

Notice of Regular Meeting

The Board of Trustees Devine ISD

A Regular Meeting of the Board of Trustees of Devine ISD will be held November 18, 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. Pledge of Allegiance and Invocation

3. School FIRST Rating Hearing

A. Public Hearing

B. Public Comments

4. Citizen Communication

A. Public Comment for Non-Agenda Items

B. Public Address for Items on the Agenda

5. Student Health Services Report and Annual SHAC Report

6. Administrative Reports and Discussion

A. Central Office Reports

1. Superintendent's Reports, Todd Grandjean

a. Monthly Report on 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

1. 2023 Bond Project Update

b. Monthly Activity Calendar

c. District Event Calendar

2. Director HR/Info Management Monthly Report, Dawn Schneider

a. Monthly Report on Human Resources, Testing and Assessment, Counseling, Student Services

3. Director of Special Education Monthly Reports, Jenni Hagdorn

a. Monthly Reports on Student Enrollment, ARDs, 504, and Training

- B. Business Reports, Shannon Ramirez
 - 1. Monthly reports on taxes, cafeteria, investments, cash flow
 - 2. Payment of Bills
- C. Principals' Reports on Campus Events and Activities
 - 1. Devine High School Principal's Report, Juan Gonzalez
 - 2. Devine Middle School Principal's Report, Kandi Darnell
 - 3. Devine Intermediate School Principal's Report, Michael Gomez
 - 4. JJ Ciavarra Elementary School Principal's Report, Maggie Strickland
 - 5. Devine Learning Academy/DAEP Principal Monthly Reports, Jodi Ann Dzierzanowski
- D. Directors' Reports
 - 1. Monthly report on finances, department acquisitions, travel and student services provided.

7. Consent Agenda

- A. Minutes of Board Meeting (s) 4
- B. Approve CIPA policy in CQ (Local) Technology Resources 8
- C. Approve Student Health Advisory Committee (SHAC) Members 16
- D. Approve Donations from the Devine Education Foundation
 - 1. AP Exam Grants 18

8. Action Item(s):

- A. Consider and Take Possible Action to Approve Resolution Regarding Employee Pay During Closure of School for Employee Funeral 20
- B. Consider and Take Possible Action Regarding Allowing Homeschooled Students to Participate in UIL Athletics and Academics 22
- C. Consider and Take Possible Action Regarding 4-day School Week 31
- D. Consider and take possible action to approve the District and Campus Goals and Objectives for the Campus and District Improvement Plans 40
- E. Consider and Take Possible Action to Approve Addition to 2024-2025 Stipend Schedule 54
- F. Consider and Take Possible Action to consider Superintendent’s recommendation regarding designation of ten nonbusiness days for consideration of Public Information Act requests for 2025 calendar year 55

9. Closed Session

- A. Personnel Update (TGC 551.074)
 - 1. Consider and Discuss Superintendent's Goals & Objectives
- B. Considering discipline of a public school child, or complaint or charge against personnel (TGC 551.082)
- C. Consider and Discuss Hiring District Level Staff (TGC 551.074)

10. Reconvene from Closed Session

11. Consider and Take Possible Action to Hire District Level Staff

12. 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: November 18, 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 October 21, 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, October 21, 2024 beginning at 6:30 PM in the Devine Student Activity Center (DSAC), 194 Arabian Way, Devine, TX 78016

Board Members Present: Nancy Pepper (President), Henry Moreno (Vice-President), Keri James (Secretary), Carl Brown, Alixana Buvinghausen, Chris Davis, Renee Frieda.

Guests Present: Dusty Routh (Coleman Horton), Jessica Alexander, Madeline Steubing, Shelby Spivey, Kandy Stein, Evan Eads, Agnes Ramirez, Katherine Richard (The Devine News)

School Officials Present: Dr. Todd Grandjean (Superintendent), Dawn Schneider (Director of Student Services), Juan Gonzalez (DHS Principal), Kandi Darnell (DMS Principal), Michael Gomez (Intermediate Principal), Magdalena Strickland (Elementary Principal), Jenni Hagdorn (Special Ed Director), 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 6:31 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 Carl Brown, Henry Moreno, Renee Frieda, Keri James, Chris Davis, Ali Buvinghausen, and Nancy Pepper were present.

2. Pledge of Allegiance and Invocation led by Nancy Pepper

3. Recognition and Presentations

A. Principal's Month

Dr. Grandjean recognized our Principals for Principal's month and presented them with certificates.

4. Citizen Communication

A. Public Comment for Non-Agenda Items

Madeline Steubing spoke regarding public education and curriculum.

B. Public Address for Items on the Agenda

Rafael Rodriguez spoke regarding allowing homeschool kids to participate in Devine ISD sports programs.

5. Action Item (s)

A. Carl Brown moved and seconded by Keri James to approve the annual financial audit report as presented. This motion Passed. Yea: 7, Nay: 0
Dusty Routh, Coleman Horton, reviewed the annual financial audit report with the board.

B. Carl Brown moved and seconded by Henry Moreno to Approve Coleman, Horton & Company, LLP 2024-25 Contract as presented. This motion Passed.
Yea: 7, Nay: 0

6. Annual ESL Report

Jenni Hagdorn presented the annual ESL Report.

7. Intermediate Campus Report

Principal, Michael Gomez presented report on campus activities.

8. Administrative Reports and Discussion

A. Central Office Reports

a. Superintendent's Monthly Reports on Board Priorities, 2023 Bond Project Update, Monthly Activity Calendar, District Event Calendar

b. Dr. Grandjean reported on Intruder Detection Audit Report Findings

c. Dr. Grandjean went over some of the details involved with homeschool students participating in UIL sports & academics. Public comment on this topic by Kathy Aguilar, and Tristan Taylor.

d. Dr. Grandjean and Evan Eads provided information on a possible 4-day school week beginning in 2025-2026.

2. Director of Student Services Monthly Report
3. Director of Special Education Monthly Reports
- B. Monthly Business Reports and Payment of Bills
- C. Principals' Reports on Campus Activities
 1. Devine High School Principal's Report
 2. Devine Middle School Principal's Report
 3. Devine Intermediate School Principal's Report
 4. JJ Ciavarra Elementary School Principal's Report
 5. Devine Learning Center/DAEP Principal Monthly Reports
- D. Directors' Monthly Reports

9. Consent Agenda

Chris Davis moved and seconded by Henry Moreno to approve consent agenda as presented. This motion Passed. Yea: 7, Nay: 0

- A. Minutes of September 16, 2024 Board Meeting
- B. Approve Donation from the Athletic Boosters Club
- C. PTO/Booster Club Financial Audits

10. Action Item(s):

- A. Henry Moreno moved and seconded by Carl Brown to Approve Bus Bids for Two 77 Passenger Buses and to Authorize the Superintendent to Commit the Purchase Requisition for an additional 77 Passenger Bus with a lift out of the 2025-2026 Budget as presented. This motion Passed. Yea: 7, Nay: 0
- B. Carl Brown moved and seconded by Chris Davis to Approve Resolution to Join TX Smart Buy Coop as presented. This motion Passed. Yea: 7, Nay: 0
- C. Henry Moreno moved and seconded by Keri James to Approve a Resolution Self-Certifying Micro-Purchases with Federal Funds Valued below \$50,000 as presented. This motion Passed. Yea: 7, Nay: 0
- D. Carl Brown moved and seconded by Chris Davis to Approve Revised SRO Agreement as presented. This motion Passed. Yea: 7, Nay: 0
- E. Chris Davis moved and seconded by Henry Moreno to Approve Gym Rental Fees for Playoff Games for Volleyball and Basketball as presented. This motion Passed. Yea: 7, Nay: 0
- F. Chris Davis moved and seconded by Renee Frieda to Adopt Revisions to BE (Local) Board Meetings as presented. This motion Passed. Yea: 7, Nay: 0
- G. Chris Davis moved and seconded by Alixana Buvinghausen to Approve Board Operating Procedures as presented. This motion Passed. Yea: 7, Nay: 0

11. Closed Session

Nancy Pepper stated for the record that the Board of Trustees, beginning at 6:31 p.m., convened 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, 551.076, and 551.082. NO FINAL ACTION, DECISIONS, OR VOTES WILL BE TAKEN WHILE THE BOARD IS IN EXECUTIVE SESSION.

- A. Personnel Update (TGC 551.074)
- B. Consider and Discuss Superintendent's Goals and Objectives (TGC 551.074)
- C. Considering the deployment, specific occasions for, or implementation of, security personnel or devices (TGC 551.076)
 1. Consider and Discuss Details of Districtwide Intruder Detection Audit Report Findings (TGC 551.076)
- D. Considering discipline of a public school child, or complaint or charge against personnel (TGC 551.082)

12. Reconvene from Closed Session at 9:05 p.m.

13. Adjournment

Henry Moreno moved and seconded by Alixana Buvinghausen to adjourn. This motion Passed. Yea: 7, Nay: 0

Meeting adjourned at 9:06 pm.

Board President

Board Secretary



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 18, 2024

Agenda Item: Certify CIPA in CQ Local Policy

Background Information:

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about students' access to the Internet and other information in school. For any school that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements.

To keep our technology plan current, the Board should consider certifying the CIPA as outlined in our CQ local policy. This certification of the CIPA and CQ local policy must be acted upon by the Board within an open meeting wherein the action is posted.

Administrative Consideration:

Each year in the fall or early January, the District reviews the Children's Internet and Protection Act (CIPA) as part of our Electronic Communications Policy (CQ Local). This board policy review is required by federal law to certify that DISD provides a content filter and the protections cited below.

Our content filter provides the following:

- Controls student access to inappropriate materials, deemed harmful to minors
- Ensures students' safety and security in the use of electronic communications
- Prevents unauthorized access, including hacking
- Restricts unauthorized disclosure, use and dissemination of personally identifiable student information

Budgetary Consideration:

This will not affect the budget.

Supporting Documents:

CIPA requirements from the FCC

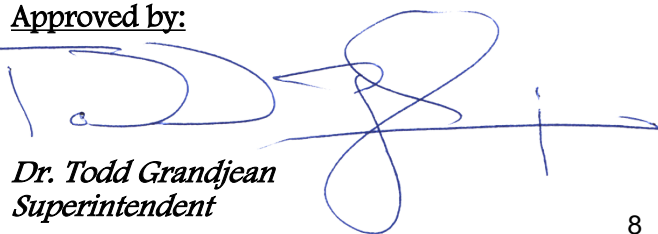
Devine ISD Board Policy CQ Local

Copy of letter detailing information for consideration under the CIPA certification.

Recommendation:

Approve the certification of CIPA as recommended.

Approved by:



Dr. Todd Grandjean
Superintendent



Memorandum

To: **DISD Board of Trustees**
From: **Todd Grandjean**
Date: **11/7/2024**
Re: **Child Internet Protection Act (CIPA)**

The Children's Internet Protection Act (CIPA) is a federal law enacted by Congress in December 2000 to address concerns about access in schools to the Internet and other information. For any school that receives discounts for Internet access or for internal connections, CIPA imposes certain requirements.

