

# Notice of Regular Meeting

## The Board of Trustees Devine ISD

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A Regular Meeting of the Board of Trustees of Devine ISD will be held June 16, 2025, beginning at 6:30 PM in the Administration Building, 605 W Hondo Ave., 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.

<b>1. Call to Order, Roll Call and Declaration of Quorum</b>	
<b>2. Pledge of Allegiance and Invocation</b>	
<b>3. Citizen Communication</b>	
A. Public Comment for Non-Agenda Items	
B. Public Address for Items on the Agenda	
<b>4. Employee Recognition</b>	
<b>5. Public Meeting to Discuss the 2025-2026 Budget and Proposed Tax Rate</b>	<b>4</b>
A. Public Comments	
<b>6. Adopt Devine ISD 2025 - 2026 Budget</b>	<b>21</b>
<b>7. Adopt Devine ISD 2024 - 2025 Final Amended Budget</b>	<b>23</b>
<b>8. Legislative Update Report</b>	
<b>9. Administrative Reports and Discussion</b>	
A. Central Office Reports	
1. Superintendent's Reports, Todd Grandjean	
a. Monthly Report on Personnel, Safety, and Board Priorities: 1. Increase student success and continue a tradition of student achievement 2. Continue successful partnerships with the community, teachers and parents to support our schools and achieve student success 3. Align facilities and technology improvements with needs and career opportunities 4. Maintain Highly Qualified teachers and retain staff 5. Increase trade career opportunities and continue to develop enhanced technology resources for all students	
b. 2023 Bond Projects Update	
c. Monthly Activity Calendar	
d. District Event Calendar	
2. Director of HR/Info Mgmt Monthly Report, Dawn Schneider	
a. Monthly Report on Testing and Assessment, Counseling, Student Services	
B. Business Office Reports, Chief Financial Officer, Shannon Ramirez	

1. Monthly reports on taxes, cafeteria, investments, cash flow	
2. Payment of Bills	
<b>10. Consent Agenda</b>	
A. Minutes of Board Meeting (s)	25
B. Approve Region 20 Commitments	30
C. Approve Communities in Schools to Provide Mental Health Services	32
D. Approve the Application for Optional Flexible School Day Program	46
E. Approve Donations from Devine Athletic Boosters	62
<b>11. Action Item (s)</b>	
A. Consider and Take Possible Action on 2025-2026 Salary and Stipend Tables	66
B. Consider and Take Possible Action to Adopt the 2025-2026 Compensation Plan	72
C. Consider and take Possible Action to Approve State Waiver for Staff Development	85
D. Consider and take possible action to endorse TASB Board of Director Candidate	87
E. Consider and Take Possible Action Regarding Board Policy FDA (Local) Admissions: Interdistrict Transfers and to set Transfer Student Tuition	103
F. Consider and take possible action to approve policy update 125	116
1. (LEGAL) Policies	
2. (LOCAL) Policies (see list below)	
<b>12. Closed Session</b>	
A. Personnel (TGC 551.074)	
1. Personnel Update	
2. Consider and Discuss Superintendent's Goals & Objectives	
3. Consider and Discuss Hiring Professional Staff	
<b>13. Reconvene from Closed Session</b>	
<b>14. Action Items Discussed in Closed Session</b>	
A. Consider and Take Possible Action to Hire Professional Staff	
<b>15. Adjournment</b>	

*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 \_\_\_\_\_.

