provided by the parent along with a written request.
- Nonprescription medication in the original, properly labeled container, provided by the parent along with a written request. **Note:** Insect repellent is considered nonprescription medication.
- Herbal or dietary supplements provided by the parent only if required by the student's individualized education program (IEP) or Section 504 plan for a student with disabilities.

An elementary or secondary student may possess and self-apply sunscreen to avoid overexposure to the sun. An elementary student's teacher or other district personnel will apply sunscreen to the student's exposed skin if the student brings the sunscreen to school and asks for help applying it. If a secondary student needs assistance with sunscreen application, please address the need with the school nurse.

Whether a student is at the elementary or secondary level, if sunscreen needs to be administered to treat any type of medical condition, this should be handled through communication with the school nurse so that the district is made aware of any safety and medical issues.

Devine ISD Student Handbook

Asthma and Severe Allergic Reactions

A student with asthma or severe allergic reaction (anaphylaxis) may possess and use prescribed asthma or anaphylaxis medication at school or school-related events only if they have written authorization from a parent and a physician or other licensed health-care provider. The student must also demonstrate to their health-care provider and the school nurse the ability to use the prescribed medication, including any device required to administer the medication.

If the student has been prescribed asthma or anaphylaxis medication for use during the school day, the student and parents should discuss this with the school nurse or principal.

[See also **Food Allergies (All Grade Levels)**.]

Unassigned Epinephrine Auto-injectors

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized school personnel who have been adequately trained to administer an unassigned epinephrine auto-injector to a person who is reasonably believed to be experiencing a severe allergic reaction (anaphylaxis).

An “unassigned epinephrine auto-injector” is an epinephrine auto-injector prescribed by an authorized health-care provider in the name of the school issued with a non-patient-specific standing delegation order for the administration of an epinephrine auto-injector.

Epinephrine auto-injectors include brand-name devices such as EpiPens®.

Authorized and trained individuals may administer an epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The district will ensure that at each campus a sufficient number of school personnel are trained to administer epinephrine so that at least one trained individual is present on campus during regular on-campus school hours and when school personnel are physically on site for school-sponsored activities.

Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available.

For additional information, see FFAC(LOCAL).

Unassigned Medication for Respiratory Distress

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel to administer a medication for respiratory distress on a school campus or at a school-related activity to a person reasonably believed to be experiencing symptoms of respiratory distress.

The district will provide at each campus *at least one* school personnel who are trained to administer prescription medication for respiratory distress during regular school hours.

Devine ISD Student Handbook

“Unassigned medication for respiratory distress” means albuterol, levalbuterol, or another medication designated by the executive commission of the Health and Human Services Commission for treatment of respiratory distress, prescribed by an authorized health-care provider in the name of the district with a non-patient-specific standing delegation order for the administration of a medication for respiratory distress, and issued by an authorized health-care provider.

For additional information, see FFAC(LOCAL).

Unassigned Opioid Antagonists

In accordance with Chapter 38, Subchapter E of the Education Code, the board has adopted a policy to allow authorized and trained school personnel at each campus to administer an opioid antagonist, such as Narcan or Naloxone, to an individual who is reasonably believed to be experiencing an opioid-related drug overdose.

One or more authorized and trained individuals will be present on each campus subject to this policy during regular school hours.

Steroids (Secondary Grade Levels Only)

State law prohibits students from possessing, dispensing, delivering, or administering an anabolic steroid. Anabolic steroids are for physician-prescribed medical use only.

Body building, muscle enhancement, or the increase of muscle bulk or strength through the use of an anabolic steroid or human growth hormone by a healthy student is not a valid medical use and is a criminal offense.

Mental Health Support (All Grade Levels)

The district has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making
- Substance abuse prevention and intervention
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community)
- Grief, trauma, and trauma-informed care
- Positive behavior interventions and supports
- Positive youth development
- Safe, supportive, and positive school climates

With a referral from campus staff and permission from a parent, students will be served by counselors from Communities in Schools or South Texas Rural Health.

Devine ISD Student Handbook

If a student has been hospitalized or placed in residential treatment for a mental health condition or substance abuse, the district has procedures to support the student's return to school. Please contact the district's mental health liaison for further information.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication that is intended to alter perception, emotion, mood, or behavior.

A district employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate. [See policy FFEB for more information.]

For related information, see:

- **Consent to Conduct a Psychological Evaluation and Consent to Provide a Mental Health Care Service** for the district's procedures for recommending a mental health intervention and the mental health liaison's contact information
- **Counseling** for the district's comprehensive school counseling program
- **Physical and Mental Health Resources (All Grade Levels)** for campus and community mental and physical health resources
- **Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)** for board-adopted policies and administrative procedures that promote student health

Physical Activity Requirements

Elementary School

The district will ensure that students in full-day prekindergarten -grade 5 engage in moderate or vigorous physical activity for at least 30 minutes per day or 135 minutes per week, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's elementary school student physical activity programs and requirements, please see the principal.

Junior High/Middle School

The district will ensure that students in middle or junior high school will engage in at least 225 minutes of moderate or vigorous physical activity within each two-week period for at least four semesters, in accordance with policies at EHAB, EHAC, EHBG, and FFA.

For additional information on the district's junior high and middle school student physical activity programs and requirements, please see the principal.

Temporary Restriction from Participation in Physical Education

Devine ISD Student Handbook

Students who are temporarily restricted from participation in physical education will not actively participate in skill demonstration but will remain in class to learn the concepts of the lessons.

Physical Fitness Assessment (Grades 3-12)

Annually, the district will conduct a physical fitness assessment of students in grades 3-12 who are enrolled in a physical education course or a course for which physical education credit is awarded. At the end of the school year, a parent may submit a written request to obtain the results of their child's physical fitness assessment conducted during the school year by contacting your child's P.E. or athletic coach before the end of the school year.

Physical Health Screenings/Examinations

Athletics Participation (Secondary Grade Levels Only)

For certain extracurricular activities, a student must submit certification from an authorized health-care provider. The certification must state that the student has been examined and is physically able to participate in the relevant program, including:

- A district athletics program
- District marching band
- Any district extracurricular program identified by the superintendent

This examination is required to be submitted annually to the district.

Students should be aware of the rare possibility of sudden cardiac arrest, which in athletes is usually caused by a previously unsuspected heart disease or disorder. A student may request an electrocardiogram (ECG or EKG) to screen for such disorders, in addition to the required physical examination.

See the UIL's explanation of [sudden cardiac arrest](https://www.uil texas.org/health/info/sudden-cardiac-death) (<https://www.uil texas.org/health/info/sudden-cardiac-death>) for more information.

Spinal Screening Program

School-based spinal screening helps identify adolescents with abnormal spinal curvature at an early stage when the curve is mild and may go unnoticed. Early detection is key to controlling spinal deformities. Spinal screening is non-invasive and conducted in accordance with the most recent nationally accepted and peer-reviewed standards.

All students who meet the Texas Department of State Health Services criteria will be screened for abnormal spinal curvature before the end of the school year. As appropriate, students will be referred for follow-up with their physician.

For information on spinal screening by an outside professional or exemption from spinal screening based on religious beliefs, contact the superintendent or see policy FFAA(LEGAL).

Other Examinations and Screenings (All Grade Levels)

Devine ISD Student Handbook

Students are required to undergo a risk assessment for Type 2 diabetes at the same time the district screens students for hearing and vision issues or for abnormal spinal curvatures.

[See policy FFAA for more information.]

Special Health Concerns (All Grade Levels)

Bacterial Meningitis (All Grade Levels)

Please see the district's website at

<https://www.devineisd.org/cms/one.aspx?portalid=436283&pageid=491637> for information regarding meningitis.

Note: Entering college students must show, with limited exception, evidence of receiving a bacterial meningitis vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

[See **Immunization (All Grade Levels)**.]

Diabetes

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity. See the school nurse or principal for information. [See policy FFAF(LEGAL) for more information.]

Food Allergies (All Grade Levels)

Parents should notify the district when a student has been diagnosed with a food allergy, especially an allergy that could result in dangerous or life-threatening reactions either by breathing, eating, or touching the particular food. It is important to disclose the food to which the student is allergic as well as the nature of the allergic reaction. Please contact the school nurse or campus principal if your child has a known food allergy or as soon as possible after any diagnosis of a food allergy.

The district has developed and annually reviews a food allergy management plan, based on the Texas Department of State Health Services' (DSHS) Guidelines for the Care of Students with Food Allergies at Risk for Anaphylaxis found on the DSHS [Allergies and Anaphylaxis](https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis) website (<https://www.dshs.texas.gov/texas-school-health/allergies-anaphylaxis>).

When the district receives information that a student has a food allergy that puts the student at risk for anaphylaxis, an individual care plan will be developed to assist the student in safely accessing the school environment.

[See **Celebrations (All Grade Levels)** and policy FFAF for more information.]

Seizures (All Grade Levels)

Devine ISD Student Handbook

To address the care of a student with a seizure disorder while at school or participating in a school activity, a parent may submit a seizure management and treatment plan to the district before the beginning of the school year, upon enrollment of the student, or as soon as practicable following diagnosis of a seizure disorder. A parent who submits a plan must use the [Seizure Management and Treatment Plan Form](https://tea.texas.gov/academics/tea-seizure-management-form.pdf) (<https://tea.texas.gov/academics/tea-seizure-management-form.pdf>) developed by the Texas Education Agency.

[See **A Student with Physical or Mental Impairments Protected under Section 504** and contact the school nurse for more information.]

Tobacco, E-Cigarettes, and Nicotine Products Prohibited (All Grade Levels)

Students are prohibited from possessing or using any type of tobacco product, electronic cigarette (e-cigarette), or any other electronic vaporizing device while on school property or while attending an off-campus school-related activity. With limited exceptions for medication, [see **Medicine at School (All Grade Levels)**] students are also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity.

The district and its staff strictly enforce prohibitions against the use of all tobacco products, e-cigarettes, or any other electronic vaporizing device by students and all others on school property and at school-sponsored and school-related activities. [See the Student Code of Conduct and policies FNCD and GKA for more information.]

Health-Related Resources, Policies, and Procedures

Physical and Mental Health Resources (All Grade Levels)

Parents and students in need of assistance with physical and mental health concerns may contact the following campus and community resources:

- The district full-time nurses:
 - Ciavarra Elementary – Kellie Jopling, LVN (830-851-0306)
 - Devine Intermediate – Monica Perez, LVN (830-851-0406)
 - Devine Middle School – Jasmine Cruz Bazan, LVN (830-851-0606)
 - Devine High School – Joslyn Wilson, RN (830-851-0806)

- The district's full-time school counselors:
 - Ciavarra Elementary – Katelyn Blanton (830-851-0305)
 - Devine Intermediate – Cassie Brown (830-851-0405)
 - Devine Middle School – Tracie Anderson (830-851-0605)
 - Devine High School – Kate Fowler (830-851-0804); Vicki Watts (830-851-0805)

Devine ISD Student Handbook

- The local public health authority Medina County Health Unit which may be contacted at 830-741-6191.

Policies and Procedures that Promote Student Physical and Mental Health (All Grade Levels)

The district has adopted board policies that promote student physical and mental health. Local policies on the topics below can be found in the district's policy manual, available at the central administration office and online at <https://pol.tasb.org/PolicyOnline?key=879>.

- Food and nutrition management: CO, COA, COB
- Wellness and Health Services: FFA
- Physical Examinations: FFAA
- Immunizations: FFAB
- Medical Treatment: FFAC
- Communicable Diseases: FFAD
- School-Based Health Centers: FFAE
- Care Plans: FFAF
- Crisis Intervention: FFB
- Trauma-informed Care: FFBA
- Student Support Services: FFC
- Student Safety: FFF
- Child Abuse and Neglect: FFG
- Freedom from Discrimination, Harassment, and Retaliation: the FFH series of policies
- Freedom from Bullying: FFI

In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health. In addition, the District Improvement Plan details the district's strategies to improve student performance through evidence-based practices that address physical and mental health.

District Goal 3, Objective A: The district will provide a well-balanced curriculum as defined in TEC (Texas Education Code).

District Goal 5, Objective C (Safe/healthy environment), Strategy 7: Contract an LPC (Licensed Professional Counselor) to effectively serve our most vulnerable students and staff and aid, ultimately, in suicide prevention* among other mental health needs.

District Goal 5, Objective C (Safe/healthy environment), Strategy 11: Continue to follow parent or guardian notification system* in accordance with suicide prevention program* detailed in state health and safety code, and provide information to parents/guardians related to community resources for substance abuse prevention and mental health services.

District Goal 5, Objective C (Safe/healthy environment), Strategy 15: Continue to educate all

Devine ISD Student Handbook

students in character building/ mental health and drug and alcohol prevention and awareness, and continue to utilize community resources for substance abuse prevention and mental health services.

District Goal 5, Objective C (Safe/healthy environment), Strategy 19: Continue to provide speakers and presentations for students that meet safe/healthy/environment conducive to learning needs as needs become apparent.

The district has developed administrative procedures as necessary to implement the above policies and plans.

For more information about these procedures and access to the District Improvement Plan, please contact:

Mrs. Abigail Beadle

Director of Instruction, Continuous Improvement and Programs

605 W. Hondo, Devine TX 78016

Abigail.beadle@devineisd.org

830-851-0795

School Health Advisory Council (SHAC) (All Grade Levels)

During the preceding school year, the district's School Health Advisory Council (SHAC) held **4** meetings. Additional information about the district's SHAC is available from the district nurse, Joslyn Wilson.

Notification of upcoming SHAC meetings will be posted at each campus administrative office at least 72 hours before the meeting. Notification of upcoming SHAC meetings, meeting minutes, and a recording of each meeting will be posted on the district website at

<https://www.devineisd.org/cms/One.aspx?portalId=436283&pageId=680964>

[See **Consent to Human Sexuality Instruction, Consent to Instruction on Prevention of Child Abuse, Family Violence, Dating Violence, and Sex Trafficking**, and policies BDF and EHAA. For more information.]

Student Wellness Policy/Wellness Plan (All Grade Levels)

To encourage healthy habits in our students, the district has developed a board-adopted wellness policy at FFA(LOCAL) and corresponding plans and procedures to implement it. For questions about the content or implementation of the district's wellness policy and plan, please contact:

Joslyn Wilson – District Nurse

1225 W. Hondo, Devine TX 78016

Joslyn.wilson@devineisd.org

830-851-0806

Devine ISD Student Handbook

Homework (All Grade Levels)

Homework may be given at the discretion of each teacher for either daily or major grades (such as projects). Due dates will be specified at the time the assignment is given. Grading policies regarding homework can be found in the section entitled, "Grading Guidelines". The section entitled, "Absences/Attendance" also gives information regarding campus policies for make-up work to be completed as homework.

Law Enforcement Agencies (All Grade Levels)

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, including without parental consent, if necessary, if it is part of a child abuse investigation. In other circumstances, the principal will:

- Verify and record the identity of the officer or other authority and ask for an explanation of the need to question the student at school
- Ordinarily make reasonable efforts to notify the parents, unless the interviewer raises what the principal considers to be a valid objection
- Ordinarily be present for the questioning or interview, unless the interviewer raises what the principal considers to be a valid objection

Students Taken into Custody

State law requires the district to permit a student to be taken into legal custody:

- To comply with an order of the juvenile court
- To comply with the laws of arrest
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision
- By a law enforcement officer to obtain fingerprints or photographs for comparison in an investigation
- By a law enforcement officer to obtain fingerprints or photographs to establish a student's identity where the child may have engaged in conduct indicating a need for supervision, such as running away
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court
- By an authorized representative of Child Protective Services (CPS), Texas Department of Family and Protective Services (DFPS), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety
- To comply with a properly issued directive from a juvenile court to take a student into custody

Devine ISD Student Handbook

Before a student is released to a legally authorized person, the principal will verify the person's identity and, to the best of their ability, will verify the person's authority to take custody of the student.

The principal will immediately notify the superintendent and will attempt to notify the parent, unless the legally authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a legally authorized person, any notification will most likely be after the fact.

Notification of Law Violations

The district is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been taken into custody, arrested, or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred prosecution, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors that occur in school, on school property, or at a school-sponsored or school-related activity on or off school property. These personnel will also be notified if the principal has reasonable grounds to believe the student has engaged in certain conduct.
- All appropriate district personnel regarding a student who is required to register as a sex offender.

[See policy GRAA(LEGAL) for more information.]

Leaving Campus (All Grade Levels)

Student attendance is crucial. Appointments should be scheduled outside of school hours if possible. Except for extenuating circumstances, students will not regularly be released before the end of the school day.

Parental consent is required before any student leaves campus for any part of the school day.

For students in elementary and middle school, a parent or authorized adult must come to the office and show identification to sign the student out. A campus representative will ask the student to report to the office. For safety purposes and stability of the learning environment, we cannot allow any unescorted adult to go to the classroom or other area to pick up the student. If the student returns to campus the same day, the parent or authorized adult must sign the student back in through the main office upon the student's return. Documentation regarding the reason for the absence will also be required.

The same process applies to students in high school if a parent picks the student up from campus. If the student's parent authorizes the student to leave campus unaccompanied, the parent must submit a note to the main office at least two hours before the student needs to leave campus. A phone call from the parent may be accepted, but the school may ultimately

Devine ISD Student Handbook

require a note for documentation purposes. The student must sign out through the main office and sign in upon return if the student returns the same day.

If a student becomes ill during the school day and the school nurse or other district personnel determines that the student should go home, the nurse will contact the student's parent and document the parent's wishes regarding release from school.

Unless the parent directs district personnel to release the student unaccompanied, the parent or other authorized adult must follow the sign-out procedures listed above. If a student is permitted by their parent to leave campus unaccompanied, the nurse will document the time of day the student was released. Under no circumstances will a student in elementary or middle school be released unaccompanied.

If a student is 18 years of age or is an emancipated minor, the student may sign out of school. Documentation regarding the reason for the absence will be required.

During Lunch

Devine campuses are closed campuses. For DHS exceptions, see **Closed Campus** in DHS Section I for more information.

At Any Other Time during the School Day

Students are not authorized to leave campus during regular school hours for any other reason, except with the permission of the principal.

Students who leave campus in violation of these rules will be subject to disciplinary action in accordance with the Student Code of Conduct.

Lost and Found (All Grade Levels)

A lost and found collection box is located in the campus office. A student who loses an item should check the lost and found box. The district discourages bringing personal items of high monetary value to school, as the district is not responsible for lost or stolen items. The campus will dispose of lost and found items at the end of each semester.

Makeup Work

Makeup Work Because of Absence (All Grade Levels)

A teacher may assign makeup work to a student who misses class based on instructional objectives and the needs of the student in mastering the essential knowledge and skills or meeting subject or course requirements.

The student will be responsible for obtaining and completing the makeup work within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.

The student is encouraged to speak with the teacher if the student knows of an absence ahead of time so that the teacher and student may plan any makeup work. Please remember the

Devine ISD Student Handbook

importance of student attendance at school. With limited exceptions, all absences count for the 90 percent threshold set in state law regarding attendance for credit or final grade. [See **Attendance for Credit or Final Grade (All Grade Levels).**]

A student Involved In an extracurricular activity must notify teachers ahead of time about any absences.

A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with timelines approved by the principal and previously communicated to students.

DAEP Makeup Work

Elementary and Middle/Junior High School Grade Levels

Students will be given lessons and work covering the same TEKS being covered on the main campuses using programs such as Khan Academy, Study Island, Imagine Learning and work from their home campus teachers.

Grades 9-12

If a high school student is enrolled in a foundation curriculum course at the time of removal to a disciplinary alternative education program (DAEP), the student will have an opportunity to complete the course before the beginning of the next school year. The district may provide the opportunity to complete the course through an alternative method, including a correspondence course, another distance learning option, or summer school. The district will not charge the student for any method of completion provided by the district. [See policy FOCA(LEGAL) for more information.]

In-School Suspension (ISS) and Out-of-School Suspension (OSS) Makeup Work (All Grade Levels)

Alternative Means to Receive Coursework

While a student is in ISS or OSS, the district will provide the student with all course work for the student's foundation curriculum classes that the student misses as a result of the suspension.

Opportunity to Complete Courses

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

Devine ISD Student Handbook

Nondiscrimination Statement (All Grade Levels)

In its efforts to promote nondiscrimination and as required by law, the district does not discriminate on the basis of race, religion, color, national origin, gender, sex, age, disability, or any other basis prohibited by law in providing education services, activities, and programs, including Career and Technical Education (CTE) programs. The district provides equal access to the Boy Scouts and other designated youth groups.

In accordance with Title IX, the district does not and is required not to discriminate on the basis of sex and prohibits sex discrimination in its educational programs or activities. The requirement not to discriminate extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX Coordinator (see below), to the U.S. Department of Education's Office for Civil Rights, or both.

Other federal laws that prohibit discrimination include Title VI, Section 504, the Age Discrimination Act, the Boy Scouts Act, and Title II.

The district's nondiscrimination policy and grievance procedures are in the FFH series of policies in the district's policy manual, available at

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFH#legalTabContent>

The district has designated and authorized the following employee as the Title IX Coordinator to address concerns or inquiries regarding discrimination on the basis of sex, including sexual harassment, sexual assault, dating violence, domestic violence, stalking, or gender-based harassment:

Dawn Schneider
Director of Student Services
605 West Hondo, Devine TX 78016
Dawn.schneider@devineisd.org
830-851-0795

Reports can be made at any time and by any person, including during non-business hours, by mail, phone, or email. During district business hours, reports may also be made in person. Upon the district receiving notice or an allegation of sex-based harassment, the Title IX Coordinator will promptly respond in accordance with the process described in the FFH series of policies.

The following district representatives have been designated to address concerns or inquiries about other kinds of discrimination:

- For concerns regarding discrimination on the basis of disability, see the ADA/Section 504 Coordinator:

Jenni Hagdorn
Director of Special Populations
205 W. College, Devine TX 78016
jenni.hagdorn@devineisd.org

Devine ISD Student Handbook

830-851-0725

- For all other concerns regarding discrimination, see:

Todd Grandjean

Superintendent

605 West Hondo, Devine TX 78016

Todd.grandjean@devineisd.org

830-851-0710

[See policies at FB, the FFH series, and GKD for more information.]

Nontraditional Academic Programs (High School)

The Devine Learning Academy provides an alternative pathway for students, 16 years old or older and who are behind on credits to achieve their High School diploma. Students must meet certain qualifications to attend the DLA.

Parent and Family Engagement (All Grade Levels)

Working Together

Experience and research tell us that a child succeeds in education with good communication and a strong partnership between home and school. A parent's involvement and engagement in this partnership may include:

- Encouraging your child to put a high priority on education and working with your child every day to make the most of the educational opportunities the school provides.
- Ensuring that your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all your child's school activities and with the academic programs, including special programs, offered in the district.
- Discussing with the school counselor or principal any questions you may have about the options and opportunities available to your child.
- Reviewing the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school.
- Monitoring your child's academic progress and contacting teachers as needed. [See **Academic Counseling.**]
- Attending scheduled conferences and requesting additional conferences as needed. To schedule a telephone or in-person conference with a teacher, school counselor, or principal, please call the school office for an appointment. The teacher will usually return your call or meet with you during their conference period or before or after school. [See **Report Cards/Progress Reports and Conferences (All Grade Levels).**]
- Becoming a school volunteer. [See **On College Go Get It** Week in January, Devine High School invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Devine ISD Student Handbook

- Volunteers (All Grade Levels) and policy GKG for more information.]
- Participating in campus parent organizations. Parent organizations include: PTO at Ciavarra Elementary, Devine Intermediate, and Devine Middle Schools. The Band Booster Club and Athletic Booster Club are active at Devine High School.
- Serving as a parent representative on the district-level or campus-level planning committees that develop educational goals and plans to improve student achievement. For more information, see policies BQA and BQB and contact:
- Campus Committees – contact the campus administrator
- District Committee
Abigail Beadle
605 W. Hondo, Devine, Tx 78016
Abigail.beadle@devineisd.org
830-851-0795
- Serving on the School Health Advisory Council (SHAC) and assisting the district in aligning local community values with health education instruction, human sexuality instruction, instruction on prevention of child abuse, family violence, dating violence, and sex trafficking, and other wellness issues. [See Mrs. Abigail Beadle
- **Director of Instruction, Continuous Improvement and Programs**

605 W. Hondo, Devine TX 78016
Abigail.beadle@devineisd.org
830-851-0795

- School Health Advisory Council (SHAC) (All Grade Levels) and policies BDF, EHAA, FFA for more information.]
- Being aware of the school's ongoing bullying and harassment prevention efforts.
- Contacting school officials if you are concerned with your child's emotional or mental well-being.
- Attending board meetings to learn more about district operations. Regular board meetings are held on the *third Tuesday* of each month at 6:30 p. m. at *the Central Administration Building at 605 W. Hondo or the DSAC Auditorium*. An agenda for a regular or special meeting is posted no later than 72 hours before each meeting at *the Central Office* and online at http://devineisd.org/our_district/school_board. [See policies BE and BED for more information.]

Parking and Parking Permits (Secondary Grade Levels Only)

A student must present a valid driver's license and proof of insurance to be eligible for a parking permit.

Students must request a parking permit **\$10** to park in a school parking lot. So long as space is available, parking permits may be issued throughout the year.

Students will not be permitted to:

Devine ISD Student Handbook

- Speed
- Double-park
- Park across a white or yellow line
- Park in a fire lane
- Sit in parked cars during school hours

Students may be subject to disciplinary action for violation of these rules. The district may tow cars that are parked in violation of these rules.

Pledges of Allegiance and a Minute of Silence (All Grade Levels)

Each school day, students will recite the Pledge of Allegiance to the U.S. flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the principal to excuse their child from reciting a pledge. [See **Reciting the Pledges to the U.S. and Texas Flags.**]

State law requires that one minute of silence follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others.

In addition, state law requires that each campus provide for the observance of one minute of silence in remembrance of those who lost their lives on September 11, 2001, at the beginning of the first class period when September 11 falls on a regular school day.

[See policy EC for more information.]

Prayer (All Grade Levels)

Each student has a right to pray individually, voluntarily, and silently or to meditate in school in a manner that does not disrupt school activities. The school will not encourage, require, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Promotion and Retention

A student will be promoted only on the basis of academic achievement or proficiency. In making promotion decisions, the district will consider the following:

- Teacher recommendation
- Grades
- Scores on criterion-referenced or state-mandated assessments
- Any other necessary academic information as determined by the district

Elementary and Middle/Junior High Grade Levels

In kindergarten, promotion to grade 1 shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading and mathematics.

Devine ISD Student Handbook

In grade 1, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, language arts, and mathematics.

In grade 2, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, language arts, mathematics, and an overall average of 70 in science and social studies.

In grades 3–5, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, language arts, mathematics, science, and social studies.

In grades 6–8, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on course-level, grade-level standards (essential knowledge and skills) for all subject areas and a grade of 70 or above in reading, English language arts, mathematics, and either science or social studies.

Repeating Kindergarten-Grade 8 at Parent Request

A parent may request in writing that a student repeat kindergarten, or any grade in grade 1-8. Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

High School Grade Levels

To earn credit in a course, a student must receive a grade of at least 70 based on course-level standards.

A student in grades 9-12 will be advanced a grade level based on the number of course credits earned. [See **Grade-Level Classification (Grades 9-12 Only)**.]

Repeating a High-School Credit Course

A parent may request in writing that a student repeat a high-school credit course in which the student was enrolled during the previous school year unless the district determines that the student has met all requirements for graduation.

Before granting the request, the district may convene a retention committee to meet and discuss the request and will invite the parent to participate.

Only the student's first passing grade will be included in the calculation of class ranking.

Release of Students from School

[See **Leaving Campus (All Grade Levels)**.]

Devine ISD Student Handbook

Remote Instruction

The district may offer remote instruction in accordance with TEA guidelines. AT the time of this publication, Devine ISD is not offering remote instruction.

All district policies, procedures, guidelines, rules, and other expectations of student behavior will be enforced as applicable in a remote or virtual learning environment.

Report Cards/Progress Reports and Conferences (All Grade Levels)

Report cards with each student's performance and absences in each class or subject are issued at least once every **six** weeks.

At the end of the first three weeks of a grading period, parents will receive a progress report via the Parent Portal if their child's performance in any course/subject area is near or below 70 or is below the expected level of performance. If a student receives a grade lower than 70 in any class or subject at the end of a grading period, the parent will be asked to schedule a conference with the teacher. [See **Working Together** for how to schedule a conference.]

Teachers follow grading guidelines that have been approved by the principal pursuant to the board-adopted policy. Grading guidelines are designed to reflect each student's relative mastery of each assignment. State law provides that a test or course grade issued by a teacher cannot be changed unless the board determines that the grade was arbitrary or contains an error, or that the teacher did not follow the district's grading policy. [See **Grading Guidelines (All Grade Levels)** and policy EIA(LOCAL) for more information.]

Questions about grade calculation should first be discussed with the teacher. If the question is not resolved, the student or parent may request a conference with the principal in accordance with FNG(LOCAL).

The report card or unsatisfactory progress report will state whether tutorials are required for a student who receives a grade lower than 70.

The district may communicate academic information about a student electronically, including for progress reporting purposes. An electronic signature will be accepted by the district, but parents are entitled to request a handwritten signature of acknowledgment instead.

Retaliation

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Required State Assessments

STAAR (State of Texas Assessments of Academic Readiness) for Grades 3-8

In addition to routine tests and other measures of achievement, students at certain grade levels are required to take the state assessment, called STAAR, in the following subjects:

- Mathematics, annually in grades 3-8
- Reading, annually in grades 3-8

Devine ISD Student Handbook

- Science in grades 5 and 8
- Social Studies in grade 8

Standardized Testing for a Student Enrolled Above Grade Level

If a student in grades 3-8 is enrolled in a class or course intended for students above the current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state-mandated assessment only for the course in which they are enrolled, unless otherwise required to do so by federal law.

A student in grades 3-8 shall be assessed at least once in high school with the ACT or the SAT if the student completes the high school end-of-course assessments in mathematics, reading/language arts, or science before high school.

High School Courses End-of-Course (EOC) Assessments

STAAR end-of-course (EOC) assessments are administered for the following courses:

- Algebra I
- English I and English II
- Biology
- U.S. History

Satisfactory performance on the applicable assessments is required for graduation, unless waived or substituted as allowed by state law and rules.

There are three testing windows during the year in which a student may take an EOC assessment. The windows occur in the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have opportunities to retake the assessment.

Requesting Administration of STAAR/EOC in Paper Format (All Grade Levels)

STAAR and EOC assessments are administered electronically.

A parent or teacher may request that a STAAR or EOC be administered to a student in paper format. The district may grant this request for any single administration for up to three percent of the number of students enrolled in the district. Requests will be granted in the order in which they are received.

Requests for paper format for a fall administration of a STAAR or EOC must be submitted no later than September 15 each school year.

Requests for paper format for a spring administration of a STAAR or EOC must be submitted no later than December 1 each school year.

Standardized Testing for a Student in Special Programs

Certain students — some with disabilities and some classified as emergent bilingual students — may be eligible for exemptions, accommodations, or deferred testing.

Devine ISD Student Handbook

STAAR Alternate 2 is available for eligible students receiving special education services who meet certain state-established criteria as determined by the student's ARD committee.

An admission, review, and dismissal (ARD) committee for a student in grades 9-12 receiving special education services will determine whether successful performance on the EOC assessments will be required for graduation within the parameters identified in state rules and the student's personal graduation plan (PGP). [See **Graduation (Secondary Grade Levels Only)**.] STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

For more information, see the principal, school counselor, or special education director.

Failure to Perform Satisfactorily on a STAAR or EOC Assessment

If a student does not perform satisfactorily on a required state assessment in any subject, the district will provide accelerated instruction for the student in the next school year through one of the following:

- Assigning the student to a teacher who is certified as a master, exemplary, or recognized teacher if one is available in the grade and subject matter of the state assessment on which the student did not perform satisfactorily
- Providing supplemental instruction

A student may be required to attend any assigned supplemental instruction program before or after school or during the summer.

When a student fails to perform satisfactorily on a required state assessment in the same subject area for two or more years, the district shall develop an accelerated education plan. Parents are encouraged to participate in developing this plan.

Personal Graduation Plan —Middle School Students

For a middle-school student who does not perform satisfactorily on a state-mandated examination, a school official will prepare a personal graduation plan (PGP).

School officials will also develop a PGP for a middle-school student who is determined by the district to be unlikely to earn a high school diploma within five years of high school enrollment.

The plan will, among other items:

- Identify the student's educational goals
- Address the parent's educational expectations for the student
- Outline an intensive instruction program for the student

[See the school counselor and policy EIF(LEGAL) for more information.]

For a student receiving special education services, the student's IEP may serve as the student's PGP and would therefore be developed by the student's ARD committee.

Devine ISD Student Handbook

[See **Personal Graduation Plans** for information related to the development of personal graduation plans for high school students.]

Safety (All Grade Levels)

Student safety on campus, at school-related events, and in district vehicles is a high priority of the district. The cooperation of students is essential to ensuring school safety. A student is expected to:

- Avoid conduct that is likely to put the student or others at risk.
- Follow all behavioral standards in this handbook and the Student Code of Conduct or set by district employees.
- Help secure the campus by keeping all exterior doors closed, latched, and locked unless the door is actively monitored by a district employee.
- Follow instructions from teachers and other district employees regarding classroom doors.
- Remain alert to any safety hazards, such as intruders on campus or threats made by any person toward a student or staff member, and promptly report any incidents to a district employee. A student may make anonymous reports about safety concerns by *submitting an online report at <https://www.devineisd.org/cms/one.aspx?portalid=436283&pageid=491835>*.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers, bus drivers, and other district employees who are overseeing the welfare of students.

Accident Insurance

Soon after the school year begins, parents will have the opportunity to purchase low-cost accident insurance that would help meet medical expenses in the event of injury to their child.

Insurance for Career and Technical Education (CTE) Programs

The district may purchase accident, liability, or automobile insurance coverage for students and businesses involved in the district's CTE programs.

Preparedness Drills: Evacuation, Severe Weather, and Other Emergencies

Periodically, the school will conduct preparedness drills of emergency procedures. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Preparedness Training: CPR and Stop the Bleed

The district will offer instruction in CPR and the use of an automated external defibrillator (AED) at least once to students enrolled in grades 7-12. The instruction can be provided as part of any course and is not required to result in CPR or AED certification.

Devine ISD Student Handbook

The district will annually offer students in grades 7-12 instruction on the use of bleeding control stations to respond to traumatic injury. For more information, see [Stop the Bleed Texas](https://stopthebleedtexas.org/) (<https://stopthebleedtexas.org/>).

Emergency Medical Treatment and Information

All parents are asked each year to complete a medical care authorization form, providing written parental consent to obtain emergency treatment and information about allergies to medications or drugs. Parents should contact the school nurse to update emergency care information (name of doctor, emergency phone numbers, allergies, and the like).

The district may consent to medical treatment, including dental treatment, if necessary, for a student if all of the following requirements are met:

- The district has received written authorization from a person having the right to consent
- That person cannot be contacted
- That person has not given the district actual notice to the contrary

The emergency care authorization form will be used by the district when a student's parent or authorized designee cannot be contacted. A student may provide consent if authorized by law or court order.

Regardless of parental authorization for the district to consent to medical treatment, district employees will contact emergency medical services to provide emergency care when required by law or when deemed necessary, such as to avoid a life-threatening situation.

Emergency School Closing Information

Each year, parents are asked to complete an emergency release form to provide contact information if the district needs to notify parents of early dismissal, delayed opening, or restricted access to a campus because of severe weather, a security threat, or another emergency cause.

The district will rely on contact information on file with the district to communicate with parents in an emergency situation, which may include real-time or automated messages. It is crucial to notify your child's school when a phone number changes. State law requires parents to update contact information within two weeks after the date the information changes.

If the campus must close, delay opening, or restrict access to the building because of an emergency, the district will also alert the community in the following ways: School Messenger (phone call or email), the district website, campus Remind notifications, the district Facebook page, and local news stations.

[See **Parent Contact Information** and **A parent may** update contact information by updating contact information in your Parent Portal account.

Automated Emergency Communications.]

Devine ISD Student Handbook

SAT, ACT, and Other Standardized Tests

[See **Standardized Testing**.]

Schedule Changes (Middle/Junior High and High School Grade Levels)

Schedule changes should be requested the first week of school.

School Facilities

Asbestos Management Plan (All Grade Levels)

The district works diligently to maintain compliance with federal and state law governing asbestos in school buildings. A copy of the district's asbestos management plan is available in the central administrative office. If you have any questions or would like to examine the district's plan in more detail, please contact the district's designated asbestos coordinator:

Darren VanFossen
Director of Contract Services
801 N. Teel, Devine Tx 78016
Darren.vanfossen@devineisd.org
830-851-0750

Food and Nutrition Services (All Grade Levels)

The district participates in the School Breakfast Program and National School Lunch Program and offers students nutritionally balanced meals daily in accordance with standards set forth in state and federal law.

Some students are eligible for free and reduced-price meals based on financial need. Information about a student's participation is confidential. The district may share information such as a student's name and eligibility status to help enroll eligible children in Medicaid or the state children's health insurance program (CHIP) unless the student's parent requests the student's information not be disclosed.

Participating students will be offered the same meal options as their peers and will not be treated differently from their peers.

To apply for free or reduced-price meal services, contact:

Annette Benavidez
Food Service Manager
Annette.benavidez@devineisd.org
830-851-0412

[See policy CO for more information.]

Parents should continually monitor their child's meal account balance. When a student's meal account is depleted, the district will notify the parent. The student may continue to purchase meals according to the grace period set by the school board. The district will present the parent

Devine ISD Student Handbook

with a schedule of repayment for any outstanding account balance and an application for free or reduced meals.

If the district is unable to work out an agreement with the student's parent on replenishment of the meal account and payment of any outstanding balance, the student will receive a meal. The district will make every effort to avoid bringing attention to the student.

The following information is published as required by the USDA for participation in the National School Lunch Program:

"In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

"Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

"To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

2. fax:

(833) 256-1665 or (202) 690-7442; or

3. email:

Program.Intake@usda.gov

"This institution is an equal opportunity provider."

Devine ISD Student Handbook

The responsible state agency that administers the program is the [Texas Department of Agriculture](https://www.texasagriculture.gov/Home/Contact-Us) (<https://www.texasagriculture.gov/Home/Contact-Us>), which can be reached at (800) TELL-TDA (835-5832) or (800) 735-2989 (TTY).

The local agency that administers the program is the district. [See **Nondiscrimination Statement (All Grade Levels)** for the name and contact information for the Title IX coordinator, ADA/Section 504 coordinator, and superintendent for other concerns about discrimination.]

Vending Machines (All Grade Levels)

The district has adopted and implemented the state and federal policies for food service, including guidelines to restrict student access to vending machines. For more information about these policies and guidelines, see the principal. [See policy FFA for more information.]

Pest Management Plan (All Grade Levels)

The district is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the district strives to use the safest and most effective methods to manage pests, including a variety of non-chemical control measures, periodic indoor and outdoor pesticide use is sometimes necessary to ensure a safe, pest-free school environment.

All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and are applied only by certified pesticide applicators. Except in an emergency, signs will be posted 48 hours before indoor application. All outdoor applications will be posted at the time of treatment, and signs will remain until it is safe to enter the area.

Parents who have questions or who want to be notified of the times and types of applications prior to pesticide application inside their child's school assignment area may contact the district's IPM coordinator:

Ruben Ramirez
Director Maintenance - Grounds
801 N. Teel, Devine Tx 78016
Ruben.ramirez@devineisd.org
830-851-0751

Conduct Before and After School (All Grade Levels)

Teachers and administrators have full authority over student conduct at before- or after-school activities. Whether a school activity is on or off district premises, students must follow the same rules of conduct that apply during the instructional day. Misbehavior will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Library (All Grade Levels)

The library is open for independent student use during school hours with a teacher permit:

Each campus library also maintains before- and after-school hours, which may vary by day but are posted in each library.

Devine ISD Student Handbook

The district provides a wide range of library materials for students and faculty that support student achievement and present varying levels of difficulty, diversity of appeal, and a variety of points of view. The district follows the Texas State Library and Archive Commission's standards for school library collection development.

Parents are the primary decision makers regarding their student's access to library material. The district encourages parental involvement in library acquisition, maintenance, and campus activities. Parents are encouraged to communicate with *the campus librarian* and their child's teacher about special considerations regarding library materials self-selected by their student.

A parent who wants to access to the school's library or any available online catalog should submit a request to the principal.

The district welcomes student and parent feedback on library materials and services. Parents may contact **Kaylyn Rotramel, District Librarian**. A district employee or parent may request the reconsideration of a library material by contacting **Kaylyn Rotramel, District Librarian** or another administrator or by submitting a reconsideration of library material request by emailing the District Librarian at Kaylyn.rotramel@devineisd.org.

For more information, see EFB(LOCAL).

Use of Hallways during Class Time (All Grade Levels)

During class times, loitering or standing in the halls is not permitted, and a student must have a hall pass to be outside the classroom for any purpose. Failure to obtain a pass will result in disciplinary action in accordance with the Student Code of Conduct.

Use by Students Before and After School (All Grade Levels)

Certain areas of the school will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take place.

The following areas are open to students before school, beginning at 7:30 a.m.

- Ciavarra Elementary: designated grade level playgrounds
 - Pre-K – Drop-off begins at 7:40. Students will wait in their classroom for school to begin.
- Devine Intermediate: cafeteria or classrooms
- DMS: Cafeteria; playground or classrooms (for supervised tutorials only)
- DHS: multi-purpose room; DSAC cafeteria, outside areas – back of DHS and under the gym awning.

Unless the teacher or sponsor overseeing an activity gives permission, a student will not be permitted to go to another area of the building or campus.

Devine ISD Student Handbook

Students must leave campus immediately after dismissal of school in the afternoon, unless the student is involved in an activity under the supervision of a teacher or other authorized employee or adult.

Meetings of Noncurriculum-Related Groups (Secondary Grade Levels Only)

Student-organized, student-led noncurriculum-related groups are permitted to meet during the hours designated by the principal before and after school. These groups must comply with the requirements of policy FNAB(LOCAL).

A list of these groups is available in the principal's office.

School-Sponsored Field Trips (All Grade Levels)

The district periodically takes students on field trips for educational purposes.

A parent must provide permission for a student to participate in a field trip.

The district may ask the parent to provide information about a student's medical provider and insurance coverage and may also ask the parent to sign a waiver allowing for emergency medical treatment in the case of a student accident or illness during the field trip.

The district may require a fee for student participation in a field trip that is not required as part of a basic educational program or course to cover expenses such as transportation, admission, and meals; however, a student will not be denied participation because of financial need. [See **Fees (All Grade Levels)** for more information.]

The district is not responsible for refunding fees paid directly to a third-party vendor.

Searches and Investigations

Searches in General (All Grade Levels)

In the interest of promoting student safety and drug-free schools, district officials may occasionally conduct searches and investigations.

District officials may conduct investigations in accordance with law and district policy and may question students regarding a student's own conduct or the conduct of others. [For questioning of students by law enforcement officials, see **Homework may be given at the discretion** of each teacher for either daily or major grades (such as projects). Due dates will be specified at the time the assignment is given. Grading policies regarding homework can be found in the section entitled, "Grading Guidelines". The section entitled, "Absences/Attendance" also gives information regarding campus policies for make-up work to be completed as homework.

Law Enforcement Agencies (All Grade Levels).]

District officials may search students, their belongings, and their vehicles in accordance with law and district policy. Searches of students will be conducted without discrimination, based on, for example, reasonable suspicion or voluntary consent or pursuant to district policy providing for suspicionless security procedures, including the use of metal detectors.

Devine ISD Student Handbook

In accordance with the Student Code of Conduct, students are responsible for prohibited items found in their possession, including items in their personal belongings or in vehicles parked on district property.

If there is reasonable suspicion to believe that searching a student's person, belongings, or vehicle will reveal evidence of a violation of the Student Code of Conduct, a district official may conduct a search in accordance with law and district regulations.

District Property (All Grade Levels)

Desks, lockers, district-provided technology, and similar items are the property of the district and are provided for student use as a matter of convenience. District property is subject to search or inspection at any time without notice. Students have no expectation of privacy in district property.

Students are responsible for any item found in district property provided to the student that is prohibited by law, district policy, or the Student Code of Conduct.

Metal Detectors (All Grade Levels)

To maintain a safe and disciplined learning environment, the district reserves the right to subject students to metal detector searches when entering a district campus and at off-campus, school-sponsored activities.

Telecommunications and Other Electronic Devices (All Grade Levels)

Use of district-owned equipment and its network systems is not private and will be monitored by the district. [See policy CQ for more information.]

Any searches of personal electronic devices will be conducted in accordance with law, and the device may be confiscated to perform a lawful search. A confiscated device may be turned over to law enforcement to determine whether a crime has been committed.

[See **Electronic Devices and Technology Resources (All Grade Levels)** and policy FNF(LEGAL) for more information.]

Trained Dogs (All Grade Levels)

The district may use trained dogs to screen for concealed, prohibited items, including drugs and alcohol. Screenings conducted by trained dogs will not be announced in advance. The dogs will not be used with students, but students may be asked to leave personal belongings in an area that is going to be screened, such as a classroom, a locker, or a vehicle. If a dog alerts to an item or an area, it may be searched by district officials.

Drug Testing (Secondary Grade Levels Only)

The District requires the random drug-testing of any student in grades 9-12 who chooses to participate in school-sponsored extracurricular activities or request a permit to park a vehicle on school property.

Devine ISD Student Handbook

[See **Steroids (Secondary Grade Levels Only)**.]

Vehicles on Campus (Secondary Grade Levels Only)

If a vehicle subject to search is locked, the student will be asked to unlock the vehicle. If the student refuses, the district will contact the student's parents. If the parents also refuse to permit the vehicle to be searched, the district may turn the matter over to law enforcement. The district may contact law enforcement even if permission to search is granted.

Sexual Harassment

[See **Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)**.]

Special Programs (All Grade Levels)

The district provides special programs for gifted and talented students, students who are homeless, students in foster care, bilingual students, migrant students, emergent bilingual students, students diagnosed with dyslexia, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered in the district or by other organizations. A student or parent with questions about these programs should contact the campus counselor.

The Texas State Library and Archives Commission's [Talking Book Program](https://www.tsl.texas.gov/tbp/index.html) (<https://www.tsl.texas.gov/tbp/index.html>) provides audiobooks free of charge to qualifying Texans, including students with visual, physical, or reading disabilities such as dyslexia.

Standardized Testing

SAT/ACT (Scholastic Aptitude Test and American College Test)

Many colleges require either the American College Test (ACT) or the Scholastic Aptitude Test (SAT) for admission. These assessments are usually taken at the end of the junior year. Students are encouraged to talk with the school counselor early during their junior year to learn about these assessments and determine the appropriate examination to take. The Preliminary SAT (PSAT) and ACT-Aspire are the corresponding preparatory and readiness assessments for the SAT and ACT.

Note: These assessments may qualify a student to receive a performance acknowledgment on the student's transcript under the foundation graduation program and may qualify as a substitute for an end-of-course testing requirement in certain circumstances. A student's performance at a certain level on the SAT or ACT also makes the student eligible for automatic admission to a Texas public institution of higher education.