Under CIPA, schools subject to CIPA do not receive the discounts offered by the "E-Rate" program (discounts that make access to the Internet affordable to schools) unless they certify that they have certain Internet safety measures in place. These include measures to block or filter pictures that: (a) are obscene, (b) contain child pornography, or (c) when computers with Internet access are used by minors, are harmful to minors;

Schools subject to CIPA are required to adopt a policy addressing: (a) access by minors to inappropriate matter on the Internet and World Wide Web; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them. CIPA does not require the tracking of Internet use by minors or adults.

From the school year 2001-2002 and thereafter, schools and libraries are required to certify that they have their safety policies and technology in place, or that they are taking the necessary actions to put them in place before receiving E-rate funding for the following school year.

Each year in the fall or early January, the District reviews the Children's Internet and Protection Act (CIPA) as part of our Electronic Communications Policy (CQ Local). This board policy review is required by federal law to certify that DISD provides a content filter and the protections cited above.

Our content filter provides the following:

- Controls student access to inappropriate materials, deemed harmful to minors
- Ensures students' safety and security in the use of electronic communications
- Prevents unauthorized access, including hacking
- Restricts unauthorized disclosure, use and dissemination of personally identifiable student information

Through this memorandum, I am requesting that the DISD Board of Trustees certify that the CQ Local policy provides for protection for children through content filters as outlined in the federal statutes under CIPA.

DISD Board of Trustees certifies that our CQ Local Policy includes all provisions to comply with the Children's Internet and Protection Act (CIPA)

Devine ISD Board President



Children's Internet Protection Act (CIPA)

The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the E-rate program – a program that makes certain communications services and products more affordable for eligible schools and libraries. In early 2001, the FCC issued rules implementing CIPA and provided updates to those rules in 2011.

What CIPA requires

Schools and libraries subject to CIPA may not receive the discounts offered by the E-rate program unless they certify that they have an Internet safety policy that includes technology protection measures. The protection measures must block or filter Internet access to pictures that are: (a) obscene; (b) child pornography; or (c) harmful to minors (for computers that are accessed by minors). Before adopting this Internet safety policy, schools and libraries must provide reasonable notice and hold at least one public hearing or meeting to address the proposal.

Schools subject to CIPA have two additional certification requirements: 1) their Internet safety policies must include monitoring the online activities of minors; and 2) as required by the Protecting Children in the 21st Century Act, they must provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

Schools and libraries must certify they are in compliance with CIPA before they can receive E-rate funding.

- CIPA does not apply to schools and libraries receiving discounts only for telecommunications service only;
- An authorized person may disable the blocking or filtering measure during use by an adult to enable access for bona fide research or other lawful purposes.
- CIPA does not require the tracking of Internet use by minors or adults.

You can find out more about CIPA or apply for E-rate funding by contacting the Universal Service Administrative Company's (USAC) Schools and Libraries Division (SLD) at sl.universalservice.org. SLD



also operates a client service bureau to answer questions at 1-888-203-8100 or via email through the SLD website.

Filing a complaint

You have multiple options for filing a complaint with the FCC:

- File a complaint online at <https://consumercomplaints.fcc.gov>
- By phone: 1-888-CALL-FCC (1-888-225-5322); TTY: 1-888-TELL-FCC (1-888-835-5322); ASL: 1-844-432-2275
- By mail (please include your name, address, contact information and as much detail about your complaint as possible):

Federal Communications Commission
Consumer and Governmental Affairs Bureau
Consumer Inquiries and Complaints Division
45 L Street NE
Washington, DC 20554

Alternate formats

To request this article in an alternate format - braille, large print, Word or text document or audio - write or call us at the address or phone number at the bottom of the page, or send an email to fcc504@fcc.gov.

Last Reviewed: 12/30/19



Note: For Board member use of District technology resources, see BBI. For student use of personal electronic devices, see FNCE.

For purposes of this policy, “technology resources” means electronic communication systems and electronic equipment.

Availability of Access

Access to the District’s technology resources, including the internet, shall be made available to students and employees primarily for instructional and administrative purposes and in accordance with administrative regulations.

Limited Personal Use

Limited personal use of the District’s technology resources shall be permitted if the use:

1. Imposes no tangible cost on the District;
2. Does not unduly burden the District’s technology resources; and
3. Has no adverse effect on an employee’s job performance or on a student’s academic performance.

Use by Members of the Public

Access to the District’s technology resources, including the internet, shall be made available to members of the public, in accordance with administrative regulations. Such use shall be permitted so long as the use:

1. Imposes no tangible cost on the District; and
2. Does not unduly burden the District’s technology resources.

Acceptable Use

The Superintendent shall develop and implement administrative regulations, guidelines, and user agreements consistent with the purposes and mission of the District and with law and policy.

Access to the District’s technology resources is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the District’s technology resources and shall agree in writing to allow monitoring of their use and to comply with such regulations and guidelines. Noncompliance may result in suspension of access or termination of privileges and other disciplinary action consistent with District policies. [See DH, FN series, FO series, and the Student Code of Conduct] Violations of law may result in criminal prosecution as well as disciplinary action by the District.

Internet Safety

The Superintendent shall develop and implement an internet safety plan to:

1. Control students' access to inappropriate materials, as well as to materials that are harmful to minors;
2. Ensure student safety and security when using electronic communications;
3. Prevent unauthorized access, including hacking and other unlawful activities;
4. Restrict unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; and
5. Educate students about cyberbullying awareness and response and about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms.

Filtering

Each District computer with internet access and the District's network systems shall have filtering devices or software that blocks access to visual depictions that are obscene, pornographic, inappropriate for students, or harmful to minors, as defined by the federal Children's Internet Protection Act and as determined by the Superintendent.

The Superintendent shall enforce the use of such filtering devices. Upon approval from the Superintendent, an administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose.

Monitored Use

Electronic mail transmissions and other use of the District's technology resources by students, employees, and members of the public shall not be considered private. Designated District staff shall be authorized to monitor the District's technology resources at any time to ensure appropriate use.

Disclaimer of Liability

The District shall not be liable for users' inappropriate use of the District's technology resources, violations of copyright restrictions or other laws, users' mistakes or negligence, and costs incurred by users. The District shall not be responsible for ensuring the availability of the District's technology resources or the accuracy, age appropriateness, or usability of any information found on the internet.

Record Retention

A District employee shall retain electronic records, whether created or maintained using the District's technology resources or using personal technology resources, in accordance with the District's record management program. [See CPC]

Electronically Signed Documents

At the District's discretion, the District may make certain transactions available online, including student admissions documents,

student grade and performance information, contracts for goods and services, and employment documents.

To the extent the District offers transactions electronically, the District may accept electronic signatures in accordance with this policy.

When accepting electronically signed documents or digital signatures, the District shall comply with rules adopted by the Department of Information Resources, to the extent practicable, to:

- Authenticate a digital signature for a written electronic communication sent to the District;
- Maintain all records as required by law;
- Ensure that records are created and maintained in a secure environment;
- Maintain appropriate internal controls on the use of electronic signatures;
- Implement means of confirming transactions; and
- Train staff on related procedures as necessary.



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 18, 2024

Agenda Item: School Health Advisory Council (SHAC) Members and Annual Report

Background Information:

According to BDF (Legal), *A board shall establish a local school health advisory council to assist a district in ensuring that local community values and health issues are reflected in the district's health education instruction. A board shall appoint members to the council, a majority of which must be parents of students enrolled in the district and who are not employed by the district. A board may also appoint one or more public school teachers, public school administrators, district students, health-care professionals, members of the business community, law enforcement representatives, senior citizens, clergy, representatives of nonprofit health organizations, or representatives of another group.* BDF (Legal) also states, that annually, *A detailed explanation of the councils' activities during the period between the date of the current report and the date of the last prior written report.*

The select committee (pending board approval) met on November 13, 2024, to discuss current health and wellness services, curriculum, and future health needs of DISD. Devine ISD SHAC by-laws call for members to serve a two-year term but we have had trouble with getting members to attend the meetings.

Administrative Consideration:

Administrators will give input on student, parent, and community representatives. Administrators must consider the recommendations of the local school health advisory council before changing health curriculum or instruction.

Budgetary Consideration:

None.

Supporting Documents:

2024-2025/2025-2026 School Health Advisory Council Proposed Members

Recommendation:

Approve members selected to serve on a 2 year term.

Respectfully Submitted by:

Joslyn Wilson-Lead Nurse
Dawn Schneider – Director of Student
Services

Approved by:

Todd Grandjean
Superintendent of Schools

Devine ISD SHAC Members
2024-2025/2025-2026

Administration:

Dawn Schneider- dawn.schneider@devineisd.org

Community Members:

Georjean Burnell- Westley Nurse- gburnell@mhm.org, 830-663-6108

Kim Aaron- Security Bank/parent- kaaron@mysbank.com

Rhonda Brast- Medina Co Health Unit Rhonda.brast@medinatx.org

Iris Hernandez- Medina Co Health Unit iris.hernandez@medinatx.org

Virginia Gonzales- Medina Co Health Unit v.gonzales@medinatx.org

Janette Vosquez, Medina Co Health-

Parent Representatives:

Tracie Lawler- traciemlawler@gmail.com

Student Representatives:

Khloe' Wilson - 31khloe.wilson@devineisd.org DMS

Calleigh Schneider- 27calleigh.schneider@devineisd.org DHS

School Representatives:

Sam Sanchez, Food services- samual.sanchez@devineisd.org

Joslyn Wilson RN, Health Services, **Co-chair** – joslyn.wilson@devineisd.org DHS

Jasmine Cruz, Health Services- jasmine.cruz@devineisd.org DMS

Amanda Cruz, Health Services- amanda.cruz@devineisd.org CES

Kelly Runyan, Physical Education- kelly.runyan@devineisd.org DIS

Monica Fragozo, Health Services - amy.hernandez@devineisd.org DIS

Jodi Dzierzanowski, DAEP Principal- jodi.dzierzanowski@devineisd.org

Annette Benavidez, Child nutrition- annette.benavidez@devineisd.org

Kara Navarro, Behavior Teacher- kara.navarro@devineisd.org DHS

Patricia Taitano, High School Teacher - patricia.taitano@devineisd.org DHS

Note: Highlighted names are new members.

We are in need of parent representatives. Recruitment is an agenda item at our next meeting.



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: Nov. 18, 2024

Agenda Item: Devine Education Foundation Donation

Background Information:

We are funding 25 AP Exam grants for a total of \$2179.00

Administrative Consideration:

The money will be used to purchase AP exams.

Budgetary Consideration:

Check to DISD for the high school to purchase the exams.

Supporting Documents:

\$2179 for 25 grants

Recommendation:

Approve the \$2179 to be used for 25 students.