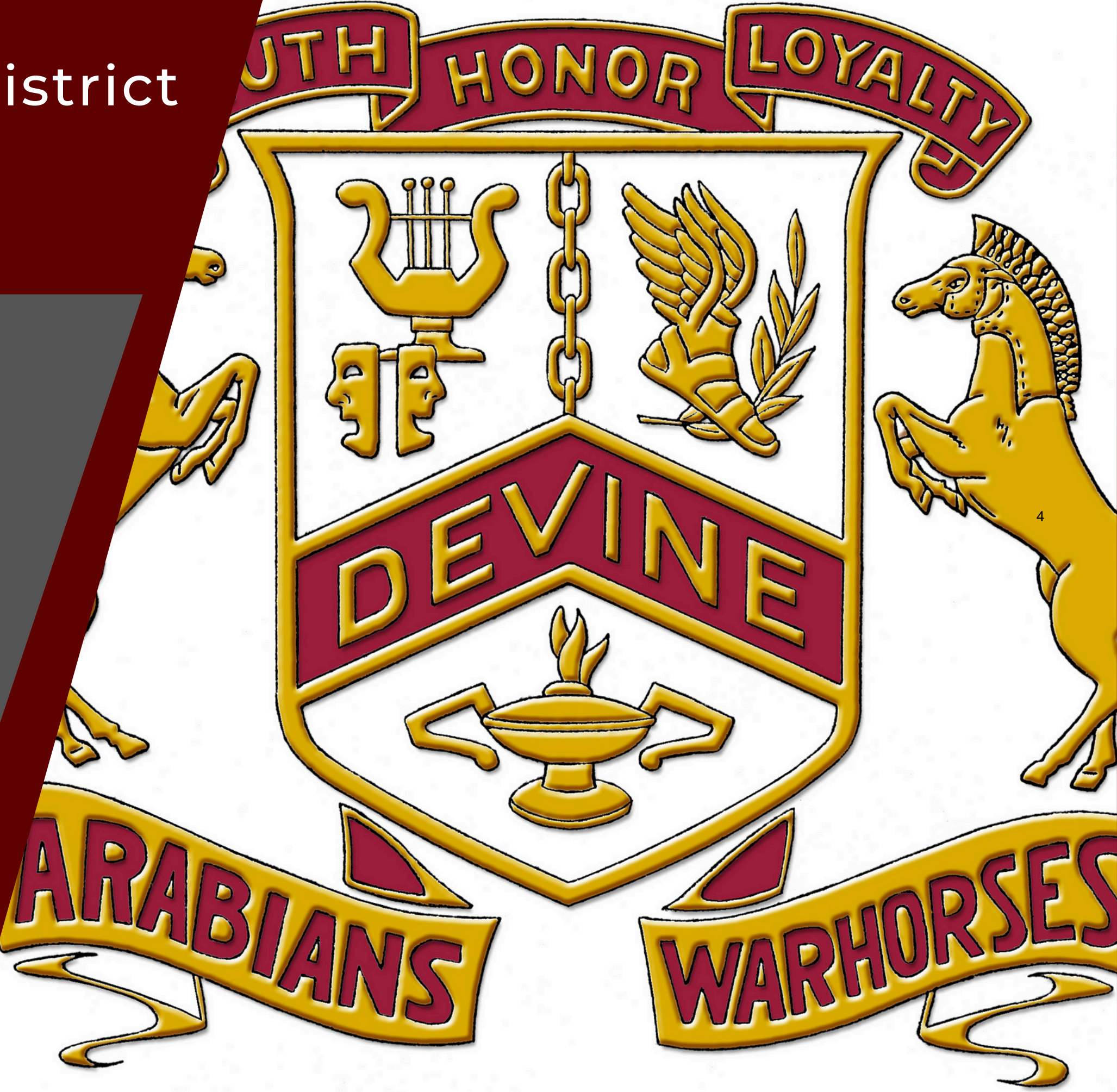
\_\_\_\_\_  
For the Board of Trustees



Devine Independent School District

# 2025-2026 BUDGET ADOPTION

Shannon Ramirez, CFO



# Tax Rates



Texas Tax Code 26.04(e-5) requires an appendix to budget with the tax rate calculation forms for no-new-revenue tax rate and voter-approval tax rate. The budget will be amended in August to append the calculation forms before adopting the tax rate.

## M&O

- 2019 - 2020 \$ 1.0683
- 2020 - 2021 \$ 1.0272
- 2021 - 2022 \$ 0.8790
- 2022 - 2023 \$ 0.8546
- 2023 - 2024 \$ 0.7270 (.05 golden pennies + TRE for .03)
- 2024 - 2025 \$ 0.7115 (.05 golden pennies + TRE for .03)
- **2025 - 2026 \$ 0.7122 (.05 golden pennies + TRE for .03)**

## I&S

- 2019 - 2020 \$ 0.1600
- 2020 - 2021 \$ 0.2000 (cash defeasance)
- 2021 - 2022 \$ 0.2400 (cash defeasance)
- 2022 - 2023 \$ 0.2400 (cash defeasance)
- 2023 - 2024 \$ 0.2400 (cash defeasance)
- 2024 - 2025 \$ 0.2400 (voter approved bond)
- **2025 - 2026 \$ 0.2100 (cover current bond payments)**

# Devine Child Nutrition Department

- Devine ISD will be Self-Operating in 2025-2026.
- Staff is in place to begin July 1.
- We will continue to operate under NSLP (National School Lunch Program).
- We will continue BIC (Breakfast in the Classroom) for Kinder, 1st grade, & 2nd grade.
- Breakfast and lunch rates will be approved once TDA releases calculation tool for upcoming school year.



# District Initiatives

## Employee Retention:

Hybrid Calendar  
TASB Salary Survey  
Match HB2

## Facilities Maintenance and Improvements:

2023 Bond Projects  
Tennis Courts  
Softball Field Upgrades



# Federally Funded Grants

## \$1,730,905

- **HeadStart**

2.5 Teachers

- **IDEA B**

SPED Teachers

SPED Aides

- **Title I**

1 Intermediate Teacher

6 Elementary and Intermediate “Specials” Aides

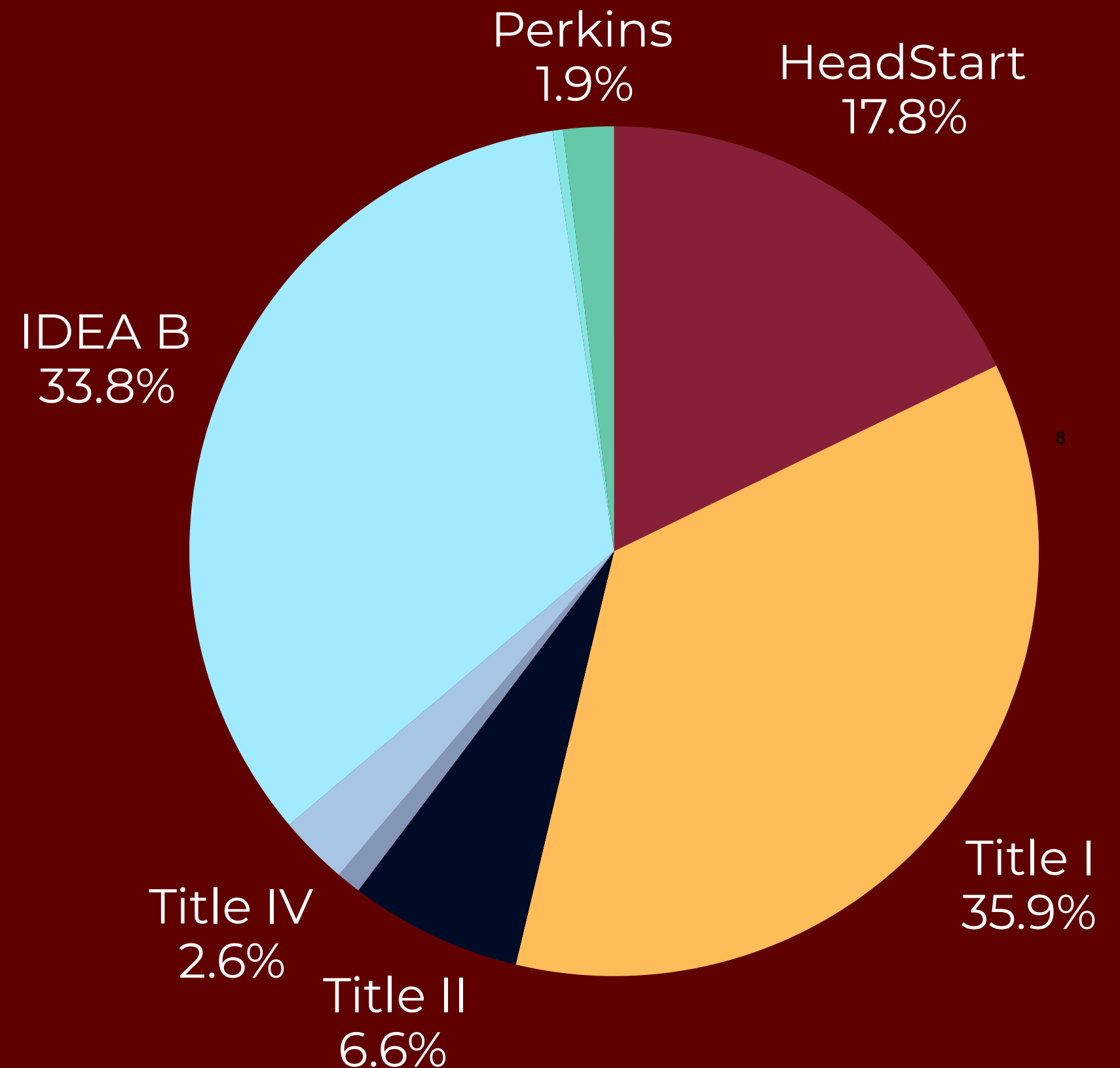
Elementary and Intermediate Instructional Specialists