TSI (Texas Success Initiative) Assessment

Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (TSI) assessment. The TSI assesses the reading, mathematics, and writing skills that first-year students need to perform effectively as undergraduates in Texas public colleges and universities. This assessment may also be required

Devine ISD Student Handbook

before a student enrolls in a dual credit course offered through the district. Achieving certain benchmark scores on this assessment may also waive certain end-of-course assessment requirements in limited circumstances.

Student Speakers (All Grade Levels)

The district provides students the opportunity to introduce the following school events: varsity home football games. If a student meets the eligibility criteria and wishes to introduce one of the school events listed above, the student should submit their name in accordance with policy FNA(LOCAL).

[See **Graduation (Secondary Grade Levels Only)** for information related to student speakers at graduation ceremonies and policy FNA(LOCAL) regarding other speaking opportunities.]

Tardies (All Grade Levels)

A student who is tardy to class may be assigned to detention hall or given another appropriate consequence.

Textbooks, Electronic Textbooks, Technological Equipment, and Other Instructional Materials (All Grade Levels)

Instructional materials are any resources used in classroom instruction as part of the required curriculum, such as textbooks, workbooks, computer software, or online services.

The district selects instructional materials in accordance with state law and policy EFA.

The district provides approved instructional materials to students free of charge for each subject or class. Students must treat instructional materials with care, as directed by the teacher.

If a student needs a graphing calculator for a course and the district does not provide one, the student may use a calculator application with graphing capabilities on a phone, laptop, tablet, or other computing device.

A student who is issued a damaged item should report the damage to the teacher.

Any student who does not return an item or returns an item in an unacceptable condition loses the right to free textbooks and technological equipment until the item is returned or the damage is paid for by the parent. However, the student will be provided the necessary instructional resources and equipment for use at school during the school day.

[For information on library books and other resources students may access voluntarily, see **Library (All Grade Levels)**.]

Transfers (All Grade Levels)

The principal is authorized to transfer a student from one classroom to another.

The superintendent is authorized to investigate and approve transfers between schools.

Devine ISD Student Handbook

[See **Safety Transfers/Assignments, Bullying (All Grade Levels)**, and **A Student with Physical or Mental Impairments Protected under Section 504**, for other transfer options.]

Transportation (All Grade Levels)

School-Sponsored Trips

Students who participate in school-sponsored trips are required to use school-provided transportation to and from the event. However, in accordance with campus procedures, a parent may provide written consent for their child to ride with or be released after the event to the parent or another adult designated by the parent. [See **School-Sponsored Field Trips (All Grade Levels)**.]

Buses and Other School Vehicles

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

The district makes school bus transportation available to all students living two or more miles from school and to any students who are experiencing homelessness. This service is provided at no cost to students.

Bus routes and stops will be designated annually. Any subsequent changes will be posted at the school and on the district's website. For the safety of the driver and all passengers, students must board district vehicles only at authorized stops and drivers must unload passengers only at authorized stops.

Because students in these areas might encounter hazardous traffic conditions or be subject to a high risk of violence when walking to and from school, the district will provide transportation to these students. For additional information, please contact:

Kandy Stein
Transportation Supervisor
801 N. Teel, Devine TX 78016
Kandy.stein@devineisd.org
830-851-0756

A parent may designate a child-care facility or grandparent's residence as the regular pickup and drop-off location for their child. The designated location must be an approved stop on an approved route. For information on bus routes and stops or to designate an alternate pickup or drop-off location, contact 830-851-0754.

Devine ISD Student Handbook

Students are expected to assist district staff in ensuring that buses and other district vehicles are clean and safe. When riding in district vehicles, students are held to behavioral standards established in this handbook and the Student Code of Conduct. Students must:

- Observe all usual classroom rules
- Follow the driver's directions at all times
- Enter and leave the vehicle in an orderly manner at the designated stop
- Keep feet, books, instrument cases, and other objects out of the aisle
- Not deface the vehicle or its equipment
- Not put head, hands, arms, or legs out of the window, hold any object out of the window, or throw objects within or out of the vehicle
- Not possess or use any form of tobacco or e-cigarettes in any district vehicle
- Be seated while the vehicle is moving
- Fasten their seat belts, if available
- Wait for the driver's signal upon leaving the vehicle and before crossing in front of the vehicle
- Follow any other rules established by the operator of the vehicle

Misconduct will be punished in accordance with the Student Code of Conduct, including loss of the privilege to ride in a district vehicle.

[See the Student Code of Conduct for provisions regarding transportation to the DAEP.]

Vandalism (All Grade Levels)

Littering, defacing, or damaging school property is not tolerated. Students will be required to pay for damages they cause and will be subject to criminal proceedings as well as disciplinary consequences in accordance with the Student Code of Conduct.

Video Cameras (All Grade Levels)

For safety purposes, the district uses video and audio recording equipment to monitor student behavior, including on buses and in common areas on campus. Students will not be told when the equipment is being used.

The principal will review the video and audio recordings as needed and document student misconduct. Discipline will be in accordance with the Student Code of Conduct.

In accordance with state law, a parent of a student who receives special education services, a staff member (as this term is defined by law), a principal or assistant principal, or the board may make a written request for the district to place video and audio recording equipment in certain self-contained special education classrooms. The district will provide notice before placing a video camera in a classroom or other setting in which a child receives special education services. For more information or to request the installation and operation of this equipment, contact the principal or principal or *Jenni Hagdorn, Director of Special Populations* that the district has designated to coordinate the implementation of and compliance with this law.

Devine ISD Student Handbook

[See policy EHBAF(LOCAL) for more information.]

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Visitors to the School (All Grade Levels)

General Visitors

Parents and others are welcome to visit district schools. For the safety of those within the school and to avoid disruption of instructional time, all visitors must:

- Request entry to the school at the primary entrance unless otherwise directed by a district employee
- Report to the main office
- Be prepared to show identification
- Exit the school at the primary entrance and leave all exterior doors closed, latched, and locked unless actively monitored by a district employee
- Comply with all applicable district policies and procedures

If requested by a district employee, a visitor must provide identification such as a driver's license, other picture identification issued by a government entity, or employee or student identification issued by the district. A person who refuses to provide identification and who reasonably appears to have no legitimate reason to be on district property may be ejected from district property.

Individuals may visit classrooms or observe virtual instruction during instructional time only with approval of the principal and teacher. Visitors may not interfere with instruction or disrupt the normal school environment.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or violations of student privacy will not be permitted.

[See **Consent to Video or Audio Record a Student when Not Already Permitted by Law** for video and other recording by parents or visitors to virtual or in-person classrooms.]

Unauthorized Persons

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry to or eject a person from district property if the person refuses to leave peaceably on request and either of the following applies:

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

Devine ISD Student Handbook

Appeals regarding refusal of entry or ejection from district property may be filed in accordance with policies FNG(LOCAL) or GF(LOCAL).

[See the Student Code of Conduct.]

Visitors Participating in Special Programs for Students

Business, Civic, and Youth Groups

The district may invite representatives from patriotic societies listed in Title 36 of the United States Code to present information to interested students about membership in the society.

Career Day

On *College Go Get It* Week in January, Devine High School invites representatives from colleges and universities and other higher education institutions, prospective employers, and military recruiters to present information to interested students.

Volunteers (All Grade Levels)

The district invites and appreciates the efforts of volunteers who are willing to serve our district and students.

If you are interested in volunteering, please contact the campus office of your child's school.

Subject to exceptions in accordance with state law and district procedures, the district requires a state criminal history background check for each volunteer, including parents, guardians, or grandparents of a child enrolled in the district.

Voter Registration (Secondary Grade Levels Only)

A student who is eligible to vote in any local, state, or federal election may obtain a voter registration application at the main campus office.

Withdrawing from School (All Grade Levels)

To withdraw a student under age 18 from school, the parent or guardian must submit a written request to the principal specifying the reasons for withdrawal and the final day the student will be in attendance. Withdrawal forms are available from the principal's office.

A student who is age 18 or older, who is married, or who has been declared by a court to be an emancipated minor may withdraw without parental signature.

Please provide the school at least three days' notice of withdrawal so that records and documents may be prepared.

Devine ISD Student Handbook

Glossary

Accelerated instruction, including supplemental instruction, is an intensive educational program designed to help an individual student acquire the knowledge and skills required at their grade level. It is required when a student does not meet the passing standard on a state-mandated assessment. Accelerated instruction may be provided by assigning a student to a classroom teacher who is certified as a master, exemplary, or recognized teacher or by providing supplemental instruction in addition to regular instruction.

ACT, or the American College Test, is one of the two most frequently used college or university admissions examinations. The test may be required for admission to certain colleges or universities.

ACT-Aspire is designed as a preparatory and readiness assessment for the ACT. This is usually taken by students in grade 10.

ARD stands for admission, review, and dismissal. The ARD committee convenes for each student who is identified as needing a full and individual evaluation for special education services. The eligible student and their parents are members of the committee.

Attendance review committee is responsible for reviewing a student's absences when the student's attendance drops below 90 percent, or in some cases 75 percent, of the days the class is offered. Under guidelines adopted by the board, the committee will determine whether there were extenuating circumstances for the absences and whether the student needs to complete certain conditions to master the course and regain credit or a final grade lost because of absences.

CPS stands for Child Protective Services.

DAEP stands for disciplinary alternative education program, a placement for students who have violated certain provisions of the Student Code of Conduct.

DFPS stands for the Texas Department of Family and Protective Services.

DPS stands for the Texas Department of Public Safety.

DSHS stands for the Texas Department of State Health Services.

ED stands for the U.S. Department of Education.

Emergent bilingual student refers to a student of limited English proficiency. Other related terms include English learner, English language learner, and limited English proficient student.

EOC (end-of-course) assessments are state-mandated and are part of the STAAR program. Successful performance on EOC assessments is required for graduation. These examinations will be given in English I, English II, Algebra I, Biology, and U.S. History.

ESSA is the federal Every Student Succeeds Act.

Devine ISD Student Handbook

FERPA refers to the federal Family Educational Rights and Privacy Act, which grants specific privacy protections to student records. The law contains certain exceptions, such as for directory information, unless a student's parent or a student 18 years of age or older directs the school not to release directory information.

IEP stands for individualized education program and is the written record prepared by the ARD committee for a student with disabilities who is eligible for special education services.

IGC is the individual graduation committee, formed in accordance with state law, to determine a student's eligibility to graduate when the student has failed to demonstrate satisfactory performance on no more than two of the required state assessments.

ISS refers to in-school suspension, a disciplinary technique for misconduct found in the Student Code of Conduct. Although different from out-of-school suspension and placement in a DAEP, ISS removes the student from the regular classroom.

PGP stands for personal graduation plan, which is required for high school students and for any student in middle school who fails a section on a state-mandated test or is identified by the district as not likely to earn a high school diploma before the fifth school year after beginning grade 9.

PSAT is the preparatory and readiness assessment for the SAT. It also serves as the basis for the awarding of National Merit Scholarships.

Safe and Supportive School Team is a team established at each campus that is responsible for conducting a threat assessment regarding individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and determining appropriate intervention, and providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

SAT refers to the Scholastic Aptitude Test, one of the two most frequently used college or university admissions examinations. The test may be required for admissions to certain colleges or universities.

SHAC stands for School Health Advisory Council, a group of at least five members, a majority of whom must be parents, appointed by the school board to help ensure that local community values and health issues are reflected in the district's health education instruction, as well as assist with other student and employee wellness issues.

Section 504 is the federal law that prohibits discrimination against a student with a disability, requiring schools to provide opportunities for equal services, programs, and participation in activities. Unless the student is determined to be eligible for special education services under the Individuals with Disabilities Education Act (IDEA), general education with appropriate instructional accommodations will be provided.

STAAR is the State of Texas Assessments of Academic Readiness, the state's system of standardized academic achievement assessments.

Devine ISD Student Handbook

STAAR Alternate 2 is an alternative state-mandated assessment designed for students with severe cognitive disabilities receiving special education services who meet the participation requirements, as determined by the student's ARD committee.

STAAR Spanish is an alternative state-mandated assessment administered to eligible students for whom a Spanish version of STAAR is the most appropriate measure of their academic progress.

State-mandated assessments are required of students at certain grade levels and in specified subjects. Except under limited circumstances, students must pass the STAAR EOC assessments to graduate. Students have multiple opportunities to take the tests, if necessary, for graduation.

Student Code of Conduct is developed with the advice of the district-level committee and adopted by the board and identifies the circumstances, consistent with law, when a student may be removed from a classroom, campus, or district vehicle; sets out the conditions that authorize or require the principal or another administrator to place the student in a DAEP; and outlines conditions for out-of-school suspension and for expulsion. The Student Code of Conduct also addresses notice to the parent regarding a student's violation of one of its provisions.

TAC stands for the Texas Administrative Code.

TEA stands for the Texas Education Agency, which oversees primary and secondary public education in Texas.

TELPAS stands for the Texas English Language Proficiency Assessment System, which assesses the progress that emergent bilingual students make in learning the English language and is administered for those who meet the participation requirements in kindergarten-grade 12.

TSI stands for the Texas Success Initiative, an assessment designed to measure the reading, mathematics, and writing skills that entering college-level freshmen students should have if they are to be successful in undergraduate programs in Texas public colleges and universities.

TXVSN stands for the Texas Virtual School Network, which provides online courses for Texas students to supplement the instructional programs of public school districts. Courses are taught by qualified instructors and are equivalent in rigor and scope to a course taught in a traditional classroom setting.

UIL refers to the University Interscholastic League, the statewide, voluntary nonprofit organization that oversees educational extracurricular academic, athletic, and music contests.

Devine ISD Student Handbook

Appendix I: Freedom from Bullying Policy

Note: School board policies may be revised at any time. For legal context and the most current copy of the local policy, visit

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFI#localTabContent>.

Below is the text of *Devine's* policy FFI(LOCAL) as of the date this handbook was finalized for this school year.

Student Welfare: Freedom from Bullying

Policy FFI(LOCAL) adopted on *May 11, 2023*

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

Devine ISD Student Handbook

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format

A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Periodic Monitoring

The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.

Notice of Report

When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct

The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute

Devine ISD Student Handbook

both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report

The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation

Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents

If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying

If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline

A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

Devine ISD Student Handbook

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Devine ISD Student Handbook

Appendix II: Student Dress Code

Hair/Facial Hair	Hair must be kept clean, neat, not cover the eyes, and with no spiked, unusually shaved areas including designs shaved into the hair, or distracting hair styles. Must be of a naturally occurring color. No facial hair.
Jewelry/Accessories	Piercings are limited to three earrings. Nose piercings are limited to one stud and excludes all nose hoops, bars and nose rings. Tongue, facial and eyebrow piercings are not permitted. Gauges of any size in the ears are not allowed No spiked jewelry, or accessories nor any other jewelry or accessories with real or fake weapon-like features. No visible tattoos are allowed. Headphones, ear pods, leather spiked/studded bands, heavy wallet chains, or stockings on arms or head are prohibited. Sunglasses may not be worn inside the buildings.
Headgear	Hats, caps, beanies, and hoods on hooded sweatshirts and jackets may not be worn in school buildings, including the gym and shop areas, during the instructional day.
Footwear	Shoes must be worn at all times; Footwear which have toes reinforced with steel or hard plastics, taps, cleats, or any type of metal, plastic, or rubber devices which may cause damage to the floor or create a disturbance are specifically prohibited. House shoes, slides, flip flops, and slippers are prohibited. At the elementary and intermediate campuses, only tennis shoes (no wheels in the heel) may be worn.
Shirts/Tops	Must be long enough so as not to expose the midriff during normal school activities, including bending, reaching, sitting and stretching. Not allowed: muscle, tank, sleeveless, spaghetti straps, mesh/see-through shirts, low necklines, backless shirts, large arm holes (sports jerseys included), spandex, tight-fitting tops Appropriate undergarments must be worn and not visible.
Jeans/Pants	Must be a solid color. Jeans/pants with slits/tears/rips/holes must be worn with tights or leggings underneath to avoid exposing skin. Gaping holes are not permitted. All pant waistbands must be worn securely at the waist, never exposing undergarments. Loungewear such as pajama pants and sweatpants are prohibited. Swimwear/beachwear is prohibited.
Shorts/Skorts/Skirts/Dresses	Must be a solid color and no shorter than 3 inches above the knee (including the slit) even if tights/leggings are worn underneath. All waistbands must be worn securely at the waist, never exposing undergarments. Cutoff, boxer, and biker/spandex shorts are not permitted.
Not allowed	Tattoos; items that depict drugs, alcohol, gang affiliation, tobacco, weapons, nudity, death, violence, vulgar/obscene language or images, and/or insults to race, religion gender, sexual orientation or ethnicity; heavy chain-like necklaces, spikes, wallet chains, oversized clothing; costumes (unless approved by a school organization); blankets or throws.
Style	The District prohibits any clothing or grooming that, in the principal's judgment, may reasonably be expected to cause disruption of, or interference with normal school operations, or that is determined by the school's principal or designee to be gang-related or, in reasonable probability, would be construed as gang-related. The District prohibits pictures, emblems, or writings that are lewd, offensive, vulgar, or obscene, or that advertises or depicts tobacco products, alcoholic beverages, drugs, or any other substance or paraphernalia prohibited under Policy FNCF (LEGAL/LOCAL).
Additional Standards	May be imposed by classroom teachers, with the principal's guidance, in classes where safety in the use of power machinery, lab equipment, or sanitary conditions in food preparation is mandatory. No trench coats or dusters.

Devine ISD

2024-2025 Employee Handbook

If you have difficulty accessing the information in this document because of a disability, please email dawn.schneider@devineisd.org.



Table of Contents

Introduction.....	5
District Information	6
Mission Statement, Goals, and Objectives.....	6
Board of Trustees	6
Board Meeting Schedule	7
Administration	7
School Calendar	8
Helpful Contacts	8
Employment	9
Equal Employment Opportunity.....	9
Job Vacancy Announcements.....	9
Employment after Retirement	10
Contract and Noncontract Employment	10
Certification and Licenses.....	11
Recertification of Employment Authorization	11
Searches and Alcohol and Drug Testing	11
Health Safety Training	12
Reassignments and Transfers.....	13
Workload and Work Schedules	13
Breaks for Expression of Breast Milk.....	14
Pregnant Workers Fairness Act	14
Notification to Parents Regarding Qualifications	14
Outside Employment and Tutoring	15
Performance Evaluation	15
Employee Involvement.....	15
Staff Development.....	15
Compensation and Benefits	17
Salaries, Wages, and Stipends	17
Paychecks.....	17
Automatic Payroll Deposit.....	18
Payroll Deductions.....	18
Overtime Compensation	19
Travel Expense Reimbursement.....	20
Health, Dental, and Life Insurance	21
Supplemental Insurance Benefits.....	22
Cafeteria Plan Benefits (Section 125)	22
Workers' Compensation Insurance	22
Unemployment Compensation Insurance	23
Teacher Retirement.....	23

Leaves and Absences.....	24
Personal Leave.....	26
State Sick Leave	26
Local Leave.....	26
Vacation	27
Sick Leave Bank (or Pool).....	27
Annual Payment for Unused Leave	28
Family and Medical Leave Act (FMLA)—General Provisions.....	29
Local Procedures for Implementing Family and Medical Leave Provisions	31
Temporary Disability Leave	32
Workers’ Compensation Benefits.....	33
Assault Leave	33
Bereavement Leave.....	34
Jury Duty.....	34
Compliance with a Subpoena	34
Truancy Court Appearances	35
Religious Observance	35
Military Leave	35
Employee Relations and Communications	36
Employee Recognition and Appreciation	36
District Communications	36
Complaints and Grievances	37
Employee Conduct and Welfare	38
Standards of Conduct	38
Discrimination, Harassment, and Retaliation.....	42
Harassment of Students	42
Reporting Suspected Child Abuse	43
Sexual Abuse and Maltreatment of Children	44
Reporting Crime.....	44
Scope and Sequence.....	44
Technology Resources	45
Personal Use of Electronic Communications.....	45
Electronic Communications between Employees, Students, and Parents	47
Public Information on Private Devices	49
Criminal History Background Checks.....	50
Employee Arrests and Convictions.....	50
Alcohol and Drug-Abuse Prevention	52
Tobacco and Nicotine Products and E-Cigarette Use.....	52
Fraud and Financial Impropriety	52
Conflict of Interest.....	53
Gifts and Favors	53
Copyrighted Materials	54

Associations and Political Activities.....	54
Charitable Contributions	54
Safety and Security	54
Possession of Firearms and Weapons	55
Visitors in the Workplace	55
Asbestos Management Plan	56
Pest Control Treatment	56
Employee Dress	56
General Procedures.....	57
Emergency School Closing	57
Emergencies	57
Purchasing Procedures	57
Name and Address Changes	58
Personnel Records	58
Facility Use	58
Termination of Employment	59
Resignations.....	59
Dismissal or Nonrenewal of Contract Employees	59
Dismissal of Noncontract Employees	60
Discharge of Convicted Employees	60
Exit Interviews and Procedures	61
Reports to Texas Education Agency	61
Reports Concerning Court-Ordered Withholding	62
Student Issues.....	63
Equal Educational Opportunities.....	63
Student Records	63
Parent and Student Complaints	64
Administering Medication to Students	64
Dietary Supplements	64
Psychotropic Drugs.....	65
Student Conduct and Discipline	65
Student Attendance.....	65
Bullying	65
Hazing	66
Index	67

Employee Handbook Receipt

Name _____

Campus/Department _____

I hereby acknowledge receipt of a copy of the Devine ISD Employee Handbook. I agree to read the handbook and abide by the standards, policies, and procedures defined or referenced in this document.

Employees have the option of receiving the handbook in electronic format or hard copy.

Go to www.devineisd.org

Please indicate your choice by checking the appropriate box below:

- ☐ I choose to receive the employee handbook in electronic format and accept responsibility for accessing it according to the instructions provided.
- ☐ I choose to receive a hard copy of the employee handbook and understand I am required to contact _____ to obtain a hard copy.

The information in this handbook is subject to change. I understand that changes in district policies may supersede, modify, or render obsolete the information summarized in this document. As the district provides updated policy information, I accept responsibility for reading and abiding by the changes.

I understand that no modifications to contractual relationships or alterations of at-will employment relationships are intended by this handbook.

I understand that I have an obligation to inform my supervisor or department head of any changes in personal information such as phone number, address, etc. I also accept responsibility for contacting my supervisor or the HR Department if I have questions or concerns or need further explanation.

Signature

Date

Please sign and date this receipt and forward it to _____.

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all district policies and procedures are included. Those that are, have been summarized. Suggestions for additions and improvements to this handbook are welcome and may be sent to dawn.schneider@devineisd.org.

This handbook is neither a contract nor a substitute for the official district policy manual. Nor is it intended to alter the at-will status of noncontract employees in any way. Rather, it is a guide to and a brief explanation of district policies and procedures related to employment. These policies and procedures can change at any time; these changes shall supersede any handbook provisions that are not compatible with the change. For more information, employees may refer to the policy codes that are associated with handbook topics, confer with their supervisor, or call the appropriate district office. District policies can be accessed Online at devineisd.org.

District Information

Mission Statement, Goals, and Objectives

Policy AE

Empowering students to maximize their potential to achieve lifetime success.

Board of Trustees

Policies BA, BB series, BD series, and BE series

Texas law grants the board of trustees the power to govern and oversee the management of the district's schools. The board is the policy-making body within the district and has overall responsibility for the curriculum, school taxes, annual budget, employment of the superintendent and other professional staff, and facilities. The board has complete and final control over school matters within limits established by state and federal laws and regulations.

The board of trustees is elected by the citizens of the district to represent the community's commitment to a strong educational program for the district's children. Board members are elected by district and at-large and serve three-year terms. Board members serve without compensation, must be qualified voters, and must reside in the district.

Current board members include:

- Nancy Pepper, President – District 4
- Henry Moreno, Vice-President – District 3
- Dr. Keri James, Secretary – District 5
- Carl Brown, Member – District 2
- Renee Frieda, Member – At-large
- Chris Davis, Member – At-large
- Ali Buvinghausen, Member – District 1

The board usually meets the third Monday of each month at the Devine Student Activity Center (DSAC). Special meetings may be called when necessary. A written notice of regular and special meetings will be posted on the district website and outside of the Central Administration Office at least 72 hours before the scheduled meeting time. The written notice will show the date, time, place, and subjects of each meeting. In emergencies, a meeting may be held with a one-hour notice.

All meetings are open to the public. In certain circumstances, Texas law permits the board to go into a closed session from which the public and others are excluded. Closed session may occur for such things

as discussing prospective gifts or donations, real-property acquisition, certain personnel matters including employee complaints, security matters, student discipline, or consulting with attorneys regarding pending litigation.

Board Meeting Schedule

August 19, 2024	February 17, 2025
September 16, 2024	March 17, 2025
October 21, 2024	April 21, 2025
November 18, 2024	May 19, 2025
December 16, 2024	June 16, 2025
January 20, 2025	July 21, 2025

Administration

<i>Dr. Todd Grandjean, Superintendent</i>	<i>(830) 851-0701</i>
<i>Dawn Schneider, Director of Student Services/PEIMS Coordinator</i>	<i>(830) 851-0709</i>
<i>Abigail Beadle, Director of C& I/Improvement/Fed Programs</i>	<i>(830) 851-0703</i>
<i>Shannon Ramirez, Chief Financial Officer</i>	<i>(830) 851-0704</i>
<i>Jenni Hagdorn, Director of Special Education</i>	<i>(830) 851-0726</i>
<i>Jesse Hinojosa, Director of Technology</i>	<i>(830) 851-0708</i>
<i>Juan Michael Gonzalez, High School Principal</i>	<i>(830) 851-0801</i>
<i>Kandi Darnell, Middle School Principal</i>	<i>(830) 851-0601</i>
<i>Michael Gomez, Intermediate School Principal</i>	<i>(830) 851-0401</i>
<i>Dr. Magdalena Strickland, Elementary Principal</i>	<i>(830) 851-0301</i>
<i>JodiAnn Dzierzanowski, DAEP & DLA Principal/Tuancy</i>	<i>(830) 851-0712</i>

School Calendar

Access the District Academic Calendar at our website: www.devineisd.org. See District Academic Calendar link.

Helpful Contacts

From time to time, employees have questions or concerns. If those questions or concerns cannot be answered by supervisors or at the campus or department level, the employee is encouraged to contact the appropriate department as listed below.

<i>Superintendent’s Secretary, Geri Woods</i>	<i>(830) 851-0710</i>
<i>Executive Administrative Secretary, Irma Hernandez</i>	<i>(830) 851-0705</i>
<i>Accounts Payable, Corinne Stacy</i>	<i>(830) 851-0707</i>
<i>Payroll, April Hinojosa</i>	<i>(830) 851-0706</i>
<i>Purchasing, Cindy Zuercher</i>	<i>(830) 851-0795</i>
<i>Food Service Administrative Assistant, Annette Benavidez</i>	<i>(830) 851-0412</i>
<i>Director of Operations/Custodial Services, Darren VanFossen</i>	<i>(830) 851-0752</i>
<i>Transportation Coordinator, Kandy Stein</i>	<i>(830) 851-0754</i>
<i>Maintenance/Grounds Director, Ruben Ramirez</i>	<i>(830) 851- 0751</i>
<i>CES Principal Secretary, Claudia Mendoza</i>	<i>(830)851-0311</i>
<i>DIS Principal Secretary, Tricia Jay</i>	<i>(830)851-0410</i>
<i>DMS Principal Secretary, Kim Kuykendall</i>	<i>(830)851-0610</i>
<i>DHS Principal Secretary, Nancy Martin</i>	<i>(830)851-0809</i>

Employment

Equal Employment Opportunity

Policies DAA, DIA

In its efforts to promote nondiscrimination and as required by law, Devine ISD does not discriminate against any employee or applicant for employment because of race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, age, disability, military status, genetic information, or on any other basis prohibited by law. Additionally, the district does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to a discriminatory employment practice. Employment decisions will be made on the basis of each applicant's job qualifications, experience, and abilities.

In accordance with Title IX, the district does not discriminate on the basis of sex and is prohibited from discriminating on the basis of sex in its educational programs or activities. The prohibition against discrimination extends to employment. Inquiries about the application of Title IX may be referred to the district's Title IX coordinator, to the Assistant Secretary for Civil Rights of the Department of Education, or both.

The district designates and authorizes the following employee as the Title IX coordinator for employees to address concerns or inquiries regarding discrimination based on sex, including sexual harassment: *Dawn Schneider, Director of Student Services, 605 W. Hondo Avenue, Devine, TX 78016, dawn.scheiderl@devineisd.org, and (830) 851-0709.* Reports can be made at any time and by any person, including during non-business hours, by mail, email, or phone. During district business hours, reports may also be made in person.

The district designates and authorizes the following employee as the ADA/Section 504 coordinator for employees for concerns regarding discrimination on the basis of a disability: *Jenni Hagdorn, Director of Special Education, 205 W. College, Devine, Tx 78016, jenni.hagdorn@devineisd.org, and (830) 851-0726.*

Questions or concerns relating to discrimination for any other reason should be directed to the Superintendent.

Job Vacancy Announcements

Policy DC

Announcements of job vacancies by position and location are posted on a regular basis to the district's website.

Employment after Retirement

Policy DC

Individuals receiving retirement benefits from the Teacher Retirement System (TRS) may be employed under certain circumstances on a full- or part-time basis without affecting their benefits, according to TRS rules and state law. Detailed information about employment after retirement is available in the TRS publication *Employment after Retirement*. Employees can contact TRS for additional information by calling 800-223-8778 or 512-542-6400. Information is also available on the TRS Website (www.trs.texas.gov).

Contract and Noncontract Employment

Policy DC series

State law requires the district to employ all full-time professional employees in positions requiring a certificate from the State Board for Educator Certification (SBEC) and nurses under probationary, term, or continuing contracts. Employees in all other positions are employed at-will or by a contract that is not subject to the procedures for nonrenewal or termination under Chapter 21 of the Texas Education Code. The paragraphs that follow provide a general description of the employment arrangements used by the district.

Probationary Contracts. Nurses and full-time professional employees new to the district and employed in positions requiring SBEC certification must receive a probationary contract during their first year of employment. Former employees who are hired after a two-year lapse in district employment or employees who move to a position requiring a new class of certification may also be employed by probationary contract. Probationary contracts are one-year contracts. The probationary period for those who have been employed as a teacher in public education for at least five of the eight years preceding employment with the district may not exceed one school year.

For those with less experience, the probationary period will be three school years (i.e., three one-year contracts) with an optional fourth school year if the board determines it is doubtful whether a term or continuing contract should be given.

Term Contracts. Full-time professionals employed in positions requiring certification and nurses will be employed by term contracts after they have successfully completed the probationary period. The terms and conditions of employment are detailed in the contract and employment policies. All employees will receive a copy of their contract. Employment policies can be accessed Online or copies will be provided upon request.

Noncertified Professional and Administrative Employees. Employees in professional and administrative positions that do not require SBEC certification (such as noninstructional administrators) are employed by a Chapter 21 probationary or term contract.

Paraprofessional and Auxiliary Employees. All paraprofessional and auxiliary employees, regardless of certification, are employed at will and not by contract. Employment is not for any specified term and may be terminated at any time by either the employee or the district.

Certification and Licenses

Policies DBA, DF

Professional employees whose positions require SBEC certification or a professional license are responsible for taking actions to ensure their credentials do not lapse. Employees must submit documentation that they have passed the required certification exam and/or obtained or renewed their credentials to the Devine ISD Human Resources Department in a timely manner. Employees licensed by the Texas Department of Licensing and Regulations (TDLR) must notify the Devine ISD Human Resources Department when there is action against, or revocation of, their license.

A certified employee's contract may be voided without Chapter 21 due process and employment terminated if the individual does not hold a valid certificate or fails to fulfill the requirements necessary to renew or extend a temporary certificate, emergency certificate, probationary certificate, or permit. A contract may also be voided if SBEC suspends or revokes certification because of an individual's failure to comply with criminal history background checks. Contact the Devine ISD Human Resources Department if you have any questions regarding certification or licensure requirements.

Recertification of Employment Authorization

Policy DC

At the time of hire all employees must complete the Employment Eligibility Verification Form (Form I-9) and present documents to verify identity and employment authorization.

Employees whose immigration status, employment authorization, or employment authorization documents have expired must present new documents that show current employment authorization. Employees should file the necessary application or petition sufficiently in advance to ensure that they maintain continuous employment authorization or valid employment authorization documents. Contact the Devine ISD Human Resources Department if you have any questions regarding reverification of employment authorization. Failure to verify employment authorization may result in termination.

Searches and Alcohol and Drug Testing

Policy CQ, DHE

Noninvestigatory searches in the workplace including accessing an employee's desk, file cabinets, or work area to obtain information needed for usual business purposes may occur when an employee is unavailable. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in those places. In addition, the district reserves the right to conduct searches when there is

reasonable cause to believe a search will uncover evidence of work-related misconduct. Such an investigatory search may include drug and alcohol testing if the suspected violation relates to drug or alcohol use. The district may search the employee, the employee's personal items, and work areas including district-owned technology resources, lockers, and private vehicles parked on district premises or work sites or used in district business. Disciplinary action, up to and including termination, may result if an employee refuses to submit to testing or is found to violate district policy.

Employees Required to Have a Commercial Driver's License. Any employee whose duties require a commercial driver's license (CDL) is subject to alcohol and drug testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people counting the driver, drivers of large vehicles, or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements if their duties include driving a commercial motor vehicle.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted when reasonable suspicion exists, at random, when an employee returns to duty after engaging in prohibited conduct, and as a follow-up measure. Testing may be conducted following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty.

All employees required to have a CDL or who otherwise are subject to alcohol and drug testing will receive a copy of the district's policy, the testing requirements, and detailed information on alcohol and drug abuse and the availability of assistance programs.

Employees with questions or concerns relating to alcohol and drug testing policies and related educational material should contact the Devine ISD Human Resources Department.

Health Safety Training

Policies DBA, DMA

Certain employees who are involved in physical activities for students must maintain and submit to the district proof of current certification or training in first aid, cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), concussion, and extracurricular athletic activity safety. Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification or documentation to Joslyn Wilson, RN by September 1, 2024.

School nurses and employees with regular contact with students must complete a Texas Education Agency approved, Online training regarding seizure disorder aware-ness, recognition, and related first aid.

Reassignments and Transfers

Policy DK

All personnel are subject to assignment and reassignment by the superintendent or designee when the superintendent or designee determines that the assignment or reassignment is in the best interest of the district. Reassignment is a transfer to another position, department, or facility that does not necessitate a change in the employment contract. Campus reassignments must be approved by the principal at the receiving campus except when reassignments are due to enrollment shifts or program changes. Extracurricular or supplemental duty assignments may be reassigned at any time unless an extracurricular or supplemental duty assignment is part of a dual-assignment contract. Employees who object to a reassignment may follow the district process for employee complaints as outlined in this handbook and district policy DGBA(Local).

An employee with the required qualifications for a position may request a transfer to another campus or department. A written request for transfer must be completed and signed by the employee and the employee's supervisor. A teacher requesting a transfer to another campus before the school year begins must submit his or her request by April 25, 2025. Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by the campus principal and Central Office and must be approved by the receiving supervisor.

Workload and Work Schedules

Policies DEAB, DK, DL

Professional Employees. Professional employees and academic administrators are exempt from overtime pay and are employed on a 10-, 11-, or 12-month basis, according to the work schedules set by the district. A school calendar is adopted each year designating the work schedule for teachers and all school holidays. Notice of work schedules including start and end dates and scheduled holidays will be distributed each school year.

Classroom teachers will have planning periods for instructional preparation including conferences. The schedule of planning periods is set at the campus level but must provide at least 450 minutes within each two-week period in blocks not less than 45 minutes within the instructional day. Teachers and librarians are entitled to a duty-free lunch period of at least 30 minutes. The district may require teachers to supervise students during lunch one day a week when no other personnel are available.

Paraprofessional and Auxiliary Employees. Support employees are employed at will and receive notification of the required duty days, holidays, and hours of work for their position on an annual basis. Paraprofessional and auxiliary employees must be compensated for overtime and are not authorized to work in excess of their assigned schedule without prior approval from their supervisor. See Overtime Compensation on page for additional information.

Breaks for Expression of Breast Milk

Policies DEAB, DG

The district supports the practice of expressing breast milk and makes reasonable accommodations for the needs of employees who express breast milk. A place, other than a multiple user bathroom, that is shielded from view and free from intrusion from other employees and the public where the employee can express breast milk will be provided.

A reasonable amount of break time will be provided when the employee has a need to express milk. For nonexempt employees, these breaks are unpaid and are not counted as hours worked. Employees should meet with their supervisor to discuss their needs and arrange break times.

The Providing Urgent Maternal Protections of Nursing Mothers Act (PUMP Act) requires an employee to notify the district if they believe the district is out of compliance in providing breaks for a nursing mother. The employee must give the district 10 days to come into compliance before making any claim of liability against the district. An employee with concerns should contact Todd Grandjean at 830-851-0702.

Pregnant Workers Fairness Act

The Pregnant Workers Fairness Act (PWFA) provides consideration of accommodations to employees who have known limitations related to pregnancy, childbirth, or related medical conditions. An employee seeking a PWFA accommodation should contact Joslyn Wilson, RN at 830-8510-806 to begin the interactive process.

Notification to Parents Regarding Qualifications

Policies DK, DBA

In schools receiving Title I funds, the district is required by the Every Student Succeeds Act (ESSA) to notify parents at the beginning of each school year that they may request information regarding the professional qualifications of their child's teacher. ESSA also requires that parents be notified if their child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements.

Texas law requires that parents be notified if their child is assigned for more than 30 consecutive instructional days to a teacher who does not hold an appropriate teaching certificate. This notice is not required if parental notice under ESSA is sent. Inappropriately certified or uncertified teachers include individuals on an emergency permit (including individuals waiting to take a certification exam) and individuals who do not hold any certificate or permit. Information relating to teacher certification will be made available to the public upon request. Employees who have questions about their certification status can call Todd Grandjean at 830-851-0795.

Outside Employment and Tutoring

Policy DBD

Employees are required to disclose in writing to their immediate supervisor any outside employment that may create a potential conflict of interest with their assigned duties and responsibilities or the best interest of the district. Supervisors will consider outside employment on a case-by-case basis and determine whether it should be prohibited because of a conflict of interest.

Performance Evaluation

Policy DN series

Evaluation of an employee's job performance is a continuous process that focuses on improvement. Performance evaluation is based on an employee's assigned job duties and other job-related criteria. All employees will participate in the evaluation process with their assigned supervisor at least annually. Written evaluations will be completed on forms approved by the district. Reports, correspondence, and memoranda also can be used to document performance information. All employees will receive a copy of their written evaluation, participate in a performance conference with their supervisor, and have the opportunity to respond to the evaluation.

Upon receiving a report, a nursing review committee may review a nurse's nursing services, qualifications, and quality of patient care, as well as the merits of a complaint concerning a nurse, and a determination or recommendation regarding a complaint. A nurse may request, orally or in writing, a determination by the committee regarding conduct requested of the nurse believed to violate the nurse's duty to a patient.

Employee Involvement

Policies BQA, BQB

At both the campus and district levels, Devine ISD offers opportunities for input in matters that affect employees and influence the instructional effectiveness of the district. As part of the district's planning and decision-making process, employees are elected to serve on district- or campus-level advisory committees. Plans and detailed information about the shared decision-making process are available in each campus office or from Todd Grandjean at (830) 851-0702 or Abigail Beadle at (830) 851-0703.

Staff Development

Policy DMA

Staff development activities are organized to meet the needs of employees and the district. Staff development for instructional personnel is predominantly campus-based, related to achieving campus performance objectives, addressed in the campus improvement plan, and approved by a campus-level

advisory committee. Staff development for noninstructional personnel is designed to meet specific licensing requirements (e.g., bus drivers) and continued employee skill development.

Individuals holding renewable SBEC certificates are responsible for obtaining the required training hours and maintaining appropriate documentation.

Compensation and Benefits

Salaries, Wages, and Stipends

Policies DEA, DEAA, DEAB

Employees are paid in accordance with administrative guidelines and an established pay structure. The district's pay plans are reviewed by the administration each year and adjusted as needed. All district positions are classified as exempt or nonexempt according to federal law. Professional employees and academic administrators are generally classified as exempt and are paid monthly salaries. They are not entitled to overtime compensation. Other employees are generally classified as nonexempt and are paid an hourly wage or salary and receive compensatory time or overtime pay for each hour worked beyond 40 in a workweek. (See *Overtime Compensation*, page .)

All employees will receive written notice of their pay and work schedules before the start of each school year. Classroom teachers, full-time librarians, full-time nurses, and full-time counselors will be paid no less than the minimum state salary schedule. Contract employees who perform extracurricular or supplemental duties may be paid a stipend in addition to their salary according to the district's extra-duty pay schedule.

Employees should contact April Hinojosa at 830-851-0706 for more information about the district's pay schedules or their own pay.

Paychecks

All professional and salaried employees are paid monthly. Hourly employees are paid semi-monthly. Paychecks will not be released to any person other than the district employee named on the check without the employee's written authorization. Employees are responsible for regularly reviewing the accuracy of their pay statement.

The schedule of pay dates for the 2024–2025 school year follows:

Pay Date	Period Begin Date	Period End Date		Pay Date	Period Begin Date	Period End Date
7/11/2024 Thursday	6/16/2024	7/6/2024		2/14/2025 Friday	1/19/2025	2/1/2025
7/30/2024 Tuesday	7/7/2024	7/20/2024		2/28/2025 Friday	2/2/2025	2/15/2025
8/15/2024 Thursday	7/21/2024	8/3/2024		3/7/2025 Friday	2/16/2025	3/1/2025
8/30/2024 Friday	8/4/2024	8/24/2024		3/28/2025 Friday	3/2/2025	3/22/2025

9/13/2024 Friday	8/25/2024	9/7/2024	4/15/2025 Tuesday	3/23/2025	4/5/2025
9/27/2024 Friday	9/8/2024	9/21/2024	4/30/2025 Wednesday	4/6/2025	4/19/2025
10/15/2024 Tuesday	9/22/2024	10/5/2024	5/15/2025 Thursday	4/20/2025	5/3/2025
10/30/2024 Wednesday	10/6/2024	10/19/2024	5/30/2025 Friday	5/4/2025	5/17/2025
11/15/2024 Friday	10/20/2024	11/2/2024	6/12/2025 Thursday	5/18/2025	5/31/2025
11/22/2024 Friday	11/3/2024	11/16/2024	6/24/2025 Tuesday	6/1/2025	6/14/2025
12/13/2024 Friday	11/17/2024	11/30/2024	7/15/2025 Tuesday	6/15/2025	7/5/2025
12/19/2024 Thursday	12/1/2024	12/14/2024	7/30/2025 Wednesday	7/6/2025	7/19/2025
1/15/2025 Wednesday	12/15/2024	1/4/2025	8/15/2025 Friday	7/20/2025	8/9/2025
1/30/2025 Thursday	1/5/2025	1/18/2025	8/29/2025 Friday	8/10/2025	8/23/2025

Automatic Payroll Deposit

Employees can have their paychecks electronically deposited into a designated account. A notification period of thirty (30) days is necessary to activate this service. Contact April Hinojosa at 830-851-0706 for more information about the automatic payroll deposit service.

Payroll Deductions

Policy CFEA

The district is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas (TRS) or Social Security employee contributions
- Federal income tax required for all full-time employees
- Medicare tax (applicable only to employees hired after March 31, 1986)
- Child support and spousal maintenance, if applicable
- Delinquent federal education loan payments, if applicable

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance; annuities; and higher education savings plans or prepaid tuition programs. Employees also may request payroll deduction for payment of membership dues to professional organizations and certain charitable contributions approved by the board. Salary deductions are automatically made for unauthorized or unpaid leave.

Overpayments. Employees are not entitled to any funds the district overpays. An overpayment occurs if an employee is paid more than the amount the employee should have been paid under the assigned pay grade and applicable supplemental pay.

If an overpayment is reported in the current fiscal year, a payment plan will be developed to recoup the payment. Generally, an overpayment will be paid in one pay cycle. However, if this creates an undue hardship for the employee, the district has the discretion to develop a plan for regular payroll deductions in the same fiscal year.

An agreement between an employee and the district must be in place in order to deduct any overpayment.

Overtime Compensation

Policies DEAB, DEC

The district compensates overtime for nonexempt employees in accordance with federal wage and hour laws. Only nonexempt employees (hourly employees and paraprofessional employees) are entitled to overtime compensation. Nonexempt employees are not authorized to work beyond their normal work schedule without advance approval from their supervisor. A nonexempt employee who works overtime without prior approval will be subject to disciplinary action up to and including termination.

Overtime is legally defined as all hours worked in excess of 40 hours in a workweek and is not measured by the day or by the employee's regular work schedule. For the purpose of calculating overtime, a workweek begins at 12:00 a.m. on Sunday and ends at 11:59 p.m. on Saturday.

Nonexempt employees that are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless they work more than 40 hours.

Employees may be compensated for overtime (i.e., hours beyond 40 in a workweek) at time-and-a-half rate with compensatory time off (comp time) or direct pay. The following applies to all nonexempt employees:

- Employees can accumulate up to 60 hours of comp time.
- Comp time must be used in the duty year that it is earned.
- Use of comp time may be at the employee's request with supervisor approval, as workload permits, or at the supervisor's direction.

- An employee is required to use comp time before using available paid leave (e.g., sick, personal, vacation).
- Weekly time records will be maintained on all nonexempt employees for the purpose of wage and salary administration.

Travel Expense Reimbursement

Policy DEE

Before any travel expenses are incurred by an employee, the employee's supervisor and superintendent or superintendent's designee must give approval. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by the district. Employees must submit receipts, to the extent possible, to be reimbursed for allowable expenses other than mileage.

The district will provide transportation for staff development needs, UIL, athletic and academic activities, etc. as needed. Teachers and coaches should seek bus driving capability, certification to assist with the need for qualified drivers.

Transportation for buses and other vehicle requests may be accessed at the district's website www.devineisd.org (see *For Employees*) and should be made at least 7 days prior to each trip.

Mileage:

For travel/mileage reimbursement, employees should use a Travel Requisition and Reimbursement Form found on the district's website, www.devineisd.org, (see *Our Departments>Business Office*).

Employees claiming reimbursement for travel/mileage in their personal vehicle, can claim the current per mile, state travel reimbursement, but their reimbursement form must be accompanied with a copy of the district transportation denial response/email. Travel/mileage reimbursement requested following travel, must be submitted within 7 days. If transportation, such as a taxi or shuttle bus is required, employees will be reimbursed at the actual cost. (*Employees must submit receipts to request reimbursement*). Taxi and shuttle reimbursement will not be paid for employees that take their own vehicles.

Lodging and meals:

For lodging and meal expense reimbursement, employees should use Travel Reimbursement and/or Meal Reimbursement forms which can be found at www.devineisd.org under Our Departments> Business Office> Business Office Forms.

Hotel rates for the conference city should be checked at <http://www.gsa.gov/portal/category/100120> before making reservations. The district will pay only up to that amount per person on lodging. Any overage will have to be covered by the employee. Rooms may be shared and the rate doubled. Third party entities such as Travelocity, Expedia, Hotels.com, etc. CANNOT be used to book lodging.