Respectfully Submitted by:

Brenda Gardner
DEF Director

Approved by:

Todd Grandjean
Superintendent of Schools

Devine Independent School District
Donation Form

The Devine Independent School District Board Policy CDC (Legal) states: All bequests of property for the benefit of the public schools shall, when not otherwise directed by the grantor, vest the property in the Board. Funds or other property donated may be expended: 1) For any purpose designated by the donor that is in keeping with the lawful purposes of the schools that are to benefit from the donation; or 2) For any legal purpose if the donor designated no specific purpose.

Devine ISD is a political subdivision of the state of Texas and as such is exempt under section 115 of the IRS Code. Contributions to the district are deductible by donors as provided in section 170 of the IRS.

Type: Cash/Check Gift Card Materials Equipment

Donor Information:

Donor Name: Devine Education Foundation Organization: DEF

Address: 605 W. Hondo

City: Devine State: TX Zip Code: 78016

Donated to: Devine High School

Purpose of Donation: AP Exam Grants

Value of Donated Property: \$ \$ 2,179.00

Describe/Itemize Donated Property: _____

Donor Imposed Restrictions, if any: _____

Brenda Gardner
Donor Signature

Nov. 4, 2024
Date

To Be Completed By District Official

Donation approved by: _____ Date: _____
(Superintendent, or Board of Trustees if value over \$1000)

To Be Completed by Business Office

Date of Receipt: _____ Amount Received (if cash): \$ _____

Cash Check # _____ Deposited to account #: _____

Fixed Asset Tag #: _____ Location: _____



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 12, 2024

Agenda Item: Adopt Resolution Regarding Employee Pay during school closure for employee funeral

Background Information:

The Board delegates to the Superintendent the authority to approve variations from the Board-adopted school calendar, as necessary and to close schools for reasons of public health and safety. [EB (LOCAL)]

If the Board chooses to pay employees during an emergency closure for which the workdays are not scheduled to be made up at a later date, then that authorization shall be by resolution or other Board action and shall reflect the purpose served by the expenditure. [DEA (LOCAL)]

Administrative Consideration:

Due to the unexpected death of an employee, Superintendent Grandjean made the decision to close all schools on Friday, November 1, 2024 starting at 12:30 p.m. The decision was made because based on the numbers of staff that have told us they would like to be at the services, there doesn't seem to be a plan that would work to cover all campuses with the remaining staff.

Budgetary Consideration:

Salaries are already included in the budget.

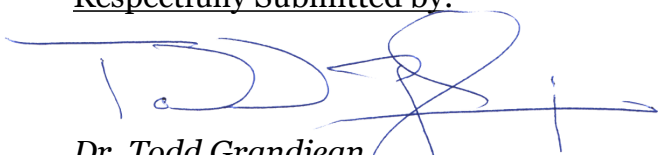
Supporting Documents:

Resolution

Recommendation:

Adopt Resolution Regarding Employee Pay During School Closure.

Respectfully Submitted by:



Dr. Todd Grandjean
Superintendent of Schools



Devine Independent School District

605 W. Hondo Ave., Devine, Texas 78016

*(830) 851-0795 Fax (830) 663-6706
Dr. Todd Grandjean, Superintendent*

**DEVINE INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES
SCHOOL CLOSURE AND PAY RESOLUTION**

November 18, 2024

WHEREAS, at a Board meeting held on November 18, 2024, the Board of Trustees authorized an adjustment to the 2024-2025 academic calendar that will not affect student instruction to approve the closure of schools at 12:30 p.m. on November 1, 2024 to honor and for attendance of the funeral for Jim Sessions, employee of the District; and

WHEREAS the Board of Trustees acknowledges that during this closure, our employees, including at-will employees, will not be required to work and that as this closure was not anticipated during budgeting for the current school year, a need exists to address wage payments for employees for this additional District closure; and

The Board of Trustees concludes that continuing wage payments to all employees, noncontractual, salaried and non-salaried for this closure, serves the public purposes of maintaining morale, reducing turnover, and ensuring continuity of District staffing when school is back in session. Contractual exempt employees' pay will not be affected by this closure.

NOW THEREFORE BE IT RESOLVED that the Board of Trustees authorizes continued wage payments to all noncontractual, non-exempt employees for the school closure at 12:30 p.m. on November 1, 2024.

The authority granted by this Resolution to continue wage payments to idled employees is effective 12:30 – 4:30 p.m. on November 1, 2024 only.

Adopted this _____ (date) day of _____ (month), _____ (year), by the Board of Trustees.

Presiding Officer

Secretary



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 18, 2024

Agenda Item: Homeschool Participation in Devine ISD UIL Sports and Academics

Background Information:

HB 547 was passed during the 87th Legislative Session which allows local school boards to decide whether or not to allow homeschool students to participate in UIL Sports and Academics. The school board has local control over how this program would be run and in which activities to allow homeschool participation. In the 88th Legislative Session HB 3708 was passed that entitles the district to \$1500 per student per activity in which they participate.

Administrative Consideration:

If the board agrees to allow homeschool participation, students would not be eligible to participate in varsity for the 2024-2025 school year because TEA must be notified of the board's decision before August 1st and that deadline has passed. Homeschool students will be required to meet the same requirements as enrolled students and they must enroll in the athletic period.

Budgetary Consideration:

The district is entitled to an annual allotment of \$1500 per league activity in which the non-enrolled student participates. This allotment is included in regular WADA/state funding payments.

Supporting Documents:

TEA FAQs
HB3708
Proposed guidelines and application.

Recommendation:

Approve homeschool participation in UIL Sports and Academics

Respectfully Submitted by:


Todd Grandjean
Superintendent of Schools

Devine ISD Homeschool UIL Participation Guidelines

Texas House Bill 547 gives school districts the option to allow homeschooled students residing within district boundaries to participate in UIL activities as a member of the district's teams/activities/events. DISD will allow these students to participate in UIL activities as long as they meet the following guidelines:

Academic Eligibility

- Provide proof of residency.
- To determine initial academic eligibility all families must provide homeschool curriculum/program, which will be evaluated by DISD for proper grade-level proficiency.
- All homeschooled students must demonstrate grade-level academic proficiency on any nationally recognized, norm-referenced assessment instrument, such as the Iowa Test of Basic Skills, Stanford Achievement Test, California Achievement Test, or Comprehensive Test of Basic Skills. DISD will accept these assessment results if they are administered and reported by a third party.
- In order to maintain academic eligibility all families must adhere to the same homeschool curriculum/program that was initially submitted, or submit a new curriculum/program for reevaluation by DISD.
- In order to maintain academic eligibility, the homeschooled family must periodically (in accordance with DISD's grading calendar) provide written verification to DISD stating that the student is receiving a passing grade in each course or subject. In addition, all DISD students are required to take at least two assessments per subject-area (core courses) per six-weeks period, therefore this will be a requirement for homeschooled students as well.

Participation Requirements

- A homeschooled student must declare intention to participate in a sport/event/activity prior to all required deadlines in order to participate in that sport/event/activity. Example: A homeschooled student attempting to join the cheer team must declare their intent to participate prior to tryouts for the cheer team.
- Homeschool students will be required to follow the same rules and procedures as any other student and will be required to complete a Previous Athletic Participation Form (PAPF) and will be subject to eligibility rules, including the 15 day rule, if applicable. If the student moved into the attendance zone within the previous 12 months, a full hearing of the DEC will be required for varsity participation.
- A homeschooled student must participate in all required activities of the sport/event/activity they are a part of. This includes participation in all in-season and offseason (year-round) school class-period practices, workouts, and/or meetings.
- A homeschooled student must be placed in DISD's Random Drug Testing (RDT) pool and submit the required acknowledgement form that all enrolled students complete. A homeschooled student must abide by the rules and regulations as provided in the DISD Student Code of Conduct and the DISD Athletic/Extracurricular Code of Conduct.
- Travel to and from all practices/workouts/meetings must be provided by the homeschooled student/family.
- The homeschooled student must ride district-provided transportation to games/events.

Restrictions

- Homeschool students may not participate in both UIL and homeschool league sports and activities. To do so is a violation of the UIL Constitution.
- A homeschooled student is not permitted to participate in a sport/event/activity during the remainder of any school year during which the student was previously enrolled in a public school (DISD and/or other public district).
- A homeschooled student is not permitted to participate in more than one UIL athletic/extracurricular period during the day. (UIL rule for all enrolled students.)
- Homeschool students who fail to meet the requirements above may be subject to suspension from their team and/or activity and may be barred from participation in future SISD UIL activities.

Devine ISD Homeschool UIL Participation Guidelines
Acknowledgement Page

Please read the guidelines, sign and return this page. Once signed, please turn this into the Sponsor of the UIL event in which you are participating.

I have read and understand the District's guidelines on home school student's participation in UIL activities. I agree to abide by all rules and regulations set forth in this agreement.

Signature of Parent or Guardian _____
Date

Printed Parent/ Guardian name: _____

Physical Address: _____

Printed Student Name: _____

Sport / Event / Activity: _____

Devine ISD Approval

Proof of Residency Provided

Signature of Athletic Director / UIL Sponsor _____
Date

Signature of Campus Principal _____
Date

Notes: _____

1 AN ACT

2 relating to creating an allotment under the Foundation School
3 Program for school districts that allow non-enrolled students to
4 participate in University Interscholastic League activities.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

6 SECTION 1. Subchapter G, Chapter 48, Education Code, is
7 amended by adding Section 48.305 to read as follows:

8 Sec. 48.305. ALLOTMENT FOR NON-ENROLLED STUDENTS
9 PARTICIPATING IN UNIVERSITY INTERSCHOLASTIC LEAGUE ACTIVITIES.

10 (a) In this section, "non-enrolled student" means a student who
11 receives instruction as described by Section 29.916(a)(1) from a
12 nonpublic school.

13 (b) For each non-enrolled student who participates in a
14 University Interscholastic League activity for a school in a school
15 district that allows participation of non-enrolled students under
16 Section 33.0832, as added by Chapter 996 (H.B. 547), Acts of the
17 87th Legislature, Regular Session, 2021, the district is entitled
18 to an annual allotment of \$1,500 per league activity in which the
19 non-enrolled student participates.

20 SECTION 2. This Act takes effect September 1, 2023.

HB 547 - Homeschool Participation

The following amendments were passed by the UIL Legislative Council to address changes implemented by [87\(R\) HB 547](#).

- School Districts that have chosen to allow homeschool participation for the 2024-2025 school year: [School Districts](#)

FAQ

Does each school district get to decide whether or not to allow homeschool students to participate?

Yes

Who has the authority to determine if homeschool participation is allowed– the school board, superintendent, or athletic director?

This is a local school district decision and not under UIL jurisdiction.

Do UIL rules in response to HB 547 affect the ability of schools to schedule scrimmage games against homeschool teams?

No. UIL rules do not affect the ability of a public school to schedule scrimmage games against homeschool teams.

I heard the decision for varsity participation needs to be made by August 1. Is that correct?