- **Title II and IV**

1 MS and .5 HS Instructional Specialists

- **Perkins**

CTE Coordinator Stipend



# Payroll Considerations



## Hybrid Calendar

District approved a hybrid calendar with 10 less teaching days in the academic calendar. Staff was told annual salary would stay the same (pending any Board approved annual pay increases) and daily rate would increase and in some cases new stipends created to offset traditional “extra days”.

## TASB Salary Review

TASB reviewed our tables and made recommendations and adjustments. Additional revenue generated by increase in property values funds most of this additional costs. However, SB4 increased homestead exemptions which lowers our tax collections.

## HB2

89th Legislature approved HB2 which includes significant classroom teacher pay increases. Created an allotment in the FSP formula to fund.

# Included In The Budget



## Transportation

SUV  
Technology Van  
Chromebooks

## Additional Positions

MS ELAR Teacher  
HS Nurse Assistant  
PT Cosmetology Teacher

## Positions Changing

LSSP Intern to LSSP  
ARD Facilitator to  
Diagnostician  
PT PK LS Teacher to FT  
2 PT PK LS Aides to FT

## Unfilled Positions

Athletic Director  
AD Secretary  
High School Principal  
MS Assistant Principal  
Elementary Principal  
Elementary Counselor

# Staff Salary Increases



## Teacher Table

\$4,000 or \$8,000 per HB2

GPI 3% of market median salary (\$58,772) per TASB \$1,750-3,150

10 less days with "same pay"

## Administrative/Professional Table

\$4,000 or \$8,000 per HB2 funded locally

GPI 3% of pay grade midpoint per TASB

10 less days with "same pay"

## Clerical/Paraprofessional Table

GPI 4.1% of pay grade midpoint per TASB

10-16 less days with "same pay"

## Auxiliary Table

GPI 4.3% of pay grade midpoint per TASB

Additional adjustments on placement scales (245's did not take 10 less days)

0-10 less days with "same pay"

# Budget Summary



Fund	Revenues	Appropriations	Surplus/Deficit
General Fund	\$ 23,429,191	\$23,429,191	\$0.00
Child Nutrition Fund	\$ 1,050,000	\$ 1,050,000	\$0.00
Debt Service Fund	\$ 1,621,029	\$ 1,423,132	\$ 197,897
<b>Total Surplus/Deficit</b>	<b>\$ 26,100,220</b>	<b>\$ 25,902,323</b>	<b>\$ 197,897</b>

# Projected General Fund Revenue

- **Local Revenue**

Includes:

Tax Collections

Athletic Revenue

Transfer Fees

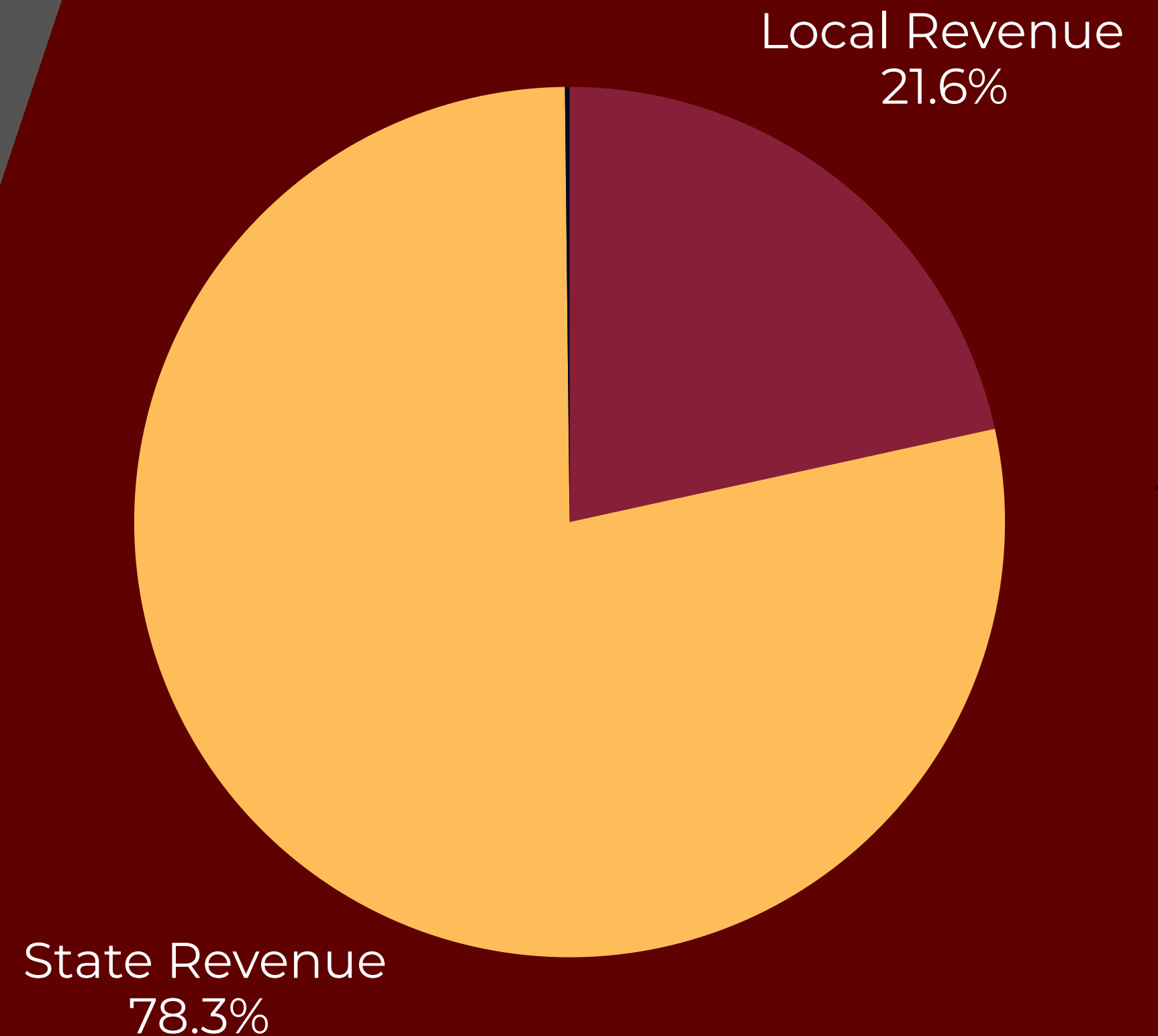
- **State Revenue**

Includes:

FSP (Foundation School Payment)

TRS On Behalf

Bus Reimbursement



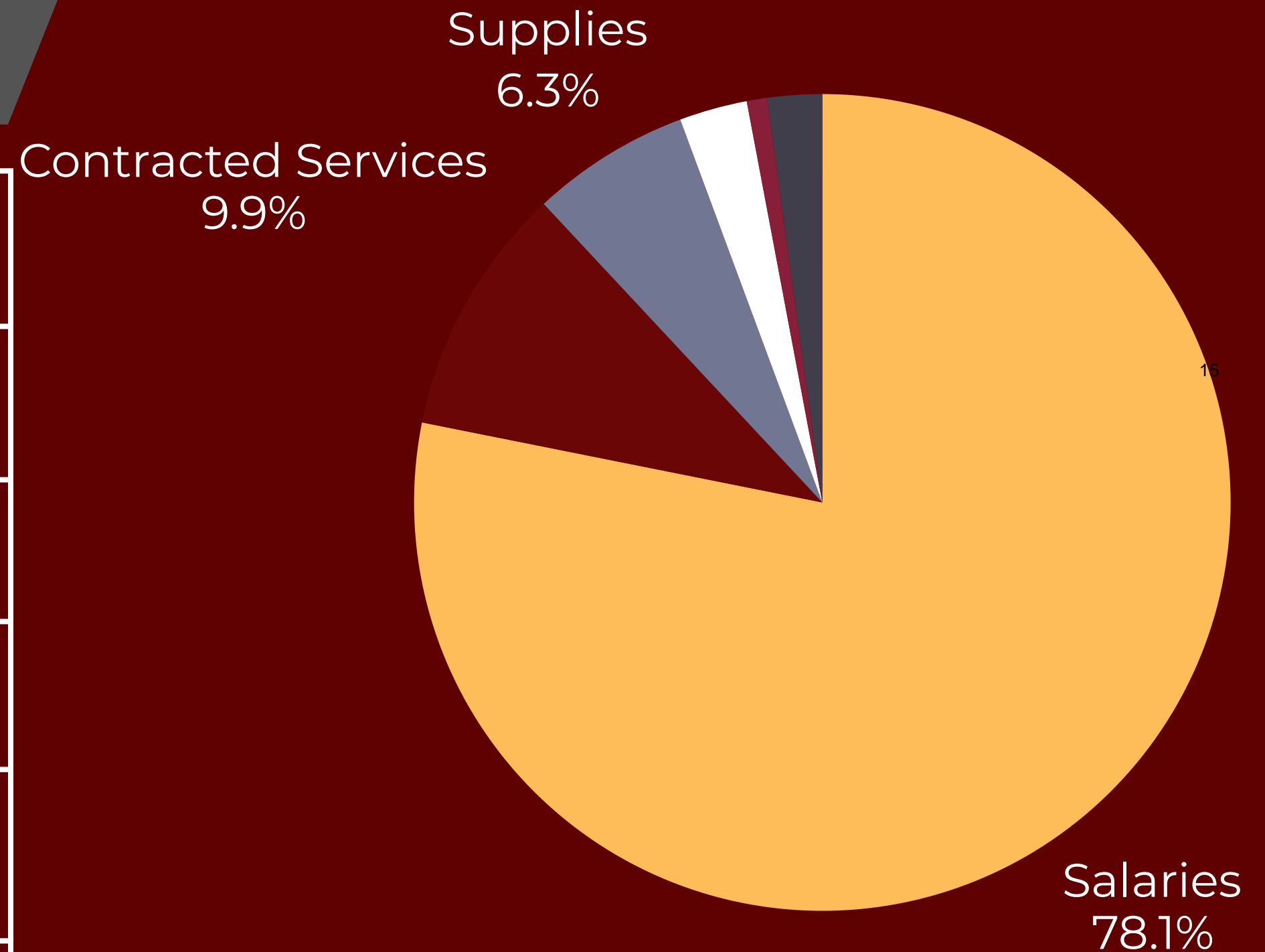
# Budget is Adopted by Function

Any reallocations outside of functions comes to the Board for approval.