Per Diem Meal rates for the conference city should be checked at <http://www.gsa.gov/portal/category/100120> . Use these rates when completing the Meal Reimbursement Form. Each meal receipt during the travel time will be reimbursed up to that amount. The receipt must be itemized (meals and beverages listed). Summarized receipts will not be reimbursed.

Upon return from a trip, the employee must turn in the following to Central Office within 30 days:

- Provide a conference agenda
- A completed Travel Reimbursement Form, including personal vehicle mileage if school vehicle request was denied. Include mileage documentation (Google maps, MapQuest, etc.)
- A completed Meal Reimbursement Form and all meal receipts. Must be itemized receipt, not summarized. (The itemized receipt has the meals and beverages listed.)
- Hotel bill
- Student signatures, if applicable.

Note:

- The district is not allowed to pay expenses of any kind for an employee's spouse or children.
- If the employee pays for the workshop or conference fees, he/she will be reimbursed at the actual cost (*must have receipts for reimbursement*).
- Telephone calls for personal reasons are not reimbursable.
- The District will not be responsible for such items as entertainment, alcoholic beverages, in-room movies or other personal expenses.

Reference the district's *Financial Manual* at www.devineisd.org for specific procedures and rates for travel, lodging, meals, and airfare.

Health, Dental, and Life Insurance

Policy CRD

Group health insurance coverage is provided through TRS-ActiveCare, the statewide public school employee health insurance program. The district's contribution to employee insurance premiums is determined annually by the board of trustees. Employees eligible for health insurance coverage include the following:

- Employees who are active, contributing TRS members

- Employees who are not contributing TRS members and who are employed for 10 or more regularly scheduled hours per week

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year or when they experience a qualifying event (e.g., marriage, divorce, birth). Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees in a separate booklet. Employees should contact April Hinojosa at 830-851-0706 for more information.

Supplemental Insurance Benefits

Policy CRD

At their own expense, employees may enroll in supplemental insurance programs for life, cancer, income protection plans, and dental. Premiums for these programs can be paid by payroll deduction. Employees should contact April Hinojosa at (830) 851-0706 for more information.

Cafeteria Plan Benefits (Section 125)

Employees may be eligible to participate in the Cafeteria Plan (Section 125) and, under IRS regulations, must either accept or reject this benefit. This plan enables eligible employees to pay certain insurance premiums on a pretax basis (i.e., disability, accidental death and dismemberment, cancer and dread disease, dental, and additional term life insurance). A third-party administrator handles employee claims made on these accounts.

New employees must accept or reject this benefit during their first month of employment. All employees must accept or reject this benefit on an annual basis and during the specified time period.

Workers' Compensation Insurance

Policy CRE

The district, in accordance with state law, provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. The district has workers' compensation coverage from Texas Association of School Boards, effective September 1.

Benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to campus principal, employee's supervisor, and HR at (830) 851-0795. Employees who are unable to work because of a work-related injury will be notified of their rights and responsibilities under the Texas Labor Code. See *Workers' Compensation Benefits*, page for information on use of paid leave for such absences.

Unemployment Compensation Insurance

Policy CRF

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact HR at (830) 851-0795.

Teacher Retirement

All personnel employed on a regular basis for at least four and one-half months are members of the Teacher Retirement System of Texas (TRS). Substitutes not receiving TRS service retirement benefits who work at least 90 days a year are eligible to purchase a year of creditable service in TRS. TRS provides members with an annual statement of their account showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

Employees who plan to retire under TRS should notify April Hinojosa at (830) 851-0706 as soon as possible. Information on the application procedures for TRS benefits is available from TRS at Teacher Retirement System of Texas, 1000 Red River Street, Austin, TX 78701-2698, or call 800-223-8778 or 512-542-6400. TRS information is also available on the web (www.trs.texas.gov). See page  for information on restrictions of employment of retirees in Texas public schools.

Leaves and Absences

Policies DEC, DECA, DECB

The district offers employees paid and unpaid leaves of absence in times of personal need. This handbook describes the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call April Hinojosa at 830-851-0706 for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with the district.

Paid leave must be used in ½ or full-day increments. Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- For positions for which a substitute is normally required, leave shall be recorded in half-day increments, even if a substitute is not employed.
- For positions for which a substitute is not normally required, leave shall be recorded in half-day increments.
- If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.

Earned comp time must be used before any available paid state and local leave. Unless an employee requests a different order, available paid state and local leave will be used in the following order:

- Local leave
- State sick leave accumulated before 1995-96 school year
- State personal leave

Employees must follow district and department or campus procedures to report or request any leave of absence and complete the appropriate form or certification. Any unapproved absences or absences beyond accumulated or available paid leave shall result in deduction from the employee's pay.

If an hourly employee does not report or request leave of absence(s) according to district procedures, the incident is considered a "no call/no show". An employee who is absent for five (5) consecutive days without notice is considered to have abandoned their job and may face disciplinary consequences up to and including termination.

Immediate Family. For purposes of leave other than family and medical leave, immediate family is defined as the following:

- Spouse

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

For purposes of family and medical leave, the definition of family is limited to spouse, parent, son or daughter, and next of kin. The definition of these are found in Policy DECA(LEGAL).

Medical Certification. Any employee, who is absent more than five (5) days because of a personal or family illness, must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and—in the case of personal illness—the employee's fitness to return to work.

The district may require medical certification due to an employee's questionable pattern of absences or when deemed necessary by the supervisor or superintendent. The district may also request medical certification when an employee requests leave under the Family and Medical Leave Act (FMLA) for the employee's serious health condition, a serious health condition of the employee's spouse, parent, or child, or for military caregiver leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits covered employers from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we ask that employees and health care providers do not provide any genetic information in any medical certification. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Continuation of Health Insurance. Employees, on an approved leave of absence other than family and medical leave, may continue their insurance benefits at their own expense. Health insurance benefits for employees on paid leave and leave designated under the FMLA will be paid by the district as they were prior to the leave. Otherwise, the district does not pay any portion of insurance premiums for employees who are on unpaid leave.

Under TRS-Active Care rules, an employee is no longer eligible for insurance through the district after six months of unpaid leave other than FML. If an employee's unpaid leave extends for more than six months, the district will provide the employee with notice of COBRA rights.

Personal Leave

State law entitles all employees to five days of paid personal leave per year. Personal leave is available for use at the beginning of the year. A day of personal leave is equivalent to the number of hours per day in an employee's usual assignment, whether full-time or part-time. State personal leave accumulates without limit, is transferable to other Texas school districts, and generally transfers to education service centers. Personal leave may be used for two general purposes: nondiscretionary and discretionary.

Nondiscretionary. Leave taken for personal or family illness, family emergency, a death in the family, or active military service is considered nondiscretionary leave. Reasons for this type of leave allow very little, if any, advance planning. Nondiscretionary may be used in the same manner as state sick leave.

Discretionary. Leave taken at an employee's discretion that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a request to his or her principal or supervisor three (3) days in advance of the anticipated absence. The effect of the employee's absence on the educational program or department operations, as well as the availability of substitutes, will be considered by the principal or supervisor.

Leave Proration. If an employee separates from employment with the district before his or her last duty day of the year, or begins employment after the first duty day, state personal leave will be prorated based on the actual time employed. When an employee separates from employment before the last duty day of the school year, the employee's final paycheck will be reduced by the amount of state personal leave the employee used beyond his or her pro rata entitlement for the school year.

State Sick Leave

State sick leave accumulated before 1995 is available for use and may be transferred to other school districts in Texas. State sick leave may be used for the following reasons only:

- Employee illness
- Illness in the employee's immediate family
- Family emergency (i.e., natural disasters or life-threatening situations)
- Death in the immediate family
- Active military service

Local Leave

Each employee shall earn five workdays of paid local leave per school year in accordance with administrative regulations. Employees in a position normally requiring in excess of 216 days of service in a school year shall earn additional local leave days in accordance with administrative regulations:

- 217 days = one-half leave day
- 226 days = one leave day
- 245 days – two leave days

Local leave shall accumulate without limit.

Local leave shall be used according to the terms and conditions of State Personal Leave.

Each employee may request annual payment for unused local leave to a maximum of two days per year by submitting a written request in accordance with administrative procedures at the rate established by the Board.

Vacation

Policy DED

Each full-time custodial, maintenance, and transportation employee serving in a position normally requiring 245 or more days of service shall be granted five paid vacation days annually after one year of continuous employment in the district and ten workdays of paid vacation annually after two years of continuous employment in the district. All other employees shall not be eligible for vacation.

The department supervisor shall be responsible for scheduling and maintaining all employees' vacation time and shall report this information to the business manager and the superintendent. Use of paid vacation shall not exceed five consecutive workdays. Vacation days shall not be allowed to accumulate for use in the following fiscal year.

Upon any voluntary separation from employment, however, the district shall pay an employee for all available unused vacation days.

Sick Leave Bank (or Pool)

Additional local leave is also provided to eligible employees. An employee who has exhausted all paid leave and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate only local leave for use by the eligible employee. A request for the establishment of a sick leave pool shall be made in writing to the superintendent. No staff member shall be allowed to contribute more than three of his or her local leave days to a pool per school year, and the employee may receive a maximum of 30 days from the pool. [See Sick Leave Pool-- DEC (LOCAL)]

If the employee is unable to submit the request, a member of the employee's family or the

employee's supervisor may submit the request to establish a sick leave pool.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

Unused sick leave pool days shall revert to the donors and shall be divided proportionately among donors according to the amount contributed. Reimbursed days shall be divided in increments of no less than one-half day. No general sick leave pool shall remain in existence.

The superintendent or designee shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;
2. The maximum number of days an employee may donate to a sick leave pool; and
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool.

All decisions regarding the establishment or implementation of the district's sick leave pool may be appealed in accordance with DGBA(LOCAL), beginning with the superintendent or designee.

Annual Payment for Unused Leave

Annual. All employees may request annual reimbursement of unused local leave to a maximum of two days per year by submitting a written request in accordance with administrative procedures at the substitute rate or actual daily rate, whichever is less. Days for which reimbursement is paid shall be deducted from the employee's leave balance.

Upon Retirement. The following provisions shall apply to the reimbursement for local leave earned beginning on the original effective date of this program.

An employee who retires from employment with the district shall be eligible for reimbursement for local leave if the employee uses no more than a total of ten (10) leave days during the school year in which he or she is retiring.

The employee shall be reimbursed for each day of unused local leave at the rate of \$25 for professional employees and \$15 for paraprofessional and auxiliary employees. The rate established by the school board shall be in effect until the board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change. Days for which reimbursement is paid shall be deducted from the employee's leave balance.

Contact April Hinojosa at (830) 851-0706 or Shannon Ramirez at (830) 851-0704 for more information.

Family and Medical Leave Act (FMLA)—General Provisions

The following text is from the federal notice, *Your Employee Rights Under the Family and Medical Leave Act*. Specific information that the district has adopted to implement the FMLA follows this general notice.

What is FMLA leave?

The Family and Medical Leave Act (FMLA) is a federal law that provides eligible employees with **job-protected leave** for qualifying family and medical reasons.

The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA for most employees. Eligible employees can take **up to 12 workweeks** of FMLA leave in a 12-month period for:

- The birth, adoption or foster placement of a child with you,
- Your serious mental or physical health condition that makes you unable to work,
- To care for your spouse, child or parent with a serious mental or physical health condition, and
- Certain qualifying reasons related to the foreign deployment of your spouse, child or parent who is a military servicemember.

An eligible employee who is the spouse, child, parent or next of kin of a covered servicemember with a serious injury or illness **may take up to 26 workweeks** of FMLA leave in a single 12-month period to care for the servicemember.

You have the right to use FMLA leave in **one block of time**. When it is medically necessary or otherwise permitted, you may take FMLA leave **intermittently in separate blocks of time, or on a reduced schedule** by working less hours each day or week. Read Fact Sheet #28M(c) for more information.

FMLA leave is **not paid leave**, but you may choose, or be required by your employer, to use any employer-provided paid leave if your employer's paid leave policy covers the reason for which you need FMLA leave.

Am I eligible to take FMLA leave?

You are an **eligible employee** if *all* of the following apply:

- You work for a covered employer,
- You have worked for your employer at least 12 months,

- You have at least 1,250 hours of service for your employer during the 12 months before your leave, and
- Your employer has at least 50 employees within 75 miles of your work location

Airline flight crew employees have different “hours of service” requirements.

You work for a **covered employer** if **one** of the following applies:

- You work for a private employer that had at least 50 employees during at least 20 workweeks in the current or previous calendar year,
- You work for an elementary or public or private secondary school, or
- You work for a public agency, such as a local, state or federal government agency. Most federal employees are covered by Title II of the FMLA, administered by the Office of Personnel Management

How do I request FMLA leave?

Generally, **to request FMLA leave you *must*:**

- Follow your employer’s normal policies for requesting leave,
- Give notice at least 30 days before your need for FMLA leave, or
- If advance notice is not possible, give notice as soon as possible.

You **do *not* have to share a medical diagnosis** but must provide enough information to your employer so they can determine whether the leave qualifies for FMLA protection. You ***must also inform your employer if FMLA leave was previously taken*** or approved for the same reason when requesting additional leave.

Your **employer *may* request certification** from a health care provider to verify medical leave and may request certification of a qualifying exigency.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

State employees may be subject to certain limitations in pursuit of direct lawsuits regarding leave for their own serious health conditions. Most federal and certain congressional employees are also covered by the law but are subject to the jurisdiction of the U.S. Office of Personnel Management or Congress

What does my employer need to do?

If you are eligible for FMLA leave, your employer **must**:

- Allow you to take job-protected time off work for a qualifying reason,
- Continue your group health plan coverage while you are on leave on the same basis as if you had not taken leave, and
- Allow you to return to the same job, or a virtually identical job with the same pay, benefits and other working conditions, including shift and location, at the end of your leave.

Your **employer cannot interfere with your FMLA rights** or threaten or punish you for exercising your rights under the law. For example, your employer cannot retaliate against you for requesting FMLA leave or cooperating with a WHD investigation.

After becoming aware that your need for leave is for a reason that may qualify under the FMLA, your **employer must confirm whether you are eligible** or not eligible for FMLA leave. If your employer determines that you are eligible, **your employer must notify you in writing**:

- About your FMLA rights and responsibilities, and
- How much of your requested leave, if any, will be FMLA-protected leave.

Where can I find more information?

Call **1-866-487-9243** or visit **dol.gov/fmla** to learn more.

If you believe your rights under the FMLA have been violated, you may file a complaint with WHD or file a private lawsuit against your employer in court. **Scan the QR code to learn about our WHD complaint process.**



Local Procedures for Implementing Family and Medical Leave Provisions

Eligible employees can take up to 12 weeks of unpaid leave in the 12-month period beginning on the first duty day of the school year.

Use of Paid Leave. FML runs concurrently with accrued sick and personal leave, temporary disability leave, compensatory time, assault leave, and absences due to a work-related illness or injury. The district will designate the leave as FML, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses. Spouses who are employed by the district are limited to a combined total of 12 weeks of FML to care for a parent with a serious health condition; or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave. When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. The district does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty. An employee that takes FML due to the employee's own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. When leave is taken for the employee's own serious health condition, the certification must address the employee's ability to perform essential job functions. The district shall provide a list of essential job functions (e.g., job description) to the employee with the FML designation notice to share with the health care provider. Fitness for duty is not required when an employee returns to work following leave to care for a family member with a serious health condition; to care for a child following birth, adoption, or foster care placement; or for qualifying exigency leave.

Reinstatement. An employee returning to work at the end of FML will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FML entitlement, and the district will maintain the employees group health insurance and reinstate the employee at the end of the leave according the procedures outlined in policy (see DECA(LEGAL)).

Failure to Return. If, at the expiration of FML, the employee is able to return to work but chooses not to do so, the district may require the employee to reimburse the district's share of insurance premiums paid during any portion of FML when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from the district, the district may not require the employee to reimburse the district's share of premiums paid.

District Contact. Employees that require FML or have questions should contact HR 851-0795 for details on eligibility, requirements, and limitations.

Temporary Disability Leave

Certified Employees. Any full-time employee whose position requires certification from the State Board for Educator Certification (SBEC) is eligible for temporary disability leave. The purpose of

temporary disability leave is to provide job protection to full-time educators who cannot work for an extended period of time because of a mental or physical disability of a temporary nature. Temporary disability leave must be taken as a continuous block of time. It may not be taken intermittently or on a reduced schedule. Pregnancy and conditions related to pregnancy are treated the same as any other temporary disability.

Employees must request approval for temporary disability leave. An employee's notification of need for extended absence due to the employee's own medical condition shall be accepted as a request for temporary disability leave. The request must be accompanied by a physician's statement confirming the employee's inability to work and estimating a probable date of return. If disability leave is approved, the length of leave is no longer than 180 calendar days.

If an employee is placed on temporary disability leave involuntarily, he or she has the right to request a hearing before the board of trustees. The employee may protest the action and present additional evidence of fitness to work.

When an employee is ready to return to work, the campus principal should be notified at least 30 days in advance. The return-to-work notice must be accompanied by a physician's statement confirming that the employee is able to resume regular duties. Certified employees returning from leave will be reinstated to the school to which they were previously assigned if an appropriate position is available. If an appropriate position is not available, the employee may be assigned to another campus, subject to the approval of the campus principal. If a position is not available before the end of the school year, the employee will be reinstated to a position at the original campus at the beginning of the following school year.

Workers' Compensation Benefits

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven (7) calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or -injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal his or her pre-illness or -injury wage.

Assault Leave

Assault leave provides extended job income and benefits protection to an employee who is injured as the result of a physical assault suffered during the performance of his or her job. An incident involving an assault is a work-related injury and should be immediately reported to campus principal or supervisor.

An injury is treated as an assault if the person causing the injury could be prosecuted for assault or could not be prosecuted only because that person's age or mental capacity renders the person nonresponsible for purposes of criminal liability.

An employee who is physically assaulted at work may take all the leave time medically necessary (up to two years) to recover from the physical injuries he or she sustained. At the request of an employee, the district will immediately assign the employee to assault leave. Days of leave granted under the assault leave provision will not be deducted from accrued personal leave and must be coordinated with workers' compensation benefits. Upon investigation the district may change the assault leave status and charge leave used against the employee's accrued paid leave. The employee's pay will be deducted if accrued paid leave is not available.

Bereavement Leave

DEC (LOCAL)

Use of state leave and/or local sick leave for death in the immediate family shall not exceed five (5) workdays per occurrence, subject to the approval of the district.

Jury Duty

Policies DEC, DG

The district provides paid leave to employees who are summoned to jury duty including service on a grand jury. The district will not discharge, threaten to discharge, intimidate, or coerce any regular employee because of juror or grand juror service or for the employee's attendance or scheduled attendance in connection with the service in any court in the United States. Employees who report to the court for jury duty may keep any compensation the court provides. An employee should report a summons for jury duty to his or her supervisor as soon as it is received and may be required to provide the district a copy of the summons to document the need for leave.

An employee may be required to report back to work as soon as they are released from jury duty. The supervisor may consider the travel time required and the nature of the individual's position when determining the need to report to work. A copy of the release from jury duty or documentation of time spent at the court may be required.

Compliance with a Subpoena

Employees will be paid while on leave to comply with a valid subpoena to appear in a civil, criminal, legislative, or administrative proceeding and will not be required to use personal leave. Employees may be required to submit documentation of their need for leave for court appearances.

Truancy Court Appearances

An employee who is a parent, guardian of a child, or a court-appointed guardian ad litem of a child who is required to miss work to attend a truancy court hearing may use personal leave or compensatory time for the absence. Employees who do not have paid leave available will be docked for any absence required because of the court appearance.

Religious Observance

The district will reasonably accommodate an employee's request for absence for a religious holiday or observance. Accommodations such as changes to work schedules or approving a day of absence will be made unless they pose an undue hardship to the district. The employee may use any accumulated personal leave for this purpose. Employees who have exhausted applicable paid leave may be granted an unpaid day of absence.

Military Leave

Paid Leave for Military Service. Any employee who is a member of the Texas National Guard, Texas State Guard, reserve component of the United States Armed Forces, or a member of a state or federally authorized Urban Search and Rescue Team is entitled to 15 days of paid leave per fiscal year when engaged in authorized training or duty orders by proper authority. An additional seven days of leave per fiscal year are available if called to state active duty in response to a disaster. In addition, an employee is entitled to use available state and local personal or sick leave during a time of active military service.

Reemployment after Military Leave. Employees who leave the district to enter into the United States uniformed services or who are ordered to active duty as a member of the military force of any state (e.g., National or State Guard) may return to employment if they are honorably discharged. Employees who wish to return to the district will be reemployed provided they can be qualified to perform the required duties. Employees returning to work following military leave should contact Todd Grandjean at 830-851-0710. In most cases, the length of federal military service cannot exceed five years.

Continuation of Health Insurance. Employees who perform service in the uniformed services may elect to continue their health plan coverage at their own cost for a period not to exceed 24 months. Employees should contact Shannon Ramirez at (830) 851-0704 for details on eligibility, requirements, and limitations.

Employee Relations and Communications

Employee Recognition and Appreciation

Continuous efforts are made throughout the year to recognize employees who make an extra effort to contribute to the success of the district. Employees are recognized at board meetings, in the district newsletter, and through special events and activities. Recognition and appreciation activities also include recognition of the value of years of service; the district issues an award to each staff member upon reaching five (5) years, then every five years thereafter. The staff is recognized at the End-of-Year Employee Recognition Program.

District Communications

Throughout the school year, the Devine Central Office publishes newsletters, brochures, fliers, emails, calendars, news releases, and other communication materials. These publications offer employees and the community information pertaining to school activities and achievements. They will be published on www.devineisd.org, the DEVINE ISD Facebook page, the DEVINE ISD Parent and Family Engagement page, and campus Facebook pages.

Complaints and Grievances

Policy DGBA

In an effort to hear and resolve employee concerns or complaints in a timely manner and at the lowest administrative level possible, the board has adopted an orderly grievance process. Employees are encouraged to discuss their concerns or complaints with their supervisors or an appropriate administrator at any time.

The formal process provides all employees with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the board of trustees. For ease of reference, the district's policy concerning the process of bringing concerns and complaints is reprinted as follows:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=DGBA#localTabContent>

Employee Conduct and Welfare

Standards of Conduct

Policy DH

All employees are expected to work together in a cooperative spirit to serve the best interests of the district and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Maintain confidentiality in all matters relating to students and coworkers.
- Report to work according to the assigned schedule.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action up to and including termination.
- Know and comply with department and district policies and procedures.
- Express concerns, complaints, or criticism through appropriate channels.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Use district time, funds, and property for authorized district business and activities only.

All district employees should perform their duties in accordance with state and federal law, district policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines, including intentionally making a false claim, offering false statements, or refusing to cooperate with a district investigation may result in disciplinary action, up to and including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the superintendent knew of the incident. See *Reports to the Texas Education Agency*, page for additional information.

The *Educators' Code of Ethics*, adopted by the State Board for Educator Certification, which all district employees must adhere to, is reprinted below:

Texas Educators' Code of Ethics

Purpose and Scope

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. (19 TAC 247.1(b))

Enforceable Standards

1. Professional Ethical Conduct, Practices, and Performance

Standard 1.1 The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

Standard 1.2 The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

Standard 1.3 The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

Standard 1.4 The educator shall not use institutional or professional privileges for personal or partisan advantage.

Standard 1.5 The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

Standard 1.6 The educator shall not falsify records, or direct or coerce others to do so.

Standard 1.7 The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

Standard 1.8 The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

Standard 1.9 The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

Standard 1.10 The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

Standard 1.11 The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

Standard 1.12 The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs and toxic inhalants.

Standard 1.13 The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

2. Ethical Conduct toward Professional Colleagues

Standard 2.1 The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

Standard 2.2 The educator shall not harm others by knowingly making false statements about a colleague or the school system.

Standard 2.3 The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

Standard 2.4 The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

Standard 2.5 The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

Standard 2.6 The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

Standard 2.7 The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

Standard 2.8 The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

3. Ethical Conduct toward Students

Standard 3.1 The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

Standard 3.2 The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

Standard 3.3 The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

Standard 3.4 The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

Standard 3.5 The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

Standard 3.6 The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

Standard 3.7 The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

Standard 3.8 The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

Standard 3.9 The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and

- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

Discrimination, Harassment, and Retaliation

Policies DH, DIA

Employees shall not engage in prohibited harassment, including sexual harassment, of other employees, unpaid interns, student teachers, or students. While acting in the course of their employment, employees shall not engage in prohibited harassment of other persons including board members, vendors, contractors, volunteers, or parents. A substantiated charge of harassment will result in disciplinary action up to and including termination.

Individuals who believe they have been discriminated or retaliated against or harassed are encouraged to promptly report such incidents to the campus principal, supervisor, or appropriate district official. If the campus principal, supervisor, or district official is the subject of a complaint, the complaint should be made directly to the superintendent. A complaint against the superintendent may be made directly to the board.

Any district employee who believes that he or she has experienced prohibited conduct based on sex, including sexual harassment, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, the campus principal, the Title IX coordinator, or the superintendent. The district's Title IX coordinator's name and contact information is listed in the Equal Employment Opportunity section of this handbook.

The district's policy that includes definitions and procedures for reporting and investigating discrimination, harassment, and retaliation is reprinted below:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=DIA#localTabContent>

Harassment of Students

Policies DF, DH, DHB, FFG, FFH, FFI

Sexual and other harassment of students by employees are forms of discrimination and are prohibited by law. Romantic or inappropriate social relationships between students and district employees are prohibited.

Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the campus principal or other appropriate district official. Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct based on sex, including sexual harassment, of a student shall immediately notify the district's Title IX coordinator, the ADA/Section 504 coordinator, or superintendent and take any other steps required by district policy.

All allegations of prohibited harassment of a student by an employee or adult will be reported to the student's parents and promptly investigated. An employee who knows of or has reasonable cause to believe that child abuse or neglect occurred must also report his or her knowledge or suspicion to the appropriate authorities, as required by law. See *Reporting Suspected Child Abuse*, page [redacted] and *Bullying*, page [redacted] for additional information.

The district's policy that includes definitions and procedures for reporting and investigating harassment of students is reprinted below:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=DHB#legalTabContent>

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=DF#legalTabContent>

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFH#localTabContent>

Reporting Suspected Child Abuse

Policies DG, FFG, GRA

All employees with reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect, as defined by Texas Family Code §261.001, are required by state law to make a report to a law enforcement agency, Child Protective Services (CPS), or appropriate state agency (e.g., state agency operating, licensing, certifying, or registering the facility) within 48 hours of the event that led to the suspicion. Alleged abuse or neglect involving a person responsible for the care, custody, or welfare of the child (including a teacher) must be reported to CPS.

Employees are also required to make a report if they have reasonable cause to believe that an adult was a victim of abuse or neglect as a child and they determine in good faith that the disclosure of the information is necessary to protect the health and safety of another child, elderly person, or person with a disability.

Reports to Child Protective Services can be made Online at

<https://www.txabusehotline.org/Login/Default.aspx> or to the Texas Abuse Hotline (800-252-5400).

State law specifies that an employee may not delegate to or rely on another person or administrator to make the report.

Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. In addition, the district is prohibited from taking an adverse employment action against a certified or licensed professional who, in good faith, reports child abuse or neglect or who participates in an investigation regarding an allegation of child abuse or neglect.

An employee's failure to make the required report may result in prosecution as a Class A misdemeanor. The offense of failure to report by a professional may be a state jail felony if it is shown the individual intended to conceal the abuse or neglect. In addition, a certified employee's failure to report may result in disciplinary procedures by SBEC for a violation of the Texas Educators' Code of Ethics.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the campus principal. This includes students with disabilities who are no longer minors. Employees are not required to report their concern to the principal before making a report to the appropriate agency.

Reporting the concern to the principal does not relieve the employee of the requirement to report it to the appropriate state agency. In addition, employees must cooperate with investigators of child abuse and neglect. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited.

Sexual Abuse and Maltreatment of Children

The district has established a plan for addressing sexual abuse and other maltreatment of children, which may be accessed at www.devineisd.org. As an employee, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused or maltreated. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Maltreatment is defined as abuse or neglect. Anyone who has reasonable cause to believe that a child has been or may be abused or neglected has a legal responsibility under state law for reporting the suspected abuse or neglect following the procedures described above in *Reporting Suspected Child Abuse*.

Reporting Crime

Policy DG

The Texas Whistleblower Act protects district employees who make good faith reports of violations of law by the district to an appropriate law enforcement authority. The district is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against, an employee who makes a report under the Act. State law also provides employees with the right to report a crime witnessed at the school to any peace officer with authority to investigate the crime.

Scope and Sequence

Policy DG

If a teacher determines that students need more or less time in a specific area to demonstrate proficiency in the Texas Essential Knowledge and Skills (TEKS) for that subject and grade level, the district will not penalize the teacher for not following the district's scope and sequence.

The district may take appropriate action if a teacher does not follow the district's scope and sequence based on documented evidence of a deficiency in classroom instruction. This documentation can be obtained through observation or substantiated and documented third-party information.

Technology Resources

Policy CQ

The district's technology resources, including its networks, computer systems, email accounts, devices connected to its networks, and all district-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use is permitted if the use:

- Imposes no tangible cost to the district.
- Does not unduly burden the district's technology resources.
- Has no adverse effect on job performance or on a student's academic performance.

Electronic mail transmissions and other use of the technology resources are not confidential and can be monitored at any time to ensure appropriate use.

Employees are required to abide by the provisions of the district's acceptable use agreement and administrative procedures. Failure to do so can result in suspension of access or termination of privileges and may lead to disciplinary and/or legal action. Employees with questions about computer use and data management can contact Jesse Hinojosa at (830) 851- 0708..

Personal Use of Electronic Communications

Policy CQ, DH

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (email), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram, SnapChat). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. Employees will be held to the same professional standards in their public use of electronic communications as they are for any other public conduct. If an employee's use of electronic communications interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the

employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic communications for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business unless the employee first obtains written approval from the employee's immediate supervisor. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records. [See Policy FL]
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law. [See DH(EXHIBIT)]
 - Confidentiality of district records, including educator evaluations and private email addresses. [See Policy GBA]
 - Copyright law [See Policy CY]
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system. [See DH(EXHIBIT)]

See *Electronic Communications between Employees, Students, and Parents*, below, for regulations on employee communication with students through electronic media.

Electronic Communications between Employees, Students, and Parents

Policy DH

A certified or licensed employee, or any other employee designated in writing by the superintendent or a campus principal, may use electronic communications with students who are currently enrolled in the district. The employee must comply with the provisions outlined below. Electronic communications between all other employees and students who are enrolled in the district are prohibited. Employees are not required to provide students with their personal phone number or email address.

An employee is not subject to the provisions regarding electronic communications with a student to the extent the employee has a social or family relationship with a student. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, or religious organization. An employee who claims an exception based on a social relationship shall provide written consent from the student's parent. The written consent shall include an acknowledgement by the parent that:

- The employee has provided the parent with a copy of this protocol;
- The employee and the student have a social relationship outside of school;
- The parent understands that the employee's communications with the student are excepted from district regulation; and
- The parent is solely responsible for monitoring electronic communications between the employee and the student.

The following definitions apply for the use of electronic media with students:

- *Electronic communications* means any communication facilitated by the use of any electronic device, including a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. The term includes email, text messages, instant messages, and any communication made through an Internet website, including a social media website or a social networking website.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee's personal social network page or a blog) is not a *communication*; however, the employee may be subject to district regulations on personal electronic communications. See *Personal Use of Electronic Media*, above. Unsolicited contact from a student through electronic means is not a *communication*.
- *Certified or licensed employee* means a person employed in a position requiring SBEC certification or a professional license, and whose job duties may require the employee to

communicate electronically with students. The term includes classroom teachers, counselors, principals, librarians, paraprofessionals, nurses, educational diagnosticians, licensed therapists, and athletic trainers.

An employee who communicates electronically with students shall observe the following:

- The employee is prohibited from knowingly communicating with students using any form of electronic communications, including mobile and web applications, that are not provided or accessible by the district unless a specific exception is noted below.
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
 - The employee shall include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message;
 - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; or
 - For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee's district email address.
- The employee shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity).
- The employee is prohibited from knowingly communicating with students through a personal social network page; the employee must create a separate social network page ("professional page") for the purpose of communicating with students. The employee must enable administration and parents to access the employee's professional page.
- The employee shall not communicate directly with any student between the hours of 8 p.m. and 7 a.m. An employee may, however, make public posts to a social network site, blog, or similar application at any time.
- The employee does not have a right to privacy with respect to communications with students and parents.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics including:

- Compliance with the Public Information Act and the Family Educational Rights and Privacy Act (FERPA), including retention and confidentiality of student records. [See Policies CPC and FL]
 - Copyright law [Policy CY]
 - Prohibitions against soliciting or engaging in sexual conduct or a romantic relationship with a student. [See Policy DH]
- Upon request from administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with one or more currently-enrolled students.
 - Upon written request from a parent or student, the employee shall discontinue communicating with the student through email, text messaging, instant messaging, or any other form of one-to-one communication.
 - An employee may request an exception from one or more of the limitations above by submitting a written request to his or her immediate supervisor.
 - All staff are required to use school email accounts for all electronic communications with parents. Communication about school issues through personal email accounts or text messages are not allowed as they cannot be preserved in accordance with the district's record retention policy.
 - An employee shall notify his or supervisor in writing within one business day if a student engages in an improper electronic communication with the employee. The employee should describe the form and content of the electronic communication.

Public Information on Private Devices

Policy DH, GB

Employees should not maintain district information on privately owned devices. Any district information must be forwarded or transferred to the district to be preserved. The district will take reasonable efforts to obtain public information in compliance with the Public Information Act. Reasonable efforts may include:

- Verbal or written directive
- Remote access to district-owned devices and services

Criminal History Background Checks

Policy DBAA

Employees may be subject to a review of their criminal history record information at any time during employment. National criminal history checks based on an individual's fingerprints, photo, and other identification will be conducted on certain employees and entered into the Texas Department of Public Safety (DPS) Clearinghouse. This database provides the district and SBEC with access to an employee's current national criminal history and updates to the employee's subsequent criminal history.

Employee Arrests and Convictions

Policy DH, DHB, DHC

An employee must notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of any felony, and any of the other offenses listed below:

- Crimes involving school property or funds
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator
- Crimes that occur wholly or in part on school property or at a school-sponsored activity
- Crimes involving moral turpitude

Moral turpitude includes the following:

- Dishonesty
- Fraud
- Deceit
- Theft
- Misrepresentation
- Deliberate violence
- Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor
- Crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance
- Felonies involving driving while intoxicated (DWI)

- Acts constituting abuse or neglect under the Texas Family Code.

If an educator is arrested or criminally charged, the superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

Certified Employees. The superintendent and directors are required to report the misconduct or criminal history of a certified employee or individual applying for certification or permit to TEA Division of Educator Investigations. Information about misconduct or allegations of misconduct of a certified employee obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abused or otherwise committed an unlawful act with a student or minor
- Possessed, transferred, sold, or distributed a controlled substance
- Illegally transferred, appropriated, or expended school property or funds
- Attempted by fraudulent means to obtain or alter any certificate or permit to gain employment or additional compensation
- Committed a criminal offense on school property or at a school-sponsored event, or
- Solicited or engaged in sexual conduct or a romantic relationship with a student or minor

Uncertified Employees. Misconduct or criminal history of an uncertified employee also must be reported to TEA. Information about misconduct or the allegations of misconduct obtained by a means other than the criminal history clearinghouse that results in termination, resignation, or criminal history (e.g., arrest, indictment, prosecution, conviction, or other disposition by the criminal justice system, including probation and deferred adjudication) will be reported to TEA.

Misconduct or allegations of misconduct include:

- Abuse or unlawful act with a student or minor, or
- Involvement in a romantic relationship with or solicited or engaged in sexual contact with a student or minor

Alcohol and Drug-Abuse Prevention

Policy DH

Devine ISD is committed to maintaining an alcohol- and drug-free environment and will not tolerate the use of alcohol and illegal drugs in the workplace and at school-related or school-sanctioned activities on or off school property. Employees who use or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours may be dismissed. The district's policy regarding employee drug use follows:

<https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=DH#localTabContent>

Tobacco and Nicotine Products and E-Cigarette Use

Policies DH, FNCD, GKA

State law prohibits smoking, using tobacco and nicotine products, or e-cigarettes on all district-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of district-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in all school buildings.

Employees are prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on school property or while attending an off-campus school-related activity. Exceptions may be made for smoking cessation products with supervisor approval.

Fraud and Financial Impropriety

Policy CAA

All employees should act with integrity and diligence in duties involving the district's financial resources. The district prohibits fraud and financial impropriety, as defined below. Fraud and financial impropriety include the following:

- Forgery or unauthorized alteration of any document or account belonging to the district
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, securities, supplies, or other district assets including employee time
- Impropriety in the handling of money or reporting of district financial transactions
- Profiteering as a result of insider knowledge of district information or activities
- Unauthorized disclosure of confidential or proprietary information to outside parties

- Unauthorized disclosure of investment activities engaged in or contemplated by the district
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the district, except as otherwise permitted by law or district policy
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment
- Failing to provide financial records required by federal, state, or local entities
- Failure to disclose conflicts of interest as required by law or district policy
- Any other dishonest act regarding the finances of the district
- Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards

Conflict of Interest

Policy CB, DBD

Employees are required to disclose in writing to the district any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of the district. This includes the following:

- A personal financial interest
- A business interest
- Any other obligation or relationship
- Non-school employment

Employees should contact their supervisor for additional information.

Gifts and Favors

Policy DBD

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties. The acceptance of a gift, favor, or service by an administrator or teacher that might reasonably tend to influence the selection of textbooks, electronic textbooks, instructional materials or technological equipment may result in prosecution of a Class B misdemeanor offense. This does not include staff development, teacher training, or instructional materials such as maps or worksheets that convey information to students or contribute to the learning process.

Copyrighted Materials

Policy CY

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

Policy DGA

The district will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

An individual's employment will not be affected by membership or a decision not to be a member of any employee organization that exists for the purpose of dealing with employers concerning grievances, labor disputes, wages, rates of pay, hours of employment, or conditions of work. Use of district resources including work time for political activities is prohibited.

The district encourages personal participation in the political process, including voting. Employees who need to be absent from work to vote during the early voting period or on election day must communicate with their immediate supervisor prior to the absence.

Charitable Contributions

Policy DG

The Board or any employee may not directly or indirectly require or coerce an employee to make a contribution to a charitable organization or in response to a fundraiser. Employees cannot be required to attend a meeting called for the purpose of soliciting charitable contributions. In addition, the Board or any employee may not directly or indirectly require or coerce an employee to refrain from making a contribution to a charitable organization or in response to a fundraiser or attending a meeting called for the purpose of soliciting charitable contributions.

Safety and Security

Policy CK series

The district has developed and promotes a comprehensive program to ensure the safety and security of its employees, students, and visitors. The safety and security program includes written guidelines

and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. See Emergencies on page  for additional information.

Employees must follow established protocols and response to emergencies for each campus and department. Refer to written security procedures specific to your location and work area.

To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve district equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

While driving on district business, employees are required to abide by all state and local traffic laws. Employees driving on district business are prohibited from texting and using other electronic devices that require both visual and manual attention while the vehicle is in motion. Employees will exercise care and sound judgment on whether to use hands-free technology while the vehicle is in motion.

Employees with questions or concerns relating to safety programs and issues can contact Todd Grandjean at 830-851-0710.

Possession of Firearms and Weapons

Policies DH, FNCG, GKA

Employees, visitors, and students, including those with a license to carry a handgun, are prohibited from bringing firearms, knives, clubs, or other prohibited weapons onto school premises (i.e., building or portion of a building) or any grounds or building where a school-sponsored activity takes place. A person, including an employee, who holds a license to carry a handgun may transport or store a handgun or other firearm or ammunition in a locked vehicle in a parking lot, garage, or other district provided parking area, provided the handgun or firearm or ammunition is properly stored, and not in plain view. To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy should report it to their supervisor or call Central Office at 830-851-0795 immediately.

Visitors in the Workplace

Policy GKC

All visitors are expected to enter any district facility through the main entrance and sign in or report to the building's main office. Authorized visitors will receive directions or be escorted to their destination.

Employees who observe an unauthorized individual on the district premises should immediately direct him or her to the building office or contact the administrator in charge.

Asbestos Management Plan

Policy CSC

The district is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for each school. A copy of the district's management plan is kept in the Devine ISD Central Office and is available for inspection during normal business hours.

Pest Control Treatment

Policies CLB, DI

Employees are prohibited from applying any pesticide or herbicide without appropriate training and prior approval of the integrated pest management (IPM) coordinator. Any application of pesticide or herbicide must be done in a manner prescribed by law and the district's integrated pest management program.

Notices of planned pest control treatment will be posted in a district building 48 hours before the treatment begins. Notices are generally located at the front entrances to the buildings. In addition, individual employees may request in writing to be notified of pesticide applications. An employee who requests individualized notice will be notified by telephone, written, or electric means. Pest control information sheets are available from campus principals or facility managers upon request.

Employee Dress

We will have business casual five days a week. This is what that means:

- Jeans may be worn five days a week.
- Tennis shoes may be worn five days a week.
- We will wear district shirts on Mondays.
- Spirit shirts are appropriate on Fridays.
- On the first Wednesday of each month, college shirts are appropriate.
- For those who contribute at least \$5 to DEF, that shirt may be worn on the last Wednesday of each month.
- On the other days of the week, jeans may be worn with blouses, shirts, polo shirts etc. (no t-shirts), unless otherwise designated by the campus principal.

General Procedures

Emergency School Closing

The district may close schools because of severe weather, epidemics, or other emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning the closing of the district's facilities. When it becomes necessary to open late, to release students early, or to cancel school, district officials will post a notice on the district's website and notify the following radio and television stations:

Radio KTSA 550 AM
KTFM 101.9 FM
KONO 101.1 FM

TV KENS 5 CBS
KSAT 12 ABC
WOAI 4 NBC
KABB 29 FOX

Emergencies

Policies CKC, CKD

All employees should be familiar with the safety procedures for responding to emergencies, including a medical emergency. Employees should locate evacuation diagrams posted in their work areas and be familiar with shelter in place, lockout, and lockdown procedures. Emergency drills will be conducted to familiarize employees and students with safety and evacuation procedures. Each campus is equipped with an automatic external defibrillator. Fire extinguishers are located throughout all district buildings. Employees should know the location of these devices and procedures for their use.

Purchasing Procedures

Policy CH

All requests for purchases must be submitted to the Devine ISD Business Department on an official district purchase order (PO) form with the appropriate approval signatures. No purchases, charges, or commitments to buy goods or services for the district can be made without a PO number. The district will not reimburse employees or assume responsibility for purchases made without authorization. Employees are not permitted to purchase supplies or equipment for personal use through the district's business office. Contact Cindy Zuercher at 830-851-0718 for additional information on purchasing procedures.

Name and Address Changes

It is important that employment records be kept up to date. Employees must notify the Devine ISD Central Office if there are any changes or corrections to their name, home address, contact telephone number, marital status, emergency contact, or beneficiary. The form to process a change in personal information can be obtained from Irma Hernandez at 830-851-0705.

Personnel Records

Policy DBA, GBA

Most district records, including personnel records, are public information and must be released upon request. In most cases, an employee's personal email address is confidential and may not be released without the employee's permission.

Employees may choose to have the following personal information withheld:

- Address
- Phone number, including personal cell phone number
- Emergency contact information
- Information that reveals whether they have family members

The choice to not allow public access to this information or change an existing choice may be made at any time by submitting a written request to Irma Hernandez. New or terminated employees have 14 days after hire or termination to submit a request. Otherwise, personal information may be released to the public until a request to withhold the information is submitted or another exception for release of information under law applies. An employee is responsible for notifying the district if he or she is subject to any exception for disclosure of personal or confidential information.

Facility Use

Policies DGA, GKD

Employees who wish to use district facilities after school hours must follow established procedures. The campus principal is responsible for scheduling the use of facilities after school hours. Contact Frances Allen at 830-851-0753 to request to use school facilities and to obtain information on the fees charged.

Termination of Employment

Resignations

Policy DFE, DHB

Contract Employees. Contract employees may resign their position without penalty at the end of any school year if written notice is received at least 45 days before the first day of instruction of the following school year. A written notice of resignation should be submitted to the superintendent or other persons designated by the board of trustees, which includes the superintendent or designee. Supervisors who have not been designated by the board to accept resignations shall instruct the employee to submit the resignation to the superintendent or other person designated by board action.

Contract employees may resign at any other time only with the approval of the superintendent or the board of trustees. Resignation without consent may result in disciplinary action by the State Board for Educator Certification (SBEC).

The principal is required to notify the superintendent of an educator's resignation within seven business days following an alleged incident of misconduct for any of the acts listed in *Reports to Texas Education Agency* on page [REDACTED]. The superintendent will notify SBEC when an employee resigns and there is evidence to indicate that the employee has engaged in such misconduct.

Noncontract Employees. Noncontract employees may resign their position at any time. A written notice of resignation should be submitted to the supervisor at least two weeks prior to the effective date. Employees are encouraged to include the reasons for leaving in the letter of resignation but are not required to do so.

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or of knowing about an employee's resignation or termination following an alleged incident of misconduct described above.

Dismissal or Nonrenewal of Contract Employees

Policies DF Series, DHB

Employees on probationary, term, and continuing contracts can be dismissed during the school year according to the procedures outlined in district policies. Employees on probationary or term contracts can be nonrenewed at the end of the contract term. Contract employees dismissed during the school year, suspended without pay, or subject to a reduction in force are entitled to receive notice of the recommended action, an explanation of the charges against them, and an opportunity for a hearing. The timelines and procedures to be followed when a suspension, termination, or nonrenewal occurs will be provided when a written notice is given to an employee.

The principal is required to notify the superintendent of an educator's termination within seven business days following an alleged incident of misconduct for any of the acts listed in Reports to Texas Education Agency on page _____. The superintendent will notify SBEC when an employee is terminated and there is evidence to indicate that the employee has engaged in such misconduct.

Advance notification requirements do not apply when a contract employee is dismissed for failing to obtain or maintain appropriate certification or when the employee's certification is revoked for misconduct. Information on the timelines and procedures can be found in the DF series policies that are provided to employees or are available Online.

Dismissal of Noncontract Employees

Policies DCD, DP

Noncontract employees are employed at will and may be dismissed without notice, a description of the reasons for dismissal, or a hearing. It is unlawful for the district to dismiss any employee for reasons of race, color, religion, sex, national origin, age, disability, military status, genetic information, any other basis protected by law, or in retaliation for the exercise of certain protected legal rights. Noncontract employees who are dismissed have the right to grieve the termination. The dismissed employee must follow the district process outlined in this handbook when pursuing the grievance. (See *Complaints and Grievances*, page [REDACTED].)

The principal is required to notify the superintendent of a noncertified employee's resignation or termination within seven business days following an alleged incident of misconduct of abuse of a student, or was involved in a romantic relationship with or solicited or engaged in sexual conduct with a student or minor. The superintendent will notify TEA within seven business days of receiving a report from a principal, or knew about an employee's resignation or termination following an alleged incident of misconduct described above.

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of or placed on deferred adjudication community supervision for an offense requiring the registration as a sex offender or convicted of a felony under Title 5 Penal Code if the victim was a minor.