The August 1 deadline for schools to opt to allow homeschool participation has been slightly modified based on HB547's effective date of September 1. The August 1st deadline for schools to opt in to allow homeschool participation relates to VARSITY ATHLETICS PARTICIPATION ONLY. Schools may opt in after August 1st; however, for schools making this decision after August 1, homeschool students will not be eligible for varsity athletics participation. Those students would still be eligible for academics, music and sub-varsity athletic activities for that school year.

Will homeschool students that participate be counted in our snapshot count for realignment purposes?

Homeschool students are not counted in the snapshot count for realignment purposes.

If a district decides to allow homeschool students to participate, can the district reverse that decision anytime in the future (and discontinue allowing homeschool students to participate)?

This is a local school district decision and not under UIL jurisdiction.

If a district allows homeschool students to participate in one UIL activity, does the district need to allow homeschool students to participate in all UIL activities (athletics, academics, and fine arts)?

This is a local school district decision and not under UIL jurisdiction. However, school districts should make sure they are in compliance with the regulations outlined in the law in reference to the participation of non-enrolled students, if allowed.

Can homeschool students also participate in junior high UIL activities?

According to section 33.0832 c of the ²⁶ Texas Education Code:

Except as provided by Subsection (i) (of TEC 33.0832, for students previously enrolled in a public school during that same school year), a public school that participates in an activity sponsored by the league may provide a non-enrolled student, who otherwise meets league eligibility standards to represent that school in a league activity, with the opportunity to participate in the activity on behalf of the school in the same manner that the school provides the opportunity to participate to students enrolled in the school.

Are homeschool students eligible to participate on varsity?

According to section 33.0832 c of the Texas Education Code: Except as provided by Subsection (i) (of TEC 33.0832, for students previously enrolled in a public school during that same school year), a public school that participates in an activity sponsored by the league may provide a non-enrolled student, who otherwise meets league eligibility standards to represent that school in a league activity, with the opportunity to participate in the activity on behalf of the school in the same manner that the school provides the opportunity to participate to students enrolled in the school. Such students must also be in compliance with applicable UIL rules for varsity participation.

May a home school student receive instruction from a private coach outside of the 60 minute athletic period?

Section 1206: SCHOOL PRACTICE AND GAME RESTRICTIONS (d)(1) Accelerated physical education activities, calisthenics, skills, strength training or conditioning exercises may be conducted during the school year within the school day provided such activities do not exceed one regular classroom period, not to exceed 60 minutes when classes meet every day (300 minutes per week for block schedules). This provision applies to a non-enrolled (home schooled) student participating in accordance with section 33.0832 of the Texas Education Code.

If a school district offers school(s) choice (magnet schools, etc), does the home school student have the option to choose where they will participate upon first opportunity?

No. According to section 33.0832 e of the Texas Education Code: A non-enrolled student may only participate in a league activity for the school in the school district that the student would be eligible to attend based on the student's residential address. A non-enrolled student who seeks to participate in a league activity on behalf of a school shall be required to establish minimum proof of residency acceptable to the district in the same manner as an applicant to attend a school in the district under Section 25.001.

What will be the process for homeschool students to gain eligibility? For example, will there be a homeschool PAPF form? Will they still need to wait 15 days before they are eligible? Is a DEC Hearing required?

Homeschool students will be required to follow the same rules and procedures as any other student and will be required to complete a Previous Athletic Participation Form (PAPF) and will be subject to eligibility rules, including the 15 day rule, if applicable. If the student moved into the attendance zone within the previous 12 months, a full hearing of the DEC will be required for varsity participation. The committee will discuss during the hearing whether a student who wishes to participate in UIL as a homeschool student moved into a school district's attendance zone specifically to gain access to homeschool participation. Requiring a DEC hearing in these situations allows the DEC to convene and determine if the student's move was motivated by UIL participation.

Can a student start participating in the middle of the school year?

As long as the school district in which the student resides has approved participation as outlined in the law and UIL rules, yes. The student would need to comply with all applicable eligibility rules prior to participation on the varsity level.

If a student begins the school year in a public school and then transitions into home schooling, could the student participate in UIL activities at the school as a non-enrolled student?

No. According to section 33.082 i of the Texas Education Code: A non-enrolled student is not authorized by this section to participate in a league activity during the remainder of any school year during which the student was previously enrolled in a public school.

Who administers the standardized test to determine eligibility for the first six weeks? Who pays for the test?

This is not a UIL decision. According to section 33.082 f and g of the Texas Education Code:

(f) The parent or person standing in parental relation to a non-enrolled student is responsible for oversight of academic standards relating to the student's participation in a league activity. As a condition of eligibility to participate in a league activity during the first six weeks of a school year, a non-enrolled student must demonstrate grade-level academic proficiency on any nationally recognized, norm-referenced assessment instrument, such as the Iowa Test of Basic Skills, Stanford Achievement Test, California Achievement Test, or Comprehensive Test of Basic Skills. A non-enrolled student demonstrates the required academic proficiency by achieving a composite, core, or survey score that is within the average or higher than average range of scores, as established by the applicable testing service. For purposes of this subsection, a school district shall accept assessment results administered or reported by a third party.

(g) A non-enrolled student's demonstration of academic proficiency under Subsection (f) is sufficient for purposes of that subsection for the school year in which the student achieves the required score and the subsequent school year.

Are these students allowed to practice if they are not eligible due to their standardized test score or grades?

According to No Pass No Play regulations, students are allowed to practice when they are academically ineligible. They are not allowed to travel to contests with the school and are not allowed to participate in contests or dress for contests and be part of the team.

A team sport scrimmage is considered a practice, so academically ineligible students are allowed to participate in team sport scrimmages. School districts are allowed to have more restrictive policies for their schools if they choose.

Do you have any recommendations or guidelines regarding what the fee should be to participate?

This is not a UIL decision. According to section 33.082 d of the Texas Education Code: (d) A non-enrolled student who seeks to participate or participates in a league activity on behalf of a school is subject to the following relevant policies that apply to students enrolled in the school:

- (1) registration for league activities;
- (2) age eligibility;
- (3) fees;
- (4) insurance;

- (5) transportation;
- (6) physical condition;
- (7) qualifications;
- (8) responsibilities;
- (9) event schedules;
- (10) standards of behavior; and
- (11) performance.

Will these students be allowed to participate in the athletic period during the school day? Can we require these students to participate in the athletic period during the school day?

This is not a UIL decision. According to section 33.082 d of the Texas Education Code: (d) A non-enrolled student who seeks to participate or participates in a league activity on behalf of a school is subject to the following relevant policies that apply to students enrolled in the school:

- (1) registration for league activities;
- (2) age eligibility;
- (3) fees;
- (4) insurance;
- (5) transportation;
- (6) physical condition;
- (7) qualifications;
- (8) responsibilities;
- (9) event schedules;
- (10) standards of behavior; and
- (11) performance.

May a home school student participate in both UIL basketball and home school basketball league? Or May a home school student participate in both UIL basketball and run cross country for a home school league?

No. According to sections 1207 (d) and 1208 (u) of the UIL Constitution and Contest Rules: Section 1207: RULES, VIOLATIONS AND PENALTIES
 (d) Unattached Participation. In any UIL member school sponsored athletic contest, meet or tournament, UIL member high school students shall not be permitted to enter unattached. The penalty for violation of this rule shall be assessed against the member school(s) in violation. This provision applies to a non-enrolled (home schooled) student participating in accordance with section 33.0832 of the Texas Education Code.
 Section 1208: ATHLETIC REGULATIONS
 (u)(3) Participating With Other Leagues. A UIL member school that participates in an athletic activity offered by the UIL in a non-UIL league under the auspices of any other sanctioning organization is subject to the range of penalties, up to and including suspension from UIL athletic activities. This provision applies to a non-enrolled (home schooled) student participating in accordance with section 33.0832 of the Texas Education Code.

Students are allowed to participate on non school teams and non school related activities.

Do the homeschool students need to live in the district that they participate in? Or could they transfer to another district and play on JV for one year until they are eligible on varsity?

According to section 33.0832 e of the Texas Education Code: **A non-enrolled student may only participate in a league activity for the school in the school district that the student would be eligible to attend based on the student's residential address.** A non-enrolled student who seeks to participate in a league activity on behalf of a school shall be required to establish minimum proof of residency acceptable to the district in the

same manner as an applicant to attend a school in the district under Section 25.001.

The student must be in compliance with [Section 442: Residence in School District and Attendance Zone](#), *UIL Constitution and Contest Rules*.

What options do we have if a student has code of conduct violations while participating?

This is not a UIL decision. According to section 33.082 d of the Texas Education Code: (d) A non-enrolled student who seeks to participate or participates in a league activity on behalf of a school is subject to the following relevant policies that apply to students enrolled in the school:

- (1) registration for league activities;
- (2) age eligibility;
- (3) fees;
- (4) insurance;
- (5) transportation;
- (6) physical condition;
- (7) qualifications;
- (8) responsibilities;
- (9) event schedules;
- **(10) standards of behavior; and**
- (11) performance.



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 18, 2024

Agenda Item: 4-Day School Week

Background Information:

In November 2023 the DEIC approved a motion to begin research into a 4-day work week. Surveys were conducted and committees were formed and there was significant research and discussion within DEIC.

Administrative Consideration:

Alleviating burnout and promoting work-life balance; Increased retention and attracting highly-qualified talent; Improved mental health and reduced absenteeism; Enhanced professional development opportunities; Boosting morale across all staff levels; Student performance, attendance, and staff well-being; Impact on the community.

Budgetary Consideration:

Supporting Documents:

Research process document
FAQs
Report to the Board on Four-day School Week
Sample calendar

Recommendation:

Approve 4-day school week and ask administration to bring a 2025-2026 proposed academic calendar to the February 2025 board meeting for consideration.

Respectfully Submitted by:

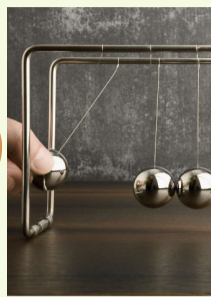

Todd Grandjean
Superintendent of Schools

4-DAY SCHOOL WEEK RESEARCH PROCESS

TO DATE

November 2023 DEIC Meeting

1



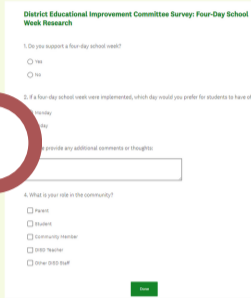
DEIC members approved a motion to initiate research into a 4-Day School Week calendar for consideration related to the 2024-25 SY or a later year. Another motion was approved to survey teachers, parents, community members, and students to learn who/what percentage of each group would be in favor of research, why, and why not.

December Survey

3

DEIC's survey link was disseminated via DISD and School Messenger email platforms. Questions:

1. Do you support a four-day school week?
2. If were implemented which day would you prefer for students to have off? Monday or Friday?
3. Please provide... additional comments...
4. What is your role in the community?