Description	2025-2026 Proposed Budget	2024-2025 Approved Budget	CY to PY Variance
Total Revenue	\$ 23,429,191.00	\$ 20,458,949.00	\$ 2,970,242.00
11-Instruction	\$ 12,716,991.00	\$ 11,246,754.00	\$ 1,470,237.00
12-Instruct Media	\$ 244,994.00	\$ 225,917.00	\$ 19,077.00
13-Staff Develop	\$ 375,413.00	\$ 434,034.00	\$ (58,621.00)
21-Instructional Leadership	\$ 230,082.00	\$ 368,215.00	\$ (138,133.00)
23-School Leader.	\$ 1,260,540.00	\$ 1,257,865.00	\$ 2,675.00
31-Counseling	\$ 1,164,763.00	\$ 1,137,446.00	\$ 27,317.00
33-Health Services	\$ 258,592.00	\$ 219,437.00	\$ 39,155.00
34-Transportation	\$ 891,901.00	\$ 552,424.00	\$ 339,477.00
35- Food Services TRS On Behalf			
36-Co-Curricular	\$ 1,309,303.00	\$ 1,226,785.00	\$ 82,518.00
41-Administration	\$ 1,017,957.00	\$ 962,611.00	\$ 55,346.00
51-Physical Plant	\$ 2,751,658.00	\$ 2,732,876.00	\$ 18,782.00
52-Security	\$ 213,564.00	\$ 218,500.00	\$ (4,936.00)
53-Data Processing	\$ 601,667.00	\$ 564,688.00	\$ 36,979.00
61-Community Service	\$ 36,150.00	\$ 30,000.00	\$ 6,150.00
71-Debt Service	\$ 188,116.00	\$ 189,450.00	\$ (1,334.00)
81-Construction	\$ -	\$ 1,398,988.00	\$ (1,398,988.00)
95-Alternative Education	\$ 7,500.00	\$ 7,000.00	\$ 500.00
99-Other Govern.	\$ 160,000.00	\$ 155,000.00	\$ 5,000.00
Total Expenditures	\$ 23,429,191.00	\$ 22,927,990.00	\$ 501,201.00
<b>Surplus/Deficit</b>	<b>\$ -</b>	<b>\$ (2,469,041.00)</b>	<b>\$ 2,469,041.00</b>

# Budget By Object

61XX	Salaries	\$18,307,451
62XX	Contracted Services	\$2,321,249
63XX	Supplies	\$1,474,950
64XX	Dues and Fees, Travel	\$630,425
65XX	Long Term Debt (Not Bonds) and Leasesd	\$188,116
66XX	Equipment	\$507,000



# Child Nutrition Fund



## Self Operating

BIC

NSLP

Catering

Goal: Break Even

Purpose: No child is hungry

Revenue	\$1,050,000
Expenses	\$1,050,000
Net	\$0.00

# Debt Service Fund



## Bond Projects

High School Offices

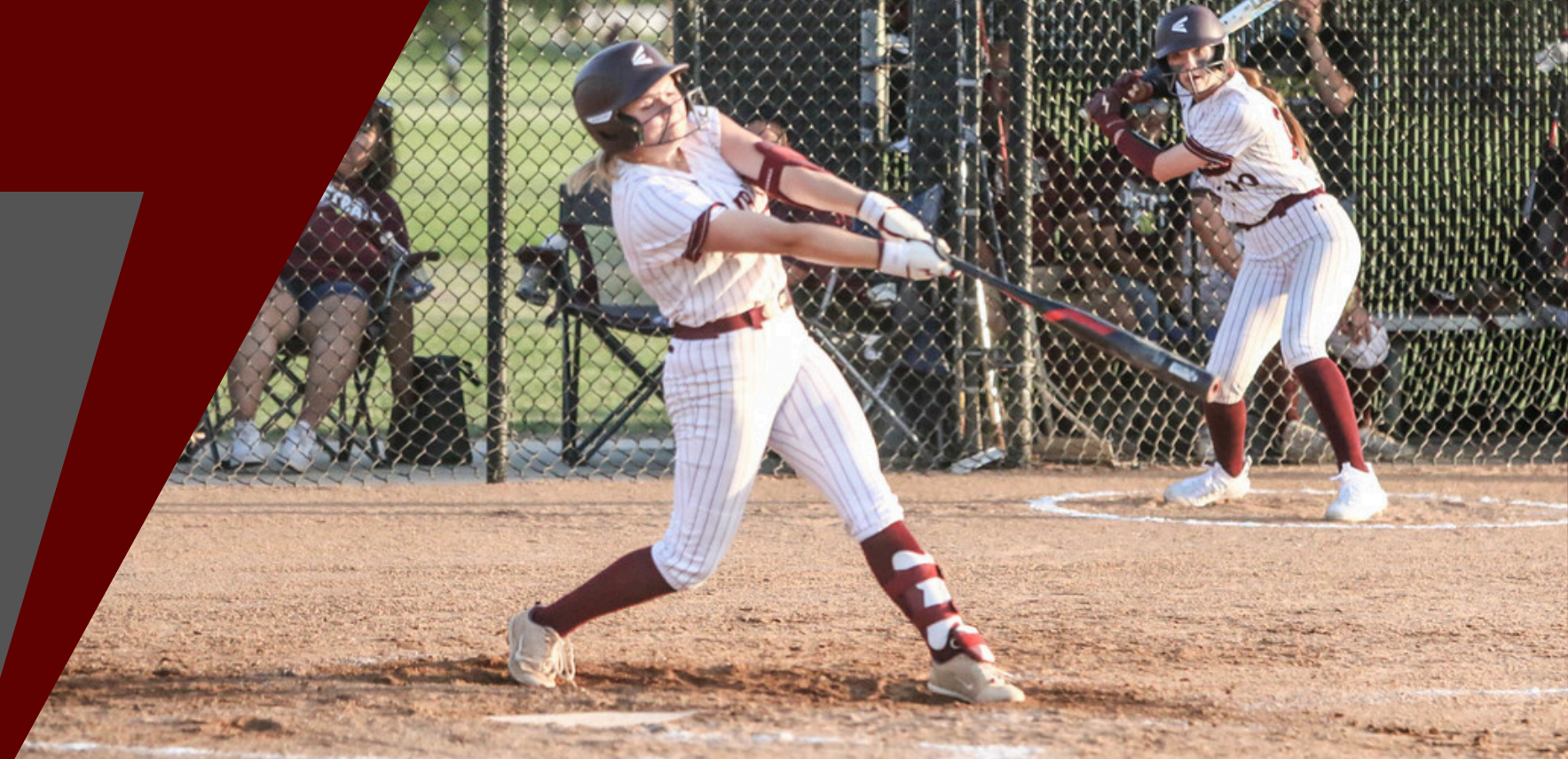
Middle School Locker Room Addition

Intermediate School Vestibule

Elementary School Offices

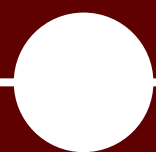
Revenue	\$1,621,029
Expenses	\$1,423,132
Net	\$197,879