If the offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback on his or her employment experience. All district keys, books, property, including intellectual property, and equipment must be returned upon separation from employment.

Reports to Texas Education Agency

Policies DF, DHB, DHC

Certified Employees. The resignation or termination of a certified employee must be reported to the Division of Investigations at TEA if there is evidence that the employee was involved in any of the following:

- Any form of sexual or physical abuse of a minor, or any other unlawful conduct with a student or a minor
- Soliciting or engaging in sexual contact or a romantic relationship with a student or minor
- The possession, transfer, sale, or distribution of a controlled substance
- The illegal transfer, appropriation, or expenditure of district or school property or funds
- An attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit for the purpose of promotion or additional compensation
- Committing a criminal offense or any part of a criminal offense on district property or at a school-sponsored event.

The reporting requirements above are in addition to the superintendent's ongoing duty to notify TEA when a certified employee or an applicant for certification has a reported criminal history or engaged in conduct violating the assessment security procedures established under TEC §39.0301. "Reported criminal history" means any formal criminal justice system charges and dispositions including arrests, detentions, indictments, criminal information, convictions, deferred adjudications, and probations in any state or federal jurisdiction that is obtained by a means other than the Fingerprint-based Applicant Clearinghouse of Texas (FACT).

Noncertified Employees. The voluntary or involuntary separation of a noncertified employee from the district must be reported to the Division of Investigations at TEA by the superintendent if there is evidence the employee abused or otherwise committed an unlawful act with a student or minor, was

involved in a romantic relationship with a student or minor, or solicited or engaged in sexual contact with a student or minor.

Reports Concerning Court-Ordered Withholding

The district is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance. Notice of the following must be sent to the support recipient and the court or, in the case of child support, the Texas Attorney General Child Support Division:

- Termination of employment not later than the seventh day after the date of termination
- Employee's last known address
- Name and address of the employee's new employer, if known

Student Issues

Equal Educational Opportunities

Policies FB, FFH

In an effort to promote nondiscrimination and as required by law, Devine ISD does not discriminate on the basis of race, color, religion, national origin, age, sex, or disability in providing education services, activities, and programs, including Career and Technical Education (CTE) programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Questions or concerns about discrimination against students based on sex, including sexual harassment should be directed to *Dawn Schneider, Director of Student Services 605 W. Hondo Devine, Tx 78016, dawn.schneider@devineisd.org, and (830) 851-0795*, the district Title IX coordinator for students. Questions or concerns about discrimination on the basis of a disability should be directed to *Jenni Hagdorn, Director of Special Populations, 205 W. College Devine, Tx 78016, jenni.hagdorn@devineisd.org, and (830) 851-0726* the district ADA/Section 504 coordinator for students. All other questions or concerns relating to discrimination based on any other reasons should be directed to the Superintendent.

Student Records

Policy FL

Student records are confidential and are protected from unauthorized inspection or use. Employees should take precautions to maintain the confidentiality of all student records. The following people are the only people who have general access to a student's records:

- Parents: Married, separated, or divorced unless parental rights have been legally terminated and the school has been given a copy of the court order terminating parental rights
- The student: The rights of parents transfer to a student who turns 18 or is enrolled in an institution of post-secondary education. A district is not prohibited from granting the student access to the student's records before this time.
- School officials with legitimate educational interests

The student handbook provides parents and students with detailed information on student records. Parents or students who want to review student records should be directed to the campus principal for assistance.

Parent and Student Complaints

Policy FNG

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the board has adopted orderly processes for handling complaints on different issues. Any campus office or the superintendent's office can provide parents and students with information on filing a complaint.

Parents are encouraged to discuss problems or complaints with the teacher or the appropriate administrator at any time. Parents and students with complaints that cannot be resolved to their satisfaction should be directed to the campus principal. The formal complaint process provides parents and students with an opportunity to be heard up to the highest level of management if they are dissatisfied with a principal's response.

Administering Medication to Students

Policy FFAC, FFAF

Only designated employees may administer prescription medication, nonprescription medication, and herbal or dietary supplements to students. Exceptions apply to the administration of medication for respiratory distress, medication for anaphylaxis (e.g., EpiPen®), opioid antagonists, and medication for diabetes management, if the medication is administered in accordance with district policy and procedures. A student who must take any other medication during the school day must bring a written request from his or her parent and the medicine in its original, properly labeled container. Contact the principal or school nurse for information on procedures that must be followed when administering medication to students.

Dietary Supplements

Policies DH, FFAC

District employees are prohibited by state law from knowingly selling, marketing, or distributing a dietary supplement that contains performance-enhancing compounds to a student with whom the employee has contact as part of his or her school district duties. In addition, employees may not knowingly endorse or suggest the ingestion, intranasal application, or inhalation of a performance-enhancing dietary supplement to any student.

Psychotropic Drugs

Policy FFAC

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

District employees are prohibited by state law from doing the following:

- Recommending that a student use a psychotropic drug
- Suggesting a particular diagnosis
- Excluding from class or school-related activity a student whose parent refuses to consent to a psychiatric evaluation or to authorize the administration of a psychotropic drug to a student

Student Conduct and Discipline

Policies in the FN series and FO series

Students are expected to follow the classroom rules, campus rules, and rules listed in the Student Handbook and Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by the district. Other employees that have concerns about a particular student's conduct should contact the classroom teacher or campus principal.

Student Attendance

Policy FEB

Teachers and staff should be familiar with the district's policies and procedures for attendance accounting. These procedures require minor students to have parental consent before they are allowed to leave campus. When absent from school, the student upon returning to school, must complete check-in at the campus office. These requirements are addressed in campus training and in the student handbook. Contact the campus principal for additional information.

Bullying

Policy FFI

Bullying is defined by §TEC 37.0832. All employees are required to report student complaints of bullying, including cyberbullying, to their supervisor, or the campus principal. The district's policy includes definitions and procedures for reporting and investigating bullying of students and is available at this link: <https://pol.tasb.org/PolicyOnline/PolicyDetails?key=879&code=FFI#localTabContent>

Hazing

Policy FNCC

Students must have prior approval from the principal or designee for any type of “initiation rites” of a school club or organization. While most initiation rites are permissible, engaging in or permitting “hazing” is a criminal offense. Any teacher, administrator, or employee who observes a student engaged in any form of hazing, who has reason to know or suspect that a student intends to engage in hazing, or has engaged in hazing must report that fact or suspicion to the designated campus administrator.

Index

- Administering medication, 64
- Administration, 8
- Alcohol and drug
 - abuse prevention, 51
 - testing, 12
- Arrests and convictions, 49
- Asbestos management plan, 55
- Assault leave, 31
- Associations and political activities, 53
- At-will employment, 11
- Automatic payroll deposits, 17
- Background checks, 49
- Bad weather closing, 57
- Benefits
 - cafeteria plan, 21
 - health insurance, 20
 - leave, 23
 - retirement, 22
 - supplemental insurance, 20
 - workers' compensation, 21, 31
- Bereavement leave, 32
- Board of Trustees
 - information, 7
 - meeting schedule, 8
 - members, 7
- Breaks, 14
- Breast milk, 14
- Bullying, 65
- Cafeteria plan benefits, 21
- Certification
 - health and safety training, 13
 - maintaining, 11
 - parent notification, 15
- Change of address, 57
- Charitable contributions, 54
- Child abuse
 - reporting, 42
 - sexual, 43
- Code of ethics, 38
- Committees, 16
- Compensation, 17
- Complaints
 - employee, 36
 - parent and student, 64
- Compliance coordinators, 9, 63
- Compliance with a subpoena, 32
- Conduct and welfare, 37
- Conflict of interest, 52
- Contract
 - employment, 10
 - noncertified employees, 10
 - nonrenewal, 59
- Copyright materials, 53
- Court appearances, 32
- Court-ordered withholding, 62
- Crime reporting, 43
- Criminal history, 49
- Dietary supplements, 64
- Directories
 - helpful contacts, 8
 - school, 8
- Discrimination
 - employee, 41
 - student, 63
- Dismissal
 - contract employees, 59
 - noncontract employees, 59
- District
 - communications, 35
 - description, 7
 - information, 7
 - map, 7
 - mission statement, 7
- Drug
 - abuse prevention, 51
 - psychotropic, 65
 - testing, 12
- E-cigarettes, 51

Electronic communications, 44, 46

Emergencies, 57

Employee

- conduct and welfare, 37
- involvement, 16
- recognition, 35

Employment

- after retirement, 10
- at-will, 11
- authorization documents, 11
- contract, 10
- noncontract, 10
- outside, 15

Equal opportunity

- educational, 63
- employment, 9

Every Student Succeeds Act, 15

Exit interviews, 61

Facility use, 58

Family and medical leave, 26

Firearms, 55

Form I-9, 11

Fraud, 52

General procedures, 57

Gifts and favors, 53

Grievances, 36

Harassment, 41

Hazing, 66

Health insurance, 20

Health safety training, 13

Helpful contacts, 8

Insurance

- health, 20
- supplemental, 20
- unemployment, 21

Internet use, 44, 46

Job vacancy announcements, 9

Jury duty, 32

Leave

- assault, 31
- bank, 26
- bereavement, 32
- court appearance, 32
- discretionary, 25
- extended, 25
- family and medical, 26
- jury duty, 32
- local, 25
- medical certification, 24
- mental health, 33
- military, 33
- nondiscretionary, 25
- payment upon separation, 34
- peace officers, 33
- personal, 24
- police officer, 33
- pool, 26
- proration, 25
- quarantine, 33
- religious observance, 33
- sick, 25
- telecommunicator, 33
- temporary disability, 30
- truancy court appearance, 32
- workers' compensation, 31

Maltreatment of children, 43

Medications, 64

Military leave, 33

Mission statement, 7

Mother-Friendly Worksite, 14

Name and address changes, 57

Nicotine

- products, 51
- use, 51

Nonrenewals, 59

Nursing mothers, 14

Outside employment, 15

Overpayments, 18

Overtime, 18

Parent and student complaints, 64

Parent notification, 15

Paychecks, 17

Payroll

- automatic deposits, 17
- deductions, 18
- schedule, 17

Peace officer

- mental health leave, 33

- quarantine leave, 33
- Performance evaluation, 16
- Personal leave, 24
- Personnel records, 58
- Pest control treatment, 55
- Police officer
 - illness or injury, 33
- Political activities, 53
- Possession of firearms and weapons, 55
- Pregnant Workers Fairness Act, 15
- Psychotropic drugs, 65
- Public information, 49
- Purchasing procedures, 57
- Qualifying exigency, 29
- Quarantine leave, 33
- Reassignments, 13
- Religious observance, 33
- Resignations, 59
 - contract employees, 59
 - noncontract employees, 59
- Retaliation, 41
- Retirement
 - benefits, 22
 - employment after, 10
- Safety, 54
- Salaries, 17
- School
 - calendar, 8
 - closing, 57
 - directory, 8
- Scope and sequence, 44
- Searches, 12
- Security, 54
- Sexual harassment, 41
- Sick leave, 25
- Staff development, 16
- Standards of conduct, 37
- Student
 - attendance, 65
 - bullying, 65
 - complaints, 64
 - dietary supplements, 64
 - discipline, 65
 - equal educational opportunities, 63
 - harassment, 41
 - hazing, 66
 - medication, 64
 - records, 63
- Supplemental insurance, 20
- TEA reports, 61
- Teacher retirement, 22
- Technology resources, 44
- Telecommunicator leave, 33
- Temporary disability leave, 30
- Termination
 - discharge of convicted employees, 60
 - dismissal during the contract term, 59
 - exit interviews, 61
 - noncontract employees, 60
 - nonrenewal, 59
 - reports to TEA, 59, 61
 - resignation, 59
- Texas Mother-Friendly Worksite, 14
- Text messaging, 46
- Tobacco
 - products, 51
 - use, 51
- Training
 - health and safety, 13
 - staff development, 16
- Transfers, 13
- Travel expenses, 19
- Truancy court appearances, 32
- Tutoring, 15
- Unemployment insurance, 21
- Vacancy announcements, 9
- Vacation, 26
- Visitors, 55
- Wages, 17
- Weapons, 55
- Whistleblower Act, 43
- Work schedule, 13
- Workers' compensation benefits, 21, 31
- Workload, 13

Devine ISD

Extracurricular Activity Handbook



2024-2025

Devine ISD
Extracurricular Activity Handbook
2024-2025

Devine ISD
605 W. Hondo Ave.
Devine TX 78016
Phone Number 830-851-0795
Fax Number 830-663-6706

Board of Trustees

Nancy Pepper, President
Henry Moreno, Vice President
Keri James, Secretary
Carl Brown, Trustee
Renee Frieda, Trustee
Chris Davis, Trustee
Alixana Buvinghausen, Trustee

Superintendent

Dr. Todd Grandjean

Extracurricular Activity Handbook: General Provisions

This Extracurricular Activity Handbook is being developed in accordance with Devine ISD Board Policy FO(LOCAL), which states:

“With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.”

What is an Extracurricular Activity?

Any University Interscholastic League (UIL), School District, or campus-sponsored or related public performances, events, contests, demonstrations, displays, club activities, athletics, whether on- or off-campus;

Any elected offices and honors (such as student counsel and homecoming queen);

All co-curricular activities, which are those held in conjunction with a credit-bearing class, but that may take place outside of school and outside of the school day (such as band and choir);

All national organizations (such as National Honor Society or Future Farmers of America); and

Any activity held in conjunction with another activity that is considered to be an extracurricular activity (such as a meeting, practice, or fundraiser).

Why are Extracurricular Activities Important?

They promote self-discipline, responsibility, leadership, teamwork, self-confidence, commitment, and student wellness.

They enhance and enrich curricular educational offerings.

They offer participants the opportunity to be leaders and role models on campus and in the community.

They enable participants to represent the School District in a positive manner.

Jurisdiction

Who is Subject to the Extracurricular Code of Conduct?

Any student who participates in one or more extracurricular activities is subject to the Extracurricular Code of Conduct (ECC). A student is subject to the ECC from the time he/she is selected for, elected to, or otherwise joins an extracurricular activity and continues to be subject to the ECC from that point forward unless or until the student no longer participates in extracurricular activities.

When Does the Extracurricular Code of Conduct Apply?

The privilege of representing the School District carries with it a greater responsibility to conduct oneself with respect and dignity, and to serve as a role model for all students. Consequently, extracurricular activity participants are expected to comply with the ECC at all times, regardless of location. This includes both on and off-campus conduct as well as evenings, weekends, holidays, and summer vacation.

Does the Extracurricular Code of Conduct Apply to Student Speech?

Yes. Student speech may be regulated in the following circumstances:

- Speech that materially and substantially interferes with the operation of the school or the rights of others;
- Speech that can be reasonably regarded as promoting illegal activity and/or drug use;
- Speech that threatens violence against a student body, such specific threatening speech to a school or its population; and
- Speech that is vulgar and lewd, and therefore contrary to the school's basic educational mission.

Does the Extracurricular Code of Conduct Supersede the Student Drug Testing Policy?

- No, the DISD student drug testing policy is independent of the Extracurricular Code of Conduct and will be enforced as stated in the policy.

In addition to the above, off-campus student speech may be regulated in the following circumstances:

- Speech that occurs when the student is under the care or control of the school;
- Speech that contains threats aimed at a school employee or other students;
- Speech that is bullying or harassment targeting a school employee or other students;
- Speech that materially and substantially interferes with the operation of the extracurricular activity or the rights of others; or
- Speech that advocates for illegal activity and/or drug use.

Conduct Expectations

What is Expected of Extracurricular Activity Participants?

Participants in extracurricular activities are representatives of the School District, and must conduct themselves in a manner that reflects positively on the School District at all times.

Specifically, they must:

- Maintain an average of 70% or better in all academic courses, except as provided in District policy FM (Legal);
- Be punctual and prepared for all games, practices, meetings, performances, camps, and/or other scheduled events related to an extracurricular activity;
- Treat all school property with respect and ensure that school property is returned upon request and in good condition (excluding reasonable wear and tear);
- Abide by the District's dress and grooming standards for students as well as any dress and grooming standards applicable to the specific extracurricular activity;
- Comply with UIL rules, if applicable;
- Be courteous and respectful toward all fellow participants, school faculty and staff members, spectators, parents, and officials, whether from Devine ISD or from any other school district;
- Provide advance notice to the coach or sponsor of an activity if they are unable to attend a game, practice, meeting, performance, and/or other scheduled event related to the extracurricular activity;
- Comply with all rules and guidelines in the ECC and those established for a specific extracurricular activity in which the student participates; and
- Comply with and adhere to the behavioral standards identified in the District's Student Code of Conduct.

What Conduct is Prohibited for Extracurricular Activity Participants?

Category A Violations:

- Engaging in theft, destruction, or misuse of school district property;
- Failing to return school property as directed where the property is valued at more than \$75;
- Engaging in hazing, harassment or bullying of others as defined by the Devine ISD Student Code of Conduct;
- Buying, selling, giving, delivering, using, possessing, or being under the influence of tobacco, alcohol, marijuana, a controlled substance (without a proper prescription), or a dangerous drug at any time and regardless of whether the student is on school property or at a school-related activity;
- Engaging in any unreasonably dangerous athletic technique that unnecessarily endangers the health or safety of a student;
- Maintaining or being identified on a website or blog that depicts behavior that is illegal or is obscene in nature;

- Sending, transmitting, or posting images or other material that is related to illegal or obscene activity; and
- Engaging in conduct prohibited by the District's Student Code of Conduct that is punishable by placement in DAEP or expulsion.
- The DISD student drug testing policy is independent of the Extracurricular Code of Conduct and will be enforced as stated in the policy.

Category B Violations:

- Being tardy to games, meetings, practices, performances, camps, and/or other events without permission from the activity sponsor or coach;
- Being absent from games, meetings, practices, performances, camps, and/or other events without permission from the activity sponsor or coach;
- Engaging in acts of poor sportsmanship, such as cheating, using profane language, or taunting other participants;
- Being insubordinate to a coach or sponsor;
- Being disruptive during a game meeting, practice, performance, camp, and/or other event;
- Failing to return school district property as directed;
- Violating the established rules or guidelines of a specific extracurricular activity in which the student participates;
- Violating the District's standards for dress and grooming or the standards set for the specific extracurricular activity; and
- Engaging in general misconduct prohibited by the District's Student Code of Conduct.

Students placed in DAEP are ineligible to participate in or attend extracurricular activities pursuant to Texas Education Code 37.006 (g).

The standards of the ECC are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in a student being disciplined under both standards.

Please be aware that the term "parent," unless otherwise noted in this publication, is used to refer to the parent, legal guardian, any person granted some other type of lawful control of the student, or any other person who has agreed to assume school-related responsibility for a student.

Consequences

Category A Violations:

First Offense:

The student will be suspended from participation for 1 school week and will be placed on a behavior contract for 4 school weeks.

Second Offense:

The student will be suspended from participation for 2 school weeks and will be placed on a behavior contract for 4 school weeks.

Third Offense:

The student will be suspended from participation from all extracurricular activities for the remainder of the school year. If the violation occurs within 3 school weeks of the end of the current school year, the student will be suspended for the remainder of the current school year and the entirety of the next semester, including any extracurricular activities or events during the summer months.

Fourth Offense:

The student's participation in all extracurricular activities will be revoked for the remainder of the time the student attends that campus, or any other Devine ISD campus serving the same grade levels as the campus the student currently attends. For example, the remainder of the student's high school career.

Category B Violations:

First Offense:

The student will receive a verbal warning and reprimand and will be directed to refrain from future violations.

Second and Third Offenses:

The student will be suspended from participation for 1 school week and will be placed on a behavior contract for 4 school weeks.

Fourth Offense:

The student may be suspended from participation from all extracurricular activities for the remainder of the school year. If the violation occurs within 3 school weeks of the end of the current school year, the student may be suspended for the remainder of the current school year and the entirety of the next semester, including any extracurricular activities or events during the summer months.

Fifth Offense:

The student's participation in all extracurricular activities will be reviewed by the campus administrator and parent to determine if the students' participation will be revoked for the remainder of the time the student attends that campus, or any other Devine ISD campus serving the same grade levels as the campus the student currently attends. For example, the remainder of the student's high school career.

Definition: "weeks" means school weeks, but also includes any non-school weeks in which an

extracurricular competition or event occurs; such as camps during the summer or on school holidays.

Definition: “suspension” means that the student will not be permitted to participate in any competition, contest, scrimmage, performance, or election associated with an extracurricular activity. The student may continue to participate in practices.

An extracurricular activity participant starts each school year with a clean slate, unless he or she had participation in extracurricular activities revoked during the previous school year, in which case that revocation continues from year to year. In addition, any consequences that were assessed during the prior school year for which the student owes additional suspension or behavior contract time must still be completed. For example, a student who was suspended from participation for 4 school weeks during the last week of school may have an additional 3 weeks of suspension to complete beginning with the next school year.

Procedures

Who Determines that a Violation of the ECC has Occurred?

The activity sponsor or coach will determine whether a violation of the ECC has occurred and will assess the appropriate consequence.

How will Consequences be Assessed for Different Violations of the ECC?

Consequences for violating the District’s ECC are assessed based on the severity of the violation and the commission of prior ECC violations.

Is a student entitled to participate in extracurricular activities?

Participation in extracurricular activities is a privilege, not a right. As such, a student’s participation may be revoked at the District’s discretion, in accordance with the rules and regulations established in Board Policy, Administrative Regulations, the ECC, and those rules established for a specific extracurricular activity in which the student participates.

How will parents be notified that a violation of the ECC has occurred?

Parents will be notified of all violations that result in suspension from participation in extracurricular activities. Applicable consequences will also be discussed once the student has been given the opportunity to respond to the allegations.

What if a parent does not agree with the decision?

All appeals will be addressed through the District’s complaint process, contained in Board Policy FNG(LOCAL).

Acknowledgement

I have read, understand, and agree to abide by Devine ISD's Extracurricular Code of Conduct for the 2023-2024 school year. I understand that I will be held accountable for the behavior expectations and consequences outlined in the Extracurricular Code of Conduct. I understand that by participating in extracurricular activities, I am a representative of Devine ISD and a role model to my peers and throughout the community; therefore, the Extracurricular Code of Conduct governs my behavior at all times, and applies both on and off school property. I understand that the behavior expectations of the Extracurricular Code of Conduct are in addition to those included in the Devine ISD Student Code of Conduct. I understand that violations of the behavior standards of the Extracurricular Code of Conduct that are also violations of the Student Code of Conduct may result in my being disciplined under both the Extracurricular Code of Conduct and the Student Code of Conduct.

Student Name:

Parent/Guardian Name:

Campus:

Parent/Guardian Signature:

Grade Level:

Date:

Student Signature:

Date:

**DEVINE ISD EXTRACURRICULAR ACTIVITY PARTICIPANT
BEHAVIOR CONTRACT**

I, _____ (student name), a participant in
_____ (list extracurricular activities)
previously agreed to abide by the Extracurricular Code of Conduct, including all conduct expectations and the consequences. I understood and accepted the fact that by participating in extracurricular activities, I am a representative of the school district and a role model for my fellow students, and as such, I am held to a higher standard of behavior and can be subjected to disciplinary consequences that other students are not subject to. I recognize that I violated the standards expected of me by engaging in the following violation(s) of the Devine ISD Extracurricular Code of Conduct:

(student must describe violations in detail)

I understand that my continued participation in all extracurricular activities is contingent upon my successful completion of this Behavior Contract.

I pledge to do the following:

Deadline for completion: _____

Student name

Student signature

Parent name

Parent signature

Head Coach/Sponsor name

Head Coach/Sponsor signature

Date _____

NOTE: Must be on file with the Head Coach/Campus Coordinator/Sponsor

Devine ISD

Disciplinary Alternative Education Program (DAEP)

A disciplinary alternative education program (DAEP) is an **educational** and **self discipline** alternative instruction program for students in elementary through high school grades who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in DAEP.

The Devine ISD DAEP is designed on a foundation of positive and proactive academic and behavior (self-discipline) support. DAEP students will learn from their prior mistakes, refine their sense of right and wrong, and remain on their appropriate academic levels.

The mission is to teach students to be leaders in their school, community, home, and, most of all, in their daily lives. DAEP students will have a positive attitude toward school, academically and behaviorally, and exemplify honor, dignity, and respect for self and others.

Devine DAEP staff will provide these students the highest level of teaching and coaching in order to transform good students, who have made bad choices, into good students and good leaders.

This handbook is a supplement to the home campus student handbook.

Students assigned to DAEP are assured the opportunity to continue their coursework. DAEP will implement the grade level curriculum for all core subjects (English, math, science, and social studies), either via IMAGINE LEARNING, an online state-based curriculum, and/or work/assignments/tests from their home-campus teacher. Some electives will also be offered, also, through the use of IMAGINE LEARNING, if available. Credit recovery will be provided, as necessary, via IMAGINE LEARNING. Students will participate in daily physical exercise.

The DAEP staff will work in with the home campus teachers to attempt to keep the student on pace for an easy transition back to his/her regular education placement.

To help accomplish this mission, students and staff will live up to the Devine DAEP motto:

“Do it R.I.G.H.T.”

RESPECT, INTEGRITY, GOALS, HONESTY, TRUST

PHILOSOPHY

Devine DAEP is a true alternative to traditional education programs and utilizes evidence and research-based components. The purpose of alternative education is to increase the number of students that perform at grade level, academically and behaviorally. DAEP is designed to meet the academic goals and to address the behavioral / social/self-discipline needs of these students. The DAEP Program is an academic setting where students are **provided opportunities to practice behavioral skills**. DAEP students are provided the opportunity to practice and learn leadership skills that will increase their success in school, the community, and in their daily lives.

MOTTO

The motto of Devine’s DAEP is “Do it RIGHT.” RIGHT is an acronym for Respect, Integrity, Goals, Honesty, and Trust. The social skills/self-discipline development program will provide students the teaching and coaching needed to return to the home campus and have “RIGHT”. The task is to teach students to identify and deviate from bad choices. The student can exit the program with the leadership tools and social skills/self-discipline to serve as a role model, mentor, and leader for others, even when times and situations get difficult.

FOUNDATION

The DAEP Program is built on the foundation of:

- TEKS correlated online instruction
- Self-discipline/behavioral skill building
- Physical Training

CEREMONY

Ceremony is a vital part of Devine DAEP. Through ceremony, a sense of meaning, recognition, patriotism, and belonging is emphasized with every activity.

Daily ceremonies include:

1. Recite Pledge of Allegiance
2. Recite Texas Pledge
3. Moment of Silence
4. Student recognition
5. 5. Recite DAEP motto

STAFF

The Devine DAEP Program Staff consists of an instructor, an instructional aide, and an administrator. The generalized duties of each member are as follows:

Instructors/Coaches

The role of the DAEP Instructor/Coach is to be a “hands-on” leader at DAEP. The instructor/coach sets the example for the program. His/her constant vigilance and **hyper-monitoring** are the primary safeguards of:

- Safety
- Respect
- Integrity
- Goals
- Honesty
- Trust

The instructor/coach ensures that the program is safe and orderly and that students are on task and meeting the required expectations. In order for the students to be successful, students must adhere to the parameters of the DAEP program.

The instructor/coach:

- Ensures/enforces the DAEP program rules and regulations in order to maintain a safe and effective learning and working environment.
- Supervises student entrance and dismissal
- Supervises all large group activities
- Supervises student movement
- Provides direction to students
- Modifies assignments to student’s strengths if needed
- Contacts parents/guardians
- Serves as a mentor to staff and students
- Serves as a role model for the students & community

INTAKE/ORIENTATION

Orientation is mandatory for students and parents prior to enrollment in DAEP. The purpose of orientation is to exchange information and to clarify expectations. The student/parent will be provided with a copy of the Devine DAEP Handbook during orientation. Parent(s)/guardian(s) will sign acknowledgement forms in support of all

DAEP policies and procedures. Students will sign their understanding of all policies and procedures set forth during the intake process and the consequences for failure.

INTAKE PROCEDURES

1. DISD assistant principals will provide notice to DAEP, transportation, special education liaison, food service, PEIMS, attendance, and nurse prior to the student's assignment.
2. Parent/Guardian and student will receive entry paperwork from DISD assistant principals for DAEP intake.
3. DAEP staff will complete the intake process at the DAEP campus. Students who arrive without a parent/guardian or without paperwork will be asked to leave campus and return to complete the intake process when they are in compliance.
4. Parent/Guardian and student will sign the student/parent intake and agreement forms.
5. Upon completion of intake procedures, the student is expected to stay at DAEP for the remainder of the day.
6. Students will be given appropriate time to purchase a DAEP uniform.
7. Point sheet and DAEP rules, regulations & consequences will be in effect as soon as a student enters the DAEP facility.

****NOTE: Due to the strict rules and regulations of the Devine DAEP, parent/guardian presence at intake and orientation is mandatory.**

SEARCHES

Students will be searched via a wand every time they enter the building. In the morning, after P.E., and any other outdoor reentry.

SENIORS

Seniors in DAEP that are in the work program will be released at the time normally released from home campus.

ATTENDANCE

DAEP students will follow the current school year district calendar.

Students assigned to DAEP must be present at DAEP and earn enough daily points for their day(s) to be successful and to complete their placement at DAEP. If students are absent or leave for an appointment and do not earn enough points for a successful day then that day will not count towards their placement. If students are not at DAEP they cannot earn points or successful days.

DOCTOR/PROBATION/COUNSELING

Appointments, including visits to the doctor, dentist, probation office, or counselor, should be scheduled before or after the DAEP class time.

MEDICINE

The dispensing of prescription medication will be determined by the DISD lead nurse, after the parent has provided documentation requiring the use of the prescription/medication. The medicine must be in its original and properly-labeled container. If possible, it is highly-suggested that medicines be taken at home.

MORNING ACTIVITIES

Entrance and Search

Students will be dropped off at the DAEP campus and will be greeted by the DAEP staff and escorted to the formation area. Students will be searched, one at a time, by the DAEP staff.

A search will require students to remove their shoes and socks, un-tuck their shirts, remove their belts, and empty their pockets. Staff will check shoes, belts, pockets, mouth (no gum; no piercings), and hair (girls will undo pony-tails.)

Female staff will check female students. Male staff will check male students.

Once searched, students will be seated. Once all students have been searched and seated, morning activities will begin.

BREAKFAST/LUNCH

Parents/guardians of students assigned to DAEP will need to contact the DISD cafeteria which is located in the Devine Student Activity Center and make arrangements to pre-pay for their child's meals. DAEP staff will not accept or handle any meal money from students or parents/guardians. If students arrive at DAEP with

meal money, the money will be confiscated, considered contraband and returned at the end of the student's placement.

Breakfast

Breakfast will be delivered to the classroom. Students will not be allowed to bring their own breakfast. Students will not be allowed to save, give away, or trade food.

Lunch

A lunch will be provided to each student from the Devine ISD cafeteria. The students will be able to select from multiple food items. Students will select their meals for a week at a time. At the end of each week, students will order/select their meals, and this information will be sent to the DISD cafeteria. Students will not be allowed to bring their own lunch. Students will not be allowed to save, give away, or trade food. If students select/order a lunch and do not eat the lunch or decide they no longer want the food/meal, the food will be discarded and the student will still be charged for this meal.

NOTE: Food that is brought in by the student will be considered contraband. Food will be confiscated from the student and put in the trash bin, and the student will be penalized through the point system. If behavior continues, the student will be suspended for persistent violation of rules.

NOTE: Parents/guardians are required to pre-pay a student's meals at the DISD cafeteria, located at the Devine Student Activity Center.

Restroom breaks

Restroom breaks are scheduled alongside mealtimes. Students will be required to sign the restroom sign-in sheet before and after entry into the restrooms. Any student requested restroom/water breaks may be allowed or denied as deemed necessary by the DAEP staff.

ACADEMICS

DAEP is responsible for teaching the Core Curriculum: English/Language Arts, Mathematics, Science and Social Studies, either via remote learning, and/or work provided by their home-campus classroom teachers.

DAEP instructors/coaches will enter grades earned from the remote learning online core curriculum. Progress reports and report cards will be issued on the same schedule as the home campus.

Home campus teachers will average the DAEP core grades with their own semester grades, whether prior to, during, or following the student's placement.

DAEP does not support all elective courses. Electives will be provided, as available, through home-campus elective teachers.

Credit recovery will be provided, as necessary, also via the IMAGINE LEARNING online curriculum.

Students enrolled in a dual credit course *may* be dropped from that course and will be given an alternate course by their home campus counselor.

Students enrolled in advanced placement courses *may* be dropped from those courses, at the discretion of the home campus teacher and counselor.

Photos and videos may be taken of students during participation in the DAEP program for the purposes of improving instruction or maintaining student records.

STAAR/EOC/Benchmarks

All standardized exams will be administered at the student's home campus. On the students assigned testing day, DISD will provide transportation to the student's home campus for testing and when the student has completed testing for the day, transportation and DAEP will be notified, and the student will be transported back to DAEP. While off the DAEP campus testing and while traveling, all DAEP and DISD rules and regulations apply. Failure to follow all rules and regulations at this time will result in appropriate consequences. Once the student has been returned to the DAEP campus, he/she will be searched again and then allowed to return to their DAEP work area to continue with their daily lessons/assignments.

COUNSELING

Counseling services will be available as needed. This will be determined by the DAEP staff, Administrator, and collaboration with the counselor.

The DAEP Self-Discipline Development Program may recommend students for counseling services provided either by the district or by county services. Students who

receive such a recommendation are expected to cooperate appropriately with those service-providers. Counseling services may include topics such as decision-making, goal-setting, behavioral skills, anger management, peer interaction skills, authorityfigure coping, and/or drug and/or alcohol education. Also, if additional counseling is necessary, arrangements may be made with local agencies for further assistance. However, counseling services provided by non-DISD counselors will only be provided and allowed with student(s) - parental/guardian signed permission.

PHYSICAL TRAINING

All students will participate in physical training activities daily. PT is mandatory for every student enrolled in DAEP and will be focused on healthy lifetime activities. At no time will a student be forced to do what he/she cannot do; however, some type of physical activity will be required to receive credit for the period.

PT is designed to show students that a healthy lifestyle is rewarding and fun. The cold weather months will determine how much, if any, activities are done outside. If it is below 40 degrees, PT will not be conducted outside. Points will be awarded depending on participation.

**Exercise doesn't take time from your life.
Exercise adds time to your life! Get
stronger. Get healthier.**

TRANSPORTATION

Expectations/Consequences

The expectation is that parents/guardians will drop-off and pick up DAEP students, at the designated start and end times. Student may drive themselves to school and park in the school parking lot. Students will be considered late if they arrive after 8:00 AM and will not be allow entrance after 8:15am. Students will not be released from DAEP until 3:30 PM. Parents/guardians will be required to enter the DAEP building and sign in/out their child for appointments.

DRESS CODE/CONTRABAND

The appearance and dress code for students is a strict requirement. Students will dress for success. Dress code and contraband inspections are conducted daily, upon arrival, and, occasionally, without notice, to ensure the safety and well-being of the students. Under no circumstances are students allowed to modify their uniform. Students will be penalized through the point system should dress code violations occur.

DAEP DRESSCODE

Appendix II: General Dress and Grooming Code

[*Applies while in standardized dress as well]

Hair/Facial

Hair*

Hair must be kept clean, neat, not cover the eyes, and with no unusually shaved areas including designs shaved into the hair. Must be of a naturally occurring color. No facial hair.

Sideburns must not extend below the ear or extend toward the mouth.

Jewelry/

Accessories*

No body piercing accessories. Piercing accessories include studs used in the place of nose

or tongue rings, etc. No gauges, no spiked jewelry, or accessories nor any other jewelry or

accessories with real or fake weapon-like features. No visible tattoos are allowed. Body piercing exception: Students may wear earrings. No sunglasses in buildings.

Headgear*

No hats, caps, bandanas, or head coverings unless approved in advance by the principal.

Hats and caps may not be worn in school buildings, including the gym and shop areas, during the instructional day.

Decoration/

Embellishment

(clothing and accessories)

No pictures, emblems, or writings that are lewd, offensive, vulgar, obscene, or that advertise

or depict violence, tobacco products, alcoholic beverages, drugs, or any other substance prohibited under policy FNCF(L). No pictures or words that, while not actually using the prohibited word, allude to it.

Footwear*

Shoes must be worn at all times; sandals may only be worn in appropriate weather and must substantially cover the top of the foot; beach sandals or other open-toed shoes that do not have straps to secure them are not acceptable; steel-toed boots, and shoes with metal taps or spikes are not acceptable;

Shirts*

Must be buttoned with no more than the top two buttons open; no low necklines, bare backs, bare midriffs, halter tops, spaghetti straps, tank tops, sleeveless or see-through tops.
Appropriate undergarments must be worn.

Pants* No excessively tight or baggy pants, no open holes, and should be an appropriate length

with appropriate undergarments worn.

Shorts, Skorts*

No excessively tight or baggy shorts, or skorts; must be knee-length that is not shorter than approximately three inches above the knee; must be hemmed or cuffed. Appropriate undergarments must be worn.

Dresses/Skirts

No low necklines, bare backs, bare midriffs, halter tops, spaghetti straps, tank tops, sleeveless or see-through tops; must not be shorter than approximately three inches above

the knee (including slits); may not be excessively tight. Appropriate undergarments must be worn.

Additional Standards

May be imposed by classroom teachers, with the principal's guidance, in classes where safety in the use of power machinery, lab equipment, or sanitary conditions in food preparation is mandatory. No trench coats or dusters.

During cold weather, if a student does not wear a maroon or white sweatshirt without a hood, no other cold weather gear will be permitted.

Items worn or held by the student, other than what is specified above, will be considered contraband. **Parents are expected to ensure that students are in uniform prior to arrival at DAEP.**

Contraband: All school related materials (pencils, books, paper, calculators, etc.) will be provided by DAEP. Students should have **NOTHING** in their possession when they arrive at DAEP. The ONLY exception is a house key. Anything else, such as a wallet, money, food, cell phone, iPOD, etc., is considered contraband and will be confiscated.

Devine DAEP Daily Schedule

Time	DAEP Daily Schedule
7:45 - 8:00	Arrivals/Searches
8:00 - 8:30	Self-discipline/Social Skills development
8:30 - 8:50	Breakfast

8:50 - 9:35	Math
9:35 - 10:20	Social Studies
10:20 - 11:00	P.T.
11:00 - 11:45	Science
11:45 - 12:30	English
12:30 - 1:00	Lunch/restrooms
1:00 – 1:45	Elective 1
1:45 - 2:30	Elective 2
2:30 – 3:30	Elective 3
3:30 pm	Dismissal

***Schedule May Change If Necessary

Student drop-off: 7:45 – 7:55

Student pick-up: 3:30-3:40

DISCIPLINE MANAGEMENT

The Devine DAEP Program creates a **feedback-enriched** setting where students are taught and given the opportunity to practice successful school-related self-discipline skills. The students will have multiple opportunities to appropriately use these skills and make appropriate decisions. Constant feedback is provided to students verbally and through the discipline management system.

Feedback will be documented on the student point sheet. Feedback may include praise, verbal reprimands, administrative conferences with student and/or parent, suspension, extended DAEP placement, law enforcement summons, and/or expulsion.

If student behavior warrants, students may be suspended and law enforcement officials may be called. Such violations include, but are not limited to:

- Fighting
- Gang-related activity
- Assault
- Leaving campus without permission
- Disruption to the learning environment
- Threats to students or staff
- Possession of firearms or other weapons (will result in expulsion)
- Possession of drugs or drug paraphernalia (will result in expulsion)
- Being under the influence of alcohol or illegal drugs (will result in expulsion)

****NOTE: DAEP students, who continuously engage in misbehavior and violations may be expelled.**

Point System: The point system operates on a 180 daily point scale. At the end of each class period, and/or activity, the instructor/coach must provide students with written feedback, by use of the point sheet. Students earn points by staying on-task, exhibiting appropriate behaviors, and demonstrating exceptional performance. Students who do not participate are removed from the immediate area and do not earn points until they are ready to return to the planned activity. The student must earn 150 – 180 points to earn his/her day. If a student earns less than 150 points, he/she will not be given credit for that day. A copy of the previous week's tallied point sheet will be mailed home at the start of each week.

Suspensions: Students who are non-compliant or commit serious offenses at DAEP are subject to suspension prior to, or in lieu of, expulsion. Suspensions should be no longer than the remainder of the day and two additional days. Parent/guardian (or an individual designated on the student's Emergency Care Form) is required to pick up the student in a timely manner. Parents who fail to provide appropriate transportation for their student will be reported to Child Protective Services. Students, who return from suspension and continue to be non-compliant, or commit serious offenses, will be referred to law enforcement and will receive an unexcused absence followed by additional disciplinary consequences.

Expulsions: Students may be expelled from DAEP for committing an offense as listed in Chapter 37 of the Texas Education Code, exhibiting persistent misbehavior and/or truancy. (See Campus Handbook for a list of offenses.)

Summons: Students, who commit certain serious offenses such as fighting, may be issued a summons by the Devine Police Department.

****Note:** The Devine DAEP is an **intrinsically-motivating** program. The student must follow instructions. If a student has earned an unsuccessful day early in the school day, he/she will not be allowed to go home (unless the offense(s) and or behavior(s) constitutes a suspension.)

PARENT CONTACT

If a parent needs to communicate with staff about a student's behavior, he/she can call to request a conference. Staff will contact parents at least once a week, at the end of business hours, or when any serious issues or concerns arise. ****Note:** A valid address and phone number are required throughout a student's assignment to DAEP.

RETURN-TO-CAMPUS PROCEDURES

Return-to-Campus

1. All fines, fees, library book returns, etc. must be cleared before returning to home campus.
2. Student must meet with campus liaison DISD assistant principals immediately, the morning of his/her return to campus.
3. Parents are required to attend a return meeting (unless otherwise notified).
4. Student will be required to sign the DAEP Rules and DISD Student Code of Conduct.
5. Any violation of DAEP Rules or the DISD Student Code of Conduct can result in the student being reassigned to DAEP.

****NOTE:** Parent/guardian and student will be required to attend an additional mandatory intake meeting for each placement.

Devine ISD

Devine Learning Academy (DLA)

Devine Learning Academy (DLA) is an educational and self-discipline alternative instruction program that provide educational options for high school students who are not successful in typical school.

The Devine Learning Academy is designed on a foundation of positive and proactive academic support. DLA students will learn through a self-paced online education program.

The mission is to teach students to be leaders in their school, community, home, and, most of all, in their daily lives. DLA students will have a positive attitude toward school, academically and behaviorally, and exemplify honor, dignity, and respect for self and others.

Devine DLA staff will provide these students the highest level of teaching and coaching in order to transform good students, that have made bad choices, into good students and good leaders.

Students assigned to DLA are assured the opportunity to continue their coursework. DLA will implement the grade level curriculum for all core subjects (English, math, science, and social studies), either via IMAGINE LEARNING, an online state-based curriculum, and/or work/assignments/tests from their home-campus teacher. Some electives will also be offered, also, through the use of IMAGINE LEARNING, if available. Credit recovery will be provided, as necessary, via IMAGINE LEARNING. Students will participate in daily physical exercise.

The DLA staff will work in with the home campus teachers to attempt to keep the student on pace for an easy transition back to his/her regular education placement.

To help accomplish this mission, students and staff will live up to the Devine DLA motto:

“Do it **R.I.G.H.T.”**
RESPECT, INTEGRITY, GOALS, HONESTY, TRUST

PHILOSOPHY

Devine DLA is a true alternative to traditional education programs and utilizes evidence and research-based components. The purpose of alternative education is to increase the number of students that perform at grade level, academically and behaviorally. DLA is designed to meet the academic goals and to address the behavioral / social/self-discipline needs of these students. The DLA Program is an academic setting where students are **provided opportunities to practice behavioral skills**. DLA students are provided the opportunity to practice and learn leadership skills that will increase their success in school, the community, and in their daily lives.

MOTTO

The motto of Devine DLA is “Do it RIGHT”. RIGHT is an acronym for Respect, Integrity, Goals, Honesty, and Trust. The social skills/self-discipline development program will provide students the teaching and coaching needed to return to the home campus and have “RIGHT”. The task is to teach students to identify and deviate from bad choices. The student can exit the program with the leadership tools and social skills/self-discipline to serve as a role model, mentor, and leader for others, even when times and situations get difficult.

FOUNDATION

The DLA Program is built on the foundation of:

- TEKS correlated instruction
- Self-discipline/behavioral skill building
- Physical Training

STAFF

The Devine DLA Program Staff consists of two instructors/coaches, an instructional aide, and an administrator. The generalized duties of each member are as follows:

Instructors/Coaches

The role of the DLA Instructor/Coach is to be a “hands-on” leader at DLA. The instructor/coach sets the example for the program. His/her constant vigilance and **hyper-monitoring** are the primary safeguards of:

- Safety
- Respect
- Integrity
- Goals
- Honesty
- Trust

The instructor/coach ensures that the program is safe and orderly and that students

are on task and meeting the required expectations. In order for the students to be successful, students must adhere to the parameters of the DLA program.

The instructor/coach:

- Ensures/enforces the DLA program rules and regulations in order to maintain a safe and effective learning and working environment.
- Supervises student entrance and dismissal
- Supervises all large group activities
- Supervises student movement
- Provides direction to students
- Modifies assignments to student's strengths if needed
- Contacts parents/guardians
- Serves as a mentor to staff and students
- Serves as a role model for the students & community

REGISTRATION

If the students are approved for the Devine Learning Academy, parents or adult learning will have to register online through the parent portal

ATTENDANCE

DLA students will follow the current district calendar.

DOCTOR/PROBATION/COUNSELING

Appointments, including visits to the doctor, dentist, probation office, or counselor, should be scheduled before or after the DLA class time.

MEDICINE

The dispensing of prescription medication will be determined by the DISD lead nurse, after the parent has provided documentation requiring the use of the prescription/medication. The medicine must be in its original and properly-labeled container. If possible, it is highly-suggested that medicines be taken at home.

ACADEMICS

DLA is responsible for teaching the Core Curriculum: English/Language Arts, Mathematics, Science and Social Studies, either via the IMAGINE LEARNING online

program, and work provided by their home-campus classroom teachers.

DLA instructors/coaches will enter grades earned from the IMAGINE LEARNING online core curriculum. Progress reports and report cards will be issued on the same schedule as the home campus.

Home campus teachers will average the DLA core grades with their own semester grades, whether prior to, during, or following the student's placement.

DLA does not support all elective courses. Electives will be provided, as available, via the IMAGINE LEARNING online curriculum, or through home-campus elective teachers.

.
courses, at the discretion of the home campus teacher and counselor.

Photos and videos may be taken of students during participation in DLA program for the purposes of improving instruction or maintaining student records.

STAAR/EOC/Benchmarks

All standardized exams will be administered at the DLA.

COUNSELING

Will be on a need be basis. This will be determined by the DLA staff, Administrator, and collaboration with a counselor.

The DLA Self-Discipline Development Program may recommend students for counseling services provided either by the district or by county services. Students who receive such a recommendation are expected to cooperate appropriately with those service-providers. Counseling services may include topics such as decision-making, goal-setting, behavioral skills, anger management, peer interaction skills, authority-figure coping, and/or drug and/or alcohol education. Also, if additional counseling is necessary, arrangements may be made with local agencies for further assistance. However, counseling services provided by non DISD counselors will only be provided and allowed with student(s) - parental/guardian signed permission.