Late November Information Provided

2

Each campus and department was advised in person of the committee's decision to research. Information was provided about the role of DEIC in continuous improvement, calendar recommendation, DOI, etc. as well as the role of the school board, and an advanced opportunity to respond to the survey. A School Messenger email went out to parents including this information.

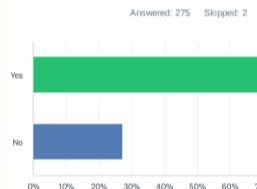


January 2024 DEIC Meeting

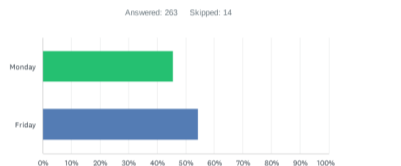
4

DEIC reviewed the December survey results. 73% of 275 respondents supported research. 198 parents, 1 student, 59 community members, 97 teachers, and 50 other DISD staff responded. Fridays were favored by a slight majority.

Q1 Do you support a four-day school week?



Q2 If a four-day school week were implemented, which day would you prefer for students to have off?

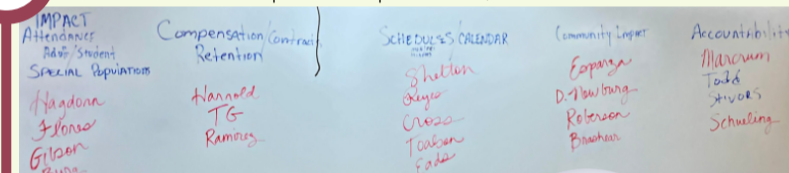


January DEIC Meeting Cont.

5

February DEIC Meeting

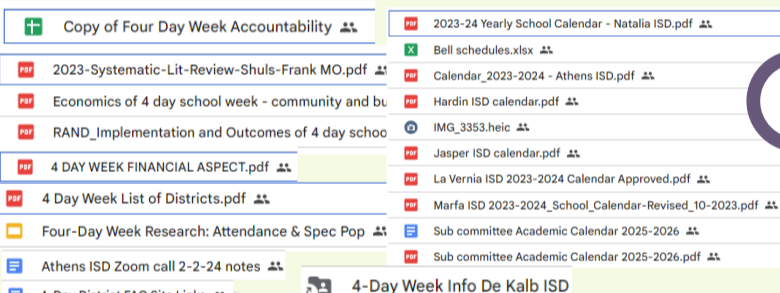
DEIC determined that research would continue for the 2025-2026 school year. They set a late February meeting date to review research and formed the following sub-committees: Accountability; Community Impact; Compensation, Contracts, and Retention; Impact on Attendance and Special Populations; Schedules and Calendar



February DEIC Meeting

6

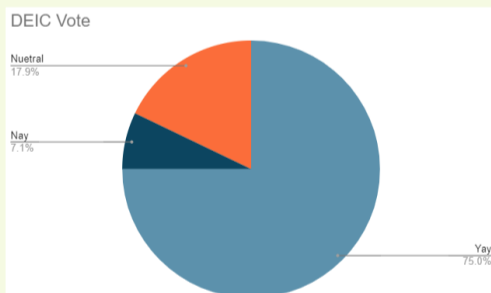
Each sub-committee reported their research findings to the committee. Many resources were uploaded to 4-Day Week Resource Sub-committee folders.



February DEIC Meeting Cont.

7

After much discussion, a motion was approved to vote regarding whether to continue researching by show of hands.



21 yay
2 nay
5 neutral

February DEIC Meeting Cont.

8

In an effort to determine the committee's "why", which DEIC members feel will be critical as "how" research seems to be the next step, and more community input will be needed, a motion to conduct an internal survey was passed.

DEIC's Internal 4-Day Week Survey

1. I am a member of the Devine ISD DEIC, and I will provide in rank order the top three reasons why:

I am in favor of continuing to research a four-day school week

I am not in favor of continuing to research a four-day school week

I am neutral/ feel conflicted regarding continuing to research a four-day school week

2. Reason 1 (top reason)

3. Reason 2

4. Reason 3

Done

April DEIC Meeting

9

The April meeting is the last scheduled DEIC meeting for the year. Next steps will be determined by the committee.



2023-2024 DEIC Member Roster:

DAN NEWBURG	JEFFERY STIVORS
KIM LANE	KEN NIGHSWANDER
ROBIN GIBSON	RONDA SHELTON
SHANNON RAMIREZ	JAMES SANDERSON
TIFFANY ROBERSON	LYSANDRA REYES
CANDACE ESPARZA	KAYLI BEAVER
JENNIFER TOALSON	YVETTE NEWBURG
MAGDALENA STRICKLAND	DELILAH CASTILLO
MARTHA WALL	MELISSA MANN
JESSICA HARROLD	KRISTIN BRASHEAR
JULIZA PIMENTEL-FLORES	ABIGAIL BEADLE
EVAN EADS	LISA DUBOSE
LAUREN EICHMAN	Farrah Schueling/ Justin Marcrum (one vote;
JENNI HAGDORN	both in Principal Prog.)
PATRICIA TAITANO	TODD GRANDJEAN

The **District Educational Improvement Committee** is a state-required District-Level Committee comprised of teachers, parents, community members, business representatives, campus administrators, and district administrators. Each campus is equally represented on the committee. DISD boasts a robust committee of members who are deeply committed to making recommendations that are in the best interest of our students. Major responsibilities of the committee include: analyzing district data, making recommendations for District Improvement Plan (DIP) objectives and strategies, monitoring progress toward DIP strategy completion; recommending and/or approving professional development; recommending the Professional Development Minutes Waiver (when applicable); and recommending an academic calendar draft to the school board. The DEIC was also designated by the board to draft and recommend the District of Innovation Plan, and they were selected by administration to develop the district's required Strategic Plan which they are working on this year. DEIC members serve as ambassadors for the school district, and they are often tasked with soliciting input both formally and informally from stakeholders.

Calendar Process/ Role of District-Level Committees in Calendar Recommendation: After careful consideration and deliberation, District-Level Committees recommend a calendar draft to administration and the school board for each school year. DISD's DEIC begins deliberations in November of the preceding school year, and a recommendation for the following year is typically presented to the board during the early months of the second semester. Members of the committee present potential calendar drafts to their campuses and peers in the community in order to bring input back to the committee throughout the process.

Role of the Superintendent's Designee to DEIC and Central Office: The Superintendent's Designee supports the committee in a capacity similar to a board's secretary. The designee keeps the committee on track throughout the year by ensuring that items the committee needs to address make the agenda, coordinating to provide the information needed by or requested by the committee, keeping the minutes of meetings, managing the committee's approved calendar for the year, etc. Other Central Office representatives are committee members, and Central Office Administrators take recommendations from district-level committees to school boards.

Role of Faculty, Staff, Students, Parents, and the Community in Calendar Recommendation: District-level committees count on faculty, staff, students, parents, and the community to provide detailed and robust input to ensure they have the information they need to consider.

Role of the School Board- Calendar Approval: School boards ultimately approve academic calendars. These elected volunteers who give of their time and attention to serve students, teachers, and their community have the ultimate authority to adjust the academic calendar.

Bandera ISD

Frequently Asked Questions

Why is BISD considering this?

In hopes of retaining our current staff, recruiting highly qualified educators to teach in our community, as well as to improve work/life balance for our employees.

Why is it important to have an effective teacher?

Research by John Hattie suggests that having a strong teacher in the classroom has the greatest impact on student achievement. To see the graphic, go to the video or presentation slides on the home page.

Is there a reason we are considering Fridays rather than Mondays?

In collecting feedback from districts across the state, it has been found that logistics for UIL events, dual credit, and other district activities/partnerships benefit more from flexibility on Fridays rather than Mondays.

Will teachers have to work every Friday?

No, teachers will work on select Fridays throughout the year for professional development and professional learning communities, but will be off most Fridays.

What about non-teaching staff?

The leader of each department within the district will discuss with their staff and set a work schedule based on what the instructional calendar looks like.

What would be the length of each school day?

We currently go to school 455 minutes. The new school day will be 495 minutes.

After BISD moves to a 4-Day Instructional Week, if it does not fit the needs of our community, can we go back to 5-days?

Yes, this will be a one-year pilot. Should this not fit our community, we will have the option to transition back to a 5-day week.

How long will the school year be? How long will the school day be?

Click to view the [2024-2025 Academic Calendar](#).

Will coaching staff have to work Fridays when other employees are off?

Coaching staff may have to work on a Friday when they are in season.

How will this affect the 90% rule for student attendance?

The 90% attendance rule will still be in place proportionate to the number of instructional days for the year. BISD is a district of innovation and has some flexibility around this.

Will the same quality and quantity of instruction occur in a 4-Day week?

Yes, students will still attend the required 75,600 minutes and will follow the same state required standards.

When will the 4-Day Week go into effect?

The 4-Day Week will go into effect for the 24-25 Academic Year.

Would 4 day instructional week have an impact on Occupational Therapy (OT)/Physical Therapy (PT) services from contracted personnel?

No, contracted services can be provided during the 4 day week. Contractors will work within our parameters.

Will students getting speech be seen longer at a time or more days a week?

Students receiving speech services will be provided the same amount of services they are currently receiving.

Can Fridays be used for testing or tutoring for students receiving special education services?

Testing and tutoring will be provided during the 4 day instructional week.

Are there resources for students who have medical needs for Fridays?

Many families with students with medical needs already have a private duty nurse who helps support them when they are in school and/or at home.

Will BISD provide meals to students in need on Fridays when students do not have school?

Yes, BISD will provide meals for students at all campuses and the Boys and Girls Club Teen Center on Fridays.

What time will lunch be served?

Operating generally from 8:30 AM to 12:30 PM, the program offers set meal times. The schedule is flexible and may be adjusted as needed to accommodate the evolving needs of our students.

Can we pick up lunch curbside?

No, similar to our Summer meals program, students are

required to consume their meals on campus. This not only fosters a sense of community but also ensures a supervised and safe dining environment.

How will BISD support childcare on Friday for working households?

Boys and Girls Club will be open on Fridays for childcare. For other options, please visit the Childcare page on this website.

Will there be a cost for a one-day, drop-in service? If so, how much is the fee?

Yes, for families who choose to utilize the Boys and Girls Club services, a drop-in day fee of \$20 will be applicable. Alternatively, parents can opt for an annual fee of \$100, providing access to the program for the entire school year.

Will there be activities planned per each age group? (Educational/PE/Outdoor)

Yes, the Boys & Girls Club does have activities planned for the children each day.

Will Boys & Girls Club students pay for lunch or is it included in tuition?

Breakfast/Snack and Lunch is provided.

Will moving to a 4-Day week reduce my pay?

No, all BISD employees would receive the same salary, there would be no reduction in pay, plus the yearly percent raise.

What about for hourly employees?

Going to this structure, we want to ensure that employees do not lose pay. BISD will adjust pay rates and hours to make sure that employees get the same take home amount in 4 days of work as they would in a normal 5 day work week.