# Capital Projects Out of Fund Balance



Additional bond

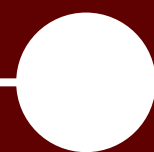
Projects



\$2,500,000

Tennis

Courts

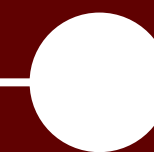


\$1,190,432

4-8 additional courts

Softball Field

Upgrades



\$450,568

Renovate:  
Dug outs  
Back Stop  
Outfield fencing

## 5-Year Financial Outlook as of 6.11.2025

	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028
<i>Bond Packages (Approved, Proposed, Potential)</i>		Bond 2023	Bond 2023	Bond 2023	Bond 2023 & Bond 2026	Bond 2023 & Bond 2026
General Fund (199)						
Revenue Assumptions						
	2022-2023 Ending Fund Balance	2023-2024 Ending Fund Balance	2024-2025 Projected Fund Balance	2025-2026 Projected Fund Balance	2026-2027 Projected Fund Balance	2027-2028 Projected Fund Balance
Forecasted Adopted Budget		\$ (171,468)	\$ (2,469,041)	\$ -	\$ -	\$ -
Forecasted Capital Project Expenditures	\$ -	\$ (911,789)	\$ (1,600,258)	\$ (4,141,000)	\$ -	\$ -
End of Fiscal Year	\$ 2,800,541	\$ 1,572,552	\$ (2,924,797)	\$ -	\$ -	\$ -
<b>End of year Fund Balance</b>	<b>\$ 13,968,331</b>	<b>\$ 15,540,883</b>	<b>\$ 12,616,086</b>	<b>\$ 8,475,086</b>	<b>\$ 8,475,086</b>	<b>\$ 8,475,086</b>
<b>FIRST 75 Days Requirement/3 Months Operating</b>	<b>\$ 5,700,000</b>	<b>\$ 5,800,000</b>	<b>\$ 5,900,000</b>	<b>\$ 6,500,000</b>	<b>\$ 6,600,000</b>	<b>\$ 6,700,000</b>
<b>Remaining Fund Balance after Required</b>	<b>\$ 8,268,331</b>	<b>\$ 9,740,883</b>	<b>\$ 6,716,086</b>	<b>\$ 1,975,086</b>	<b>\$ 1,875,086</b>	<b>\$ 1,775,086</b>
Forecasted Expenditures						
BUSES		\$ 353,130	\$ 301,270	\$ -		
HIGH SCHOOL STAIRS		\$ 195,529	\$ (100,000)			
2024 HeadStart Building		\$ 279,631	\$ 576,886			\$ -
Track Runway Repairs		\$ 62,299				
Track Resurfacing		\$ 21,200	\$ 822,102			
Softball Field Upgrades			\$ -	\$ 450,568		
Tennis Courts				\$ 1,190,432		
Weight Room Updates (turf, bench mats)						
Additional Bond Projects				\$ 2,500,000		
<b>TOTAL FORECASTED EXPENDITURES</b>	<b>\$ -</b>	<b>\$ 911,789</b>	<b>\$ 1,600,258</b>	<b>\$ 4,141,000</b>	<b>\$ -</b>	<b>\$ -</b>

Devine ISD Business Office

# Questions



+830-851-0795



[shannon.ramirez@devineisd.org](mailto:shannon.ramirez@devineisd.org)



[www.devineisd.org](http://www.devineisd.org)





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## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: June 16, 2025

Agenda Item: 2025-2026 Budget

Background Information:

The Texas Education Agency mandates that every school in the State of Texas must be prepared by June 19 if the district uses a July 1 fiscal year start date.

Administrative Consideration:

CE(Local and Legal)

Financial Accountability System Resource Guide

Budgetary Consideration:

The proposed budget adoption includes districtwide staff salary increases using current as understood and advised.

Supporting Documents:

Attached is a copy the proposed 2025-2026 budget.

Recommendation:

Adopt 2025-2026 Budget

Respectfully Submitted by:

Shannon Ramirez  
Director of Finance

Approved by:

Todd Grandjean  
Superintendent of Schools

**DEVINE INDEPENDENT SCHOOL DISTRICT COMBINED  
PROPOSED OFFICIAL BUDGET FOR FISCAL YEAR  
2025-2026**

	199 General Funds	240 Child Nutrition Fund	599 Debt Service Fund	98 Memorandum Totals
<b>Estimated Revenues</b>				
5700 - Local Intermediate	\$ 5,051,780	\$ 260,000	\$ 1,407,526	\$ 6,719,306
5800 - State Program Revenues	\$ 18,337,411	\$ 10,000	\$ 213,503	\$ 18,560,914
5900 - Federal Program Revenues	\$ 40,000	\$ 780,000	\$ -	\$ 820,000
<b>Total Revenues</b>	<b>\$ 23,429,191</b>	<b>\$ 1,050,000</b>	<b>\$ 1,621,029</b>	<b>\$ 26,100,220</b>
<b>Appropriations</b>				
11 - Instruction	\$ 12,716,991	\$ -	\$ -	\$ 12,716,991
12 - Library & Media	\$ 244,994	\$ -	\$ -	\$ 244,994
13 - Curriculum	\$ 375,413	\$ -	\$ -	\$ 375,413
21 - Instructional Leadership	\$ 230,082	\$ -	\$ -	\$ 230,082
23 - School Leadership	\$ 1,260,540	\$ -	\$ -	\$ 1,260,540
31 - Guidance/Counseling	\$ 1,164,763	\$ -	\$ -	\$ 1,164,763
32 - Social Work	\$ -	\$ -	\$ -	\$ -
33 - Health	\$ 258,592	\$ -	\$ -	\$ 258,592
34 - Transportation	\$ 891,901	\$ -	\$ -	\$ 891,901
35 - Food Services	\$ -	\$ 1,050,000	\$ -	\$ 1,050,000
36 - Cocurricular/Extracurricular	\$ 1,309,303	\$ -	\$ -	\$ 1,309,303
41 - General Administration	\$ 1,017,957	\$ -	\$ -	\$ 1,017,957
51 - Maintenance	\$ 2,751,658	\$ -	\$ -	\$ 2,751,658
52 - Security	\$ 213,564	\$ -	\$ -	\$ 213,564
53 - Data Processing	\$ 601,667	\$ -	\$ -	\$ 601,667
61 - Community Services	\$ 36,150	\$ -	\$ -	\$ 36,150
71 - Debt Service	\$ 188,116	\$ -	\$ 1,423,132	\$ 1,611,248
81 - Construction	\$ -	\$ -	\$ -	\$ -
95 - JJAEP	\$ 7,500	\$ -	\$ -	\$ 7,500
99 - Other Governmental	\$ 160,000	\$ -	\$ -	\$ 160,000
<b>6000 - Total Expenditures</b>	<b>\$ 23,429,191</b>	<b>\$ 1,050,000</b>	<b>\$ 1,423,132</b>	<b>\$ 25,902,323</b>
<b>1100 Net (Revenues - Expenditures)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 197,897</b>	<b>\$ 197,897</b>
<b>Other Sources &amp; Uses</b>				
7060 - Other Sources (+)	\$ -	\$ -	\$ -	\$ -
8060 - Other Uses (-)	\$ -	\$ -	\$ -	\$ -
<b>7000 - Total Other Sources/Uses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>1200 Excess/Deficiency of Revenues and Other Sources Over Expenditures and Other Uses</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>3600 - Estimate Beginning Fund Balance - July 1, 2025</b>				
<b>Adjustments to Fund Balance</b>	<b>\$ 12,616,086</b>	<b>\$ 606,928</b>	<b>\$ 1,649,228</b>	<b>\$ 14,872,242</b>
<b>3000 - Estimate Ending Fund Balance - June 30, 2026</b>	<b>\$ 12,616,086</b>	<b>\$ 606,928</b>	<b>\$ 1,847,125</b>	<b>\$ 15,070,139</b>



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## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: June 16, 2025

Agenda Item: Budget Amendment

Background Information:

Budget amendments are mandated by the state for budgeted funds reallocated from one function level to another. These changes are usually the result of unexpected levels of expenditures in certain Functional areas and must be amended in the budget for legal compliance.

Administrative Consideration:

TEA – Financial Accounting System Resource Guide

Budgetary Consideration:

The attached budget amendments are needed to close our fiscal year.

Supporting Documents:

See attached budget amendment

Recommendation:

Approve the Budget Amendment.

Respectfully Submitted by:

Approved by:

Shannon Ramirez  
Director of Finance

Todd Grandjean  
Superintendent of Schools

**ESTIMATED REVENUES, APPROPRIATED EXPENDITURES  
OTHER RESOURCES AND USES  
BUDGET FOR 2024-2025**

	199 General Fund Current Budget	199 General Fund Amended Budget	Increase/ (Decrease)	240 Food Service Current Budget	240 Food Service Proposed Budget	Increase/ (Decrease)	599 Debt Service Current Budget	599 Debt Service Proposed Budget	Increase/ (Decrease)	98 Memorandum Proposed Budget	
<b>REVENUES:</b>											
5700	Local, Intermediate	\$ 5,335,515	\$ 5,034,460	\$ (323,355)	\$ 262,000	\$ 262,000	\$ -	\$ 1,537,928	\$ 1,537,928	\$ -	\$ 6,834,388
5800	State Program Revenues	\$ 15,083,434	\$ 15,442,244	\$ 358,810	\$ 10,000	\$ 10,000	\$ -	\$ 302,176	\$ 302,176	\$ -	\$ 15,754,420
5900	Federal Program Revenues	\$ 40,000	\$ 45,150	\$ 5,150	\$ 845,000	\$ 845,000	\$ -	\$ -	\$ -	\$ -	\$ 890,150
5030	<b>Total Revenues</b>	<b>\$ 20,458,949</b>	<b>\$ 20,521,854</b>	<b>\$ 40,605</b>	<b>\$ 1,117,000</b>	<b>\$ 1,117,000</b>	<b>\$ -</b>	<b>\$ 1,840,104</b>	<b>\$ 1,840,104</b>	<b>\$ -</b>	<b>\$ 23,478,958</b>
<b>EXPENDITURES:</b>											
0011	Instruction	\$ 11,246,754	\$ 11,365,618	\$ (30,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,365,618
0012	Instructional Resources & Media Svcs.	\$ 225,917	\$ 215,047	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 215,047
0013	Curriculum & Personnel Development	\$ 434,034	\$ 432,034	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 432,034
0021	Instructional Leadership	\$ 368,215	\$ 334,815	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 334,815
0023	School Leadership	\$ 1,257,865	\$ 1,245,082	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,245,082
0031	Guidance & Counseling Services	\$ 1,137,446	\$ 1,145,946	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,145,946
0032	Social Work Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0033	Health Services	\$ 219,437	\$ 219,437	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 219,437
0034	Pupil Transportation	\$ 552,424	\$ 863,424	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 863,424
0035	Food Services	\$ -	\$ -	\$ -	\$ 1,117,000	\$ 1,245,967	\$ 75,000	\$ -	\$ -	\$ -	\$ 1,245,967
0036	Co-curricular Activities	\$ 1,226,785	\$ 1,230,285	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,230,285
0041	General Administration	\$ 962,611	\$ 977,611	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 977,611
0051	Plant Maintenance & Operations	\$ 2,732,876	\$ 2,815,076	\$ 40,605	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,815,076
0052	Security & Monitoring System	\$ 218,500	\$ 218,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 218,500
0053	Data Processing Services	\$ 564,688	\$ 583,088	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 583,088
0061	Community Services	\$ 30,000	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000
0071	Debt Service	\$ 189,450	\$ 189,450	\$ -	\$ -	\$ 2,200	\$ -	\$ 1,487,427	\$ 1,507,427	\$ -	\$ 1,699,077
0081	Facilities Acquisition & Construction	\$ 1,398,988	\$ 1,406,238	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,406,238
0095	Pymt-juv. Justice Alternative Ed. Program	\$ 7,000	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000
0099	Other Intergovernmental	\$ 155,000	\$ 155,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 155,000
6050	<b>Total Expenditures</b>	<b>\$ 22,927,990</b>	<b>\$ 23,446,651</b>	<b>\$ 40,605</b>	<b>\$ 1,117,000</b>	<b>\$ 1,248,167</b>	<b>\$ 75,000</b>	<b>\$ 1,487,427</b>	<b>\$ 1,507,427</b>	<b>\$ -</b>	<b>\$ 26,202,245</b>
<b>OTHER SOURCES AND USES</b>											
7060	Other Sources (+)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7913	Proceeds from long term leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7914	Insurance Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 277,720	\$ 277,720	\$ 277,720
8060	Other Uses (-)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7000	<b>Total Other Sources (Uses)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 277,720</b>	<b>\$ 277,720</b>	<b>\$ 277,720</b>	<b>\$ 277,720</b>
Excess (Deficiency) of Revenues and Other Sources Over Expenditures and Other Uses											
1200		\$ (2,469,041)	\$ (2,924,797)	\$ -	\$ -	\$ (131,167)	\$ (75,000)	\$ 352,677	\$ 610,397	\$ 277,720	\$ (2,445,567)
0100	Fund Balance- July 1 (Beginning) 2024	\$ 15,540,883	\$ 15,540,883	\$ -	\$ 738,095	\$ 738,095	\$ -	\$ 1,649,228	\$ 1,649,228	\$ -	\$ 17,928,206
3000	Estimated Fund Balance- June 30 (Ending) 2025	\$ 13,071,842	\$ 12,616,086	\$ (455,756)	\$ 738,095	\$ 606,928	\$ (131,167)	\$ 2,001,905	\$ 2,259,625	\$ 257,720	\$ 15,482,639