PHYSICAL TRAINING

PE is done online

**Exercise doesn't take time from your life.
Exercise adds time to your life!
Get stronger. Get healthier.**

TRANSPORTATION

Transportation is not supplied on a regular basis

DRESS CODE/CONTRABAND

Students will dress for success.

DISCIPLINE MANAGEMENT SYSTEM

If student become disruptive or disrespectful during their time at the Devine Learning Academy, students will be removed from the program.

2024-2025 DHS Band Handbook

Forward

The purpose of this handbook is to provide valuable information about the band program. To consistently achieve and maintain the high standard of excellence desired by this organization, all members must familiarize themselves with the regulations, procedures and traditions of the band. If a problem or question not covered in this handbook should arise, the Director should be consulted for an explanation.

Eligibility

Students must remain academically eligible to participate in extracurricular activities. No student shall take part in any extracurricular activity if they are not passing ALL classes at the end of each grading period with a grade of seventy (70). Eligibility may be regained at the end of the three-week progress reporting period if and only if, the student is passing ALL classes with at least a seventy (70). All grades recorded as an Incomplete (I) must be recorded as a passing grade within the 7-day grace period. In each case, a one-week grace period applies after the recording period. Public concerts and parades are considered as a part of the classroom activity and are a part of the Essential Elements of the curriculum. All students are required to participate in all sectionals, concerts and/or parades unless excused by the Director as they are “curricular” activities.

Conduct

DHS Band members must conduct themselves as young ladies and gentlemen at all times. All students must abide by the DISD Code of Conduct as outlined in the DHS Student Handbook during all band activities/events including during any preparation and/or travel times. Students should behave in such a manner that will be a credit to themselves, their families and their school. As a member of the band organization we are representing not only DHS but also the community of Devine – therefore the highest level of expectations will exist in all areas of conduct and compliance. Students who do not comply with the behavioral expectations of the Director and the Music/Band Staff as outlined within the Code of Conduct, this Handbook, and to specific guidelines communicated to all students within the band program - may be **removed** from the organization.

Additional Consequences for unacceptable conduct may include:

- Immediate placement on “alternate” status (Marching Band)
- Removal from any leadership position
- Removal from Color Guard or other auxiliary unit
- Suspension from performance(s) (Marching & Concert Band)

- Demotion from “chair” position or “part” assignment; note: this may result in change of Concert Band placement (i.e. movement from Symphonic Winds to Concert Band)
- Parent Conference
- DHS Disciplinary Referral

Cell Phones

Band activities are ‘school-sponsored’ and therefore the DHS/DISD cell phone policy is in effect. Therefore, it is the expectation that cell phones will be “off” and out of sight during rehearsals and performances – before, during, and after school. Texting, web surfing, or utilizing social networks via cell phones is completely unacceptable during any rehearsal or performance. Cell phones may be confiscated if necessary by any Band/Music staff member. Students will be subject to the consequences listed under the “Conduct” section above for failing to comply with the “cell phone” policy, as well as the consequences within the Student Code of Conduct.

Band Camp

It is mandatory for each band member to attend these rehearsals. Marching fundamentals and music will be learned at these rehearsals. Band camp is usually held during the first three weeks of August. The band camp schedule will be announced, copies distributed, and posted on the band website by the end of the spring semester. The goals of band camp are: learn the drill, show music, stand music, improve technical instrumental abilities, learn all marching fundamentals and perfect these skills, and to develop proper discipline habits. The students will also have the opportunity to take part in recreational and social activities.

Band Camp is **MANDATORY**. A student who does not attend all/part of Band Camp may be removed from the DHS band program. **Please keep in mind that musicians wishing to be in second semester Concert Band must be enrolled and participate in Marching Band the first semester.**

*****Students who are employed MUST make necessary arrangements with their employers to attend all required days during band camp. Employment will NOT be a valid excuse for missing any rehearsal *****

Marching Band/Fall Semester

The Marching Band is a musical marching unit organized during the fall for the duration of the football season. Membership requires total dedication and maximum effort and involvement in all aspects of marching, playing and performance. All members must

attend summer band camp unless excused by the director prior to the beginning of summer camp. All students, however, who miss any part of summer band camp may be placed on “alternate” status at the discretion of the Director. The Marching Band performs annually before hundreds of spectators at various Marching Band Festivals, UIL Marching Contest, parades, pep rallies and they provide entertainment at football games. Rehearsal schedules will be posted. **Special rehearsals may be called as needed.**

Members of the Marching Band will be required to purchase: black shoes (specific vendor), black gloves (specific vendor), black crew-length socks (several pairs), one-inch black binder with 25 clear sheet protectors, and a performance show t-shirt. All band “fees” will be announced prior to the beginning of the fall semester. **Estimated costs for 2022-23:**

- Black Shoes: \$50.00 to DHS Band
- Black Crew Socks: \$Varies According to Pkg – retailer of your choice

****Fees which are payable to the DHS Band must be received by the announced “Due Dates” or the student will be placed on the DHS “Obligation List” until such fees are paid. Unpaid fees could result in suspension from participating in the DHS Band. Any student with financial difficulties may make arrangements to pay within a reasonable period of time, as long as the student and parent(s) have communicated with the Director in a timely manner.**

*****It is important to note that participation in the Marching Band is a privilege, and is earned through audition, appropriate marching/playing performance levels/abilities, eligibility, attendance, attitude, and compliant conduct at all times. Students may be removed from a marching assignment/spot at the discretion of the Director in order to maintain performance and discipline standards necessary for the success of the overall DHS Band program*****

Color Guard/ Fall Semester

These groups are units composed of members who utilize a flag, rifle, saber, props, and dance, to provide overall visual/general effects during marching band performances. These individuals are chosen by audition during the spring semester. Members will be band members/(preferably woodwind players) and will receive credit as regular band members. The Color Guard rehearses and performs with the marching band during the fall semester. At all other times, they will be playing their instruments with either the Symphonic Winds or the Concert Band as placed by their instrumental audition. The color guard will have additional rehearsals as needed. Members WILL be expected to adhere to all rules/regulations set forth in the Band Handbook, and the DHS Student Handbook in addition to the rules/regulations specified by the Band Director, Color Guard Instructor/ Sponsor. Members of the Color Guard will be **required** to purchase warm-up/performance attire. Specific requirements will be announced prior to the

beginning of the fall semester – **minimums to include shoes, show shirts, warm-ups, unitards, and other personal wear items.**

Members of the Color Guard will be expected to attend instrumental section rehearsals during the marching season to prepare all “stand” music. ***Members will be expected to play their instruments in the stands at all football games and pep rallies.***

*****It is preferred that students who wish to participate in Color Guard be Woodwind players – as ALL Brass and Percussion players are needed as part of the instrumental marching band. This is extremely important to the success of the DHS Band!!*****

Symphonic Winds/Concert Band/ Applied Music

Students placement in one of our Spring ensembles will be at the discretion of the band directors. Criteria for placement in the Symphonic Winds(Varsity), or in the Concert Band(non-Varsity band will be based on instrument proficiency, reading ability, attendance, and lastly ATTITUDE. The size of the band will be determined on the overall number of students in the class.

*****Sectional or Extended Ensemble Rehearsals will be a required co-curricular activity associated with membership in the Symphonic Winds or the Concert Band. Attendance will be a percentage of the band grade as outlined on the class syllabus. Failure to participate in Section Rehearsals will result in a lower band grade, and may result in a change of part assignment, and/or removal from the varsity ensemble, and/or lead to the removal from the DHS Band program*****

Applied Music will be offered as a class for advanced music students in grades 9-12. Students will be afforded the opportunity to study independently on solo/technical literature and to explore the concepts of music theory. Students in this class will be **required** to enter Region Auditions **and** UIL Solo & Ensemble Contest. At the discretion of the Director, students will be allowed to register for this course based upon the student having exhibited proper levels of self-discipline and musical interest.

Attendance Policies

Band members are expected to attend all rehearsals and performances. Students should be on time for ALL band functions unless excused by the Director in advance. The Director will only accept **written** excuses from a Parent/Guardian. (Handwritten notes or Email – Text Messages are NOT acceptable). The excuse must be dated and signed by the parent or guardian, stating the cause of absence.

A. Excused Absence from Rehearsal

Except in cases of extreme emergency, illness, or extenuating circumstances, band members will not be excused from rehearsals. In case of illness, students are asked to call the band office at (830) 851-0866 and speak to a director or leave a message at least two hours prior to the start of the rehearsal. Doctor/dentist/orthodontist/hair appointments must be made outside of the rehearsal schedule. These types of appointments will NOT be considered “excused”. During marching season, absences may result in being placed

on “alternate” status or having performance privileges removed at the discretion of the Director.

B. Unexcused Absence from Rehearsal

Any student receiving an unexcused absence from rehearsal will have his/her grade lowered for each unexcused absence within the grading period. Unexcused absences may result in the student being placed on “alternate” status or having performance privileges removed, and lead to the removal from the DHS Band program – all at the Director’s discretion.

C. Tardy to Rehearsal

Attendance will always be taken at the beginning of all rehearsals. Excessive tardiness may result in the student being placed on “alternate” status or having performance privileges removed, at the Director’s discretion. In addition, students who are tardy will receive a lowered attendance band grade and may be asked to remain after rehearsals to run laps or ‘line drills’ as assigned. Parent conferences will be required for students with excessive tardies.

D. Absence from Performance

An unexcused absence from a performance will result in a **failing grade** for that grading period. Only in cases of extreme emergency or personal illness will a person be excused from a performance. The Director must approve excused absences. Without communication prior to the actual performance however, the absence may be considered “unexcused”.

E. Conflicts

Students who are involved in multiple activities should inspect the published calendars of each activity as soon as possible to identify potential conflicts between schedules. Once conflicts are discovered by the student, **the student must immediately communicate with the Director.** The Director will assist the student to resolve potential conflicts with any band activity, and/or help clarify the student’s responsibilities. The Director will communicate (along with the student) with Coaches or Sponsors of any school-related activity in order to derive an appropriate resolution to any conflicts. In general, a school related activity will take precedence over a non-school-related activity. Also, a UIL school-related activity will supersede a non-UIL event/activity in most cases. In all cases however, it is the goal of the D.I.S.D. Bands to produce the highest quality public performances possible, and to meet the needs of all of our students in the most responsible manner. The D.I.S.D. Band calendars will be published each year and distributed during the month of August. Calendars and ‘Band Plans’ are also available online at: www.devineisd.org under the Band tab. ***Being a member of the DHS Band carries with it a personal responsibility and commitment to all other members of our organization. Communication is the key!***

Grading

*****Please see Class Syllabus for specific grading policies*****

In general, grades within the DHS Band program will be determined by the following: Daily Grade 40%, Performance/Test Grade 60%. Participation, attendance, effort, and having the correct supplies are considered as part of the 'daily grade'. Auditions, performances, written or playing tests are considered as part of the 'performance/test grade'. *****Students who refuse to participate in class/rehearsals will be REMOVED from the Band Program*****

***** Students who receive a failing band grade will require a parent conference and may lead to the removal from the DHS Band program. ****

Instrument Information

The band department will provide certain large/specialized instruments for those students not able to purchase their own, and specialized marching instruments. Each band member is responsible for the proper care, condition and repairs of their instrument. Any damages or serious malfunctions should be reported to the director at once. Damages due to the negligence of the student will be charged to the student. If the instrument is lost or stolen while away from the band hall, the student must reimburse the band for the cost of the instrument.

A privately owned instrument is the responsibility of the student who owns it. Students should check with their parents to see that the instrument is included on their homeowner insurance policy. Before purchasing an instrument, students should consult with the band director. All instruments should be kept in excellent playing condition and should be cleaned and polished before every performance. Inspections will be held periodically before the games and concerts.

LETTER JACKET AWARDS

Lettering in Band

To earn a letter jacket award in band you must earn six points from the following:

- 1.Participate in U.I.L. Region Marching Contest (1 point)
- 2.Participate in U.I.L. Concert/Sight-Reading Contest (1 point)
- 3.Audition for the TMEA/ATSSB All-Region Band (1 point)

4. Be selected as a member of the TMEA/ATSSB All-Region Band (3 points)
5. Participate in U.I.L. Solo/Ensemble Contest (1 point)
6. Receive a first-division at U.I.L. Solo/Ensemble contest (1 point)
7. Be an elected officer in the band for one year (1 point) 8
Advance to UIL State Solo & Ensemble (1 point)
- 9 Advance to the Area level in UIL or ATSSB (1 point)
- 10 Advance to the TMEA/ATSSB All-State Band (3 points)

Other criteria that must be met to receive a jacket award:

1. Maintain eligibility for all U.I.L. events for the entire school year in which point accumulation equals or exceeds six.
2. Maintain an “A” average in band for the entire school year in which point accumulation equals or exceeds six.
3. Not have received an office disciplinary referral from band for the entire school year in which point accumulation equals or exceeds six.

Note: Being a senior in the organization does not necessarily guarantee being awarded a letter jacket.

Officers

President - The President is the student representative for the entire band program. He/She is in charge of speaking for press releases and band announcements. The President schedules meetings, activities, and presides over other officers. This person strives to be in direct communication with directors as a student spokesperson. Selected by a band vote.

Drum Major - The “Senior” Drum Major serves as the primary student leader and conductor of the marching band. He/She assists with running marching rehearsals, teaching marching drill, and conducts the band at football games, parades, and pep rallies. Selected by audition.

Asst. Drum Major – The “Junior” Drum Major serves as a primary leader in the marching band as well, and is the drum major in training for the following year. He/She also assists in conducting at football games in the stands, parades, and pep rallies. Typically, this person may march with an instrument during show performances. Selected by Audition.

Secretary - Officer in charge of internal and external correspondence. Other duties might include assisting with attendance, writing of press releases, and designing band concert programs. Selected by a band vote.

Librarian(s) - In charge of the organization of the Music Library. Duties include filing, copying, distributing and collecting music. Also responsible for keeping an accurate database of music titles. Librarians may be assigned for each ensemble and are therefore

responsible for the music collection, organization, and distribution of music for that ensemble. Selected by a band vote.

Historian(s) – Duties include photographing band events, collecting newspaper articles pertaining to the band, saving band programs, etc. to put together a comprehensive scrap book of the band’s history for that year. Duties also include putting together an end of the year powerpoint/video to show at the band banquet. Selected by a band vote.

Quarter-Master(s) - Usually three-four students elected to share the responsibility of making sure the quarters are kept with one to possibly be assigned the head quarter-master/facilities manager position. Duties include: Organization of the uniform room, fitting, distribution, and collection of uniforms and their parts, supervising loading/unloading of equipment, organization of “the crew,” and pre-rehearsal set-up. Appointed by the Director.

Section Leader(s) - These are students in the band who are selected by the directors based on demonstrated leadership ability, musical ability, and marching ability. This is not an elected position, though students may have input by vote. There may be more than one section leader per section as decided upon by the Director. Duties include setting an example for others both musically and academically, and making sure that their section is meeting expectations of the band program. This leader is to be in direct contact with the directors regarding issues within their section. Appointed by the Director.

Colorguard Officers – These are students in the colorguard that have had a minimum of one year of experience and wish to hold one of a maximum of three officer positions. These students are asked to handle warm-up exercises with the full group, help with record keeping, organization, and help assist younger students when needed. They also serve as student liaisons to instructors to aid in communication and problem solving. Selected by Audition.

****All officers in the band are expected to set the highest example both musically, academically, and personally both in and out of the band rehearsal setting. Students selected as officers will attend a leadership camp in the summer. **The band director reserves the right to remove a student from an officer position and replace him/her with a director- appointed student.**

Classroom/Rehearsal Rules

1.All students are expected to be on time to class. This means in your seat with instrument/equipment, music, and supplies when the tardy bell rings. There may be a specific tardy policy assigned for your specific class.

2.Students are expected to remain quiet and focused during rehearsals. This means both ***audio and visual silence*** during instruction both inside and outside.

3. There is to be no food/drink in the band hall or during any rehearsal with the exception of water in a clear plastic container.
4. There is to be no storage of books, notebooks, papers, personal items, etc. in the band hall with the exception of band/music related items that are necessary for rehearsals. The DHS staff assumes no responsibility for things that are left unattended in places where they should not be.
5. The band hall is not a playground. Act in a mature and responsible manner when inside the band facility.
6. Have a pencil readily accessible at all indoor rehearsals.
7. All rules/regulations/consequences addressed in the “DHS Student Code of Conduct” apply in ALL band classes and while at any band event or while traveling.
8. Consistent failure to abide by the outlined rules of the organization may result in removal from the organization.

Travel Rules

All DHS Band students will have the privilege to have school transportation provided to many of our activities and events throughout the school year. Student safety is our first and foremost concern in regard to the following rules. Students **WILL** follow these rules and all other instructions regarding travel with the DISD Band program. Students who can NOT abide by the rules, or specific Director instructions, ***will lose the privilege to travel and participate with the DHS Band.***

1. You must stay on the Director **assigned bus** for the round trip.

2. You must ride to and from an off campus performance event in a provided school district transportation unless an approved “***Alternate Travel Form***” is turned in and signed by a parent & the Director **prior** to the trip.
3. You must have all necessary equipment, supplies, etc. before “Checking Out” and loading the bus.
3. Music may only be listened to with **headphones** while on a bus.
4. Noise must be kept at an appropriate level. (NO loud singing, chants, etc.)
5. Do not put any part of your body out of the bus window.
6. Any food, drink, or trash must be disposed of properly in a trash bag.
7. Chaperones are expected to be treated with the same respect that you would treat a director.
8. All conduct rules as outlined in the DHS Student handbook apply on band trips.
9. Students **MUST** arrange their own transportation to/from the band hall prior to/after all events. Students **MUST** have a ride home within (30) minutes upon arrival of school buses to the band hall following any event. **Failure to have transportation within the (30) minute time frame will result in the LOSS of Travel Privileges with the DHS Band!**
10. Failure to abide by travel rules could result in loss of travel privileges via school transportation. This would leave the parent(s) responsible for transportation to and from band events.

Drug-Testing – DHS (*Excerpt from Student Handbook*)

All students in grades 9-12 who intend to participate in competitive extracurricular activities and/or obtain/maintain a permit to park on campus during the course of the school year are subject to random drug testing. Before a student may be allowed to participate in competitive extracurricular activities and/or obtain/maintain a permit to park on campus, the student and the parent/guardian must present written consent to the testing.

Competitive extracurricular activities for which testing is required includes all UIL activities and other activities approved by the district as extracurricular. Competitive

extracurricular activities are those that are school-sponsored, school-related, competitive activity, including elective offices, and participation in clubs, teams, or organizations. This pool of students shall be subject to random testing at a frequency and at a rate to be determined by the school administration. Students shall not receive prior notice of the testing date or time.

Philosophy

The Devine ISD Band Program is founded on the philosophy that music is an essential component in the enrichment of the educational experience. The multidimensional thinking involved in grasping the harmonic and temporal concepts of music touch the most basic preconscious structures of the brain. The disciplines involved in the study of music demand mastery of the highest levels of intellect, memory, concentration, and emotions as well as the finest tuning of coordination and sensory awareness. The study of music is where students may learn commitment to quality and excellence in their work and where they can explore the inseparable relationship to mind and body. Whether it is on the concert stage, the football field, the rehearsal hall, or the academic classroom, ultimately, we want every student to become the best person he/ she can possibly be.

Strive for Excellence in All That You Do...

GO Warhorse Band!

2024-2025 DHS Band Handbook Acknowledgment Page

I have read the band handbook for **2024-2025** and understand all rules/policies as outlined. I understand that failure to abide by the outlined rules presented either written or verbally may result in a grade reduction, removal from an ensemble, and/or removal from the band program as seen fit by the Director in addition to any standard disciplinary actions taken. I also understand that by committing to the organization, I agree to have full participation for a minimum of (1) year as outlined in the class syllabi and attendance expectations. I also understand that participation in band/colorguard, and particularly marching band, is an outdoor physical activity that can be strenuous and may require students to occasionally be in somewhat extreme weather conditions (heat, rain, cold, etc). I understand that the Devine I.S.D. faculty, staff, and consultant staff will always do their absolute best to maintain student safety while students are under their direct supervision; however, I am releasing them of any liability in regards to any injury that could occur. I understand that this Handbook is not intended to be an “all-inclusive” listing for every situation which may occur. This Handbook is intended to be a “guide” for the majority of situations and as an outline for the basic structure of the organization.

By placing our signatures below, we are stating that we have read the DHS Band Manual and we agree to the terms and guidelines as set forth:

DHS Band Member Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____



Devine ISD

UIL Participant Handbook

2024-2025

I. **Introduction**

The purpose of this handbook is to communicate school policies and guidelines to students and parents. The policies and guidelines contained in this handbook apply to all students that participate in University Interscholastic League (UIL) activities. The term “participant” in the handbook refers to a student who participates, or plans to participate during the school year, in any UIL activity.

The district believes students that represent the school should maintain a high standard of behavior and conduct. Students are required to follow these guidelines while at school, while attending school sponsored activities and while in the community and public, both in and out of the district. Students who elect to participate in UIL events are required to follow the policies and guidelines contained in this handbook.

II. **Eligibility**

A high school student must be less than 19 years of age before September 1. To be eligible as a sophomore, a student must have acquired 5 credits or more. A junior must have acquired 10 credits or more. A senior must have at least 15 credits. The participant must pass all of his/her courses at the end of every six weeks in order to maintain eligibility. The minimum passing grade is 70. Failing one or more subjects for a six weeks will result in the participant becoming ineligible 7 days from the reporting period until the end of the fourth week of the next six week grading period. The student may participate in drills and practices after school hours; however, the student will not be eligible for competition. Eligibility will be reinstated if the student is passing all classes at the end of the third week, as per UIL Guidelines, *TEA Side by Side*.

III. **Policy Applies Throughout Year**

This policy is in effect for the school attendance year and for summer UIL activities, i.e., camp, practices, competitions, etc...

IV. **Behavior**

Inappropriate behavior, as defined in the student handbook, the District Discipline Management Plan, or as announced by the coach, sponsor, and/or school administration, is unacceptable. A participant will be made aware of any problem his/her inappropriate behavior has created. The student/participant will be subject to sponsor/director designated discipline which may include dismissal.

V. **Criminal Conduct**

If a participant is ticketed or cited for a misdemeanor crime (other than minor traffic offenses), the participant may be dismissed and suspended from participation in the same manner as provided in Section VIII or Section X. If a participant is charged with and/or indicted by a grand jury for any felony offense, the participant will be dismissed and suspended from UIL activities pending such felony criminal proceedings. Should such proceedings result in a finding of guilt in court, or the payment of a fine or other forfeiture, even

though there was no formal trial, or placing the participant on probation by the court with or without a finding of guilt, when participant either admits guilt to the court, or pleads nolo contendere (no contest), such participant shall continue to be dismissed and suspended from participation in UIL activities for a minimum of one calendar year thereafter. In addition to the above penalties, any participant convicted of the above referenced criminal offenses shall be subject to penalties as provided by state law and local school board policies

VI. **Dress Code**

Participants must abide by the district policy in regard to the dress code. The sponsor, coach, or the person in charge of an extracurricular activity may regulate the dress and grooming of participants. Students who participate in speaking events may be held to higher standards in grooming and dress.

VII. **Present at Activities Where Alcohol/Drugs Consumed**

UIL participants who are present at activities where alcohol and/or drugs are illegally consumed may be subject to disciplinary action as provided under Section IV of this policy. The district believes that students who represent the school should not be in attendance at activities where alcohol and drugs are illegally consumed. It is not appropriate for students to be at such activities.

VIII. **Alcohol and Illegal Drug Use**

If a participant consumes or is in possession of alcohol or illegal drugs, he/she will be subject to penalties as provided by state law, local school board policies, and the student code of conduct.

Phase One For each activity, the participant will be suspended from the next competition in which he/she is presently involved. If, after a twelve-month period, the participant has had no further offenses, the first offense will be removed from his/her record. In addition, the participant will be subject to make-up practice or work assignments as assigned by the coach or sponsor.

Phase Two If a second violation occurs before the twelve-month period has passed, the participant will be dismissed from UIL activities for one calendar year thereafter. If an infraction of this policy occurs, a quorum of sponsors/coaches will convene to determine the activities in which the student is involved. The disciplinary action is determined by the coach or sponsor of each activity in which the student is involved.

All participants in UIL activities must agree to the district's random drug-testing policy as outlined in the Student-Parent Handbook and school policy which can be found at the principal's office or online at www.devineisd.org.

IX. **Attendance**

If a participant is aware he/she is going to miss a practice, he/she should contact his/her coach/sponsor ahead of time. If an illness causes a participant to miss practice, the student or the student's parent must contact the coach/sponsor. In order to participate in practice, students must attend school at least four periods that day unless extenuating circumstances exist. The coach or sponsor will have discretion on these

decisions.

X. Theft

Any participant caught stealing may be dismissed or suspended from participation. For a first offense, this penalty may be reduced, and the participant reinstated if the participant exhibits a positive and cooperative attitude and additionally fully participates in make-up work as determined by the coach/sponsor, and the stolen property is returned. If a subsequent offense occurs during a participant's career in the Devine Independent School District, the penalty will be suspension from participation for one calendar year following such offense and to further discipline by the school administration.

XI. Tobacco Use

The use of tobacco products is not allowed. According to law, it is illegal for minors to be in possession of any tobacco product. If a student is ticketed on a tobacco offense, the same rules apply as in Criminal Conduct and Section VIII of this handbook.

XII. Drop Fees

If a student fails to attend a contest or activity they sign-up to attend, they may be responsible for all entry and/or drop fees incurred by their absence.

XIII. Summary

In dealing with this or any other group, there will be circumstances when a coach/sponsor will have to make a decision on a rule interpretation or circumstance not covered by this handbook. In that event, the coach/sponsor will make a decision based on a full investigation and in the interest of fairness to all involved. Violations to this policy will be considered as disciplinary actions and will be recorded as such by the campus administration. It is the hope of our sponsor/coaching staff, administration, and faculty that these guidelines will enable our youth to represent the many positive aspects of our community.

XIV. Literary Team Lettering Policy

According to UIL rules, a student may earn only one school letter jacket in his/her high school career. Some students may have to choose from which activity to be awarded a jacket. Patches may also be earned. Members of the literary team earn a jacket or patch in one of two ways:

- Scoring points at the district literary meet in an individual event or as a member of a 1st place team in a team event,
or
- Scoring points at a minimum of three practice meets/tournaments during the current school year.

XV. Review by the Board of Trustees

The contents of this handbook were reviewed by the Board of Trustees on __8/19/2024_____.

UIL Participant

2024-2025

Student Name (please print): _____

I have read and agree to abide by the rules and regulations for UIL activities as stated in the Devine Independent School District UIL Participant Handbook.

I agree that, as the undersigned student of the Devine Independent School District, I am not to consume alcohol, illegal drugs, or use tobacco products or exhibit criminal conduct. I understand that a violation of this agreement will result in dismissal and suspension from participation in accordance with and for the time periods as stated in this handbook. The possession and/or use of illegal drugs will result in my dismissal and suspension from participation. Participants knowingly present at activities where alcohol and/or drugs are illegally consumed may be subject to the penalties as stated in this handbook. This agreement is in effect August 1, 2024 through July 31, 2025.

Student's Signature

Date

As a parent and/or guardian, I (We) have read and understand the provisions set forth in this handbook concerning the use and/or possession of alcohol, illegal drugs, or tobacco or the exhibition of criminal conduct. This agreement is in effect August 1, 2024 through July 31, 2025.

I certify that my child _____ has my permission and consent to attend UIL activities sponsored by Devine UIL Academic team and sponsors which will be at various times throughout the year. I understand that this permission form gives my child permission and consent to travel with the school on all activities with the above named organization.

I hereby release the Devine Independent School District and its employees from any liability for injuries suffered by my child while he/she is under the supervision of the sponsor of this particular activity. In case of emergency, I authorize the school officials to give permission for medical treatments by a licensed physician and to hospitalize the above named student if necessary.

Parent's/Guardian's Signature

Date

Home Phone: _____ Mobile Phone: _____

Work Phone: _____

Insurance Company _____ Policy Number: _____

Devine ISD

ATHLETIC MANUAL

FOR PARENTS AND STUDENTS



Updated: July 2024

Note: This manual is in addition to the Devine ISD UIL Handbook and the DISD Extra Curricular Handbook

INTRODUCTION

The purpose of the Devine Athletic Manual is to inform parents of policies set forth governing athletics and individual athletes.

Included in this manual is information concerning:

1. Insurance and High School Athletic Training Program
2. Devine ISD Sportsmanship Guide
3. Definition of Sportsmanship
4. Athletic Policies for the Student Athlete
5. Parent/Coach Communication
6. Philosophy of Evaluation of Players/Playing Time
7. Varsity Team Sport Lettering Qualifications
8. Athletic forms required to be completed prior to workout
9. Strategies to Prevent Staph Infections
10. Parental Statement of Understanding

If you have any questions concerning this manual, please contact: Athletic Director:

Jim Sessions

830-851-0860

INSURANCE

Adequate insurance coverage for the athlete is the responsibility of the parent or guardian. The school system purchases accident insurance for students for coverage while they are involved in school interscholastic athletic activities. The insurance plan includes only those sports which are under the supervision of the Devine ISD. It does not include club sports offered by individual schools or organizations. This insurance plan serves only as supplemental insurance to the parent or guardian's primary insurance. If the athlete does not have a primary insurance provider the school insurance will only pay a certain amount of charges. It must be clearly understood that no accident insurance plan is comprehensive. **Insurance information outlined on the following pages is an attempt to describe the insurance plan DISD provides the Student Assurance plan.**

School insurance claim forms are to be filled out by the parent or guardian and submitted to the doctor/hospital. It is the parent or guardian's sole responsibility to file all necessary claim forms to the appropriate providers. An insurance claim form can be obtained through the athletic director's office or through the athletic trainer's office.

HIGH SCHOOL ATHLETIC TRAINING PROGRAM

Parents allowing their children to participate in school athletics accept the risk of injury. To help minimize the risk and to manage injuries when they occur, the school has employed a certified athletic trainer.

The athletic trainer is an important link in the health care delivery system. The athletic trainer serves as a liaison among athletes, parents, coaches, physicians, allied health professionals, and administrators to facilitate healthy participation in interscholastic athletics. *Please note that due to the large scope of the athletic program the athletic trainer may not be present at all practices and competitions.*

DEVINE ISD SPORTSMANSHIP GUIDE

A Guide for Athletes, Coaches, and Parents

Participation in co-curricular activities is a privilege. As representatives of the Devine Independent School District, student athletes are expected to conduct themselves in a manner that meets the highest standards at all times.

It is the goal of Devine ISD to provide all students with opportunities to engage in athletic activities that enrich their education and further develop the core values of respect, responsibility, fairness, trust, and good citizenship.

Engaging in planned instruction teaches good sportsmanship and proper behavior. It is the responsibility of the administration, staff, coaches, parents, and the community at large to create a climate that fosters the development of these behaviors. This is accomplished by encouraging and modeling positive and appropriate behavior within the sporting environment while, at the same time striving for excellence.

Expectations for the behavior of athletes, coaches, and spectators at athletic contests, practices, and events are outlined below:

Athletes

Athletes are required to meet the following expectations:

- (1) Be courteous to visiting teams and officials.
- (2) Play hard and to the limit of your ability, regardless of discouragement. True athletes do not give up nor do they argue, cheat, or taunt opponents.
- (3) Retain composure at all times and never leave the bench or enter the playing field/court to engage in a fight.
- (4) Be modest when successful and be gracious in defeat. A true competitor does not offer excuses.
- (5) Maintain a high degree of physical fitness by conscientiously observing team and training rules.
- (6) Demonstrate loyalty to the school by maintaining a high scholastic standing and by participating in or supporting other school activities.
- (7) Play for the love and honor of the game.
- (8) Understand and observe the rules of the game and the standards of eligibility.
- (9) Respect the integrity and judgment of officials and accept their decisions without question. (10) Respect the facilities of the host school and demonstrate the behavior expected of guests.

Parents/Spectators

Parent/Spectators are required to meet the following expectations:

- (1) Realize that you represent the school and community and, therefore, have an obligation to be a true sportsman, encouraging through positive behavior the practice of good sportsmanship by others.
- (2) Recognize that good sportsmanship is more important than victory by approving and applauding good team play, individual skill, and outstanding examples of sportsmanship and fair play exhibited by either team.
- (3) Recognize that since the primary purpose of interscholastic athletics is to promote the physical, mental, moral, social, and emotional well-being of the players, victory or defeat are of secondary importance.
- (4) Treat visiting teams and officials as guests, extending to them every courtesy.
- (5) Be modest in victory and gracious in defeat.
- (6) Respect the judgment and integrity of officials, realizing that their decisions are based upon game conditions.

Athlete/Parent/Coach Communication

The Devine athletic department encourages open communication among athletes, parents, and coaches. Both athletes and parents are urged to discuss their concerns with the coach in the appropriate setting and at the appropriate time.

Appropriate concerns to discuss with the coach include issues of mental and physical wellbeing, strategies for improving individual performance, and issues of behavior.

Issues not appropriate for a parent to discuss with the coaches include playing time, starting positions, team strategy, play calling, and other athletes.

Conflict Resolution

It is desirable for conflicts to be resolved by an athlete with his/her coach. Occasionally, however, situations arise where conflicts are not able to be resolved through this interaction and the assistance of the athletic director and/or principal is needed.

Spectator Conduct

Devine ISD requires school districts to monitor spectator behavior at all school sponsored activities. Accordingly, an event supervisor(s) may request any person involved in misconduct to leave the premises and may contact the police for assistance. The school has the authority to suspend individuals from attending all school sponsored activities for spectator misconduct. Devine ISD appreciates positive support from all spectators.

The Definition of Sportsmanship

Sportsmanship is character displayed in athletic competition. People of character live by the Six Pillars of Character: *trustworthiness, respect, responsibility, fairness, caring and citizenship*. These core ethical values provide the foundation for the Pursuing Victory with Honor campaign and all CHARACTER COUNTS!

TRUSTWORTHINESS: Always pursue victory with honor * Demonstrate and demand scrupulous integrity * Observe and enforce the spirit and letter of rules * Do not compromise education and character-development goals * Do not engage in or tolerate dishonesty, cheating or dishonorable conduct.

RESPECT: Treat the traditions of the sport and other participants with respect * Do not engage in or tolerate disrespectful conduct including verbal abuse of opponents and officials, profane or belligerent “trash-talking,” taunting and unseemly celebrations * Win with grace and lose with dignity.

RESPONSIBILITY: Be positive role model on and off the field and require the same of athletes * Further the mental, social and moral development of athletes and teach life skills that enhance personal success and social responsibility * Maintain competence including basic knowledge of: 1) character building, 2) first aid and safety, and 3) coaching principles, rules and strategies.

FAIRNESS: Adhere to high standards of fair play * Treat players fairly according to their abilities * Never take unfair advantage * Be open-minded

CARING: Assure that the academic, emotional, physical and moral well-being of athletes is always placed above desires and pressures to win * Do not permit reckless or potentially unsafe behavior of athletes.

CITIZENSHIP: Avoid gamesmanship and promote sportsmanship by honoring the rules and goals of the sport * Establish codes of conduct for coaches, athletes, parents and spectators * Safeguard the health of athletes and the integrity of the sport by prohibiting the use of alcohol and tobacco * Demand compliance with all laws and regulations, including those relating to gambling and the use of drugs.



ATHLETIC POLICIES FOR THE STUDENT ATHLETE

Participation in the athletic program and/or University Interscholastic League contest is **not a right but a PRIVILEGE**. No student is required to take part in the contests or activities. Therefore, it is imperative that all students taking part in the program understand the following athletic code and conform to the rules therein. The coaches of the sport or activity and the athletic director shall have the right to remove these privileges at any time.

All sophomore through senior athletes wishing to participate in any sport, who did not complete or participate in the sport the previous season, and wish to try-out may do so. However, the athlete will only be placed in the athletic period upon making the team.

A. Athletic Appearance and Grooming

At all times, an athlete's appearance (hairstyle and clothing) should not be such that he/she draws undue attention, creates disruption, or presents a safety hazard. **As a safety precaution, jewelry shall not be worn during practices. In addition, no tongue or nose rings will be visible at any time, which includes during practice, while traveling with the team or during games. Appearance for clothing and hairstyle is defined in the Devine ISD handbook.**

B. Self-Discipline

One of the rewards of being an athlete is learning self-discipline. There is no better way to acquire self-discipline than to make sacrifices.

DISCIPLINE YOURSELF SO OTHERS DON'T HAVE TO!

C. Quitting the Team

Think hard before you decide to go out for a sport. Athletics takes a lot of hard work, time, and dedication. As such, any participant who quits a sport after they have begun will not be allowed to participate in any other sport until the regular season has ended in the sport that he/she quit. An exception to this would be if the athlete quit upon recommendation of their coach. Other exceptions are possible, but must be made by majority vote of the athletic director, principal, and coach.

D. Practice Regulations

1. A coach must be consulted ahead of time if any athlete must miss practice or a game.

Missing a game or practice without permission may result in suspension or removal from the team. The head coach will make the final decision.

2. Obey all rules set up by the coach. (Respect all coaches.)
3. Profanity and poor effort will not be tolerated.

E. Travel

All athletes in middle school and high school represent the community, school, and coaches at all times on all out of town trips. Therefore, it is expected that all athletes will dress in an acceptable manner on trips and conduct themselves in a manner in keeping with the dress code for athletics

and the DISD Student Code of Conduct. Violations will result in suspension from the next contest. Any incident of a serious nature may result in suspension and/or expulsion from the team and/or program.

In addition, the following guidelines will be enforced for all trips:

1. Be on time. Tardiness will not be accepted.
2. Dress neatly as directed by the coach.
3. Be mannerly in all public areas.
4. Show respect for the opposing team's facilities.

Athletes making the trip on the bus will return on the bus unless a parent is present or an emergency situation arises. The proper form or sign out procedure must be completed to return home with a parent. ALL parents must follow the proper sign out procedure at ALL times. If athletes must return with another person other than their parent, the coach must be notified in advance.

F. Suspension from School/discipline

An athlete receiving ISS cannot compete during the term of the assignment. An athlete may be placed on probation if he/she is assigned to ISS and any additional assignments to ISS may result in removal for the athletic program. The coach, under the direction of the athletic director, has the right to suspend an athlete from a competition due to an ISS placement, even if the competition is after their completed ISS placement. The coach, under the direction of the athletic director, also has the right to suspend an athlete from a competition due to any other disciplinary action imposed by the school. Students assigned to ISS may be placed on a discipline contract once their placement has been completed. Multiple ISS placements will expedite the process and may result in dismissal from the program.

If any athlete is placed in the Devine Alternative Education Program (DAEP), he/she may be removed from the athletic program for the remainder of the school year in which the placement occurred. Exceptions to this rule will only be made under the direction of the athletic director. Students assigned to DAEP will be placed on a discipline contract once their placement has been completed.

Please Note: Athletes assigned to ISS or DAEP will have to earn their way back into practice by completing a pre-determined conditioning. This will serve as both a replacement for missing practice time and as a deterrent for unwanted behavior.

G. Use of Drugs, Alcohol and Tobacco/Vaping

The Athletic program will continue to teach the lessons about how enjoyable and fulfilling life can be without drugs/alcohol/vaping insisting that athletics and extracurricular activities and events remain drug free. For complete policies and procedures refer to the UIL Extra Curricular Handbook and the Devine ISD Student Drug Testing Guidelines. Please note as little as one violation of this policy may result in placement to DAEP.

H. Theft

Taking things from other players, students, etc. will not be tolerated. Punishment will be handled on a case-

by-case basis and may result in expulsion from the athletic program for up to one calendar year from the date of the incident. For complete policies and procedures refer to the UIL ExtraCurricular Handbook.

I. Attendance Policy

An athlete may not participate in any contest or activity unless he/she attends school for a minimum of 4 class periods the day of the competition. The athlete must have attended a minimum of 4 class periods the preceding day if the activity falls on a Saturday or a holiday. **Only the principal or athletic director shall grant exceptions.**

Student Athletes with excessive absences may be held from competitions due to attendance concerns. Students are required to attend 90% of all classes to obtain credit for each class. Please note: Athletes are expected to attend classes the day after contests. Excessive absences after events will result in athletes not being able to participate in the next event.

J. Grades

All athletes must maintain a 70 or above average to participate in athletics. Failing grades will not be tolerated and will be subject to dismissal from the athletic program. In the case of low grades (74 and below), attendance in a mandatory tutorial program may be required. If an athlete fails two consecutive grading periods they will be placed on probation and may be removed from the athletic program. This will be on a case by case basis.

K. Dressing Out and Participation

All athletes are expected to dress out and participate daily during the year. Students who continuously refuse to dress out or participate, who do not have a valid doctor's excuse, will be placed on a discipline contract and may be removed from the program during the year.

PARENT/COACH COMMUNICATION

Parent Coach Relationship

Both parenting and coaching are extremely difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other and provide a greater benefit to student athletes. As parents, when your children become involved in our program, you have the right to understand what expectations are placed on your child. This begins with clear communication from the coach of the child's program.

Communications You Should Expect from Your Child's Coach

1. Philosophy of the coach
2. General expectations
3. Locations and times of all practices and contests
4. Team requirements, special equipment, strength and conditioning programs
5. Procedure if your child is injured during participation
6. Team rules, guidelines, and consequences for infractions
7. Lettering criteria
8. Team selection process

Communication Coaches Expect From Athletes/Parents

1. Concerns related to your child's general welfare
2. Notification of any schedule conflicts in advance
3. Notification of illness or injury as soon as possible

Appropriate Concerns to Discuss With Coaches

1. Ways to help your child improve
2. Concerns about your child's behavior

It is very difficult to accept your child not playing as much as you hope. Coaches are professionals. They make decisions based on what they believe to be the best for all student athletes involved. As you have seen from the previous list, certain things can be and should be discussed with your child's coach. Other things, such as those listed below, must be left to the discretion of the coach:

1. Playing time
2. Team Strategy
3. Play calling
4. Other student athletes

There are situations that may require a conference between the coach and player, or coach and parent. These conferences are encouraged. It is important that all parties involved have a clear understanding of the other person's position.

If You Have a Concern to Discuss With a Coach

1. Call the coach to set up an appointment.
2. If the coach cannot be reached, call the student activities coordinator to help set up the meeting for you.
3. Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both the parent and coach. Meetings of this nature usually do not promote positive resolutions.

The Next Step

What can a parent do if the meeting with the coach did not provide a satisfactory resolution?

1. Call and set up an appointment with the athletic director to discuss the situation.
2. At this meeting the appropriate next step can be determined.

Parent Code

1. Be a positive role model through your own actions to make sure your child has the best athletic experience possible.
2. Be a “team fan”, as well as a “my kid” fan.
3. Weigh what your children say; they might slant the truth to their advantage.
4. Show respect for the opposing players, coaches, spectators, and support groups.
5. Be respectful of all officials’ decisions.
6. Praise student athletes in their attempts to improve themselves as students, as athletes, and as people.
7. Gain an understanding and appreciation for the rules of the contest.
8. Recognize and show appreciation for an outstanding play by either team.
9. Help your child learn that success is oriented in the development of a skill and should make a person feel good about themselves, win or lose.
10. If you as a parent have concern, take time to talk with coaches in an appropriate manner including proper time and place. Be sure to follow the designated chain of command.
11. Please reinforce our drug and alcohol-free policies by refraining from the use of any controlled substance before and during athletic contests.
12. Remember that a ticket to a school athletic event is a privilege to observe the contest.

Be sensible, responsible, and keep your priorities in order. Participating on a Devine MS/HS team is a wonderful opportunity for your child to grow physically, socially, and emotionally.

PHILOSOPHY OF EVALUATION OF PLAYERS/PLAYING TIME

Although playing time is a decision of the team's coach, the following can serve as a guideline to understanding the process of which a player is evaluated.

Attitude - Athletes are asked to have a positive, team first attitude. Negative attitudes can hurt an athlete's performance and can cause issues with team dynamics. A player with a positive attitude - regardless of role - will make a greater impact on the team than one who does not possess that quality.

Hustle and Effort - Everyone is asked to give their best effort at all times. This goes for multiple aspects of the sport such as conditioning, weight training, off-season preparation, and of course practice and game times.

Contribution to the Team - Players are expected to be able to contribute to the team. Aspects may vary by sport but examples include knowing responsibilities/assignments/plays, being a great teammate which includes motivating and encouraging teammates to be the best they can be, and being a player with great character.

Talent - Assuming the above mentioned guidelines are equal, as they should be, talent becomes a factor. Those that are the most skilled in their spots will be ahead of those that are less skilled.

CRITERIA TO EARN A LETTER OR A LETTER JACKET

The following criteria are mandatory to earn a letter or a letterman's jacket in a varsity sport:

- Varsity volleyball, basketball, baseball, football and softball athletes letter if they have been on varsity for half of district play. If the team advances in the playoffs and a junior varsity athlete is promoted to the varsity they will receive a letter but not a jacket.

- Cross Country, Track, Tennis, Powerlifting, and Golf varsity athletes must have played on the "A"/ Varsity team in the district tournament, or can be on the "B" team if both groups qualify and play in the regional tournament.

****Please note:** Only one jacket will be purchased by the school for each athlete.

FORMS NEEDED FOR PARTICIPATION

UIL Pre-participation Physical Evaluation – Medical History (Physical Form) found at:
<https://www.uiltexas.org/files/athletics/PrePhysFormRvsd2.21.pdf>

Additional forms needed for participation in the Devine Athletic Program can be found and completed online at: <https://devineisd.rankonesport.com/New/NewParentLogin.aspx>

Those forms include:

Emergency Card

UIL Signature Page

Drug Testing Authorization Form

Medical History (Online)

Devine ISD Extra Curricular Activity Handbook

Devine Athletic Handbook

STRATEGIES TO PREVENT STAPH INFECTIONS

Hand washing is the single most important behavior in preventing infectious disease. Hands must be clean before you touch your eyes, mouth, nose, or any cuts or scrapes on the skin.

1. Wash your hands after sneezing, blowing, or touching the nose.
2. After using the toilet.
3. Before leaving the athletic area.
4. Do not share towels, soap, or other personal care items.
5. Shower with soap and water as soon as possible after direct contact sports.
6. Dry using a clean, dry towel.
7. Do not share towels, even on the sidelines at games.
8. Ointments or antibiotics must not be shared.
9. Wash towels, workout clothes and any other laundry in hot water and ordinary detergent and dry on the hottest cycle.
10. Report all wounds to the coach.

Parental Statement of Understanding:

I understand the policies governing interscholastic athletics in the Devine ISD, and by my signature grant permission for the student's participation. I also understand that participation in school-sponsored activities is a privilege and not a property right; and therefore, the school's athletic director/principal may suspend my daughter from participation by declaring her not in good standing if the student's character or conduct is such as to reflect discredit upon her school.

Print Name of Parent/Guardian

Print Name of Student

Signature of Parent/Guardian

Date

Devine Middle School Cheerleader Constitution 2024-2025

All Devine Middle School Cheerleaders must adhere to the following constitution. It must be understood that as a member of this organization, the student becomes a representative of Devine Middle School and each member must maintain high moral and ethical standards. Membership is from tryout date to the last day of school the following school year. Membership may be terminated at any time for unacceptable standards of conduct.