Will educators be compensated if they work on Friday?

Any educators completing supplemental duties will be compensated.

Will the difference of teacher work days affect our pay? Will we get paid more for working 175 days rather than 163?

No, teachers are on a step pay scale. Teacher pay will not change. Teacher's daily rate may change according to the number of days in the contract, but they will still get the same annual salary according to what pay step they are on.

Will Athletics be negatively impacted?

No, students will be able to participate in sporting events on all days of the week as they do currently. Should a game/event be scheduled for a Friday with no instruction (no kids at school), transportation will be provided to ensure students are able to participate in their game/event.

Will BISD provide transportation for students who participate in extracurriculars on Fridays when students do not have school?

Yes, BISD will provide transportation for all student extracurricular activities that occur on Fridays.

How will this affect athletics and other extracurricular events that normally take place on Friday?

Extracurricular activities will continue to be scheduled as normal on Fridays aligned to the UIL calendar.

Will students still have pep rallies and other spirit activities?
Yes, students will still participate in spirit activities.

Will football games still occur on Fridays?
Yes, football games will still be scheduled for Friday.

Practice time: When will athletics practice start before or after school?

We are currently working on the logistics of morning and afternoon practices for extracurricular activities.

Will attendance on Friday games/events be affected by students not being in school on Friday?

Our community is very supportive of our students in all events they are involved in. This should not affect the fans/supporters at these events.

Will students be excused from class early M-Th to practice or will practice be outside of the school day?

Practice will be before or after school depending on the minutes/hours and schedule set by the district. We will not excuse students from their classes to practice early.

Will this reduce the amount of instructional time students receive?

No, we are required by law to have students in school for no less than 75,600 minutes, so we will rework the instructional calendar to accommodate the length of the day to allow us to get the required number of minutes throughout the year.

What will services for special education students with Individualized Education Plans (IEPs) look like?

Individualized Education Plans (IEPs) minutes and services will be met.

Will the amount of homework decrease for students?

Homework should not increase compared to what is currently being assigned.

Will this change allow the secondary campuses to go back to an 8 period day?

Yes, the middle school and the high school will follow an 8 period day schedule. Currently, secondary has 48 minute classes, next year they will be 57 minutes.

What time would students who ride the bus get home in the evenings?

Transportation routes are currently being examined to reduce the time students are away from home.

What is the cost savings in fuel/maintenance?

We do not currently have that information. We would have to determine the number of routes needed for students in the 24-25 school year. This would be determined by the number of students who need transportation to and from school as well as those needing transportation on Fridays. We will collect this data as we move forward.



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 18, 2024

Agenda Item: District and Campus Improvement Planning Goals and Objectives

Background Information:

According to BQ (Legal), *“The Board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The Board shall annually **approve district and campus performance objectives** and shall ensure that the District and campus plans: 1) are mutually supportive to accomplish the identified objectives; and 2) at a minimum, support the state goals and objectives under Education Code Chapter 4.”*

Administrative Consideration:

Our district admin team, the District Educational Improvement Committee (DEIC), and campus Site Based Decision Making Committees (SBDMs) reviewed and revised the improvement plans for the purpose of improving student performance for all student groups. A comprehensive needs assessment (CNA) is used to determine areas of strengths and needs by reviewing data in multiple areas (reports on student data, surveys, PEIMS discipline reports, etc...). The needs are then reviewed and developed into strategies under district goals that include Parent and Community Involvement; Student Achievement; Curriculum and Instruction; Qualified and Effective Personnel; and School Climate and Disciplined Environment. Plans also include strategies to improve indicators for state accountability. Also included are addendums per campus for funding allocation and personnel (full-time equivalent/FTEs) for State Compensatory Education (SCE - funds for at-risk students), and the DISD Technology Plan. A monitoring column is also included so that the admin team and DEIC/ SBDM can monitor whether strategies are being accomplished. Plans are sent to TEA and to Shared Service Arrangement projects at ESC 20 each year for review.

Budgetary Consideration:

All new programs or staff included in the district or campus plans must be budgeted for and allocated under “Resources Needed” and SCE funds must be accounted for and documented. The plans will be monitored in December and May to ensure implementation of goals and strategies.

Supporting Documents:

District and Campus Improvement Planning Goals and Objectives
Texas Education Code Ch. 4

Recommendation:

Adopt the district and campus improvement planning goals and objectives as presented in the plan.

Respectfully Submitted by:

Dr. Todd Grandjean
Superintendent of Schools

DEVINE INDEPENDENT SCHOOL DISTRICT
2024-2025 District Goals and Objectives

Goal 1: PARENT AND COMMUNITY INVOLVEMENT: Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students.

District Objective: The district will increase parent and community involvement by including parents and the community in decision-making at the campus and district levels.

District Objective: The district will increase parent and community involvement by providing resources to aid families in assisting their students with/ reinforcing instruction.

Goal 2: STUDENT ACHIEVEMENT: All students will be encouraged to meet their full educational potential.

District Objective: mClass, benchmark tests, iReady, TELPAS, SAT, ACT, and STAAR/EOC passing percentages for all student groups will meet or exceed the local, state's and/or region's passing percentages.

District Objective: The district will meet or exceed the state and/or region's percentage of students taking the SAT/ACT.

District Objective: The district will strive to increase the percentage of students who attain scores on the STAAR equivalent to passing scores on the TSI to meet or exceed the state average.

District Objective: The District will exceed the state drop-out and completion rate based on TAPR indicators for all student groups.

District Objective: The District will consistently obtain 96% of students in average daily attendance.

District Objective: The district will leverage the use of technology in meaningful ways within instructional settings.

District Objective: The district will provide meaningful, real-world connected learning opportunities for students by offering robust well-rounded programming.

Goal 3: CURRICULUM AND INSTRUCTION: A well-balanced and appropriate curriculum will be provided to all students.

District Objective: The district will provide a well-balanced curriculum as defined in TEC. (The foundation curriculum includes English Language Arts, Mathematics, Science, and Social Studies; and the enrichment curriculum includes, to the extent possible: Languages Other Than English, Health, Physical Education, Fine Arts, Economics, Career and Technology Education, and Technology Applications.)

District Objective: Technology will be implemented and leveraged to increase the effectiveness of student learning, instructional management, staff development, and administration.

Goal 4: Qualified and Effective Personnel: Highly qualified effective personnel will be recruited, developed, and retained.

District Objective: The district will ensure the recruitment, development, retention, and support of an exceptional highly qualified staff to optimize student engagement and achievement.

District Objective: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

District Objective: The district will aggressively improve opportunities for staff development within the district and will continue to utilize a trainer-of-trainers model in staff development.

District Objective: The district will make continuous progress toward meeting the measurable achievement objectives for teacher quality under ESSA.

District Objective: Provide staff development that meets state requirements for training in gifted and talented education, technology, ESL, conflict resolution, discipline strategies, and behavioral supports.

Goal 5: SCHOOL CLIMATE AND DISCIPLINED ENVIRONMENT: The district's campuses will maintain a safe and disciplined environment conducive to student learning and to positive perception in the community.

District Objective: Establish positive rapport among staff, parents, and the community.

District Objective: Involve all stakeholders including staff, students, parents, and community members in improving district achievement, safety, and facilities.

District Objective: School campuses will maintain a safe, healthy, and disciplined environment conducive to student learning.

Devine High School 2024-2025 Goals and Objectives

District Goal #1: PARENT AND COMMUNITY INVOLVEMENT

Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students.

Campus Objective 1:1: *Community and parental involvement with the campus will be increased.*

Measurement: Documentation will indicate that parents and the community were encouraged to become partners in the improvement of the campus.

Campus Goal: Partnership programs with community organizations will be maintained or increased. Includes parents and community in decision-making.

District Goal #2: STUDENT ACHIEVEMENT

All students will be encouraged to meet their full educational potential.

Campus Objective 2:1 *STAAR End-of-Course Exams (EOCs) will increase to outperform the State average passing standards.*

Measurement: The percentage of all students and subpopulations enrolled in the district will increase or be maintained in accordance with campus-established goals.

Campus Goal: The percent of students and subpopulations scoring “approaches,” “meets,” or “masters” on the STAAR tests will exceed the Texas state average.

Campus Objective 2:2 *The achievement gap among student populations on the STAAR EOCs will be reduced by 10% each year.*

Measurement: The percentage of student groups meeting minimum expectations will increase or be maintained in accordance with campus-established goals.

Campus Goals:

- The percent of Hispanic students passing STAAR EOC tests will meet or exceed the Texas state average for approaches, meets, and masters.
- The percent of economically disadvantaged and at-risk students passing the STAAR EOC tests will meet or exceed the Texas state average for approaches, meets, and masters.
- The percentage of Special Education students passing the STAAR EOC tests will meet or exceed the Texas state average for approaches, meets, and masters.

Campus Objective 2:3 *Eighty-Five percent (85%) of students will meet the passing standards on a six weeks basis.*

Measurement: Instructional strategies and data will indicate that 85% of students will meet the passing standards.

Campus Goals:

- The percentage rate of students failing one or more courses each six weeks will not exceed 15%.
- The annual percentage rate of students failing one or more courses will not exceed 15%.

Campus Objective 2:4 *Student attendance rates will increase.*

Measurement: The campus attendance rate will increase or be maintained annually until the standard of 97% is attained or exceeded.

Campus Goal: Student absences will not exceed 9 per semester.

Campus Objective 2:5 *Technology will be integrated throughout instruction to increase the competencies of students and faculty in the use of computer skills and the internet.*

Measurement: Data will indicate that student achievement was impacted by the use of technology in classroom instruction.

Campus Goal: Enhance the effectiveness of classroom instruction through technology.

Campus Objective 2:6 *The annual drop-out rate will decrease in order to meet or exceed state and federal standards.*

Measurement: The number of students who drop out of school will decrease annually in accordance with campus-established goals

Campus Goal: The campus dropout rate as determined by TAPR data will be maintained or decrease from the State rate of 2.1%

Campus Objective 2:7 *The percent of students annually attaining graduation requirements will continue to remain at or above the state-required level.*

Measurement: The graduation rate will be maintained in accordance with campus-established goals.

Campus Goal: The percentage of students attaining graduation requirements will remain at or above the state-required level.

Measurement: Performance on the SAT, ACT, and TSI will increase in both verbal and mathematics sub-tests, with an increase in the number of students tested in accordance with campus-established goals.

Campus Goal: Students taking College Admissions Tests will increase in number and in scores to close the gap between this campus and the Comparable Campus Group, as established by the State.

Campus Objective 2:8 *Focus budgetary allocations on instruction.*

Measurement: Instructional funds should increase in proportion to district-wide ADA.

Campus Goal: Students and staff will maintain sound conservation and safety practices. State-allocated campus incentive monetary awards should be accountable and targeted solely for instruction. Encumber and spend all district budgeted funds directed towards instruction prior to the district deadline.

District Goal #3: CURRICULUM AND INSTRUCTION

A well-balanced and appropriate curriculum will be provided to all students.

Campus Objective 3:1 *TEKS Resources will be the guaranteed and viable curriculum for all students focusing on the alignment of standards, learning objectives, activities, and assessments through backward design with increased rigor.*

Measurement: Evidence of increased academic austerity, through the backward design of lesson plans, will be exhibited by the alignment of TEKS Resources with rigorous learning objectives, activities, and assessments.

Campus Goal: All teachers will incorporate academic rigor in all subject areas so that all students realize their learning potential and become prepared for productive lives.

Campus Objective 3:2 *Increase the percentage of students enrolled in advanced courses.*

Measurement: The percentage of students enrolled in advanced courses will be maintained annually in accordance with campus-established goals.

Campus Goal: The percentage of students enrolled in advanced courses will increase.

Campus Objective 3:3 *The percentage of students graduating with a distinguished achievement and a performance acknowledgment seal will increase by 10% per year.*

Measurement: The percentage of students graduating under the distinguished seal with a performance acknowledgment will be maintained in accordance with campus-established goals.

Campus Goal: The percentage of students graduating on the recommended program will increase each year.

District Goal #4: QUALIFIED AND EFFECTIVE PERSONNEL

Highly-qualified effective personnel will be recruited, developed, and retained.

Campus Objective 4:1 *Staff development programs will be implemented on this campus. An attitude of high expectations and performance will be developed among staff. Staff shortages in critical areas will decline through a recruiting program to select and retain quality teachers.*

Measurement:

- Documentation will indicate that staff development was provided for all teachers.
- Documentation will indicate that staff shortages have been reduced.

Campus Goal: At least 50 percent of faculty meeting time will be devoted to instruction-related topics. Technology will be used to increase the efficiency of instructional management and administration. Mentors will be provided for first and second-year teachers.

Campus Objective 4:2 *Data Disaggregation and research will inform instructional as well as administrative practices to improve student performance.*

Measurement:

- Data will indicate that student performance was, positively, impacted by the research that is inherent with data disaggregation, informing classroom instruction.
- Documentation will indicate that instructional and administrative practices were informed by data disaggregation.

Campus Goal: Enhance classroom instruction through informed research.

District Goal #5: SCHOOL CLIMATE: SAFE AND DISCIPLINED ENVIRONMENT

The district's campuses will maintain a safe and disciplined environment conducive to student learning with a positive perception in the community.

Campus Objective 5 *A campus decorum promoting only the highest of expectations for student academic achievement, dignity, dress, respect for others, including property, self-respect, and self-discipline shall become the standard.*

Measurement:

- School vandalism will remain low, safety will be promoted, and drugs and weapons will continue to be reduced as evidenced by department records in accordance with district-established goals.
- The number of campus removals, suspensions, and expulsions will decrease or be maintained annually in accordance with district-established goals.
- The low accident rate will continue.
- Student performance scores and behavior will improve as a result of campus planning, coordination, and implementation of innovative instructional strategies.

Campus Goal: Involve district staff, principals, teachers, campus staff, students, parents, and community representatives in improving student achievement through shared decision-making.

Devine Middle School 2024-2025 Campus Goals and Objectives

Goal1: Parent and community involvement: parents and community members will be informed, invested, and involved in supporting the community to maintain high expectations and high achievement for all students.

Objective 1: Utilize a variety of methods to keep parents and/or the community well-informed of campus activities and student learning outcomes

Objective 2: Maintain existing community/school partnerships and seek to establish new partnerships in support of successful school programs

Objective 3: Involve parents and community members in campus committees and provide opportunities for their input and feedback on school programs

Objective 4: Provide opportunities and support for students to participate in extracurricular activities as well as community-wide and world-wide service projects

Goal 2: Student achievement: all students will be encouraged to meet their full educational potential.

Objective 1: Assess student performance and, with intervention, target students in need of additional instruction

Objective 2: Assist teachers in developing effective lesson planning, to ensure vertical alignment of Texas Essential Knowledge and Skills (TEKS), and to ensure instructional modifications are made for all students served in special programs

Objective 3: Improve campus attendance rates and reduce drop-out rates through implementation of the DISD Exemplary Attendance Plan (Adopted April, 2006)

Objective 4: Provide opportunities and resources for students to meet the passing standard in each of their classes each grading period and be promoted to the next grade level

Objective 5: Communicate STAAR performance standards as well as promotion/retention policies to students and parents

Goal 3: Curriculum and instruction: a well-balanced and appropriate curriculum will be provided for all students.

Objective 1: Provide students opportunities to develop their computer literacy and technology application skills through computer-related research and computer-generated products in core areas and elective classes

Objective 2: Provide students opportunities to identify and learn about various career pathways of interest

Objective 3: Inform students of high school courses/programs

Objective 4: Teachers will fully utilize administrative software such as grade book and attendance, maintenance, and technology work orders, and Google Forms

Objective 5: Teachers will use technology in making and submitting lesson plans and curriculum maps

Objective 6: Teachers will utilize technology to assess student performance for the purpose of adjusting curriculum and scope and sequence of instruction to address student needs

Goal 4: Qualified and effective personnel: highly qualified effective personnel will be recruited, developed, and retained.

Objective 1: Provide staff training for and consistent implementation of professional policies

Objective 2: Provide opportunities for staff to develop and improve their teaching skills in their chosen areas of interest as well as those identified as areas of need by T-TESS evaluators

Objective 3: Provide opportunities through which teachers can share with each other their own expertise or information and strategies learned at workshops they have attended

Objective 4: Provide staff development that meets state requirements for training in gifted and talented education, technology, ESL, conflict resolution, and discipline strategies

Goal 5: School climate and disciplined environment: the district's campuses will maintain a safe and disciplined environment conducive to student learning and to positive perception in the community.

Objective 1: Establish and enforce consistent student management and campus safety policies to ensure that students and staff feel safe on campus and at extracurricular events

Objective 2: Inform students and parents of the campus Code of Conduct and consequences for violating the code

Objective 3: Maintain neat and clean campus facilities

Objective 4: Reduce the number of safety-related accidents on campus

Objective 5: Communicate with parents and community to strengthen public confidence in and ensure a positive public perception of our campus and its programs

Objective 6: Recognize and provide incentives for commendable performance of students

Objective 7: Recognize and provide incentives for commendable performance of teachers and for those who perform duties beyond their regular classroom instructional duties

Objective 8: Provide staff with opportunities to interact both professionally and socially to facilitate open communication and sharing of ideas as well as enhance staff morale

Objective 9: Provide programs for students that address student issues, build and strengthen character, and encourage positive interaction among students and staff

Devine Intermediate School

Goals and Objectives 2024-2025

District Goal #1: Parent and Community Involvement: Parents and community members will be informed, invested, and involved in supporting the school community to maintain high expectations and high achievement for all students.

Campus Objective: Through the promotion of parent involvement with communication, active participation and community partnership, we expect growth in family/community participation in the educational setting that will maintain high expectations and high achievement for all students.

Campus Goals:

- Communicate effectively with all parents and encourage their involvement in the school
- Maintain public confidence in our school
- Increase the business community's understanding and involvement in the educational program of the school
- Include parents and community in decision-making
- Engage parent and community involvement
- Provide opportunities to engage parents in learning strategies to support their student
- Increase social media participation and presence, keep an up-to-date website, and deliver a weekly campus bulletin to the community through various communication channels

District Goal #2: Student Achievement: All students are expected to meet their full educational potential.

Campus Objectives:

- **Increase student achievement on the STAAR**
- **Increase the number of students achieving Meets and Masters on the STAAR**
- **Reduce the achievement gap among disaggregated student populations on the STAAR**
- **Increase the achievement of special populations students on the STAAR**
- **Increase the number of students meeting the passing standard each six weeks**

Campus Goals:

- In campus Domain 2, Student Achievement, all student groups (race/ethnicity, special education, ELL, LEP, economically disadvantaged) will achieve a five-percentage point increase in the

percent of tested students meeting or exceeding one year of academic progress in reading and mathematics when compared to school year 2022-2023.

- In campus Domain 3, School Progress, all student groups (race/ethnicity, special education, ELL, LEP, economically disadvantaged) will exceed the state Domain 3 score and show growth over campus performance in school year 2022-2023.
- Close the gap for all third, fourth, and fifth-grade Hispanic, and economically disadvantaged students to less than 5 percentage points as compared to all students that attain Approaches/Meets/Masters Grade Level on the appropriate STAAR test
- 60 percent or more of special education and LEP students will attain Approaches Grade Level or higher on the STAAR tests
- Maintain the percentage of Gifted/Talented students mastering the STAAR at 100%
- Increase the number of students passing for each six weeks to greater than 90%, with an annual promotion rate of 99% or greater.

District Goal #3: Curriculum and Instruction: A well-balanced and appropriate curriculum will be provided to all students.

Campus Objectives:

- **Teachers will improve instructional strategies and implementation of the TEKS Resource System curriculum across the campus to ensure students are interacting with content at high levels of rigor.**
- **Through effective and efficient leadership opportunities and professional development, teachers will improve the use of and integrate technology throughout instruction and management to improve student performance.**
- **Align all assessments with district assessment checklist standards**

Campus Goals:

- 95% of students will demonstrate mastery of the TEKS
- 100% of teachers will align their lessons with TEKS Resource System
- Implement Professional Learning Communities
- Enhance the effectiveness of classroom instruction and student learning through appropriate application of technology
- 100% of unit assessments will be done online through Eduphoria and meet all district assessment checklist requirements

District Goal #4: Qualified and Effective Personnel: Highly qualified effective personnel will be recruited, developed, and retained.

Campus Objectives:

- **Increase the capacity of teachers to facilitate collaboration and implementation of effective Professional Learning Communities which will result in a decrease in teacher attrition and an increase in teacher retention.**
- **Provide the campus' educators and paraprofessionals with the support, tools, and resources to empower them to effectively teach all students**

Campus Goals:

- Notify central office of impending vacancies so that the district will recruit highly qualified and effective teachers
- Provide timely orientation for new staff
- Assign each new teacher an experienced mentor and complete mentor/mentee program to include observations
- Provide quality staff development
- Provide administrative support to all personnel
- Utilize appropriate resources and technologies
- Allow teachers the opportunities for input in the decision-making process involving testing and materials
- Reach 100% certification for our DOI teachers

District Goal #5: School Climate: Disciplined Environment: The district's campuses will maintain a safe and disciplined environment conducive to student learning and to positive perception in the community.

Campus Objective: Through the implementation of an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will maintain a safe and disciplined environment conducive to student learning and a positive perception in the community.