Article I: Mission Statement

The purpose of the Devine Middle School Cheerleading program is to support athletic functions and to represent DMS to the highest degree. The role of a DMS Cheer representative goes beyond the wearing of the uniform. It is an honor and responsibility given to an individual who shows leadership, honor, and integrity. Ultimately, the purpose is to create, promote, and uphold school spirit in accordance with District/School rules.

Article II: Candidates for Membership

Part I: Candidacy

- Candidates must be willing to abide by rules and follow directions.
- Candidates must be willing to set a high moral standard as a representative of Devine Middle School. **Participation in the cheer program is a privilege and not a right.**
- Candidates must enjoy learning and performing cheers, chants, and dances.
- Candidates must demonstrate responsibility at all times
- Candidates must have perfection as their goal and understand that the schedule and discipline of a cheerleader demands a high degree of determination, hard work, strength, dedication, and self-discipline.
- Candidates must have a desire to cooperate – to be “one of the group.”
- Parents/guardians must be willing to meet all financial obligations involved in having their daughter/son as a member of the squad.
- Candidates, pending eligibility status, will participate in all activities that the organization is involved, be it cheerleading, fundraising, or school and community events.
- Candidates must exhibit and maintain a satisfactory attitude toward school policies and regulations.

Part II: Selection

- The selection of both the 7th grade & 8th grade cheerleading squads will be by judges' scores only. Tryouts will be held on the DMS campus.
 - Candidates will be rated on a 1-50 scale based on the following criteria:
 - Crowd appeal
 - Projection
 - Jumps
 - Tumbling
 - Motions
 - Dance
- In order to be selected to the Devine Middle School 8th grade squad candidate must receive a minimum score of 30 or natural break as determined by judges, not to exceed 8 members.
- In order to be selected to the Devine Middle School 7th grade squad candidate must receive a minimum score of 25 or natural break as determined by judges, not to exceed 8 members.
 - In the event of a tie between the 8th and 9th place candidates, the judges will request the candidates who are tied perform one or more of the required elements. The judges will decide the tiebreaker.
 - Only judges, sponsor(s), principal(s), tabulators, auditors and candidates will be present at tryouts.
 - There will be a **MANDATORY** mock tryout in advance of the tryout date. Attendance and participation is required for all candidates. The sponsor(s), principal(s), authorized personnel, candidates and candidate parents will be allowed to attend the mock tryout. No others will be allowed to attend. Failure to participate in the mock tryout will result in the candidate relinquishing their right to tryout.
- There will be one captain selected. Only returning 8th grade cheerleaders, with parent's permission will be eligible for captain. The captain will be the candidate who received the most votes from the newly selected squad. All incoming cheerleaders will vote for captain on the night of tryouts after the squad has been announced. In the case of a tie between two eligible candidates, there will be a run-off vote to determine the captain.

Article III: Eligibility Requirements

In order for a student to try-out for Devine Middle School 7th Grade or 8th Grade Squads they must meet the following requirements:

- Be a student of 6th or 7th grade at Devine ISD since the beginning of the second semester during the year of tryouts.
- Be passing all subjects at the time of tryouts, UIL rules (except those exempted by the district), no pass no play, will be followed, i.e. students must be passing all classes at the end of the six weeks prior to tryouts, or have regained eligibility if time permits.

- Have no major disciplinary action against her/him. Major disciplinary action is defined as the student being suspended (ISS -No more than 1 day / or OSS) or sent to DAEP/JJAEP.
- Must attend 90 percent of the days that classes are offered, unless the excused or unexcused absences have received prior administrative approval.

Article IV: Roles and Responsibilities

To remain eligible a cheerleader must adhere to the following guidelines and policies:

- Grades: Pass every class every six weeks. A cheerleader who fails a six weeks in any course will not be eligible for the following three weeks-UIL guidelines will be followed.
 - If a cheerleader fails two consecutive grading periods they will be removed from the squad for the remaining of the school year and will not be eligible to try out for the following school year. (consecutive grading periods: six weeks and the following three weeks or two consecutive six weeks)
- Discipline: Have no major disciplinary action against him/her. Major disciplinary action is defined as the student being suspended (ISS –No more than 1 day / or OSS) or sent to DAEP/JJAEP. (see demerit chart)
- UIL Rules: Obey the guidelines set by the school board and administration in the DISD UIL PARTICIPANT/CHEERLEADER HANDBOOK.
- The cheerleaders should set an example for the rest of the student body. They must always be in dress code. (see demerit chart)
- Devine Middle School Cheerleaders will follow the Devine ISD Extracurricular Activity Handbook.
- Demerits: Devine ISD Cheerleaders are role models and will be subject to a strict code of conduct. Infractions of this code of conduct will result in demerits. Demerits will be issued by the sponsor and may also be issued by the principal and/or vice principal.
- Cheerleaders will have the opportunity to receive two merits MAXIMUM per six weeks.

****IN THE EVENT THAT A CHEERLEADER REACHES 20 DEMERITS IN ONE SCHOOL YEAR, OR IS SUSPENDED FROM THE TEAM MORE THAN THREE TIMES FOR ANY REASON, SHE/HE WILL BE SUSPENDED FROM THE SQUAD FOR THE REMAINDER OF THE SCHOOL YEAR. IF SUSPENDED FROM THE SQUAD AS A 7th GRADE CHEERLEADER, THEY WILL NOT BE ELIGIBLE TO TRY OUT FOR THE SQUAD THE NEXT SCHOOL YEAR. ****

- Practices: NO SCHOOL SPONSOR, NO STUNT PRACTICE.
 - Attend summer practice sessions. The sponsor(s) will schedule these practices.
 - Be present at ALL required practices during the school year. **If any practices are missed, the cheerleader will be suspended from the pep rally for that week.** In addition, demerits will be given for being late or missing a practice. No demerits will be given for game or pep rally in which the cheerleader was suspended. (See demerit chart)

- Specific DMS Cheerleader Assignments
 - Pay all cheerleading uniform/camp expenses at the time that uniforms are ordered. **All cheerleaders who have not paid by this date will not be allowed to order uniforms.**
 - Attend instructional clinics. (Including mini-cheer camp) **If any camp is missed, the cheerleader will be removed from the squad.**
 - Attend all home DMS football games. Sponsor(s) may require attendance at additional games.
 - Attendance at additional games may be required at the discretion of the sponsor/administrator. Discretionary games will not result in a demerit for non-attendance.
 - Attend all pep rallies and participate as required by the sponsor.

****NOTE****

ALL ABSENCES MUST BE APPROVED IN ADVANCE AND MUST HAVE THE SPONSOR'S APPROVAL.

Article V: Alternate Cheerleader

- There will be no alternate cheerleader named.

Article VI: Uniforms

- The traditional uniform colors are maroon and gold and will be used for both the travel and home uniforms.
- In an effort to hold down the cost of uniforms, ONE uniform will be chosen.
- It is the responsibility of individual cheerleaders to pay for uniforms and accessories, and the amount may not exceed **\$1,200.00** for uniform camps, supplies, and accessories. There will be a pricing sheet available 2-3 weeks after tryouts. Money making projects can help defray expenses.
- No part of the uniform will be worn except when instructed by the sponsor.
- Members may not wear any jewelry while in uniform, practicing, or performing. This includes belly button rings, tongue jewelry, and any other type of body piercing.
- A tattoo must be covered while at practice, in uniform at games or at any school-sponsored event where you are cheering.
- All designated uniforms will be worn by the members only.
- Hair should always be worn in a pony tail or pulled back up and away from the face.
- With the sponsor's input/oversight, the captain may recommend 2-3 uniforms, and the group will vote on the final choice of uniform. Uniform choices will be sent home to parents before the final vote.

Article VII: Transportations

- Transportation shall be provided by the school district to away games.
- Members are required to **ride to and from** games/functions/activities in the provided transportation.
- Members will abide by all school transportation rules, procedures and safety guideline.
- Only in extreme circumstances will a member be allowed to use alternate transportation.
- Members will conduct themselves in an appropriate manner at all times on all trips and buses. (Members will always walk in and out as a group).
- School policies and regulations are extended to all school-sponsored trips.

Article VII: Points to Remember

- Election results are final. Sponsor(s) and principal(s) will tabulate the final standing from the judges' scores. An outside auditor will tabulate the final standing from the judges' scores.
- Uniforms are to be worn at pep rallies and games only, unless specific permission is given by the sponsor(s).
- The sponsor(s) must approve the attire worn during tryouts. No previous year cheerleader uniforms will be permitted.
- If a cheerleader moves and/or withdraws from school and re-enrolls, his/her reinstatement will be at the discretion of the principal and the sponsor(s).
- Cheerleaders should be in control of all cheering actions by using appropriate cheers for the situation and helping to discourage booing and other negative crowd reactions.
- Cheerleaders are members of a team and are expected to work together as a group. If differences occur, they will be arbitrated in private, by the sponsor and/or other administrators.
- As a cheerleader, you are an official representative of DMS. Your conduct in uniform and 'civilian dress' is expected to be EXEMPLARY at all times. As a cheerleader you are a role model for your school, team and community and are EXPECTED to behave as such at all times.
- A cheerleader must cheer with enthusiasm.

A. In dealing with this group or any group, there will be circumstances when a sponsor or sponsors will have to make a decision on a rule interpretation or circumstances not covered by this constitution. In these instances, the decision of the sponsor(s)/administration is final.
***See Student Handbook for handling complaints.**

Devine Middle School Cheerleader Merits / Demerits

Devine Independent School District Cheerleaders are role models and will thus be subject to a strict Code of Conduct (See Cheerleading/UIL handbook). Infractions of this code will result in demerits. Demerits will be issued by the sponsor(s) and may also be issued by the principal and/or vice principal. ***In the instance that a cheerleader commits a major infraction that would result in his/her immediate suspension or dismissal, merits previously obtained may not be used to eliminate or reverse the suspension or dismissal*.**

Violations	Number of Demerits
Absent from practice; parent note required upon return*	3
Improper attire at practice	1
Not conforming to uniform requirements	1
Hair not pulled back and out of face	1
Chewing gum during pep rally/game	1
Wearing jewelry during pep rally/game	1
Long nails during practice/pep rally/game	1
Late to practice/pep rally/game*	1
Absent from pep rally/game, parent note required upon return*	5
PDA (Public Display of Affection)	5
Suspension (ISS)	5 per day
Suspension (OSS)	10 per day
AEP (Alternative Education Program)	Expulsion from the squad
Lunch Detention	1 per day
Forgetting items for performance or practice	1

*Except for extenuating circumstances

****For violation that are not mentioned above, demerits will be given at the discretion of the sponsor and/or administration and will be in accordance with the severity of the violation.****

Consequences of Demerits

Five (5) demerits – Suspended from the squad for one week
 Ten (10) demerits – Suspended from the squad for two weeks
 Fifteen (15) demerits – Suspended from the squad for three weeks
 Twenty (20) demerits – Suspended from the squad for the remainder of the year (will not be allowed to try out for the squad for the next school year)

Merits

Cheerleaders may earn a MAXIMUM of 2 merits per six week grading period.

1. Perfect attendance for the six weeks with no tardies = 1 merit
2. Three hours of community service = 1 merit.
3. Making extra posters (4) or spirit items for games and pep rallies = 1 merit.

I have read the Violations list that will result in demerits on my behalf.

I have read the Devine ISD Extracurricular Activity Handbook and understand that if I do not follow I will be subject to disciplinary actions.

I understand that if I do not follow the Devine Middle School Code of Conduct set in place that I will be subject to dismissal from the cheer squad.

I understand that the role of a DMS Cheerleader goes beyond wearing the uniform and I will promote and uphold school spirit in accordance with District/School rules.

Cheer Candidate

Date

I have read the Devine Middle School Cheer Constitution with my cheer candidate.

I understand that she will have guidelines to follow and consequences when unacceptable conduct occurs.

Cheer Candidate Parent or Guardian

Date

Devine High School

Cheerleading Program Constitution

2024-2025

Overview of the Cheerleading Program Constitution

Squad Membership

- **Varsity Squad:** Up to 25 members (grades 9-12).
- **JV Squad:** Up to 12 members (grades 9-12).
- **Mascot:** Up to Two (2) members may share the responsibilities of being Willie the Warhorse
- **Competitive UIL team:** Up to 24 members and two mascots, or adhere to newest UIL Spirit rules for 4A team membership
- Membership is contingent upon meeting tryout qualifications and adhering to the DHS Cheer Program's constitution and DHS campus conduct standards.

Tryout Qualifications

- Must maintain a grade average of 70 or above.
- Attendance at school on tryout day and prior practices is required.
- Perform specific cheerleading skills and provide teacher evaluations.
- Video submissions allowed under certain circumstances.

Performance Obligations

- Cheerleaders must attend all designated events, practices, summer camp, and mini cheer camp.
- Responsibilities include promoting school spirit, attending games, and participating in community service activities.

Behavior and Discipline

- A demerit system is in place to ensure conduct aligns with program expectations. Accumulating demerits can lead to probation, benching, or dismissal.
- Unexcused absences and disciplinary infractions can result in penalties.

PREAMBLE

The DHS Cheer Program Constitution guidelines have been developed to outline the expectations and accompanying procedures for each Devine Independent School District high school cheerleading program. This constitution was designed and prepared as a basic operating instrument to define and explain the qualifications and responsibilities of the cheerleading programs of Devine ISD.

All extracurricular activity participants will be subject to the provisions of the Devine ISD Student Code of Conduct, Devine ISD Extracurricular Code of Conduct, University Interscholastic League (UIL) regulations, and the Side by Side Texas Education Agency's (TEA) guidelines for cheerleading. The TEA and the UIL does permit a school district to impose stricter standards than those in the TEA or UIL requirements, but the district shall not impose more lenient standards. Additional cheerleader and/program expectations may be published by each campus. Therefore, in case of a conflict between this handbook and a campus handbook, this handbook will prevail.

DISCLAIMER:

Extra-Curricular Due Process Statement - A student is not entitled to any due process prior to removal, because participation in this extra-curricular program (cheerleading) is a privilege and not a right. Students will be notified of the reason for their removal. The student is not entitled to any investigative report or full evidentiary hearing. In student discipline matters, school officials (coaches) need only a form of reasonable belief that misconduct occurred prior to taking disciplinary action including removal from this extracurricular activity.

FO(LOCAL) Statement - This handbook adopts policies that are more stringent than those adopted by Devine ISD and Devine High School as allowed by district policy.

Disclaimer: Unfortunately, not all situations that arise can be anticipated or accounted for in the constitution. Should events occur that are not covered in the Devine Independent School District High School Cheer Constitution, they will be reviewed on a case by case basis by the Fine Arts Director, Campus Administrators, and cheer coaches. Situations will be dealt with according to what is fair and just. Furthermore, Devine ISD reserves the right to alter the rules according to the situation, at any time.

Devine ISD does not discriminate on the basis of race, color, national origin, religion, sex, or disabilities in providing educational services, activities, and programs, including vocational programs, in accordance with the Title VI of the Civil Rights Act of 1964, as amended; Title XI of the Educational Amendments of 1972; Section 504 of Rehabilitation Act of 1973, as amended and Title II of the American with Disabilities Act. For information on compliance with these, contact Devine ISD Independent School District Administration.

PURPOSE & CONDUCT:

The purpose of our cheerleader organization is to create, promote and uphold school spirit and a positive school environment by participating at athletic events and extracurricular activities as deemed appropriate by the campus administration and coach. Participation in the regular curriculum is a right afforded to each student, while participation in the extracurricular program is a privilege that carries additional expectations for acceptable conduct. Cheerleaders must exemplify positive behavior in school and the community, with disciplinary actions imposed for negative conduct.

The DHS Cheer Program works to promote leadership; maintain school spirit; develop and enhance responsibility of members; to participate in civic and community activities; and to create camaraderie and friendship between members. Cheerleaders are expected to be good examples to all other students in his/her classes and in the community. Students that are in conflict with this philosophy will be removed at the coach's discretion. All negative student behavior (while in cheer, other classes, or in public) will be evaluated by the Coaches and appropriate disciplinary action will be determined based on the severity of the incident and its impact on the team.

One would think that the fact that participation in these activities is a privilege, and not a right, allows school officials greater latitude to impose restrictions on out-of-school behavior, including speech. The Supreme Court has even noted that:

By choosing to "go out for the team," [students] voluntarily subject themselves to a degree of regulation even higher than that imposed on students generally.... Somewhat like adults who choose to participate in a "closely regulated industry," students who voluntarily participate in school athletics have reason to expect intrusions upon normal rights and privileges, including privacy. *Vernonia Sch. Dist. 47Jv. Acton*, 515 U.S. 646, 657 (1995).

EXPECTATIONS

Leadership

Cheer members are expected to promote and maintain relationships with faculty, administration, student body, and work cooperatively with all school organizations and communities.

Physical functions include, but are not limited to:

- Athletic conditioning
- Jumps
- Stunts
- Tumbling

PROGRAM REQUIREMENTS

Campus Procedures

- Cheer coaches manage daily decisions regarding the program. They may develop and enforce standards in addition to or higher than DISD expectations. All cheer programs in Texas will now follow UIL athletics expectations and paperwork.
- All coaches must maintain yearly state required cheer safety certifications and medical safety certifications through testing.
- Program now falls under UIL rules for athletes and UIL Spirit guidelines, even if varsity, junior varsity, or mascot.

DISD Expectations are defined as:

- Student Code of Conduct
- DHS Cheer Program Constitution for 2024-2025
- Campus Handbook
- DISD Concussion Protocol
- UIL spirit program requirements and expectations
- Due to UIL state law, any student-athlete diagnosed with a concussion must obtain physician clearance before beginning DISD Return-to-Play protocol.

Medical

- Coaches must be apprised of any medical condition whether temporary, permanent, or recurring.
- Withholding pertinent medical information could result in the immediate dismissal from the program.

Misconduct

- Violations of the DISD Code of Conduct will be addressed in accordance with the campus handbook and administration.
- DAEP placement results in automatic dismissal from the program.

Academic

- Cheerleaders members who receive a grade below 70 at the end of a grading period or who fail to meet the standards in the Individual Education Plan (IEP) may not participate in extracurricular activities for the allotted time set by the DISD UIL Athletic Eligibility Schedule.
- Cheerleaders members who become ineligible will not be allowed to participate in any fashion with the team.
- Cheerleaders members who have been ineligible for two or more six-weeks grading periods, during the current school year, will be dismissed from the team.

DHS CHEER MEMBERSHIP:

TRYOUTS AND CHEER MEMBERSHIP STRUCTURE

1. Varsity will consist of maximum of twenty (25) cheerleaders. (There is no minimum membership requirement)
2. Junior Varsity will consist of up to fifteen (15) cheerleaders (There is no minimum membership requirement)
3. UIL competitive cheer squad size is regulated by UIL Spirit competition rules by school (Devine High School is 4A).
4. The mascot will consist of a maximum two (2) individuals who share the Mascot responsibilities.
5. Top scores will be placed on Varsity with lower scores on JV. The score's natural break will be respected.
6. Administration reserves the right to allow students with cognitive and/or physical disabilities to be an honorary member of the squad. These members will cheer at home games and pep rallies. These students will not compete and are will not travel to away games.
7. Officers and social officers will be determined by the tryout process. The requirements vary from year to year. The number of officers will be determined by team size.

8. If a cheerleader leaves the program before August 1, the next candidate meeting the minimum score requirement for the designated team may move into the vacant position at the campus discretion. This is up to the coach's and principal's discretion. Squad membership will exist from tryout date to the last day of the following school year.
9. If a member quits a team, that individual may not try out for that team, or another for the following school year.
10. ALL RULES MUST BE FOLLOWED DURING MEMBERSHIP YEARS AND TRYOUT SEASONS.
11. ALL RETURNING MEMBERS WILL TRYOUT TO REGAIN THEIR SPOT.

Guidelines

1. Candidates must be physically present to be eligible.
2. Candidates are prohibited from possessing any type of technology during the campus tryout hours.
3. Tryouts are closed to the public.
4. In the event of an emergency, staff will be responsible for communication with the parent.
5. All scores are final.

Financial Expectations

1. Parents can expect to spend up to \$1,000 per cheerleader.
2. A tentative list of uniform/accessories/camp expenses will be given prior to tryouts. \
3. Any member dismissed, removed or resigned of his/her position in the cheer program must complete all financial obligations for non-returnable/non-refundable merchandise, and turn in all school-owned uniforms.
4. Funds will not be used to purchase gifts of any type for athletes. (UIL.480/2)
5. A payment plan for expenses minus funds raised will be due prior to attending camp.
6. Parents may be asked to assist the cheer coach at games, special events, and decorating for pep rallies with students. Parents can be excluded from any and all participation or volunteering at the campus principal's request.

Summer Camps

Summer Cheer Camp and Mini Cheer Camp are mandatory unless the student transferred into the district at a later date.

TRYOUT QUALIFICATIONS:

Candidate Character Evaluation

- Must have exhibited appropriate conduct in accordance with the DISD Student Code of Conduct and the DHS Cheer Program Constitution.
- Current cheerleader team members who have resigned or been removed for violation of district policies/regulations will be ineligible to try out for the following school year. This includes current eighth-grade cheerleaders.
- If a current cheerleader fails two six-weeks and is removed from the program, they will be eligible to try out the following season but will be on academic probation if they make the team.
- Any additional failure will result in immediate removal from the team, and the cheerleader will not be able to try out for the following season.
- Candidates must be enrolled in DISD before tryouts.
All candidates must clear all campus financial obligations.

Candidates will be evaluated on the following criteria:

1. Grades
2. Behavior
3. Attendance
4. discipline review (by the campus office: middle school or high school)
5. Tryout material

6. Tumbling
7. Have a 70 or above average in each class enrolled in at the end of the six weeks prior to tryouts.
8. Must attend school the day of tryouts.
9. Must be in 8th– 11th grades to try out.
10. Must attend 2 of the 4 practices or take advantage of Open Gyms prior to tryouts.
11. Female candidates must perform a spirit section, an individual cheer, group dance, tumbling, 3 designated jumps and a participate in a stunt.
12. Male candidates must perform a spirit section, an individual cheer, partner stunt and 3 designated jumps.
13. Must provide 1 teacher evaluation (provided by the coach) prior to tryouts. The evaluator must be a current teacher whose course you are currently enrolled in.
14. Mascots must perform a skit (from 2 minutes minimum to 3 minutes maximum) displaying support for a Devine Warhorse/ Arabians sports team, must be engaging, fun, encouraging fans to participate.

DISD Cheer Tryout Clinics and Cheer Open Gym:

- Occurs the week of tryouts.
- Choreography will be taught and brought in by selected choreographer at coach's discretion.
- Choreography will be available through video after completion of first tryout practice.
- All days are mandatory. If a candidate misses a day or opportunity to practice, that will not be an excuse to request change in squad placement.
- Athletic attire is required. Candidates must provide their own solid white t-shirt and solid black shorts and white athletic or cheer shoes
- Clinics and Open Gym is closed to the public and to other students.
- Candidates must have a current DISD Physical on file with the high school campus athletic program to participate. (New UIL cheerleading rule for all of Texas)
- Hair must be worn in a ponytail -- away from the face.
- Natural makeup and nails.
- No jewelry. No exceptions.

VIDEO TRYOUT CRITERIA:

A student can **only** be judged by a video for the following reasons:

Due to a school-related activity.

- In this circumstance, the coaches will video candidates and submit videos for judging panel to review.
- Videos will be conducted as if it were actual tryouts. They will be given one opportunity and perform skills in the same order as all other candidates. The video will not be edited in any way.
- All candidates must wear the required attire as all other candidates that will be attending tryouts.
- Must have submitted all paperwork and must perform all cheer, chant, dance choreography and skills required for this year's tryouts.

Personal injury WITH a doctor's note.

- Doctor's note must specifically state which skills the candidate is not able to perform. The notes must be given to coaches prior to the day of tryouts.
- **Candidates will still conduct tryouts as normal, except for the portion(s) the video is representing.**
- The video that will be submitted to judges for viewing, must ONLY contain the skills they are not allowed to perform per doctor's orders. If any other skills are visible in the video, the video will not be viewed by judges and your points for the skills are forfeited.

Video requirements

- Cheer uniforms of any kind are prohibited. Must be in tryout clothes— white shirt, black shorts, hair in ponytail, white cheer shoes white tennis shoes.
- Skills must be performed on a surface comparable to the tryout surface. **(i.e NO spring floors)**
- In the event one of the above is violated, the video will not be viewed by judges and your points for the skills are forfeited.
- Must have submitted all paperwork and must perform choreography for this year's tryouts.

TRYOUT APPLICATION DENIALS:

- A student who has been placed in DAEP or is suspended from school and will not have completed their suspension prior to the conclusion of cheer season
- A student who has **had 3 or more discipline referrals** during the current school year will not be permitted to try out.
- A student who had had 5 or more detentions during the current school year will not be permitted to try out.
- A student with an excessive amount of absences (more than 10 days which results in loss of credit) based on compulsory school attendance rules will not be permitted to tryout. FEC(LOCAL) states that students should be in class 90% of the days class is offered.
- A student who was terminated from the squad or chose to quit the previous year may not tryout.
- An application can be denied if all the criteria are not met. All UIL rules apply including House Bill 72, "no pass – no play."
- If a candidate is deemed ineligible, an appeal may be submitted in writing to the campus principal.

TRYOUT JUDGING:

Performance Judging:

- Three outside independent and qualified judges will be contracted and selected from the UCA cheer coach Band group. Each must be from outside the district.
- Must be a fellow cheer coach, former professional cheerleader, a current collegiate cheerleader, or a former UCA camp cheerleader and instructor.
- The judges may not and will not have ties to the Devine and surrounding communities.
- The judges will not disclose scores to any candidate, their parents or friends.
- All scores and decisions are final
- Callbacks are permissible upon judges' request
- Judging score sheets will be used.

Judges will be scoring candidates on the following:

- Crowd Appeal (neatness, fitness, facial expression)
- Projection (energy, enthusiasm, confidence)
- Jumps (form and height, flexibility, variety)
- Tumbling (running & Standing) (execution and technique, difficulty)
- Motions (Precision, arm placement, technique)
- Dance (memory, execution, technique) Girls
- Stunt (difficulty, technique, variety) Boys
- ***A sample of the judges score sheets will be provided before tryouts week.***

RESULTS:

- Judges' score sheets and comments will be made available for ONE week ONLY starting the Monday after tryouts. That is the principal's discretion. Campus principal keeps/holds all scores and tryout materials.
- All decisions are ***final*** unless a mathematical error has occurred.

- Results will be posted the evening of tryouts.

FERPA LAW - The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Responsibilities, Duties, Obligations

Obligations

Cheerleaders

Cheerleaders will perform at all varsity football games (varsity), home junior varsity football games (JV cheer), home district basketball games, and some district volleyball games in which our presence is requested. Sponsors will have the option of splitting the squad for representation at away games. Cheerleaders will attend all playoff games, regardless of sport. Cheerleaders may be excused from school to attend the district cross country meet and the district track meet, at coach's discretion.

Mascots

Mascots will perform at events in uniform with breaks as designated by the coach. Mascots will have the same requirements as cheerleaders concerning all duties and expectations within this constitution.

1. *The DHS cheerleaders and mascots will help promote spirit and appropriate behavior at all athletic events and cheerleading activities.*
2. *Members must be in attendance for the entire event, unless perviously arranged.*
3. **Homecoming:** *Cheerleaders will work with other organizations to assist in the activities associated with homecoming.*
4. **Bonfire:** *Cheerleaders will help organize, prepare and attend the bonfire.*
5. **Decorations:** *Cheerleaders will work with other organizations with guidance from the high school principal to provide appropriate decorations for student activities and organizations, and pep rallies.*
6. **Signs:** *Each cheerleader will be required to have a certain number of signs for each game and for each sport/activity. They must be neat, reasonable in length, and eye catching. This will show the cheerleaders' ability to be responsible, as well as advertise the games and promote school spirit.*
7. **Practices:** *Times for practices may vary. We will try for consistency, but it is sometimes not possible to schedule practice for the same days of the week and at the same times. We do our best to work with all other sports in order to keep your child from having to choose a sport. Parents please pick up your student immediately following all activities.*
8. **Football Game Materials:** *At each HOME GAME, each cheerleader will be assigned designated game day items (signs, mats, flags, etc.) they are responsible for carrying items to the game and putting items away after the game. After all materials, have been collected coach(es) will release the team. There are no exceptions!*
9. **Summer Camps and Practices:** *Cheerleaders must attend all summer practices to work out as a squad for camp and the upcoming season. We must have 100% participation.*
10. **Safety:** *Each cheerleader will adhere to the AACCA high school safety guidelines (www.aacca.org) and NFHS Spirit Rules per UIL.*

The DHS Cheer Program is as much a service organization as it is an athletic team. DHS Cheerleaders will participate in community and school service activities.

Attendance

The coach(es) must be contacted prior to an absence from, leaving early from, or arriving late to cheerleading practice or a scheduled event even if the cheerleader is absent from school. Failure to do so *will result in demerits*. In order for a cheerleader to participate in pep rally or game held on a school day, the cheerleader must be present at school for at least one-half of the school day and for all practices regarding the event. Any exception will be at the discretion of the coach and a campus administrator.

Cheerleaders are required to attend all activities scheduled by the coach(es) such as photo sessions, athletic banquets, summer camps, community service activities, UIL competition (at the discretion of the coaches), and other DISD school sponsored activities, clinics, booster club activities, etc.

Excused Absences

- Personal illness with doctor's note on letterhead (not routine appointments such as orthodontist, dental, etc.)
- Death in the family
- Special school activity during school hours– permission must be acquired from the coach(es) prior to the activity.
- Extenuating Circumstances– with prior permission.

Unexcused Absences

- **Minor illness:** Unless under a doctor's care with written notice from that doctor on letterhead, a cheerleader is expected and required to attend and fully participate in all activities.
- **Work:** a cheerleader may hold a part time job, but it must not interfere with practices, events, or any cheer activity whether scheduled or not
- **Doctor Appointments:** Appointments should not be scheduled during any practice, event, or activity. Practices and performances are scheduled in advance and cheerleaders are given as much notice as possible.
- **Family Activities:** such as birthdays, family trips, etc.

Practice

- Cheerleaders must be present at all scheduled practices. Missing planning practices for Pep Rallies will result in a cheerleader being benched for all of or part of that Pep Rally.
- Cheerleaders missing one practice will be benched the 1st quarter of the game. Missing more than one practice in a week will result in being benched for the entire game.
- Cheerleaders must participate in all summer practices. "Summer school" activities are not excused. (See excused absences)
- Cheerleaders are expected to be on time and properly attired before practice starts (must be dressed, stretched, bathroom needs addressed, etc.).

Transportation

When the school provides bus or van transportation, all cheerleaders must ride the bus/van to the activity.

Transportation and Pick Up

1. Cheerleaders members are not allowed to drive to away games or competitions. They must ride in either school transportation or authorized transportation (only due to other school event or game).
2. Cheerleaders are subject to district policies concerning behavior and safety while using district transportation.

3. Cheerleaders may ride home with parents (or other guardians) as long as the parent provides appropriate documentation 24 hours beforehand in email form.
4. You may sign your child out after the event with the coaches. If you want your child riding home with another parent, we will need written consent 24 hours PRIOR to the game.
5. members MUST be picked up no more than 15 minutes after any given practice or performance, or return from out of town game or event.

Camps

All team members are required to attend both summer camps.

1. All school and cheer camp rules will be in effect while in attendance at any cheer camp. This includes the trip to and from camp.
2. The date and location will be determined by the sponsors and announced before the end of the school year.
3. Practice for camp will be held one week prior to the scheduled date of camp.
4. All members are required to attend these practices.
5. Rules will be followed and enforced. Any member who violates the Cheerleader Constitution, camp rules, and/or school rules while at camp will be sent home immediately at the parent's expense and will receive a minimum of 10 demerits per incident.
6. Visitors of cheerleaders are not allowed at camp, unless attending special performances requested by the coaches. Disciplinary action will be taken if a violation occurs.
7. Cheerleaders will remain with the squad at all times. While parents are invited to some events, they are asked to remember that their student is not at liberty to socialize until the event concludes and cheerleaders have been dismissed by the coach(es).
8. Mini Cheer Camp is also mandatory and will require practice and decorating time before the event begins. Dates will be given in the spring and members must attend each day. DHS Practices and sports practices will be arranged by the cheer coach, sports coaches and the AD and principal before event takes place.

Appearance/ Uniforms

During any practice and/ or scheduled event, the school dress code will be in effect governing appropriate apparel. Uniform is defined as any item of clothing that identifies the wearer as a Devine Cheerleader.

- No jewelry is to be worn at any time. Including: stud earrings, belly button rings, etc.
- Visible tattoos are not permitted. Undergarments should not be seen.
- Each member is responsible for the care and timely return of his/ her school owned uniforms. Any school owned uniform that is damaged or not returned at the end of the cheerleading year shall be paid for by the member to whom the uniform was issued.
- Cheerleader footwear, ribbons, socks and other items designated by the coach(es) must be purchased by the members.
- Cheerleaders must wear the designated parts of the uniform while performing. This includes hair bows, under armor, appropriate cheer shoes. Unauthorized articles of clothing such as sweatshirts, pants, or flip-flops will not be acceptable.
- The uniform must be kept clean and in good repair including footwear and pompoms.
- A Devine Cheerleader will be subject to demerits should he/she wear the district uniform off campus other than transporting to and from a school-sponsored event.
- Cheerleader is to be in full uniform representing Devine ISD from the designated arrival time until dismissed by the coach(es).
- Any unauthorized loaning of a uniform, or any part of a uniform, by a cheerleader will result in disciplinary action being taken.
- Mascots are responsible for the care, cleaning, and return of all uniforms, suits, and props given to them by the coach(es)/ school.

Expenses

Cheerleader and Mascots should be prepared to meet the cost of cheerleading, such as bloomers, sports bra, socks, shoes, hair ribbon, camp attire, etc. Other items may be required at the discretion of the coaches. If a squad member is dismissed from the squad, he/she is still responsible for all expenses incurred. Each member is responsible for ALL expenses incurred during the season. While there will be instances when the school will provide financial support, each member must be ready to accept full financial responsibility.

UIL Competition:

The UIL State Cheerleading competition is still a new event to Devine High School. Like any new venture, changes can be expected to occur. There will be instances the Devine Cheer Program can and will make necessary changes accordingly, to ensure the team is following all proper guidelines set forth by UIL.

- The coach(es) will make all final decisions regarding competition each year.
- When choreography money is set aside for competitive cheer, a choreographer will be hired from UIL cheer-ready companies or choreographers.
- Coach(es) will determine whether or not to attend competition; team members (number of participants on floor and participants on the floor).
- For 2024-2025, all varsity team members, mascots, and prior year's competitive team members **WHO TRIED OUT** have immediately earned their spots on the competitive team.
- The size of team roster is set by UIL rules for 4A schools, or if DHS cheer votes, for the co-ed teams. That will vary year by year, but governed by UIL Spirit rules.
- The coach(es) can make necessary changes for the benefit of the team. (i.e. personnel, numbers of participants, who to hire for choreography, etc...) All changes made are the responsibility of the coach(es) and are final.
- The UIL Competitive Cheer team is a UIL team, and most financial needs are met by the school district (uniforms, entry fees, hotels, registrations, meals). As such, the DISD owns the uniforms and other materials needed for competition. These materials are separate and apart from any purchased for Varsity/ JV/ Mascot.
- Extra financial responsibilities may include something simple such as t-shirts or sweatshirts to purchase for competition that the team has voted on. While there will be instances when the school will provide financial support, each member must be ready to accept some financial responsibility.
- All team members who participate in the UIL competition will be required to travel together, to eat meals together, and to stay in the room designated by Devine ISD and coach(es).
- Once a Cheerleader has committed to the DHS UIL Competitive Cheer Team, all responsibilities to the squad must be fulfilled. ***If a Cheerleader quits after making the team, they will not be allowed to try out for any other DHS cheer team the following academic year.***
- Cheerleader rules will be followed and enforced. Any member who violates the cheerleader constitution, camp rules, competition rules, or school rules while participating will be sent home immediately at the parents' expense and will receive a minimum of 10 demerits per incident.
- If deemed necessary, the coach(es) will hold a tryout for the competition squad. Outside judges will not be hired, current coach(es) will judge the UIL Competitive Cheer Team tryouts and determine participants that will compete.

Discipline and Conduct: Probation, Suspension, and Dismissal:

The integrity and reputation of the cheerleading organization is based upon the personal and team conduct on and off campus. All cheerleaders and mascots are to conduct themselves in a respectable manner at all times, obey the rules and regulations in force for students of Devine High School, and comply with all rules, regulations and expectations found in the cheerleader constitution. The general conduct of a cheerleader is important to the reputation of the ENTIRE squad.

Definitions:

- Issues concerning discipline and/or conduct may be handled through the utilization of either a disciplinary referral or through **demerits** at the discretion of the coach(es).
- A **Probationary Period** shall be defined as a disciplinary action taken when a Cheerleader has committed a violation which could lead to dismissal. Once a cheerleader is put on a Probationary Period, any subsequent violations may constitute immediate dismissal. Probationary Periods will be used at Coach(es) and Principal discretion. If the violation is severe enough, the coach (es) and administration will deem probation unnecessary and immediate removal from the program will be enforced.
- **Benching** shall be defined as not being able to perform in any performances of the squad. The length of benching will be determined by the coach(es).
- **Dismissal** shall be defined as no participation of any activity of the squad for the remainder of the year. A dismissed member must turn in all school owned uniforms and any other issued item.

Dismissal:

- Cheerleaders may be subject to dismissal from the squad for the remainder of the year with no probation or may be prohibited from trying out the following year for, but not limited to:
- Violation of the DISD alcohol and drug policy.
- Violation of DISD tobacco policy.
- Violation of DISD fight policy.
- Any infraction that results in DAEP for the current season.
- Three days cumulative in ISS within the current season.
- Any act that results in school suspension.
- Violation of the law, other than minor traffic violation.
- If a Devine Cheerleader is in uniform off campus and found by a Devine Independent School District Employee violating the Cheerleading Constitution he/she will be immediately dismissed from the squad.
- 20 or more Demerits in the current season.

Grades:

Cheerleaders with failing grades at the end of a six week grading period will be placed on probation from events for the next three-week period. Attendance at all practices is still required. **Cheerleaders placed on probation due to failing grades 2 or more 6 weeks periods may be subject to dismissal.**

Conduct:

- ISS assignment by the principal or assistant, for discipline reasons, will result in an automatic benching for the length of the disciplinary action taken by the school. The allotted demerits will be assigned for an ISS placement. Suspension from school will result in automatic dismissal from the squad. Sitting out of events will begin when student returns to regular school.
- Any offense that brings negative publicity to the school or squad that occurs at a school sponsored activity or at any outside activity will result in disciplinary actions

Cheer Expectations and Obligations

Cheerleader Expectations and Responsibilities: (all teams, including officers)

1. Team Representation:

- Serve as representatives of the cheerleading team and school, embodying the team's values and spirit.
- Represent the team and school with pride in all public appearances, including during competitions, games, school events and community events.
- Maintain a positive and energetic demeanor to uplift the team's image and spirit.

2. Practice Participation:

- Attend all scheduled practices and arrive on time, ready to participate and improve skills.
- Actively engage in practice sessions, focusing on skill development, choreography, and teamwork.

3. Skill Development:

- Work on improving individual skills, including jumps, stunts, tumbling, and dance techniques during practices.
- Participate in additional training sessions, choreography weekend, or UCA workshops brought by DHS cheer programming to enhance cheerleading abilities.
- Actively participate in skills development by practicing jumps, stunts, tumbling, and cheers outside of scheduled practices.
- Participate in periodic skill assessments to track progress and identify areas for improvement.

4. Collaboration with Coaches:

- Maintain open communication with the cheer coach regarding practice schedules, performances, and individual progress.
- Take feedback from coaches and teammates constructively to improve skills and teamwork.
- Support coach in their final decisions

5. Team Spirit and Team Work:

- Foster a strong sense of camaraderie and teamwork within the cheerleading squad.
- Encourage and support fellow cheerleaders during practices, performances, and competitions.
- Work collaboratively with teammates, supporting each other in skills development and during performances.

6. Safety Awareness:

- Be aware of safety protocols when performing stunts, tumblers, and jumps, ensuring the safety of oneself and teammates.
- Take all stunt and pyramid building and tumbling seriously no matter how many times it has been performed before.
- Communicate any potential safety concerns or injuries to the coach immediately.

7. Creativity and Innovation:

- Contribute ideas for new cheers, routines, and themes that keep performances fresh and engaging.
- Collaborate with teammates to develop choreography and enhance team performances.

8. Commitment:

- Cheerleaders are expected to attend all practices, games, and events unless a valid excuse is provided in advance.

9. Positive Attitude:

- Maintain a positive attitude during practices, performances, and while representing the team at all events.

10. Respect:

- Show respect towards coaches, teammates, and opponents at all times.

11. Communication:

- Communicate openly and respectfully with coaches and teammates about any issues or concerns.

12. Health and Fitness:

- Maintain a healthy lifestyle, including proper nutrition, hydration, and physical conditioning and by making best choices outside of school.

13. Uniform Maintenance:

- Keep uniforms and cheer gear clean, well-maintained, and in good condition.
- Ensure all team members adhere to uniform guidelines during performances and events.

14. Game Day Engagement:

- Attend and participate in all games, pep rallies, and events where the cheer team performs.
- Engage the crowd with cheers, chants, and routines to promote school spirit and enthusiasm during games and events.
- Support and encourage athletes from other teams during competitions and events.

15. Campus and Community Events:

- Attend community events, parades, and fundraisers as representatives of the cheerleading team to promote school spirit.
- Interact positively with fans and community members to create a welcoming environment.
- Use your position as a DHS cheerleader to spread school spirit, KINDNESS, and be supportive of other DHS organizations, clubs and athletic teams.

16. Community Service:

- Engage in community service projects organized by the cheer team to give back to the community and promote teamwork.
- Help organize and participate in team bonding activities to strengthen relationships among teammates.

17. Promotional Activities:

- Participate in promotional activities for the cheerleading team, including social media posts, school announcements, and outreach efforts.
- Help in promoting upcoming events or initiatives through creative performances and interactions.
- Participate in team fundraising activities to support expenses and events.

By fulfilling these responsibilities, cheerleaders can significantly contribute to the success of the cheerleading program and foster a positive atmosphere within the school community.

Cheer Mascot Expectations and Responsibilities

1. Game Day Engagement:

- Attend and participate in all games and events where the cheer team performs.

- Engage with the crowd to promote school spirit and enthusiasm during games and events.
 - Lead cheers, dances, and skits to entertain the audience and encourage fan participation.
2. **Team Representation:**
 - Serve as a representative of the cheerleading team and school, embodying the mascot's character and values.
 - Maintain a positive and energetic demeanor to uplift the team's image and spirit.
 3. **Collaboration with Cheerleading Team:**
 - Work closely with the cheerleaders to coordinate cheers and routines that involve the mascot.
 - Participate in team practices when appropriate to ensure smooth performances.
 4. **Community Events:**
 - Attend community events, parades, and fundraisers as the mascot to promote school spirit and cheerleading.
 - Interact with fans, especially children, to create a memorable experience and foster community relations.
 5. **Costume Maintenance:**
 - Ensure that the mascot costume is clean, well-maintained, and in good repair for all appearances.
 - Report any issues with the costume to the coach or designated team member for repairs.
 6. **Safety Awareness:**
 - Be aware of surroundings while in costume to avoid accidents or injuries, especially during performances and events.
 - Stay hydrated and take breaks as needed to ensure comfort and safety while in the costume.
 7. **Creativity and Enthusiasm:**
 - Develop and incorporate new cheers, routines, or interactions to keep performances fresh and engaging.
 - Utilize props or accessories that align with the mascot character to enhance performances and audience interaction.
 8. **Promotional Activities:**
 - Participate in promotional activities for the cheerleading team, including social media posts or school announcements.
 - Help in promoting upcoming events or initiatives through creative appearances and interactions.
 9. **Collaboration with Coaches:**
 - Communicate regularly with the cheer coach to align on appearances, expectations, and special events.
 - Take feedback from the coach and cheerleaders to improve performances and interactions.
 10. **Team Spirit:**
 - Foster a sense of camaraderie and teamwork within the cheerleading squad and with fellow mascots if applicable.
 - Encourage cheerleaders and fans alike to maintain high spirits and enthusiasm during events.

By fulfilling these responsibilities, the DHS cheer mascot will significantly contribute to the overall success of the DHS cheer program and enhance the spirit within the school community.

The DHS Cheer Leadership Positions

All Cheerleaders (Varsity, Junior Varsity, UIL competitive, and Mascots and cheer officers)

Responsibilities:

- Attend all practices, games, and events punctually.
- Learn and perform cheers, chants, and routines with enthusiasm and precision.
- Maintain a positive attitude and encourage teammates and support the cheer coach.
- Support fellow athletes during games and events.
- Bring new ideas to teach during selected cheer group week.
- Follow the code of conduct and represent the team respectfully.
- Lead team cheers and chants during games and events.
- Assist in bringing school campus/school spirit decorating ideas.
- Preparing and decorating for pep rallies and events.

Cheer Officer Requirements

Qualifications

- Cheerleader must be an 11th or 12th grader. (APPLIES TO VARSITY TEAM ONLY)
- Cheerleader must be in good academic standing.
- Cheerleaders will need to have good communication skills, be approachable, responsible and delegate without being bossy.
- Respect and support all coach-made decisions.
- All other duties as listed in DHS Cheer Program Constitution

Dismissal From Officer Duties

- A captain/co-captain can be dismissed from their duty if:
- Aren't completing any of their duties as assigned
- After multiple warnings a cheerleader can be put on probation, at which parents will be notified.
- If the captain/co-captain does not improve they will be dismissed and the runner up will be able to step up.
- Collecting numerous demerits

Team Captain:

Responsibilities:

- Be the voice of the coach to the team and support all messaging from the coach, or from the coach and campus principal
- Meet with coach and principal once a week, or as principal is available
- Serve as a liaison between the coach and team members and facilitate communication between them.
- Lead team practices and drills
- Lead team cheers and chants during games and events.
- Assist in planning practices and warm-ups, team events and meetings with co-captains and the selected cheer group.
- Encourage and motivate teammates, promoting a positive team culture.
- Address conflicts or issues among team members and communicate them to the coach.
- Help organize and lead team bonding activities with coach and cheer group.
- Serve as a role model for teammates in behavior, attitude, and performance.
- Resolve conflicts among team members and promote teamwork.
- Meet with the coach and co-captains to plan for events and initiatives.

Co-Captain(s)

Responsibilities:

- Support the captain in all leadership duties and assume captain responsibilities in their absence.
- Assist in leading practices and warm-ups.
- Lead team cheers and chants during games and events.
- Encourage and motivate teammates, especially during challenging practices or competitions.
- Help maintain team morale and unity.
- Support the coach and coach's messages
- Provide feedback to the captain on team dynamics and concerns.
- Collaborate with the captain and coach to organize team events and initiatives.

Team Manager

Responsibilities:

- Assist the coach with administrative tasks, such as scheduling and communication, and tracking demerits and merits.
- Manage team equipment and uniforms, ensuring everything is in good condition.
- Help coordinate transportation for away games and events.
- Help organize fundraising events and team activities.
- Document team activities and maintain records of attendance and performance.

Spirit Coordinator

Responsibilities:

- Help plan and execute spirit events, such as pep rallies and community appearances.
- Promote school spirit and cheer for various sports teams.
- Lead team cheers and chants during games and events.
- Work with the social media team to share team updates and achievements online.
- Collaborate with other teams to organize joint spirit events.
- Create social posts, have access to DHS cheer social media accounts

Coach and Sponsor

Responsibilities:

- Develop practice plans and training schedules along with selected cheer group.
- Work with cheer leadership to bring cheerleading skills, techniques, and routines.
- Provide constructive feedback to cheerleaders to help them improve.
- Ensure the safety and well-being of all team members during practices and events.
- Set team goals and monitor progress throughout the season.
- Organize and coordinate participation in competitions and performances.
- Plan and conduct practices and training sessions with cheer leadership
- Develop and select choreography and routines for performances with that week's selected cheer group.
- Provide feedback and guidance to cheerleaders on skill development.
- Organize and supervise team events, competitions, and community service activities.
- Serve as the primary point of contact for parents and school administration.
- Foster a positive team culture and ensure adherence to team rules and expectations.
- Makes all final decisions after taking all considerations into account.

Fundraising Coordinator

Responsibilities:

- Organize and manage fundraising activities to support the cheer program.
- Develop a fundraising calendar and ensure participation from all team members.
- Communicate with parents and community members about fundraising efforts.
- Track fundraising goals and report progress to the team and coaching staff.
- Work in collaboration with cheer coach
- Run ideas by cheer coach to gain and maintain school district approval and have the district vouch for legitimacy of activities to community.

The DHS Cheer Program's Demerit and Merit System

The demerit system serves to establish accountability among cheerleaders, mascots, and managers while promoting a culture of respect and commitment and giving their all to each performance or practice. Demerits will be issued to cheerleaders and/ members who fail to abide by the rules as specified in the DISD Cheer Program Constitution. Coaches have the sole responsibility for assigning demerits. All demerit regulations apply to all teams, and to mascots and managers.

- Unexcused absences will result in demerits until note comes in (after three (3) days, demerits stay on record)
- Demerit count begins the summer after team is made. (For 2024 school year, demerits will begin the first week of school Mon, Aug. 19, 2024).
- Demerits may be given to any member during any practice, cheer camp, social event, competition, or any scheduled event.
- Coach(es) will keep record of discipline and behavior.
- Anyone who receives five or more demerits in any one week will be benched for the following week's activities, the parent will be contacted by the coach(es).
- If a cheerleader receives 15 demerits, the parent will be contacted by the coach(es) for a conference.
- A total of 20 demerits will terminate membership.

***Benching:** *to be benched means that the cheerleader must attend all practices, attend the activity, dress in the appropriate uniform, and sit with the coach(es) without socializing with his/her peers for the entire event or activity. The cheerleader member will sign off on each demerit given, and it will be the cheerleader's responsibility to tell the parent and keep up with the number of demerits that she has obtained. The coaches reserve the right to issue demerits for unacceptable situations which are not outlined in the cheer constitution. Final decisions regarding demerits will be made by the coaches.*

The Demerit Point Chart and System:

The 1 Demerit Offenses:

- Unexcused late arrival at practice or event (must have an official note from a medical office).
- Arriving more than 5 minutes late from another DISD practice or meeting.
- Eating during practice when not on an official practice break
- Being on a cell phone during practice outside of official break time
- Creating a distraction in rehearsal (talking, off-task, cell phone rings, etc.).
- Leaving rehearsal or performance without asking permission.
- Chewing gum, eating, or drinking (other than water) outside of break times during practice.
- Cell phone use at games, performances or events (outside of designated times, such as halftime and breaks).
- One per day sent to lunch detention assigned by the school administration or teacher
- Failure to meet responsibilities (turning in money, pep rally supplies assigned, gift deadlines).
- Leaving rehearsal or performance without asking permission.
- Being seen in an incomplete uniform BEFORE or AFTER a performance.
- Not signing the book promptly for any demerit given will result in another demerit.

- Leaving behind school-owned property unsecured (by the bus, at a game, event or a contest site, etc.).
- Not helping set out or put away mats.
- Not participating in group's weekly assigned obligations.

The 2 Demerit Offenses:

- Any negative communication from a teacher or administrator for negative behavior or tardiness to any class. Communication will be copied to the administrative office
- Negative behavior or attitude during practice or events. To officers, other members or coach.
- Disrespectful behavior towards coaches or teammates.
- Failure to participate in a required fundraising or community service event.
- Not maintaining the uniform or cheer gear as per team standards.
- Playing around during practice, not prepared to practice
- Not listening to the coach, captain, or co-captains when they are addressing the team
- Not listening to coach or officers during practices, games or performances.
- Arriving tardy to performance.
- Late returning from any break at practice or a scheduled event/ performance.
- Not having a piece of a uniform at a performance.
- Unprepared for a performance (includes but not limited to not having correct costume, hair, performance make-up, having anything other than natural colored nail polish, short nails, or wearing jewelry (other than ear studs in ear lobes).
- Taking items from the closet without permission from the director.
- Profanity at any time
- Not obeying coach(es) commands
- Not standing at attention during performance
- Unnecessary talking during any event
- Talking to anyone outside the squad without permission while performing at any event, performance, competition or scheduled activity.
- After being warned, not cheering.
- **CHEERLEADERS MUST CHEER, JUMP, SPIRIT, USE CHEER VOICE!** (unless excused from it with doctor's note).

The 3 Demerit Offenses:

- Insubordination or refusal to follow the coach's instructions.
- Repeated negative behavior or attitude.
- Involvement in any behavior that reflects poorly on the team or school.
- Unexcused missed practice or event (must have an official note from a medical office)
- Profanity/disrespect/unbecoming conduct (behavior that is unbecoming to a member of cheer, will be decided on at the discretion of the coach and principal. Includes all social media.
- Visible piercings at any time – including tongue, belly button, and all facial piercings (nose, eyebrow, lip, etc). Clear retainers are not okay. (Ear piercings are not included– ear studs are acceptable).
- Visible tattoos (including performances as well as inside & outside of school).
- Actions of disrespect towards coaches/ teachers/ administrators/ students/ officers/ teammates.
- Failure to attend a committed function/ event.
- Continuing behavior after coach's warning
- Unsportsmanlike conduct at any time.

The 10 Demerit Offenses:

- Breaking any school rule regarding behavior, vaping, alcohol, or bullying that results in school disciplinary action
- Bullying anyone on any cheer team, or attached to the cheer team
- Getting sent to ISS

- Demerits for not following the drug, tobacco, and alcohol policy.
- Missing a performance without prior approval.
- Arguing, walking away during an event or public performance— anything in the public's eye.
- Failure to attend a committed function/event.
- Failure to follow school rules (ex. Going off campus for lunch as an underclassman, skipping class, in school suspension, etc.), actions of disrespect towards a teacher, school official, or other adult.

Consequences of Accumulating Demerits:

2 Points accumulated:

Verbal warning and discussion with the coach about behavior and commitment.

3 Points accumulated:

Written warning; Sidelined from a game quarter or pep rally performance.

5 Points accumulated:

Meeting with the coach, removal from the next FULL DAY of performance (wake-up call, pep rally, and full game, or pep rally, send off and travel to away game, playoff game, or cheer event or community performance). Sidelined from full game/or performance, coach's discretion.

10-point demerit category:

Results in immediate removal from a week's worth of cheer performances. Must attend all cheer practices or more demerits will be added on.

Meeting with parents and cheer member

15 Demerits accumulated:

Meeting with parent, principal and cheer member

20 Demerits in One (1) Semester:

If 20 demerits have been accumulated by the cheerleader, they will be dismissed from the team. If a cheerleader is dismissed from the team, the student may not try out for the following school year's cheerleading teams.

Coaches have the right to issue demerits for situations not specified on this list, after discussion with and approval from principal.

DEMERIT QUICK POINTS

Demerits will be given as follows:

Academics

- Failing courses or 6 weeks periods
- Failure to attend tutorials if assigned by teacher

Behavior and Standards of Conduct

- Disrespect to team members and officers will not be tolerated.
- Disrespect to coaches and insubordination will not be tolerated. The coach's word is final.
- Any acts of discontent (temper tantrums, eye rolling, leaving the squad, talking under breath, etc.) PDA while at a game, school or in uniform is unacceptable.
- Talking/Horseplay during practice or games is not permitted for the safety of members.
- Eating/chewing gum/drinking/on a cell phone during a game or at practice must have the coach's consent.
- Arguing/Inciting conflict within the squad must be handled privately with the coach.
- Parental Involvement and communication must follow the appropriate chain of command. (See parent expectations).
- Breaking Code of Conduct and school rules will result in higher number of demerits.

- **If the occurrence takes place during a game or a public performance, the Cheerleader will be benched for the remainder of the performance/ game as well as the ENTIRE following performance/ game. Issues can be discussed but that is not the time or place.**

Uniform/Appearance

- All jewelry must be removed by team members at games and practices.
- Hair is to be pulled back, away from the face at games and practices.
- Tattoos may not be visible while in uniform.
- Demerits help to reinforce the regulations set forth by Cheer and Drill/Dance Handbook as well as the Devine ISD Code of Conduct.
- You can receive demerits any time during your membership including weekends, evenings and school breaks/holidays.

Bullying:

If there is evidence of bullying, any type of bullying, not just physical, it is 5 demerits and you will automatically sit out a game. If it happens again with evidence then you will no longer be part of the Devine cheer squad. (Refer to Student Code of Conduct) Depending on the severity of the incident. The coach, or the campus principal may automatically dismiss the cheerleader from the team.

Bullying occurs when a student or group of students engages in written or verbal expression or physical conduct against another student and the behavior: • results in harm to the student or the student's property, • places a student in fear of physical harm or of damage to the student's property, or • is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment. Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, assault, demands for money, confinement, destruction of property, theft of valued possessions, name-calling, rumor-spreading, and ostracism. In some cases, bullying can occur through electronic methods, called "cyberbullying."

Social Media:

Use of social media that is obscene, vulgar, offensively lewd, indecent, used to bully, intimidate, humiliate, make fun of another student, etc. will not be tolerated from team members or parents. This includes but is not limited to filming, likes, posts, use of emojis, profanity, and acronyms. Failure to comply with this policy can result in dismissal from the team. Coaches may post positive photos or videos of team members to promote team activities and accomplishments.

Hazing:

Hazing will not be tolerated. Strong disciplinary action will be taken. Hazing is any action or situation, with or without the consent of the participants, which recklessly, intentionally, or unintentionally endangers the mental, physical, or academic health or safety of a student athlete. It includes physical injury, assault or battery, kidnapping or imprisonment, intentionally placing at risk of mental or emotional harm (putting "over the edge"), humiliation, the compromising of moral or religious values, forced consumption of any liquid or solid, placing an individual in physical danger (at risk) which includes abandonment, and impairment of physical liberties which include curfews or other interference with academic endeavors.

Any incident of hazing occurring on or off campus that is found will result in automatic dismissal from the team.

Felony Crimes:

Devine ISD Cheer s will follow the guidelines of the Texas High School Coaches Association's Code of Ethics when dealing with felony crimes. Article IX of the T.H.S.C.A. Code of Ethics states: It will be considered a breach of the Code of Ethics to willingly allow a student team member who is charged with, and/or under indictment for, a felony crime to participate in an athletic contest. This action should not be considered a presumption of guilt, but rather it affords the accused cheerleader the time and opportunity to clear their name. The cheerleader may be allowed to remain on their team as a suspended member, but should not be allowed to represent their school or community while under suspension.

Other Crimes and Suspicion of Crimes: The Principal and/or Fine Arts Director reserves the right to suspend any cheer member, who is suspected of committing any crime, depending on the circumstances. These decisions will not conflict with any state or federal laws or the State Student Code of Conduct. (Chapter 37)

Drugs and Alcohol:

Any cheerleader who smokes, vapes, drinks alcohol, or uses illegal drugs on or off school property will be disciplined. The discipline will range from probation to suspension to placement at DAEP. The district will follow the Texas Education Code Chapter 37 relating to student discipline. This includes provisions that any student who while on school property or at a school-related event on or off school property possesses, uses, sells, gives, delivers or is under the influence of alcohol will be placed in MAP/DAEP for the amount of time

Any cheer member who possesses, uses, sells, gives, delivers or is under the influence of marijuana, any controlled substance or dangerous drug as referenced to in the Education Code, will be disciplined in line with the punishment from the school/principal. A second offense will result in dismissal from the cheer program indefinitely.

If a cheer member is subsequently cleared of charges and no action (disciplinary or legal) results, the student-athlete may be reinstated immediately into the athletic program if the Devine ISD administration determines there were no violations of rules.

Stealing:

Taking things that do not belong to you, especially from your teammates will not be tolerated. A cheerleader member caught stealing may be suspended and/or punished at the discretion of the coach, fine arts director and principal. Depending on the seriousness of the offense, a cheerleader member may be prosecuted by the law. This also involves school equipment not returned.

Conclusion

This structured outline of expectations, leadership roles, and a demerit system will help foster accountability and a positive team culture within the DHS cheerleading program. The DHS cheer program is establishing clear guidelines so that the cheerleaders, managers, coaches, coordinators and mascots can understand their responsibilities and work towards achieving both individual and team goals.

THE CHEER/ MASCOT PARENT'S ROLE

Being the parent of a cheer member can be a great experience. Parents' participation with their son or daughter can be and should be an enjoyable activity. Their support is very important to their students, the high school and community. To make this experience the most rewarding for all concerned, the following are some suggestions on being a supportive cheer parent:

- **Be positive:**

Being on a school team is quite an accomplishment. Celebrate the accomplishment of making the team, but keep it in perspective. When things are not going well for your student or for the team, is when parents need to be most positive and supportive.

- **Be supportive of the coaching staff in front of your child:**

Nothing can injure teamwork faster than students doubting the capabilities of their coaches. The coaches are trying to do their best at every moment. If you have concerns, follow the DISD Cheer Program's communication process. Our staff will listen, appreciate your confidentiality and give you a timely response.

- **Refraining from inappropriate comments:**

Any inappropriate comments or actions towards any team member, student athlete, fan, official, coach or district employee at any time which disrupts either the educational or athletic environments or which advocates the violation of any school or team policy can lead to disciplinary action from Devine ISD. This includes but is not limited to any comments or actions

made in person by letter, email, text on any social media outlet or to the media (newspaper, radio or TV). Your inappropriate comments or action can lead to the removal of your child from the cheer program.

Communication, you as a parent should expect from their child's cheer coach:

- Coach's philosophy.
- Expectations for the team.
- Locations and times of practices and contests.
- Team requirements, i.e., fees, special equipment needed, school & team rules, off-season expectations.
- Procedures that will be followed if your child becomes injured during participation.
- Discipline that may result in the denial of your child's participation.

Communication coaches can expect from you as parents:

- Concerns regarding their son or daughter expressed directly to the coach at the appropriate time and place.
- Specific concerns in regard to the coach's philosophy and/or expectations.
- Notification of any schedule conflicts well in advance. As your child becomes involved in extracurricular activities, he/she will experience some of the most rewarding moments of their lives. It's important to understand there may be times when things do not go the way you or your child wishes. These are the times discussion with the coach is encouraged.

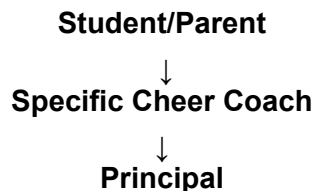
Appropriate concerns to discuss with a coach:

- The mental and physical treatment of your child.
- What your child needs to do to improve.
- Concerns about your child's behavior. It is very difficult to accept that your child is not cheering or dancing as much as you may hope. Coaches' make decisions based on what they believe is in the best interests of all students participating.

The DHS Cheer Program's Communication Process

There are situations that may require a conference between the coach and parent. These are not discouraged, as it is important for each party to have a clear understanding of the others' position. Please know parents and students are welcome to communicate through SportsYou, messaging, or setting up conference or phone call.

When these conferences are necessary, the following procedure is suggested to help promote resolution to the issue.



If the proper chain of command is not followed, cheerleaders, mascots, leadership members, and/or parents will be referred back to the appropriate individual in the chain. Please allow at least 24 hours for DISD staff to return any messages or email.

Parent/ Cheerleader Code of Conduct:

*If at any time the DHS Cheerleading Code of Conduct is **violated by parents or cheerleaders**, a meeting with coach(es) and administration will be mandatory to determine the discipline action to be taken.*

No adult contracted or not by DISD should be crossing words with students in an aggressive, angry, or demeaning manner.

*Parents who are not part of the cheer program (under contract by DISD as cheer coaches or sponsors) should be disciplining, demeaning or mistreating any DHS student, be it a cheer program member, a student volunteering with another DHS group, or a student spectator.
Please take these rules into account when volunteering with the DHS Cheer Program.*

AMENDMENTS:

Amendments to this constitution may be made at the discretion of the coach and principal with verbal approval of the superintendent. All members will receive a copy of any changes that are made. The coach and principal reserve the right to interpret rules.

LITIGATION:

In the event the Devine Cheer Program is out of town or out of state, any litigation must take place within the court system, in which Devine ISD is in the jurisdiction of.

Effective Date:

These rules and regulations become effective on the date of and shall govern the election of the **2024-2025** Devine ISD cheerleaders and thereafter.

DISCLAIMER:

This constitution is a living document. If an incident should arise that is not specifically addressed in this document, the coach and/or school administrator will address the incident on an individual basis. The resolution of this incident may not be addressed team wide especially when privacy issues are involved. In addition, in order to benefit the cheer program, the coach and/or administrators reserve the right to revise this handbook at any time.

DHS Cheer Program's Code of Conduct & Agreement

The Entire Constitution needs to be read by all parents/guardians and cheer team members. Make sure each section is read carefully, as many changes have been made. **Both parent/guardian and participant are required to sign this document adhering to Cheer Constitution and the Cheerleader's Code of Conduct.**

All violations of the DHS Cheerleaders Code of Conduct will require a meeting with coach(es) and administration to determine action taken.

My signature below certifies that I have read, discussed, and understand the responsibilities, expectations, demerit system, and drug policy for Devine High School cheerleaders/mascot in the approved DHS Cheerleader Constitution and Cheerleader Code of Conduct.

I agree that if my child earns a position on the DHS Cheer Program, I will assist her/him in adhering to these policies throughout the school year.

Parent Signature: _____

Parent's Cell Phone Number: _____

Parent E-Mail: _____

Date: _____

Athlete Signature: _____

Athlete's Cell Phone Number: _____

Date: _____

Athlete's Address: _____

The Constitution and Cheerleader Code of Conduct must be turned in fully completed for admission to tryout. Failure to return completed, with all initials and signed by all parties, will result in an incomplete packet and not be eligible to tryout. For a copy of the Cheer Constitution and Code of Conduct, they are located on the Devine ISD website.

Devine FCCLA Handbook Devine High School



2024-2025

Devine FCCLA

Devine High School □ Family & Consumer Science Dept.

Advisors: Linsey Outlaw

Phone: 830-851-0800

Email: linsey.outlaw@devineisd.org

Dear Members!

Welcome to Devine FCCLA (*Family, Career and Community Leaders of America*) a Co-Curricular student led organization through the Family and Consumer Science Department.

About FCCLA:

(FCCLA) is a dynamic and effective national student organization with over 199,000 members nationwide that helps students become leaders and address important personal, family, work, and societal issues through Family and Consumer Sciences education. There are over 24,000 members in Texas!

FCCLA: The Ultimate Leadership Experience is unique among youth organizations because its programs are planned and run by members, and it's the only career and technical in-school student organization with a **central focus on careers that support families**. Participation in national FCCLA programs, competitive events and chapter activities helps members become strong leaders in their families, careers, and communities.

Member Involvement:

Students can be as active as they choose. They can participate in leadership, community service and activities at the local, region, state or national level.

All Membership dues include Local, State and National Dues + Club T-shirt **\$35**

Local Involvement:	Region, State & National Involvement:
Leadership: run for local office or committee chair. • Volunteer to bring snacks to meetings. Participate as a San Antonio Stock Show Tour Guide • Volunteer at the National Night Out FCCLA Booth • Participate in the Club float at the Devine Cactus festival Community Service: participate by donating time or items in local projects throughout the year.	Power of One National Programs Community Service Projects Scholarships Spotlight on Projects STAR Events Conferences Information can be found on the fcclainc.org website or in your student portal membership sign in.

DEVINE FCCLA Chapter Bylaws:

I) Name and Purposes

- A) Name The name of this chapter of Family, Career and Community Leaders of America, Inc. shall be Devine FCCLA.

B) *Mission Statement:*

The mission of FCCLA is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leaders, members develop skills for life through: character development; creative and critical thinking; interpersonal communication; practical knowledge; and career preparation.

C) *Purpose:* The 8 purposes of the organization shall reflect national standards as follows:

1. To provide opportunities for personal development and preparation for adult life.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve global cooperation and harmony.
5. To promote greater understanding between youth and adults.
6. To provide opportunities for making decisions and assuming responsibilities.
7. To prepare for the multiple roles of men and women in today's society.
8. To promote family and consumer sciences and related occupations.

II) Membership

A) Active membership:

Students currently, previously, or plan on being enrolled in family and consumer sciences classes in grades 6-12 shall be eligible for membership in the organized chapter within the school. Members will retain active membership during the time they are enrolled in school through grade 12 as long as their dues are paid each year. Active members shall be eligible to hold office, make motions, and vote on chapter issues.

B) Membership dues are \$35 and due by September 30th of each school year. Members who join later in the school year during 1st semester will pay \$22 and be affiliated for the current school year. Members who join during 2nd semester, will pay membership dues for the following school year.

C) Participation:

Members are encouraged to follow the detailed sequence; however, it is not required.

1. Step One for new members to attend Fall Leadership meeting
2. Participate in Power of One, National Programs and local projects
3. STAR Events or Spotlight on Projects for current or new members to attend Region, State, and National Leadership Conference if qualified.

D) Competitions: Spotlight on Projects and STAR Events

Members must fill out an application form and present their project for tryouts. If selected members are required to meet project deadlines and are subject to dismissal and competition fees as outlined in the competition agreement between the chapter, member and parents.

III) Meetings

- A) Chapter meetings shall be held the 1st Wednesday of each month during lunch.
- B) Chapter Officer Meetings will be held a week prior to member meetings at lunch.
- C) Special meetings shall be called by the President if necessary to conduct chapter business.

IV) Officers

A) Officers & Elections

Candidates will follow Region guidelines to run for office. Students must fill out an application, sign up for tryouts, perform a one-minute speech, answer an FCCLA Fact question and Thought Question. Senior officers are allowed to watch tryouts and have inputs on elections.

B) Duties and Requirements can be found in Amendment VII: B

C) Region and State Officers

Chapter Officers are eligible to run for Region and State Office positions.

D) Vacancies

In the event that a vacancy occurs in a chapter office, the next candidate in order of votes automatically becomes the officer for the remainder of the year. When this plan is not possible, a new officer shall be elected by the chapter.

V) Committees

A) Committees

1. Community Service Committee and/or Leadership and Programs Committee

B) Responsibilities: Members of each committee are supervised under a local officer. They will meet and plan special events for our local chapter and community. Findings will be presented at Chapter Officer Meetings and must be approved.

VI) Finances

A) Budget

The FCCLA fiscal year shall correspond to the Waukee Community Schools fiscal year, July 1 to June 30 each year. The yearly budget will be determined by the chapter officers and will reflect local, Region, State, and National projects and community service expenses. The budget must be balanced according to incoming revenues.

B) Dues: Chapter, State, National Total \$35

Chapter Dues

The chapter officers shall determine the local membership dues subject to approval by the members of the chapter. They shall be in addition to the National and State dues. They shall be due by September 30th of each school year.

Chapter Dues

\$18 and include a Chapter shirt.

Dues paid after September 30th will be \$5 and not include a chapter shirt.

State Dues

The State dues are determined by the State organization. State dues are \$8.

National Dues

The National dues are determined by the National organization. National dues are \$9.

C) Fundraisers

The Chapter is allowed to host two fundraisers per year and one special national fundraiser if needed per year. The chapter can host unlimited donation drives.

D) Conference Expenses

Region and State Conference: Fees and rooms will be paid by the Schools FCCLA Budget. Generally, there is no allotted meal money for students unless members choose to take funds out of their activity fund. Depending on the budget and participants, students may be required to pay some fees.

National Conference: If funds remain in the allotted FCCLA School Budget fees will be paid. Members are responsible for all other expenses including room, travel and meals. The chapter may vote to decide to fund national competitors. Generally, Region and State Officers are not allowed to go unless Devine FCCLA has a competitor. However eligible officers may be responsible for the cost of their trip if enough funds are not available.

VII) Amendments

- A) All members are subject to the expectations and discipline outlined in the **Devine ISD: Extracurricular Activity Handbook**.
- B) All chapter officers are required to uphold standards found in **Officer Requirements**.
- C) An amendment may be adopted at any regular meeting by a two-thirds vote of the active members present at a chapter meeting with an approval signature from the President, providing it is not in conflict with the state constitution or that of the National FCCLA organization. Amendments are adopted immediately unless otherwise noted. Chapter members may propose the amendment to the chapter President two weeks before the monthly chapter meeting.

VIII) Parliamentary Authority The rules found in **Robert's Rule of Order Newly Revised** will govern the business meetings of the chapter where appropriate

Amendment VII: A:

See the Devine Extracurricular Handbook

Amendment VII: B

Devine FCCLA Officer Requirements

1. Attend Officer planning date to be determined - the 1st 2 weeks of school to put up FCCLA bulletin boards, posters, plan 1st social, etc.
2. Must be passing all subjects with a minimum of an 80.
3. Must have good regular attendance in school and at all meetings.
4. Need to try and schedule a Family & Consumer Sciences class during the school year.
5. You must be able to attend all local meetings and participate in FCCLA Projects. *(*If more than two meetings are missed without prior approval, you will be asked to resign your office & will not be allowed to run the following year).*
6. Must Try out for a STAR EVENT, Spotlight on Project, or Complete a National Project.
7. Must participate in FCCLA activities and fundraisers.
8. If you are placed in ISS for any reason, you will be asked to resign your office & will not be allowed to run for an office in FCCLA. You may still be a member in the organization.
9. YOU are the billboard for our organization and Devine, ANY behavior that is negative or wrong is not permitted.
10. The Devine FCCLA officers will consist of the following offices;
 - President
 - VP of Programs
 - VP of Public Relations
 - VP of Peer Involvement
 - VP of Records

If any of the above requirements are violated, the officer will be asked to relinquish his or her position. The office will be dissolved or another officer will take the position or another election will be held to fill the position (depending upon the local elected officer's decision). Probation may or may not be an option.

Date

Student Name

Office Held for 2024-2025 school year

2022-2023 FCCLA Officer Local Duties

President: Makayla Brieten

- Preside over Meetings
- Develop Meeting agendas with advisor approval and checking with officers to make sure everything is squared away.
- Check the date of projects and programs in consideration to the school calendar
- Mentor to Committees
- Meet with Officers, Committee chairs to discuss and plan projects, programs and fundraising as needed :)
- Be sure projects/programs/social media and bulletin board changes are updated in timely manner

VP Programs: Cynthia Maldonado

- Preside over Meetings in absence of President
- Keep Meetings on Schedule * Will be given an outline :)
- Organize planning and activities for monthly community service activities
 - ◆ Bring in guest speakers for various fundraisers/donations or programs
- Serve as a chairperson for all National Projects
- Be sure projects/programs/social media and bulletin board changes are updated in timely manner

VP Public Relations: Barbara Merlo

- Work directly with VP Programs
- Publicize Chapter Meetings, Projects, Events, Members, etc. Via *Social Media and *Bulletin Board
 - ◆ Vote to decide which platforms to use and we will create one email and password to use :)
 - ◆ Be sure to highlight everyone and not just select few
- In Charge of news releases and articles for: News Across Texas, Devine Newspaper, and Journalism
 - ◆ Deadline for Devine News is Monday at 5pm
 - ◆ Peer Involvement and Community Chairs are required to write and provide you with activities and you will edit and publish :)

VP Peer Involvement: Kourtnei Geyer

- Organize planning and activities for monthly/bimonthly membership mingles (can be purchased)
- Work with Community Chair
 - ◆ Report activities to Social Media to be shared
- Serve as a chairperson for Power Of One
- Get students involved. Not just a game at the meeting. Hold FCCLA knowledge facts, Creed Speaking Contests. Local Contests for our Chapter!

VP Records: Hilary Barnett

- In charge of membership records and sign in sheets for: meeting attendance, participated in projects, programs and fundraising. Advise and help other offices as needed
- Attend all Student Council Meetings and report Student Council decisions at meetings
 - ◆ Inform Student Council of upcoming FCCLA Events and Projects
- Give records of finances



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: August 19, 2024

Agenda Item: Minutes of Board Meeting (s)

Background Information:

Every month the office will submit to the Board of Trustees for approval a copy of last month's minutes for approval.

Administrative Consideration:

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

The official minutes shall be retained on file in the office of the Superintendent and shall be available for examination during regular office hours.

Budgetary Consideration:

None

Supporting Documents:

BE (LOCAL) Board Meetings

Recommendation:

Approve minutes for the regular board meeting on July 22, 2024.

Respectfully Submitted by:

*Geri Woods
Superintendent's Secretary*

Approved by:

*Todd Grandjean
Superintendent of Schools*

Minutes of Regular Meeting

The Board of Trustees

Devine ISD

A Regular Meeting of the Board of Trustees of Devine ISD was held on Monday, July 22, 2024 beginning at 6:30 PM in the Administration Building, 605 W Hondo Ave., Devine, TX 78016

Board Members Present: Nancy Pepper (President), Henry Moreno (Vice-President), Keri James (Secretary), Carl Brown, Chris Davis, Alixana Buvinghausen (arrived at 6:44 p.m.)

Board Members Absent: Renee Frieda

Guests Present: Anton Riecher

School Officials Present: Dr. Todd Grandjean (Superintendent), Dawn Schneider (Director of Student Services), Abigail Beadle (Special Programs Director), Juan Gonzalez (DHS Principal), Shannon Ramirez (Finance Director), Geri Woods (Recording Secretary)

1. Call to Order, Roll Call and Declaration of Quorum

Nancy Pepper called this meeting of the Devine Independent School District Board of Trustees to order at 6:30 p.m. and stated for the record that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551. She further stated that trustees Keri James, Carl Brown, Henry Moreno, Chris Davis, and Nancy Pepper were present. Ali Buvinghausen arrived after quorum established.

2. Pledge of Allegiance and Invocation led by Nancy Pepper

3. Citizen Communication

- A. Public Comment for Non-Agenda Items. None.
- B. Public Address for Items on the Agenda. None.

4. Administrative Reports and Discussion

A. Central Office Reports

1. Superintendent's Reports

- a. Monthly Report on Personnel, Safety, and Board Priorities
- b. Monthly Superintendent Calendar
- c. Monthly District Activity Calendar
- d. 2023 Bond Update Report

2. Special Programs, Curriculum & Instruction Director Monthly Report

3. Director of Student Services Monthly Report

B. Monthly Business Reports, Payment of Bills, 2023 Bond Payments, 2024-2025 Compensation Plan

5. Consent Agenda

Carl Brown moved and seconded by Henry Moreno to approve consent agenda as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

- A. Minutes of June 17, 2024 Board Meeting.
- B. Approve Donations from Athletic Boosters
- C. Approve the Application for Optional Flexible School Day Program
- D. Approve Purchase of Property/Casualty/Liability and Workers' Compensation Insurance

6. Action Item(s):

- A. Carl Brown moved and seconded by Chris Davis to Approve the Schematic Plans for the 2023 Bond Project as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

B. Henry Moreno moved and seconded by Keri James to approve state waiver for staff development as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

C. Carl Brown moved and seconded by Keri James to Approve the District's Professional Development Plan as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

D. Carl Brown moved and seconded by Henry Moreno to Approve Communities in Schools to Provide Mental Health Services as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

E. Chris Davis moved and seconded by Carl Brown to Adopt Amendment to the District of Innovation Plan as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

F. Henry Moreno moved and seconded by Carl Brown to approve the revised stipend schedule as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

G. Keri James moved and seconded by Henry Moreno to endorse Ginger Friesenhahn for Region 20, Position A and Rich Sena for Position D for TASB Board of Directors as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

H. Nancy Pepper moved and seconded by Ali Buvinghausen to set September 9, 2024 from 6-9 p.m. for Teambuilding/Evaluating and Improving Student Outcomes Training as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

7. Closed Session

Nancy Pepper stated for the record that the Board of Trustees, beginning at 7:24 p.m., will convene in a closed session in accordance with the Texas Open Meetings Act, for the purpose of discussing items listed under Texas Government Code Section 551.074 and 551.082. NO FINAL ACTION, DECISIONS, OR VOTES WILL BE TAKEN WHILE THE BOARD IS IN EXECUTIVE SESSION.

8. Reconvene from Closed Session

The board reconvened in open session at 7:59 p.m.

9. Adjournment

Henry Moreno moved and seconded by Carl Brown to adjourn. This motion Passed. Yea: 6, Nay: 0, Absent: 1

Meeting adjourned at 8:01 p.m.

Board President

Board Secretary



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: August 19, 2024

Agenda Item: Adopt T-TESS Calendar and approve T-TESS Appraisers

Background Information:

The District must secure DISD Board Approval of the Texas Teacher Evaluation and Support System (T-TESS) Calendar and T-TESS Appraisers each year prior to the onset of the appraisal cycle [TEC 21.351 (c)]. This Board approval will allow DISD to comply with DNA and DNB (Local) policies, and DNA (Legal) policy regarding employee evaluations.

Administrative Consideration:

According to TEC 150.1004 (c), each district shall also determine second appraisers, if needed. The Board's approval of the T-TESS appraiser list and T-TESS calendar will comply with TEC codes and allow DISD to disseminate them to each teacher as outlined in the TEC code.

Budgetary Consideration:

None

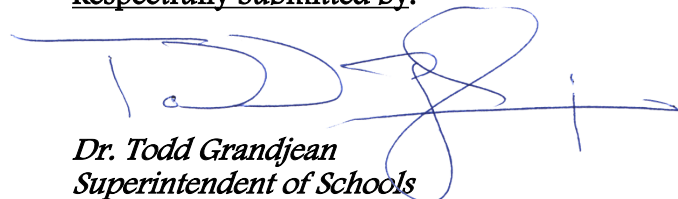
Supporting Documents:

Attached is a copy of the T-TESS calendar and list of T-TESS Certified Appraisers.

Recommendation:

It is recommended that the Board approve the T-TESS calendar and the list of administrators who may conduct appraisals during 2024-2025 school year, along with designating the second appraisers.

Respectfully Submitted by:



Dr. Todd Grandjean
Superintendent of Schools

DEVINE INDEPENDENT SCHOOL DISTRICT

TTESS

APPRAISAL CALENDAR

2024-2025

The appraisal period is from **September 12, 2024 through May 7, 2025**. There will be no observations for three weeks after the TTESS initial orientation. There will be no appraisals during the first three weeks of instruction, on an instructional day before or after a holiday, or after May 7, 2025.

DATES EXCLUDED FOR FORMAL OBSERVATIONS

August 21-September 11, 2024	First fifteen days of instruction
September 12, 2024	Data Analysis and Goal Setting (Part I)
October 11 & 15, 2024	Day before and after a holiday (Columbus Day)
November 12 & December 2, 2024	Day before and after a holiday (Thanksgiving)
December 19, 2024	Day before a holiday (Christmas)
January 6, 2025	Day after a holiday (Christmas)
January 17 & 21, 2025	Day before and after a holiday (MLK Day)
February 14 & 18, 2025	Day before and after a holiday (President's Day)
March 7 & 17, 2025	Day before and after a holiday (Sp. Break)
April 17 & 22, 2025	Day before and after a holiday (Easter)
May 8 – May 29, 2025	Last fifteen days of instruction

IMPORTANT T-TESS DATES

April 11, 2025 (<i>Prior to end-of-year conference</i>)	Goal Reflection (Part II)
May 7, 2025 Last day for end-of year conference	
May 8 - May 29, 2025	Last fifteen days of instruction

DEVINE ISD APPRAISERS FOR THE 2024 - 2025 SCHOOL YEAR

Darnell, Kandi	McReynolds, Leann
Dzierzanowski, JodiAnn	Ramon, Mary
Eads, Evan	Reyes, Lysandra
Gomez, Michael	*Schneider, Dawn
Gonzalez, Juan Michael	Stivors, Jeff
*Grandjean, Todd	Strickland, Magdalena

* DENOTES SECOND APPRAISERS
Board Approval pending



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: August 19, 2024

Agenda Item: 2024-2025 Budget

Background Information:

The Texas Education Agency mandates that every school in the State of Texas must be prepared by June 19 if the district uses a July 1 fiscal year start date.

The board adopted the 2024-2025 budget at the regular June board meeting. The budget is not changing but the board must include as an appendix to the district's budget the tax rate calculation forms used by the district's designated officer or employee to calculate the district's no-new-revenue tax rate and voter-approval tax rate. Final appraised values must be used to develop this appendix. These values are not available until the end of July, therefore the budget needs to be readopted to include this appendix.

Administrative Consideration:

CE(Local and Legal)

Financial Accountability System Resource Guide

Budgetary Consideration:

Function 51 was increased \$25,725 for TASB insurance.

Function 11 was increased \$111,781 for TMHP refund of overpayment.

Supporting Documents:

Attached is a copy the tax rate worksheet for the 2024-2025 budget.

Recommendation:

Re-Adopt 2024-2025 Budget

Respectfully Submitted by:

Shannon Ramirez
Director of Finance

Approved by:

Todd Grandjean
Superintendent of Schools

ESTIMATED REVENUES, APPROPRIATED EXPENDITURES

OTHER RESOURCES AND USES

BUDGET FOR 2024-2025

	199	199		240	240		599	599		98
	General Fund	General Fund	Increase/	Food Service	Food Service	Increase/	Debt Service	Debt Service	Increase/	Memorandum
	Current Budget	Amended Budget	(Decrease)	Current Budget	Proposed Budget	(Decrease)	Current Budget	Proposed Budget	(Decrease)	Proposed Budget
REVENUES:										
5700 Local, Intermediate	\$ 5,335,515	\$ 5,335,515	\$ -	\$ 262,000	\$ 262,000	\$ -	\$ 1,537,928	\$ 1,537,928	\$ -	\$ 7,135,443
5800 State Program Revenues	\$ 15,083,434	\$ 15,083,434	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ 302,176	\$ 302,176	\$ -	\$ 15,395,610
5900 Federal Program Revenues	\$ 40,000	\$ 40,000	\$ -	\$ 845,000	\$ 845,000	\$ -	\$ -	\$ -	\$ -	\$ 885,000
										\$ -
5030 Total Revenues	\$ 20,458,949	\$ 20,458,949	\$ -	\$ 1,117,000	\$ 1,117,000	\$ -	\$ 1,840,104	\$ 1,840,104	\$ -	\$ 23,416,053
EXPENDITURES:										
0011 Instruction	\$ 11,246,754	\$ 11,358,535	\$ 111,781	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,358,535
0012 Instructional Resources & Media Svcs.	\$ 225,917	\$ 225,917	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 225,917
0013 Curriculum & Personnel Development	\$ 434,034	\$ 434,034	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 434,034
0021 Instructional Leadership	\$ 368,215	\$ 368,215	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 368,215
0023 School Leadership	\$ 1,257,865	\$ 1,257,865	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,257,865
0031 Guidance & Counseling Services	\$ 1,137,446	\$ 1,137,446	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,137,446
0032 Social Work Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0033 Health Services	\$ 219,437	\$ 219,437	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 219,437
0034 Pupil Transportation	\$ 552,424	\$ 552,424	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 552,424
0035 Food Services	\$ -	\$ -	\$ -	\$ 1,117,000	\$ 1,117,000	\$ -	\$ -	\$ -	\$ -	\$ 1,117,000
0036 Co-curricular Activities	\$ 1,226,785	\$ 1,226,785	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,226,785
0041 General Administration	\$ 962,611	\$ 962,611	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 962,611
0051 Plant Maintenance & Operations	\$ 2,732,876	\$ 2,758,601	\$ 25,725	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,758,601
0052 Security & Monitoring System	\$ 218,500	\$ 218,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 218,500
0053 Data Processing Services	\$ 564,688	\$ 564,688	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 564,688
0061 Community Services	\$ 30,000	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 30,000
0071 Debt Service	\$ 189,450	\$ 189,450	\$ -	\$ -	\$ -	\$ -	\$ 1,487,427	\$ 1,487,427	\$ -	\$ 1,676,877
0081 Facilities Acquisition & Construction	\$ 1,398,988	\$ 1,398,988	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,398,988
0095 Pymt-juv. Justice Alternative Ed. Program	\$ 7,000	\$ 7,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,000
0099 Other Intergovernmental	\$ 155,000	\$ 155,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 155,000
6050 Total Expenditures	\$ 22,927,990	\$ 23,065,496	\$ 137,506	\$ 1,117,000	\$ 1,117,000	\$ -	\$ 1,487,427	\$ 1,487,427	\$ -	\$ 25,669,923
OTHER SOURCES AND USES										
7060 Other Sources (+)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7913 Proceeds from long term leases	\$ -	\$ -	\$ -							
7914 Insurance Proceeds	\$ -	\$ -	\$ -				\$ -		\$ -	\$ -
8060 Other Uses (-)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000 Total Other Sources (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess (Deficiency) of Revenues and Other Sources										
1200 Over Expenditures and Other Uses	\$ (2,469,041)	\$ (2,606,547)	\$ (137,506)	\$ -	\$ -	\$ -	\$ 352,677	\$ 352,677	\$ -	\$ (2,253,870)
0100 Fund Balance- July 1 (Beginning) 2024	\$ 15,540,883	\$ 15,540,883	\$ -	\$ 738,095	\$ 738,095	\$ -	\$ 1,649,228	\$ 1,649,228	\$ -	\$ 17,928,206
3000 Estimated Fund Balance- June 30 (Ending) 2025	\$ 13,071,842	\$ 12,934,336	\$ (137,506)	\$ 738,095	\$ 738,095	\$ -	\$ 2,001,905	\$ 2,001,905	\$ -	\$ 15,674,336



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: August 19, 2024

Agenda Item: Approval of Maintenance & Operations and Interest & Sinking Tax Rates

Background Information:

Each year the Board of Trustees is required to hold a public meeting to discuss the tax rates, and then pass an Ordinance setting the tax rate to fund the adopted budget and the debt payments. For the 2024-2025 school year the tax rates are as follows:

Maintenance & Operations-	\$ 0.6969
Interest & Sinking Fund -	\$ 0.2400
Total 2024-25 Tax Rate -	\$ 0.9369

Administrative Consideration:

CCG (Legal) Before the later of September 30 or the 60th day after the date the certified appraisal roll is received, the Board shall adopt a tax rate for the current tax year that reflects the two components, maintenance and operations expenditures and the debt service rate published. The Board may not impose property taxes in any year until it has adopted a tax rate for that year, and the annual tax rate must be set by ordinance, resolution, or order.

Budgetary Consideration:

Supporting Documents:

Ordinance Setting Tax Rate and CCG Legal

Recommendation:

Approve the Ordinance to set the tax rates.

Respectfully Submitted by:

Shannon Ramirez
Director of Finance

Approved by:

Todd Grandjean
Superintendent of Schools



Devine Independent School District

605 W. Hondo Ave., Devine, Texas 78016

(830) 851-0795 Fax (830) 663-6706

Todd Grandjean, Superintendent

ORDINANCE SETTING TAX RATE

August 19, 2024

On this date, we, the Board of Trustees of the Devine Independent School District, hereby levy or set the tax rate on \$100 valuation for the District for the tax year 2024 at a total rate of \$0.9369, to be assessed and collected by the duly specified assessor and collector as follows:

\$0.6969 for the purpose of maintenance and operation, and

\$0.2400 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

IN CERTIFICATION THEREOF:

Signed: _____
President

Signed: _____
Secretary

Table of Contents	Tax Rate Adoption.....2
	Maintenance Taxes.....2
	Assessor and Collector 4
	Certified Estimate of Values.....5
	Appraisal Roll.....5
	Designated Employee/Officer to Calculate Rates.....6
	Truth-in-Taxation Requirements 6
	Tax Rate Adoption Requirements.....7
	Adoption of Tax Roll.....9
	Failure to Adopt Tax Rate 10
	Taxpayer Injunction.....10
	Tax Information to County.....11
	Appraisal District Property Tax Database 11
	Internet Posting of Tax Rate and Budget Information 11
	Election to Approve Tax Rate.....11
	Voter-Approval Tax Rate 12
	Efficiency Audit 12
	Disaster Exception 13
	Time for Election 14
	Proposition 14
	Election Outcome.....14

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

Tax Rate Adoption	The board may levy, assess, and collect annual ad valorem taxes for the maintenance of the district's schools. Taxes may not be levied unless authorized by a majority of the qualified voters of the district, voting at an election called for that purpose. <i>Education Code 45.002, .003(a)</i>
Maintenance Taxes	
<i>Restriction on Maintenance Tax Levy</i>	A district may not levy the district's maintenance taxes at a rate intended to create a surplus in maintenance tax revenue for the purpose of paying the district's debt service. <i>Education Code 45.0021(a)</i> [See Taxpayer Injunction, below]
	Note: For information on the consequences of violating this restriction, see Education Code 45.0021(c)-(e). See also Taxpayer Injunction, below.
Exceptions	Education Code 45.0021 does not prohibit a district from: - Using a surplus in maintenance tax revenue to pay the district's debt service if the district's interest and sinking fund tax revenue is insufficient to pay the district's debt service due to circumstances beyond the district's control and the use of the surplus maintenance tax revenue to pay the district's debt service is necessary to prevent a default on the district's debt; - Paying a portion of the district's maintenance tax revenue into the tax increment fund for a reinvestment zone under Tax Code Chapter 311; or - Using money disbursed from the tax increment fund for a reinvestment zone under Tax Code Chapter 311 in accordance with the agreement entered into by the district with the governing body of the municipality or county that designated the zone under Tax Code 311.013(f).
<i>Education Code 45.0021(f)</i>	
<i>Maintenance Tax Rate Components</i>	A district's tier one maintenance and operations tax rate is the number of cents levied by the district for maintenance and operations that does not exceed the maximum compressed rate, as determined under Education Code 48.2551. <i>Education Code 45.0032(a)</i>
Tier One	
<i>Maximum Compressed Rate</i>	"MCR" is the district's maximum compressed rate, which is the tax rate for the current tax year per \$100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment to which the district is entitled under Education Code Chapter 48. The Texas Education Agency (TEA) shall calculate and make available school districts' maximum compressed rates.

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

Local appraisal districts, school districts, and the comptroller shall provide any information necessary to TEA to implement Education Code 48.2551.

Education Code 48.2551(a)(3), (d), (d-1)

School districts' maximum compressed maintenance and operations tax rates shall be calculated using locally certified property values and adjusted to estimate for exclusions under Government Code 403.302(d).

TEA will open a data collection from 12:01 a.m. on July 18 through 11:59 p.m. on August 1 for districts. Districts must submit the data specified in 19 Administrative Code 61.1000(c). TEA will use any available data to calculate MCR absent data collection submissions from a school district.