Campus Goals:

- Complete door audit weekly with a 100% pass rate
- Complete all required monthly drills
- Implement a share school vision and school motto to guide our school culture through
- Build a positive school climate for students by promoting professional relations between students and all campus staff.
- Build a positive school climate and teamwork among faculty and staff
- Involve district staff, campus staff, parents and community representatives in improving student achievement and discipline through shared decision-making

Goals and Objectives for John J. Ciavarra Elementary School 2024-2025

District Goal #1: PARENT AND COMMUNITY INVOLVEMENT

Parents and the community will be informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Campus Objective: *To increase community and parental involvement*

Campus Goals:

- To systematically communicate with parents and encourage their involvement with the school
- To strengthen public confidence in our school
- To increase the business community's understanding and involvement in the educational program of the school
- To include parents and community in decision-making
- To have communication and plan available in Spanish

District Goal #2: STUDENT ACHIEVEMENT

Students will meet the state standards and will be encouraged to meet their educational potential.

Campus Objectives:

- *To increase student achievement on the STAAR and MCLASS*
- *To maintain high academic expectations of students*
- *To reduce the achievement gap among disaggregated student populations on MCLASS*
- *To increase the achievement of special populations students on MCLASS*

Campus Goals:

- To provide the academic foundation that enables:
 - Kinder Goal= 75% or more of students will be developed on composite score for mClass, 85% or more will show growth on EOY iReady.
 - First Grade Goal= 75%+ of students will be developed on Composite Score for mClass-reading, 85% or more of students will show growth in math on EOY iReady.
 - Second Grade Goal= 80% or more of 2nd graders will demonstrate growth in EOY iReady Reading, 80% or more of 2nd graders will demonstrate growth in EOY iReady Math.

District Goal #3: CURRICULUM AND INSTRUCTION

A well-balanced and appropriate curriculum will be provided to all students.

Campus Objective:

- 1. To provide a well-balanced and appropriate curriculum to meet the needs of the campus community CSF 1, 2*
- 2. To integrate Professional Learning Communities (PLC's) in grades K-2 to improve student achievement*

Campus Goals:

- To teach the appropriate essential knowledge and skills at each grade level with TEKS Resource System

- To use multiple sources of student data to drive instruction and intervention
- To enhance the effectiveness of classroom instruction and student learning through appropriate use of 5 components of quality instruction
- To build, revise, and review assessments and work with backwards planning of instruction and lessons in grades 1 & 2

District Goal #4: QUALIFIED AND EFFECTIVE PERSONNEL

Highly-qualified effective personnel will be recruited, developed, and retained.

Campus Objective: *To recruit and retain highly effective staff*

Campus Goals:

- To notify Central Office of impending vacancies so that the district will recruit qualified and effective teachers
- To provide timely orientation for new staff
- To assign each new teacher an experienced mentor
- To provide administrative support to all personnel

District Goal #5: SCHOOL CLIMATE: SAFE AND DISCIPLINED ENVIRONMENT

The district's campuses will maintain a safe and disciplined environment conducive to student learning with a positive perception in the community.

Campus Objective: *To maintain high expectations of students and provide a safe and nurturing environment, conducive to learning*

Campus Goals:

- To build a positive school climate and teamwork among faculty, staff, and parents
- Involve district staff, campus staff, parents, and community representatives in improving student achievement through shared decision-making
- To build a safe campus by conducting weekly gate and door checks and log any discrepancies



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 18, 2024

Agenda Item: Devine ISD District Stipend Schedule for the 2024-2025 School Year.

Background Information:

DEA (Local) states *“The Superintendent shall recommend an annual compensation plan for all District employees. The compensation plan may include wage and salary structures, stipends, benefits, and incentives. The recommended plan shall support District goals for hiring and retaining highly qualified employees. The Board shall review and approve the compensation plan to be used by the District.”*

Administrative Consideration:

Add Safety and Security Coordinator Stipend \$8,000

Budgetary Consideration:

Supporting Documents:

Recommendation:

Approve revised stipend schedule for 2024-2025

Respectfully Submitted by:


Todd Grandjean
Superintendent of Schools



Devine Independent School District Board of Trustees Agenda Document

Meeting Date: November 18, 2024

Agenda Item: Designate Nonbusiness PIA Days

Background Information:

HB 3033, passed during the regular legislative session, amends the Public Information Act (PIA) by limiting the number of “nonbusiness” days for school districts. This legislation will greatly reduce response times for PIA requests when Districts are closed for business. It will require Board action to designate nonbusiness PIA days and to update district calendars for purposes of responding to PIA requests. The new law takes effect September 1, 2023.

Administrative Consideration:

While there was no change to the 10 business-day deadline for a governmental body to respond to a PIA request or to request an Attorney General opinion, there was a significant change as to what constitutes a nonbusiness day for PIA requests. Prior to HB 3033, days when districts were closed (such as holiday breaks) were not counted in the deadline calculations. Now, the statute expressly limits nonbusiness day exclusions to weekend days, national and state holidays, and the Friday or Monday after a holiday which falls on a weekend and is earlier/later observed.

Authority to designate districts’ nonbusiness days is provided solely to the board of trustees. *It is important to note that this change in the calculation of business and nonbusiness days only applies to requests under the Public Information Act and does not apply to any other timeline that includes only District business days.

Budgetary Consideration:

None.

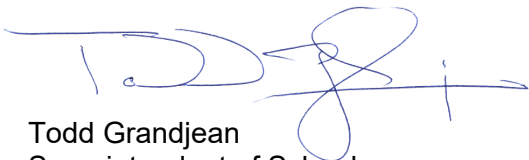
Supporting Documents:

Email from Walsh Gallegos
HB 3033

Recommendation:

Set nonbusiness PIA days as follows: January 2, 2025; March 12, 2025; March 13, 2025; March 14, 2025; November 24, 2025; November 25, 2025; November 26, 2026; December 22, 2025; December 26, 2025; December 31, 2025.

Respectfully Submitted by:



Todd Grandjean
Superintendent of Schools



Geri Woods <geri.woods@devineisd.org>

Fwd: HB 3033 Crucial NEW Deadlines for Responding to PIA Requests

1 message

Todd Grandjean <todd.grandjean@devineisd.org>

Fri, Jul 21, 2023 at 8:24 AM

To: Geri Woods <geri.woods@devineisd.org>, Dawn Schneider <dawn.schneider@devineisd.org>, Shannon Ramirez <shannon.ramirez@devineisd.org>, abigail beadle <abigail.beadle@devineisd.org>

----- Forwarded message -----

From: **Walsh Gallegos** <info@wabsa.com>

Date: Fri, Jul 21, 2023, 8:01 AM

Subject: HB 3033 Crucial NEW Deadlines for Responding to PIA Requests

To: <todd.grandjean@devineisd.org>

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WALSH GALLEGOS
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NEWS ALERT!

HB 3033 Crucial NEW Deadlines for Responding to PIA Requests

HB 3033, passed during the regular legislative session, amends the Public Information Act (PIA) by limiting the number of “nonbusiness” days for school districts. This legislation will greatly reduce response times for PIA requests when Districts are closed for business. It will require Board action to designate nonbusiness PIA days and to update district calendars for purposes of responding to PIA requests. The new law takes effect September 1, 2023.

While there was no change to the 10 business-day deadline for a governmental body to respond to a PIA request or to request an Attorney General opinion, there was a significant change as to what constitutes a nonbusiness day for PIA requests. Prior to HB 3033, days when districts were closed (such as holiday breaks) were not counted in the deadline calculations. Now, the statute expressly limits nonbusiness day exclusions to weekend days, national and state holidays, and the Friday or Monday after a holiday which falls on a weekend and is earlier/later observed.

SIGNIFICANT CHANGE - The PIA now specifically states that in addition to the weekends and holidays listed above, nonbusiness PIA days may be designated when District administrative offices are closed or operating with minimal staffing. However, school districts may designate **no more than TEN nonbusiness days** within each **calendar** year for purposes of the PIA. Authority to designate districts' nonbusiness days is provided solely to the board of trustees. **It is important to note that this change in the calculation of business and nonbusiness days only applies to requests under the Public Information Act and does not apply to any other timeline that includes only District business days.*

For PIA requests, however, this means you will not be able to delay responses to requests for public information for all the days of your holiday and Spring/Summer breaks when your administrative offices are closed. Your Board will be able to designate no more than 10 nonbusiness PIA days for inclusion in deadlines for responding to PIAs or to request an Attorney General opinion.

PIA requests will now require acute awareness in counting days for mandated response times, including where nonbusiness days are designated in the calendar year. No longer may districts rely solely on their school closure calendars to anchor PIA request response procedures and deadlines.

District procedural updates may consider:

- Board action to designate nonbusiness PIA days for each calendar year limited only to PIA requests.
- The impact on PIA requests during holiday breaks—specifically Winter and Spring breaks.
- Adopting the Attorney General's form and posting on the District website to allow for more uniform responses, if the District has not already done so.

Walsh Gallegos attorneys can assist in ~~57~~ reviewing your procedures and walking you through these new requirements to ensure compliance with this new legislation. We

recommend Board action be taken during an August meeting to designate the ten nonbusiness PIA days and amend your policy to reflect what those days are.

Contact Walsh Gallegos attorneys toll free at the numbers listed below:

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- Austin Office - 800.252.3405**
- Houston Office - 888.565.6864**
- Irving Office - 800.231.4207**
- Rio Grande Valley Office - 866.770.6864**
- San Antonio Office - 800.232.9169**
- Albuquerque Office - 800.771.6864**

This email update was prepared by Walsh Gallegos attorneys [Elizabeth Neally](#) and [Shellie Hoffman Crow](#) and is provided as a benefit to our clients. The information in this email was created by Walsh Gallegos Treviño Kyle & Robinson P.C. It is intended to be used for general information only and is not to be considered specific legal advice. If specific legal advice is sought, consult an attorney.



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AN ACT

relating to the public information law.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Subchapter A, Chapter 552, Government Code, is amended by adding Section 552.0031 to read as follows:

Sec. 552.0031. BUSINESS DAYS. (a) Except as provided by this section, in this chapter "business day" means a day other than:

- (1) a Saturday or Sunday;
- (2) a national holiday under Section 662.003(a); or
- (3) a state holiday under Section 662.003(b).

(b) The fact that an employee works from an alternative work site does not affect whether a day is considered a business day under this chapter.

(c) An optional holiday under Section 662.003(c) is not a business day of a governmental body if the officer for public information of the governmental body observes the optional holiday.

(d) A holiday established by the governing body of an institution of higher education under Section 662.011(a) is not a business day of the institution of higher education.

(e) The Friday before or Monday after a holiday described by Subsection (a)(2) or (3) is not a business day of a governmental body if the holiday occurs on a Saturday or Sunday and the governmental body observes the holiday on that Friday or Monday.

(f) Subject to the requirements of this subsection, a governmental body may designate a day on which the governmental body's administrative offices are closed or operating with minimum staffing as a nonbusiness day. The designation of a nonbusiness day for an independent school district must be made by the board of trustees. The designation of a nonbusiness day for a governmental body other than an independent school district must be made by the executive director or other chief administrative officer. A governmental body may designate not more than 10 nonbusiness days under this subsection each calendar year.