19 TAC 61.1000(b), (c), (h)

TEA will calculate and make available preliminary maximum compressed tier one tax rates to each district on or before August 5. If TEA receives an appeal of a preliminary MCR, TEA will issue a final determination to the district no later than August 31. If TEA does not receive an appeal of a preliminary MCR, the preliminary MCR automatically becomes a final MCR 10 calendar days following TEA's approval of the district's preliminary MCR. *19 TAC 61.1000(d)-(f)*

A district may appeal its preliminary MCR through the following process:

1. The TEA division responsible for MCRs must receive a written appeal no later than 10 calendar days after TEA's approval of the district's preliminary MCR. The appeal must include adequate evidence and additional information that supports the position of the district. Appeals received 11 calendar days or more after TEA approves a district's preliminary MCR will not be considered.
2. TEA will only consider appeals that would result in a change of the preliminary MCR.

19 TAC 61.1000(g); Education Code 48.2551(d-2)

Tier Two

A district's enrichment tax rate consists of:

1. Any cents of additional maintenance and operations tax effort, not to exceed eight cents over the maximum tier one tax rate; and

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

2. Any cents of additional maintenance and operations tax effort that exceeds the sum of the maximum tier one tax rate and the maximum number of cents permitted under item 1 above.

Education Code 45.0032(a), (b)

Districts Subject
to Disaster
Exception

For a district to which Tax Code 26.042(e) [see Disaster Exception to Election Requirement, below] applies, the amount by which the district's maintenance tax rate exceeds the district's voter-approval tax rate, excluding the district's current debt rate under Tax Code 26.08(n)(3) for the preceding year is not considered in determining a district's tier one maintenance and operations tax rate or the district's enrichment tax rate for the current tax year. *Education Code 45.0032(d)*

*Maximum Tax
Rate*

For any year, the maintenance tax rate per \$100 of taxable value adopted by the district may not exceed the rate equal to the sum of \$0.17 and the district's maximum compressed rate, as determined under Education Code 48.2551.

A rate that exceeds the maximum rate for the year in which the tax is to be imposed is void. A district with a tax rate that is void under this provision may, subject to requirements imposed by other law, adopt a rate for that year that does not exceed the specified maximum rate for that year.

Education Code 45.003(d), (e)

Districts with
2005 Tax Rate
over \$1.50

Notwithstanding any other law, a district that levied a maintenance tax for the 2005 tax year at a rate greater than \$1.50 per \$100 of taxable value in the district as permitted by special law [Art. 2784g Tex. Rev. Civ. Stat.] may not levy a maintenance tax at a rate that exceeds the rate per \$100 of taxable value that is equal to the sum of \$0.17 and the product of 66.67 percent multiplied by the rate of the maintenance tax levied by the district for the 2005 tax year, minus any amount by which \$1.00 exceeds the product of the state compression percentage, as determined under Education Code 48.255, multiplied by \$1.00. *Education Code 45.003(f)*

For a district described above, any cents of maintenance and operations tax effort that exceeds the maximum rate described at Maximum Tax Rate are not included in the district's tier one maintenance and operations tax rate or the district's enrichment tax rate and the district is not entitled to the guaranteed yield amount of state funds under Education Code 48.202 for those cents of tax effort. *Education Code 45.0032(c)*

Assessor and
Collector

The board may employ a person to assess or collect the district's taxes and may compensate the person as the board considers appropriate. This provision does not prohibit a district from providing

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

for the assessment or collection of the district's taxes under a method authorized by Tax Code Chapter 6, Subchapter B. *Education Code 45.231*

A district that used a method of selection for the 1994 tax year that was authorized by former Education Code Chapter 23, Subchapter F, may continue to use that method until the district uses another method authorized above. *Education Code 45.232*

The assessor and collector shall assess, collect, or assess and collect taxes, as applicable. *Tax Code 6.23(b)*

Collector's Bond

A district that has its own collector shall require the collector to give bond conditioned on the faithful performance of duties. The bond must be made payable to and be approved by the board in an amount determined by the board. The board may require a new bond at any time, and failure to give new bond within a reasonable time after demand is a ground for removal from office. The board may prescribe additional requirements for the bond.

A district whose taxes are collected by a person other than the district's own collector may require that person to give bond conditioned on the faithful performance of duties. The bond must be payable to, approved by, and paid for by the board in an amount determined by the board. The board may prescribe additional requirements for the bond.

A district shall pay the premium for a required bond from its general fund or as provided by intergovernmental contract.

Tax Code 6.29

Certified Estimate of
Values

By April 30, the chief appraiser shall prepare and certify to the district's assessor an estimate of the taxable value of district property. *Tax Code 26.01(e)*

Appraisal Roll

By July 25, the chief appraiser shall prepare and certify to the assessor for the district that part of the appraisal roll that lists the property taxable by the district. The part certified to the assessor is the appraisal roll for the district.

If by July 20 the appraisal review board has not approved the appraisal records as required under Tax Code 41.12, the chief appraiser shall not later than July 25 prepare and certify to the assessor for a school district an estimate of the taxable value of property in the school district.

Tax Code 26.01(a)-(a-1)

By August 1 or as soon thereafter as practicable, the district's assessor shall submit to the board the district's appraisal roll, showing the total appraised, assessed, and taxable values of all property and the total taxable value of new property.

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

By August 1 or as soon thereafter as practicable, a district's collector shall certify to the board the anticipated collection rate for the current year. If the collector certified an anticipated collection rate in the preceding year and the actual collection rate in that year exceeded the anticipated rate, the collector shall also certify the amount of debt taxes collected in excess of the anticipated amount in the preceding year.

Tax Code 26.04(b)

Designated
Employee/Officer to
Calculate Rates

After the district's assessor submits the appraisal roll to the board, an officer or employee designated by the board shall calculate the no-new-revenue tax rate and the voter-approval tax rate for the district.

*Required
Calculation
Forms*

The designated officer or employee shall use the tax rate calculation forms prescribed by the comptroller under Tax Code 5.07 in calculating the no-new-revenue tax rate and the voter-approval tax rate.

*Calculation
Forms to County
Tax Assessor-
Collector*

As soon as practicable after the designated officer or employee calculates the no-new-revenue tax rate and the voter-approval tax rate of the district, the designated officer or employee shall submit the tax rate calculation forms used in calculating the rates to the county assessor-collector for each county in which all or part of the territory of the district is located.

Tax Code 26.04(c), (d-1), (d-3)

[See CE regarding the requirement to attach tax rate calculation forms as an appendix to a district's budget.]

Truth-in-Taxation
Requirements

Note: The *Truth in Taxation* website maintained by the Texas comptroller of public accounts offers [detailed guidance on setting local property tax rates for school districts](#).¹

*Meeting to Adopt
Budget*

When the budget has been prepared under Education Code 44.002, the board president shall call a meeting of the board for the purpose of adopting a budget for the succeeding tax year. The budget must be adopted before the adoption of the tax rate for the tax year in which the fiscal year covered by the budget begins. *Education Code 44.004(a), (g)* [See CE]

Published Notice

The board president shall provide for publication of notice of the budget and proposed tax rate meeting in a daily, weekly, or bi-weekly newspaper published in the district. If no daily, weekly, or biweekly newspaper is published in the district, the president shall provide for publication of notice in at least one newspaper of general circulation in the county in which the district's central adminis-

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

	trative office is located. The notice shall be published not earlier than the 30th day or later than the 10th day before the date of the hearing.
Form and Contents	The notice of public meeting to discuss and adopt the budget and the proposed tax rate may not be smaller than one-quarter page of a standard-size or a tabloid-size newspaper, and the headline on the notice must be in 18-point or larger type and contain the information set out in Education Code 44.004(c) and (c-1). The notice must include a statement that a district may not increase its maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service. A notice is not valid if it does not substantially conform to the language and format prescribed by the comptroller. <i>Education Code 44.004(b)-(d)</i>
Debt Service Rate Decrease	If the published interest and sinking fund (debt service) rate decreases after the publication of the required notice, the president is not required to publish another notice or call another meeting to discuss and adopt the budget and the proposed lower tax rate. <i>Education Code 44.004(g-1)</i>
<i>Districts with July 1 Fiscal Year</i>	Notwithstanding the provisions above, a district with a fiscal year beginning July 1 may use the certified estimate of the taxable value of district property in preparing the required notice if the district does not receive the certified appraisal roll on or before June 7. A district that uses a certified estimate may adopt a budget at the public meeting designated in the published notice prepared using the estimate, but the district may not adopt a tax rate before the district receives the certified appraisal roll for the district. After receipt of the certified appraisal roll, a district must publish a revised notice and hold another public meeting before the district may adopt a tax rate that exceeds: 1. The rate proposed in the notice prepared using the estimate; or 2. The district's voter-approval rate determined under Tax Code 26.08 using the certified appraisal roll. <i>Education Code 44.004(h), (i)</i>
Tax Rate Adoption Requirements <i>Deadline</i>	The board shall adopt a tax rate for the current tax year and shall notify the assessor of the tax rate adopted. [See Adoption of Tax Roll, below] The board must adopt a tax rate before the later of September 30 or the 60th day after the date the certified appraisal roll is received by the district, except that the board must adopt a tax rate that exceeds the voter-approval tax rate not later than the

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

71st day before the next uniform election date that occurs in November of that year. [Note that Election Code 3.005(c) requires that an election to be held on a uniform date be ordered not later than the 78th day before election day; see Time for Election, below.]

The tax rate consists of two components, each of which must be approved separately. The components are:

1. The interest and sinking fund (debt service) rate calculated under Education Code 44.004(c)(5)(A)(ii)(b); and
2. The rate that, if applied to the total taxable value, will impose the amount of taxes needed to fund maintenance and operation expenditures of the district for the next year.

Tax Code 26.05(a)

Tax Date for
Certain Districts

A district that before January 1, 1989, has for at least 10 years followed a practice of adopting its tax rate at a different date than as provided by Tax Code Chapter 26 and of billing for and collecting its taxes at different dates than as provided by Chapters 31 and 33 may continue to follow that practice. This does not affect the dates provided by the Property Tax Code (Tax Code Title 1) for other purposes, including those relating to the appraisal and taxability of property, the attachment of tax liens and personal liability for taxes, and administrative and judicial review under Chapters 41 and 42.

Tax Code 26.135

Vote

A board may not impose property taxes in any year until it has adopted a tax rate for that year, and the annual tax rate must be set by ordinance, resolution, or order. The vote on the ordinance, resolution, or order setting the tax rate must be separate from the vote adopting the budget. The vote on the ordinance, resolution, or order setting a tax rate that exceeds the sum of the district's no-new-revenue maintenance and operations tax rate and the district's current debt rate must be a record vote, and at least 60 percent of the members of the board must vote in favor of the ordinance, resolution, or order.

Motion

A motion to adopt an ordinance, resolution, or order setting a tax rate that exceeds the no-new-revenue tax rate must be made in the following form: "I move that the property tax rate be increased by the adoption of a tax rate of (specify tax rate), which is effectively a (insert percentage by which the proposed tax rate exceeds the no-new-revenue tax rate) percent increase in the tax rate."

*Language and
Internet Posting*

If the ordinance, resolution, or order sets a tax rate that, if applied to the total taxable value, will impose an amount of taxes to fund maintenance and operation expenditures of the district that ex-

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

ceeds the amount of taxes imposed for that purpose in the preceding year the district must:

1. Include in the ordinance, resolution, or order in type larger than the type used in any other portion of the document:
 - a. The following statement: "THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE"; and
 - b. If the tax rate exceeds the no-new-revenue maintenance and operations rate, the following statement: "THE TAX RATE WILL EFFECTIVELY BE RAISED BY (INSERT PERCENTAGE BY WHICH THE TAX RATE EXCEEDS THE NO-NEW-REVENUE MAINTENANCE AND OPERATIONS RATE) PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY \$(Insert amount)."; and
2. Include on the home page of any internet website operated by the district:
 - a. The following statement: "(Insert name of unit) ADOPTED A TAX RATE THAT WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE"; and
 - b. If the tax rate exceeds the no-new-revenue maintenance and operations rate, the following statement: "THE TAX RATE WILL EFFECTIVELY BE RAISED BY (INSERT PERCENTAGE BY WHICH THE TAX RATE EXCEEDS THE NO-NEW-REVENUE MAINTENANCE AND OPERATIONS RATE) PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY \$(Insert amount)."

Tax Code 26.05(b)

Adoption of Tax Roll On receipt of notice of the tax rate for the current tax year, the assessor for a district shall calculate the tax imposed on each property included on the appraisal roll for the district. The assessor shall enter the amount of tax in the appraisal roll and submit it to the board for approval. The appraisal roll with amounts of tax entered as approved by the board constitutes the district's tax roll.
Tax Code 26.09(a), (e)

Failure to Adopt Tax Rate If the board does not adopt a tax rate before the date required at Deadline above, the tax rate for the district for that tax year is the

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

lower of the no-new-revenue tax rate calculated for that tax year or the tax rate adopted by the district for the preceding tax year. A tax rate established by this provision is treated as an adopted tax rate. Before the fifth day after the establishment of a tax rate by this provision, the board must ratify the applicable tax rate in the manner set out at Tax Rate Adoption Requirements above. *Tax Code 26.05(c)*

Taxpayer Injunction

A person who owns taxable property in a district is entitled to an injunction restraining the collection of taxes by the district if the district has not complied with the requirements of Education Code 44.004(b), (c), (c-1), (c-2), and (d), and, if applicable, (i) [see above at Published Notice, including Form and Contents, and Districts with July 1 Fiscal Year, if applicable] and the failure to comply was not in good faith. An action to enjoin the collection of taxes must be filed before the date a district delivers substantially all of its tax bills. *Education Code 44.004(e)*

A person who owns taxable property is entitled to an injunction prohibiting the district in which the property is taxable from adopting a tax rate if the assessor or designated officer or employee of the district, the chief appraiser of the applicable appraisal district, or the district, as applicable, has not complied with the computation, publication, or posting requirements of Tax Code 26.04 or 26.16, 26.17, or 26.18 [see below at Tax Information to County, Appraisal District Property Tax Database, and Internet Posting of Tax Rate and Budget Information]. It is a defense in an action for an injunction under this provision that the failure to comply was in good faith. *Tax Code 26.04(g)*

A person who owns taxable property is entitled to an injunction restraining the collection of taxes by a district in which the property is taxable if the district has not complied with the requirements of Tax Code 26.04 and 26.05 [see above at Designated Employee/Officer to Calculate Rates and Tax Rate Adoption Requirements]. It is a defense in an action for an injunction under this provision that the failure to comply was in good faith. An action to enjoin the collection of taxes must be filed not later than the 15th day after the date the district adopts a tax rate. A property owner is not required to pay the taxes imposed by a district on the owner's property while an action filed by the property owner to enjoin the collection of taxes imposed by the district on the owner's property is pending. If the property owner pays the taxes and subsequently prevails in the action, the property owner is entitled to a refund of the taxes paid, together with reasonable attorney's fees and court costs. The property owner is not required to apply to the collector for the district to receive the refund. *Tax Code 26.05(e)*

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

A person who owns taxable property in a district is entitled to an injunction restraining the collection of taxes by the district if the district adopts a maintenance tax in violation of Education Code 45.0021(a) [see above at Restriction on Maintenance Tax Levy]. An action to enjoin the collection of taxes must be filed before the date a district delivers substantially all of its tax bills. *Education Code 45.0021(b)*

Tax Information to
County

A district shall provide to the county assessor-collector for each county in which all or part of district territory is located the district's adopted tax rate, maintenance and operations rate, debt rate, no-new-revenue tax rate, no-new-revenue maintenance and operations rate, and voter-approval tax rate for posting on the county's internet website. The district shall provide the information annually following the adoption of a tax rate by the district for the current tax year. *Tax Code 26.16(a)-(b)*

Appraisal District
Property Tax
Database

The officer or employee designated by the board to calculate the no-new-revenue tax rate and the voter-approval tax rate for the district must electronically incorporate into the database created and maintained by the chief appraiser under Tax Code 26.17 the information required by Tax Code 26.17(e). *Tax Code 26.17(e)*

The assessor for the district shall post prominently on the district's internet website a notice informing each owner of property located in the appraisal district that the estimated amount of taxes to be imposed on the owner's property by each taxing unit in which the property is located may be found in the property tax database maintained by the appraisal district under Tax Code 26.17. The notice must include the elements required by Tax Code 26.04(e-2). *Tax Code 26.04(e-2)*

**Internet Posting of
Tax Rate and Budget
Information**

Each district shall maintain an internet website or have access to a generally accessible internet website that may be used for the purposes of this provision. Each district shall post or cause to be posted on the internet website the information required by Tax Code 26.18 in a format prescribed by the comptroller. *Tax Code 26.18* [See CE for required information]

**Election to Approve
Tax Rate**

If the board adopts a tax rate that exceeds the district's voter-approval tax rate, the registered voters of the district at an election held for that purpose must determine whether to approve the adopted tax rate. *Tax Code 26.08(a), (n)*

[For information on conducting elections, see the BBB series.]

Voter-Approval Tax
Rate

For purposes of Tax Code 26.08, the voter-approval tax rate of a district is the sum of the following:

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

1. The rate per \$100 of taxable value that is equal to the district's maximum compressed tax rate for the current year;
2. The greater of:
 - a. The district's enrichment tax rate for the preceding tax year, less any amount by which the district is required to reduce the district's enrichment tax rate under Education Code 48.202(f) in the current tax year; or
 - b. The rate of \$0.05 per \$100 of taxable value; and
3. The district's current debt rate.

Tax Code 26.08(n)

Efficiency Audit

"Efficiency audit" means an investigation of the operations of a district to examine fiscal management, efficiency, and utilization of resources.

The board shall conduct an efficiency audit before seeking voter approval to adopt a tax rate for the maintenance and operations of the district at an election held for that purpose and may not hold an election without complying with this requirement.

The board may select the auditor that conducts the district's annual audit under Education Code 44.008 and may include the efficiency audit as part of the district's annual audit. [See CFC] A district must pay for the costs associated with an efficiency audit required under this provision. A district shall provide all documents, records, and personnel requested by the auditor as needed to conduct the audit in an efficient manner.

The board must select an auditor to conduct an efficiency audit not later than four months before the date on which the district proposes to hold an election to adopt a maintenance and operations tax rate. An auditor selected by the board must maintain independence from the district and complete the efficiency audit not later than three months after the date the auditor was selected.

Before an election at which a district seeks voter approval to adopt a tax rate, the board must hold an open meeting to discuss the results of the efficiency audit. Not later than 30 days before the date of the election, the results of an efficiency audit must be posted on the district's internet website.

Education Code 11.184

*Legislative
Budget Board
Guidelines*

The Legislative Budget Board (LBB) shall establish guidelines identifying the scope and areas of investigation of an efficiency audit, including identification of resources being used effectively and

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

efficiently and identification of cost savings or reallocations. The auditor selected by the board of a district must follow the guidelines established by the LBB under this provision. *Education Code 11.184(f)*

[Efficiency Audit Guidelines](#)² are found on the LBB website.

Disaster Exception
*To Efficiency
Audit
Requirement*

The board of a district all or part of which is located in an area declared a disaster area by the governor may hold an election to seek voter approval to adopt a maintenance and operations tax rate during the two-year period following the date of the declaration without conducting an efficiency audit otherwise required above. *Education Code 11.184(b-1)*

*To Election
Requirement*

When increased expenditure of money by a district is necessary to respond to a disaster, including a tornado, hurricane, flood, wildfire, or other calamity, but not including a drought, epidemic, or pandemic, that has impacted a district and the governor has requested federal disaster assistance for the area in which the district is located, an election is not required under Tax Code 26.08 to approve the tax rate adopted by the board for the year following the year in which the disaster occurs. A tax rate adopted under this provision applies only in the year for which the rate is adopted. *Tax Code 26.042(e)*

If a district adopts a tax rate under Tax Code 26.042(e) above, the amount by which that rate exceeds the district's voter-approval tax rate for that tax year may not be considered when calculating the district's voter-approval tax rate for the tax year following the year in which the district adopts the rate.

A district that in a tax year elects to adopt a tax rate that exceeds the district's voter-approval tax rate for that tax year without holding an election under Tax Code 26.042(e) above must specify the disaster declaration that provides the basis for authorizing the district to calculate or adopt a tax rate under that provision. A district that in a tax year specifies a disaster declaration as providing the basis for authorizing the district to adopt a tax rate under Tax Code 26.042(e) above may not in a subsequent tax year specify the same disaster declaration as providing the basis for authorizing the district to adopt a tax rate under that provision if in an intervening tax year the taxing unit specifies a different disaster declaration as the basis for authorizing the taxing unit to adopt a tax rate under that provision.

Tax Code 26.042(f)-(g)

Time for Election

The board shall order that the election be held in the district on the next uniform election date prescribed by Election Code 41.001 that

LOCAL REVENUE SOURCES
AD VALOREM TAXES

CCG
(LEGAL)

	occurs after the date of the election order and that allows sufficient time to comply with the requirements of other law. <i>Tax Code 26.08(b)</i>
<i>Uniform Election Date</i>	For an election to be held on a uniform election date, the election shall be ordered not later than the 78th day before election day. <i>Election Code 3.005(c)</i> [See BBBA for other election procedures and requirements.]
Proposition	At the election, the ballots shall be prepared to permit voting for or against the proposition: "Ratifying the ad valorem tax rate of _____ (insert adopted tax rate) in (name of school district) for the current year, a rate that will result in an increase of _____ (insert percentage increase in maintenance and operations tax revenue under the adopted tax rate as compared to maintenance and operations tax revenue in the preceding tax year) percent in maintenance and operations tax revenue for the district for the current year as compared to the preceding year, which is an additional \$_____ (insert dollar amount of increase in maintenance and operations tax revenue under the adopted tax rate as compared to maintenance and operations tax revenue in the preceding tax year)". <i>Tax Code 26.08(b)</i> In addition to any other requirement imposed by law for a proposition, including a provision prescribing the proposition language, a proposition submitted to the voters for approval of the imposition or increase of a tax shall specifically state the amount of or maximum tax rate of the tax or tax increase for which approval is sought. <i>Election Code 52.072(e)(1)</i> Each proposition on the ballot must identify the name of the authority ordering the election on the measure. <i>Election Code 52.095(c)</i>
Election Outcome	If a majority of the votes cast in an election favor the proposition, the tax rate for the current year is the rate that was adopted by the board. If the proposition is not approved, a board may not adopt a tax rate for the current year that exceeds the district's voter-approval tax rate. <i>Tax Code 26.08(c)-(d)</i>

¹ Truth-in-Taxation: Tax Rate Adoption:

<https://comptroller.texas.gov/taxes/property-tax/truth-in-taxation/index.php>

² LBB Efficiency Audit Guidelines: https://www.lbb.state.tx.us/Documents/Publications/Policy_Report/6365_HB3_Efficiency_Audit_Guidelines.pdf



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: August 19, 2024

Agenda Item: DISD Student Code of Conduct

Background Information:

According to TEC, Sec. 37.001. STUDENT CODE OF CONDUCT. (a) *The board of trustees of an independent school district shall, with the advice of its district-level committee established under Subchapter F, Chapter 11, adopt a student code of conduct for the district.* The Code stands as an authoritative document on its own and, once adopted, has the force of policy and is intended to promote school safety and an atmosphere for learning. The TASB Model Student Code of Conduct addresses the legal requirements and offers suggestions for districts to include in their SCC. A district decision is required about whether a text should be kept, deleted, or moved to another section and editorial notes are provided to give administrators additional insight when determining to keep, delete, or move information to another section.

Administrative Consideration:

The Code serves as a means to communicate to student, parents, school staff, and the community exactly what is expected of students and how misconduct will be handled. A hard copy notice of posting, seeking written confirmation that the Code has been reviewed and allowing parent to request a hard copy will be distributed the first week of school. Administrators must use the Code in conjunction with TEC/Chapter 37 for making disciplinary decisions and before coding those decisions in PEIMS.

Budgetary Consideration:

The Student Code of Conduct will be placed on the district website in lieu of paper distribution; however, some hard copies will be available in the district and campus offices and made available to parents upon request.

Supporting Documents:

Proposed 2024-2025 Student Code of Conduct (posted)

Recommendation:

Adopt the 2024-2025 Student Code of Conduct

Respectfully Submitted by:

Dawn Schneider
Director of Student Services

Approved by:

Todd Grandjean
Superintendent of Schools

**Devine Independent School District
Student Code of Conduct
2024-2025**

Contents

Student Code of Conduct	3
Accessibility	3
Purpose	3
School District Authority and Jurisdiction	4
Campus Behavior Coordinator	4
Threat Assessment and Safe and Supportive School Team	4
Searches	4
Reporting Crimes	5
Security Personnel	5
“Parent” Defined	5
Participating in Graduation Activities	5
Unauthorized Persons	5
Standards for Student Conduct	6
General Conduct Violations	7
Disregard for Authority	7
Mistreatment of Others	7
Property Offenses	8
Possession of Prohibited Items	8
Possession of Telecommunications or Other Electronic Devices	9
Illegal, Prescription, and Over-the-Counter Drugs	9
Misuse of Technology Resources and the Internet	9
Safety Transgressions	10
Miscellaneous Offenses	10
Discipline Management Techniques	11
Students with Disabilities	11
Techniques	11
Prohibited Aversive Techniques	12
Notification	13
Appeals	13
Removal from the School Bus	14
Removal from the Regular Educational Setting	14
Routine Referral	14
Formal Removal	14
Returning a Student to the Classroom	15

Out-of-School Suspension	15
Misconduct	15
Process	15
Coursework During Suspension	16
Disciplinary Alternative Education Program (DAEP) Placement	17
Discretionary Placement: Misconduct That May Result in DAEP Placement	17
Mandatory Placement: Misconduct That Requires DAEP Placement	18
Sexual Assault and Campus Assignments	19
Process	19
Length of Placement	20
Appeals	21
Restrictions During Placement	21
Placement Review	22
Additional Misconduct	22
Notice of Criminal Proceedings	22
Withdrawal During Process	23
Newly Enrolled Students	23
Emergency Placement Procedure	23
Transition Services	23
Placement and/or Expulsion for Certain Offenses	24
Registered Sex Offenders	24
Certain Felonies	24
Expulsion	26
Discretionary Expulsion: Misconduct That May Result in Expulsion	26
Mandatory Expulsion: Misconduct That Requires Expulsion	28
Under Age Ten	29
Process	29
Length of Expulsion	31
Withdrawal During Process	31
Additional Misconduct	31
Restrictions During Expulsion	31
Newly Enrolled Students	31
Emergency Expulsion Procedures	32
DAEP Placement of Expelled Students	32
Transition Services	32
Glossary	33

Student Code of Conduct

Accessibility

If you have difficulty accessing the information in this document because of disability, please contact Dawn Schneider, Director of Student Services at dawn.schneider@devineisd.org; 830-851-0795.

Purpose

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

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

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

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

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

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

School District Authority and Jurisdiction

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

The district has disciplinary authority over a student:

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

Campus Behavior Coordinator

As required by law, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The designated person may be the principal or any other campus administrator selected by the principal. The CBC is primarily responsible for maintaining student discipline. The district shall post on its website and in the Student Handbook, for each campus, the email address and telephone number of the person serving as CBC. Contact information may be found at https://cdns5-ss12.sharpschool.com/UserFiles/Servers/Server_436199/File/Our%20District/Required%20Postings/Campus%20Behavior%20Coordinators%20Aug%202021.pdf and at https://www.devineisd.org/for_parents_students/student_code_of_conduct.

Threat Assessment and Safe and Supportive School Team

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

Searches

District officials may conduct searches of students, their belongings, and their vehicles in accordance with state and federal law and district policy. Searches of students shall be

conducted in a reasonable and nondiscriminatory manner. Refer to the district's policies at FNF(LEGAL) and FNF(LOCAL) for more information regarding investigations and searches.

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

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

Reporting Crimes

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

Security Personnel

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

“Parent” Defined

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

Participating in Graduation Activities

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

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

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

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

Unauthorized Persons

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

1. The person poses a substantial risk of harm to any person; or

2. The person behaves in a manner that is inappropriate for a school setting and persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

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

See **DAEP—Restrictions During Placement** on page 21 for information regarding a student assigned to DAEP at the time of graduation.

Standards for Student Conduct

Each student is expected to:

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

General Conduct Violations

The categories of conduct below are prohibited at school, in vehicles owned or operated by the district, and at all school-related activities, but the list does not include the most severe offenses. In the subsequent sections on **Out-of-School Suspension** on page 15, **DAEP Placement** on page 16, **Placement and/or Expulsion for Certain Offenses** on page 24, and **Expulsion** on page 26, those offenses that require or permit specific consequences are listed. Any offense, however, may be severe enough to result in **Removal from the Regular Educational Setting** as detailed on page 14.

Disregard for Authority

Students shall not:

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

Mistreatment of Others

Students shall not:

- Use profanity or vulgar language or make obscene gestures.
- Fight or scuffle. (For assault, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 24.)
- Threaten a district student, employee, or volunteer, including off school property if the conduct causes a substantial disruption to the educational environment.
- Engage in bullying, cyberbullying, harassment, or making hit lists. (See **glossary** for all four terms.)
- Release or threaten to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Engage in sexual or gender-based harassment or sexual abuse, whether by word, gesture, or any other conduct directed toward another person, including a district student, employee, board member, or volunteer.
- Engage in conduct that constitutes dating violence. (See **glossary**.)
- Engage in inappropriate or indecent exposure of private body parts.
- Participate in hazing. (See **glossary**.)
- Coerce an individual to act through the use or threat of force.
- Commit extortion or blackmail.
- Engage in inappropriate verbal, physical, or sexual conduct directed toward another person, including a district student, employee, or volunteer.
- Record the voice or image of another without the prior consent of the individual being recorded or in any way that disrupts the educational environment or invades the privacy of others.

Property Offenses

Students shall not:

- Damage or vandalize property owned by others. (For felony criminal mischief, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 24.)
- Deface or damage school property, including textbooks, technology and electronic resources, lockers, furniture, and other equipment, with graffiti or by other means.
- Steal from students, staff, or the school.
- Commit or assist in a robbery or theft, even if it does not constitute a felony according to the Penal Code. (For felony robbery, aggravated robbery, and theft, see **DAEP— Placement and/or Expulsion for Certain Offenses** on page 24.)
- Enter, without authorization, district facilities that are not open for operations.

Possession of Prohibited Items

Students shall not possess or use:

- Fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device;
- A razor, box cutter, chain, or any other object used in a way that threatens or inflicts bodily injury to another person;
- A “look-alike” weapon that is intended to be used as a weapon or could reasonably be perceived as a weapon;
- An air gun or BB gun;
- Ammunition;
- A hand instrument designed to cut or stab another by being thrown;
- A firearm silencer or suppressor;
- *A location-restricted knife;
- *A club;
- *A firearm;
- A stun gun;
- Knuckles;
- A pocketknife or any other small knife;
- Mace or pepper spray;
- Pornographic material;
- Tobacco products, cigarettes, e-cigarettes, and any component, part, or accessory for an e-cigarette device;
- Matches or a lighter;
- A laser pointer, unless it is for an approved use; or
- Any articles not generally considered to be weapons, including school supplies, when the principal or designee determines that a danger exists.

*For weapons and firearms, see **DAEP—Placement and/or Expulsion for Certain Offenses** on page 24. In many circumstances, possession of these items is punishable by mandatory expulsion under federal or state law.

Possession of Telecommunications or Other Electronic Devices

Students shall not:

- Use a telecommunications device, including a cell phone, or other electronic device in violation of district and campus rules.

Illegal, Prescription, and Over-the-Counter Drugs

Students shall not:

- Possess, use, give, or sell alcohol or an illegal drug. (Also see **DAEP Placement** on page 16 and **Expulsion** on page 26 for mandatory and permissive consequences under state law.)
- Possess or sell seeds or pieces of marijuana in less than a usable amount.
- Possess, use, give, or sell paraphernalia related to any prohibited substance. (See **glossary** for “paraphernalia.”)
- Possess, use, abuse, or sell look-alike drugs or attempt to pass items off as drugs or contraband.
- Abuse the student’s own prescription drug, give a prescription drug to another student, or possess or be under the influence of another person’s prescription drug on school property or at a school-related event. (See **glossary** for “abuse.”)
- Abuse over-the-counter drugs. (See **glossary** for “abuse.”)
- Be under the influence of prescription or over-the-counter drugs that cause impairment to body or mind. (See **glossary** for “under the influence.”)
- Have or take prescription drugs or over-the-counter drugs at school other than as provided by district policy.

Misuse of Technology Resources and the Internet

Students shall not:

- Violate policies, rules, or agreements signed by the student or the student’s parent regarding the use of technology resources.
- Attempt to access or circumvent passwords or other security-related information of the district, students, or employees or upload or create computer viruses, including off school property if the conduct causes a substantial disruption to the educational environment.
- Attempt to alter, destroy, or disable district technology resources including, but not limited to, computers and related equipment, district data, the data of others, or other networks connected to the district’s system, including off school property if the conduct causes a substantial disruption to the educational environment.
- Use the internet or other electronic communications to threaten or harass district students, employees, board members, or volunteers, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

General Conduct Violations

- Send, post, deliver, or possess electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal, including cyberbullying and "sexting," either on or off school property, if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.
- Use the internet or other electronic communication to engage in or encourage illegal behavior or threaten school safety, including off school property if the conduct causes a substantial disruption to the educational environment or infringes on the rights of another student at school.

Safety Transgressions

Students shall not:

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

Miscellaneous Offenses

Students shall not:

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

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

Discipline Management Techniques

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

Students with Disabilities

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

In accordance with the Education Code, a student who receives special education services may not be disciplined for conduct meeting the definition of bullying, cyberbullying, harassment, or making hit lists (see **glossary**) until an Admission, Review, and Dismissal (ARD) committee meeting has been held to review the conduct.

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

Techniques

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

- Verbal correction, oral or written.
- Cooling-off time or a brief "time-out" period, in accordance with law.
- Seating changes within the classroom or vehicles owned or operated by the district.
- Temporary confiscation of items that disrupt the educational process.
- Rewards or demerits.
- Behavioral contracts.
- Counseling by teachers, school counselors, or administrative personnel.
- Parent-teacher conferences.
- Behavior coaching.
- Anger management classes.
- Mediation (victim-offender).
- Classroom circles.
- Family group conferencing.
- Grade reductions for cheating, plagiarism, and as otherwise permitted by policy.

Discipline Management Techniques

- Detention, including outside regular school hours.
- Sending the student to the office, another assigned area, or to in-school suspension (ISS).
- Assignment of school duties, such as cleaning or picking up litter.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for seeking and holding honorary offices, or membership in school-sponsored clubs and organizations.
- Penalties identified in student organizations' extracurricular standards of behavior.
- Restriction or revocation of district transportation privileges.
- School-assessed and school-administered probation.
- Corporal punishment, unless the student's parent or guardian has provided a signed statement prohibiting its use.
- Out-of-school suspension, as specified in **Out-of-School Suspension** on page 15.
- Placement in a DAEP, as specified in **DAEP** on page 16.
- Expulsion and/or placement in an alternative educational setting, as specified in **Placement and/or Expulsion for Certain Offenses** on page 24.
- Expulsion, as specified in **Expulsion** on page 26.
- Referral to an outside agency or legal authority for criminal prosecution in addition to disciplinary measures imposed by the district.
- Other strategies and consequences as determined by school officials.

Prohibited Aversive Techniques

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

- Using techniques designed or likely to cause physical pain, other than corporal punishment as permitted by district policy. [See policy FO(LOCAL).]
- Using techniques designed or likely to cause physical pain by electric shock or any procedure involving pressure points or joint locks.
- Directed release of noxious, toxic, or unpleasant spray, mist, or substance near a student's face.
- Denying adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility.
- Ridiculing or demeaning a student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse.
- Employing a device, material, or object that immobilizes all four of a student's extremities, including prone or supine floor restraint.
- Impairing the student's breathing, including applying pressure to the student's torso or neck or placing something in, on, or over the student's mouth or nose or covering the student's face.

Discipline Management Techniques

- Restricting the student's circulation.
- Securing the student to a stationary object while the student is standing or sitting.
- Inhibiting, reducing, or hindering the student's ability to communicate.
- Using chemical restraints.
- Using time-out in a manner that prevents the student from being able to be involved in and progress appropriately in the required curriculum or any applicable individualized education program (IEP) goals, including isolating the student using physical barriers.
- Depriving the student of one or more of the student's senses, unless the technique does not cause the student discomfort or complies with the student's IEP or behavior intervention plan (BIP).

Notification

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

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

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

Appeals

Questions from parents regarding disciplinary measures should be addressed to the teacher, campus administration, or CBC, as appropriate. Appeals or complaints regarding the use of specific discipline management techniques should be addressed in accordance with policy FNG(LOCAL). A copy of the policy may be obtained from the principal's office, the CBC's office, or the central administration office or through Policy Online® at the following address:
<https://pol.tasb.org/PolicyOnline?key=879>.

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

Removal from the School Bus

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

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

Removal from the Regular Educational Setting

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

Routine Referral

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

Formal Removal

A teacher may initiate a formal removal from class if:

1. A student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the class or with other students' ability to learn; or
2. The behavior is so unruly, disruptive, or abusive that the teacher cannot teach, and the students in the classroom cannot learn.

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

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

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

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

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

Returning a Student to the Classroom

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

A student who has been formally removed by a teacher for any other conduct may be returned to the teacher's class without the teacher's consent if the placement review committee determines that the teacher's class is the best or only alternative available.

Out-of-School Suspension

Misconduct

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

The district shall not use out-of-school suspension for students in grade 2 or below unless the conduct meets the requirements established in law.

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

- Conduct that contains the elements of a weapons offense, as provided in Penal Code sections 46.02 or 46.05;
- Conduct that contains the elements of assault, sexual assault, aggravated assault, or aggravated sexual assault, as provided by the Penal Code; or
- Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of marijuana, an alcoholic beverage, or a controlled substance or dangerous drug as defined by federal or state law.

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

Process

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

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

Out-of-School Suspension

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

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

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

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

Coursework During Suspension

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

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

Disciplinary Alternative Education Program (DAEP) Placement

Disciplinary Alternative Education Program (DAEP) Placement

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

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

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

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

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

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

Discretionary Placement: Misconduct That May Result in DAEP Placement

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

Misconduct Identified in State Law

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

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Involvement in a public school fraternity, sorority, or secret society, or gang including participating as a member or pledge, or soliciting another person to become a pledge or member of a public school fraternity, sorority, secret society, or gang. (See **glossary**.)
- Involvement in criminal street gang activity. (See **glossary**.)
- Criminal mischief, not punishable as a felony.
- Assault by offensive or provocative physical contact.

Disciplinary Alternative Education Program (DAEP) Placement

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

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

Mandatory Placement: Misconduct That Requires DAEP Placement

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

- Engages in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school. (See **glossary**.)
- Commits the following offenses on school property, within 300 feet of school property as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:
 - Engages in conduct punishable as a felony.
 - Commits an assault (see **glossary**) under Penal Code 22.01(a)(1).
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of a controlled substance or dangerous drug in an amount not constituting a felony offense. (School-related felony drug offenses are addressed in **Expulsion** on page 26.) (See **glossary** for "under the influence", "controlled substance," and "dangerous drug.")
 - Sells, gives, or delivers to another person or possesses, uses, or is under the influence of marijuana or THC. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision.
 - Sells, gives, or delivers to another person an alcoholic beverage; commits a serious act or offense while under the influence of alcohol; or possesses, uses, or is under the influence of alcohol.
 - Behaves in a manner that contains the elements of an offense relating to abusable volatile chemicals.
 - Sells, gives, or delivers to another person or possesses or uses an e-cigarette.
 - Behaves in a manner that contains the elements of the offense of public lewdness or indecent exposure. (See **glossary**.)
 - Engages in conduct that contains the elements of an offense of harassment against an employee under Penal Code 42.07(a)(1), (2), (3), or (7).
- Engages in expellable conduct and is six to nine years of age.
- Commits a federal firearms violation and is younger than six years of age.
- Engages in conduct that contains the elements of the offense of retaliation against any school employee or volunteer on or off school property. (Committing retaliation in combination with another expellable offense is addressed in **Expulsion** on page 26.)

Disciplinary Alternative Education Program (DAEP) Placement

- Engages in conduct punishable as aggravated robbery or a felony listed under Title 5 (see **glossary**) of the Penal Code when the conduct occurs off school property and not at a school-sponsored or school-related event and:
 1. The student receives deferred prosecution (see **glossary**),
 2. A court or jury finds that the student has engaged in delinquent conduct (see **glossary**), or
 3. The superintendent or designee has a reasonable belief (see **glossary**) that the student engaged in the conduct.

Sexual Assault and Campus Assignments

A student shall be transferred to another campus if:

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

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

Process

Removals to a DAEP shall be made by the CBC.

Conference

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

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

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

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

Consideration of Mitigating Factors

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

1. Self-defense (see **glossary**),
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,

Disciplinary Alternative Education Program (DAEP) Placement

5. A student's status in the conservatorship of the Department of Family and Protective Services (foster care), or
6. A student's status as homeless.

Placement Order

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

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

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

DAEP at Capacity

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

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

Coursework Notice

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

Length of Placement

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

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

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

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

Disciplinary Alternative Education Program (DAEP) Placement

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

Exceeds One Year

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

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

Exceeds School Year

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

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

1. The student's presence in the regular classroom or campus presents a danger of physical harm to the student or others, or
2. The student has engaged in serious or persistent misbehavior (see **glossary**) that violates the district's Code of Conduct.

Exceeds 60 Days

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

Appeals

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

Student or parent appeals regarding a student's placement in a DAEP should be addressed in accordance with policy FNG(LOCAL). A copy of this policy may be obtained from the principal's office, the CBC's office, the central administration office, or through Policy Online® at the following address: <https://pol.tasb.org/PolicyOnline?key=879>.

Appeals shall begin at *Level One* with the *a campus administrator*.

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

Restrictions During Placement

State law prohibits a student placed in a DAEP for reasons specified in state law from attending or participating in school-sponsored or school-related extracurricular activities, including seeking or holding honorary positions and/or membership in school-sponsored clubs and organizations.

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

Disciplinary Alternative Education Program (DAEP) Placement

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

Placement Review

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

Additional Misconduct

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

Notice of Criminal Proceedings

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

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

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

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

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

Disciplinary Alternative Education Program (DAEP) Placement

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

Withdrawal During Process

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

Newly Enrolled Students

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

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

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

Emergency Placement Procedure

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

Transition Services

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

Placement and/or Expulsion for Certain Offenses

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

Registered Sex Offenders

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

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

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

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

Review Committee

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

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

Newly Enrolled Students

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

Appeal

A student or the student's parent may appeal the placement by requesting a conference between the board or its designee, the student, and the student's parent. The conference is limited to the factual question of whether the student is required to register as a sex offender. Any decision of the board or its designee under this section is final and may not be appealed.

Certain Felonies

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

Placement and/or Expulsion for Certain Offenses

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

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

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

Hearing and Required Findings

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

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

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

Length of Placement

The student is subject to the placement until:

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

Placement Review

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

Newly Enrolled Students

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

Expulsion

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

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

Discretionary Expulsion: Misconduct That May Result in Expulsion

Some of the following types of misconduct may result in mandatory placement in a DAEP, whether or not a student is expelled. (See **DAEP Placement** on page 16.)

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or of a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
 - Aggravated assault.
 - Sexual assault.
 - Aggravated sexual assault.
 - Murder.
 - Capital murder.
 - Criminal attempt to commit murder or capital murder.

- Aggravated robbery.
- Breach of computer security. (See **glossary**.)

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

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

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of any amount of marijuana, a controlled substance, or a dangerous drug. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See **glossary** for "under the influence.")
- Selling, giving, or delivering another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Penal Code 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child.
- Aggravated kidnapping.
- Manslaughter.
- Criminally negligent homicide.
- Aggravated robbery.
- Continuous sexual abuse of a young child or disabled individual.
- Felony controlled substance or dangerous drug offenses, not including THC.
- Unlawfully carrying on or about the student's person a handgun or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by federal law. (See **glossary**.)

Property of Another District

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

While in a DAEP

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

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

Mandatory Expulsion: Misconduct That Requires Expulsion

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

- Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.)

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

Under the Penal Code

- Unlawfully carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:
 - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus; while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife

Department; or a shooting sports sanctioning organization working with the department.
[See policy FNCG(LEGAL).]

- A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Penal Code:
 - Aggravated assault, sexual assault, or aggravated sexual assault.
 - Arson. (See **glossary**.)
 - Murder, capital murder, or criminal attempt to commit murder or capital murder.
 - Indecency with a child.
 - Aggravated kidnapping.
 - Aggravated robbery.
 - Manslaughter.
 - Criminally negligent homicide.
 - Continuous sexual abuse of a young child or disabled individual.
 - Behavior punishable as a felony that involves selling, giving, or delivering to another person or possessing, using, or being under the influence of a controlled substance or a dangerous drug.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

Under Age Ten

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

Process

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

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

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

Hearing

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

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

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

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

Board Review of Expulsion

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

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

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

Expulsion Order

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

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

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

Not later than the second business day after the hearing, the *principal or appropriate administrator* shall deliver to the juvenile court a copy of the expulsion order and the information required by Section 52.04 of the Family Code.

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

Length of Expulsion

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

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

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

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

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

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

Withdrawal During Process

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

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

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

Additional Misconduct

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

Restrictions During Expulsion

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

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

Newly Enrolled Students

The district shall decide on a case-by-case basis the placement of a student who is subject to an expulsion order from another district or an open-enrollment charter school upon enrollment in the district.

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

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

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

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

Emergency Expulsion Procedures

When an emergency expulsion is necessary to protect persons or property from imminent harm, the student shall be given verbal notice of the reason for the action. Within ten days after the date of the emergency expulsion, the student shall be given appropriate due process required for a student facing expulsion.

DAEP Placement of Expelled Students

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

Transition Services

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

Glossary

Abuse is improper or excessive use.

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

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

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

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

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

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

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

school district property or information or commits a breach of any other computer, computer network, or computer system.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Such term does not include an antique firearm.

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

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

Harassment includes:

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

- h. Publishing on an internet website, including a social media platform, repeated electronic communications in a manner reasonably likely to cause emotional distress, abuse, or torment to another person, unless the communications are made in connection with a matter of public concern, as defined by law; or
- i. Making obscene, intimidating, or threatening telephone calls or other electronic communications from a temporary or disposable telephone number provided by an internet application or other technological means.

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

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; or
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated. **Hit list** is defined in Education Code 37.001(b)(3) as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

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

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

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

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

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

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

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

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

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

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

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

Prohibited weapon under Penal Code 46.05(a) means:

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

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

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

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information and must consider the information furnished in the notice of a student's arrest under Code of Criminal Procedure Article 15.27.

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

Serious misbehavior means:

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

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

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

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

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

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

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

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

- Murder, manslaughter, or homicide under Sections 19.02–.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05–.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 20.02;
- Continuous sexual abuse of a young child or disabled individual under Section 21.02;
- Bestiality under Section 21.09;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Invasive visual recording under Section 21.15;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.07;
- Aiding a person to commit suicide under Section 22.08; and
- Tampering with a consumer product under Section 22.09.

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

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

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