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## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: June 16, 2025

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 May 19, 2025 and the Called Meeting/Budget Workshop on June 9, 2025.

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

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A Regular Meeting of the Board of Trustees of Devine ISD was held on Monday, May 19, 2025 beginning at 6:30 PM in the Administration Building, 605 W Hondo Ave., Devine, TX 78016

**Board Members Present:** Nancy Pepper (President), Henry Moreno (Vice-President), Keri James (Secretary), Carl Brown, Candace Esparza, Alixana Buvinghausen (arrived at 6:39 p.m.), Chris Davis (arrived at 8:00 p.m.)

**Guests Present:** Max and Rita Fancher, Maxie and Brandon Fancher, Jame Rodriguez, Stacy Guzman, James Johnson, Amanda Johnson, Sue Plasencia, Denise Morales, Priscilla Rosas, Jessica Alexander, Randi Kendrick, Savannah Dendrick, John & Griffin Blouin, Nick & Courtney Pinson, Sherry Haass, Dan Newberg, Sean Mills, Jennifer Billalobos, Joe Guajardo, Tanya Garcia, Jennifer Marquez, Anton Rieher, Mary Joyer Ramon, Elleann and Arena Casias Ronda Shelton, Shelby Spivey, Evan Eads, Joslyn Wilson, Kandy Stein, Pablo Carmona, Doug Erwin, Samantha Erwin, Paula Carmona, Randi Kendrick.

**School Officials Present:** Dr. Todd Grandjean (Superintendent), Dawn Schneider (Director of Student Services), Blain Martin (Interim DHS Principal), Kandi Darnell (DMS Principal), Shannon Ramirez (Finance Director), Geri Woods (Recording Secretary)

#### 1. **Call to Order, Roll Call and Declaration of Quorum**

I call this meeting of the Devine Independent School District Board of Trustees to order at 6:29 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. Let the record show that trustees Henry Moreno, Keri James, Carl Brown, and Nancy Pepper were present. (Candace Esparza joined the dais after being sworn in; Ali Buvinghausen arrived at 6:39 p.m. and Chris Davis arrived at 8 p.m. both after quorum had been established).

2. **Pledge of Allegiance** led by Nancy Pepper **and Invocation** by Pastor Dan Newberg.

3. **Administer Statement of Elected Officer and Oath of Office to District 2, and At-Large Trustees.** Newly elected board members Carl Brown and Candace Esparza signed the statement of elected officer and were sworn in by Notary Public, Geri Woods.

President Pepper took items out of order at this time to accommodate those present to speak during public comment.

#### 4. **Citizen Communication**

A. Public Comment for Non-Agenda Items

The following people signed up and spoke regarding bringing soccer to Devine ISD: Pablo Carmona, Doug Erwin, Samantha Erwin, Paula Carmona, Randi Kendrick.

B. Public Address for Items on the Agenda. None.

#### 5. **Closed Session**

Nancy Pepper stated for the record that the Board of Trustees, beginning at 7:22 p.m., will convene in a closed session in accordance with the Texas Open Meetings Act, for the purpose of discussing items listed

under Texas Government Code Section 551.074. NO FINAL ACTION, DECISIONS, OR VOTES WILL BE TAKEN WHILE THE BOARD IS IN EXECUTIVE SESSION.

A. Personnel (TGC 551.074)

1. Deliberate appointment of a public officer

**6. Reconvene from Closed Session**

The board reconvened in Open Session at 7:31 p.m.

**7. Action Items Discussed in Closed Session**

A. Personnel

1. Reorganization of Board Officers

a. Henry Moreno moved and seconded by Ali Buvinghausen to nominate Nancy Pepper for school board president. This motion Passed. Yea: 6, Nay: 0, Absent: 1

b. Ali Buvinghausen moved and seconded by Carl Brown to nominate Henry Moreno for school board vice-president. This motion Passed. Yea: 6, Nay: 0, Absent: 1

c. Carl Brown moved and seconded by Henry Moreno to nominate Keri James for school board secretary. This motion Passed. Yea: 6, Nay: 0, Absent: 1

B. Carl Brown moved and seconded by Henry Moreno to appoint Board Governance Committee Members as follows: Executive Committee: Nancy Pepper and Todd Grandjean; Facilities Committee Carl Brown, Henry Moreno, and Chris Davis; Audit Committee Nancy Pepper, Keri James, and Ali Buvinghausen; Policy Committee Candace Esparza, Ali Buvinghausen, and Keri James. This motion Passed. Yea: 6, Nay: 0, Absent: 1

**8. Recognize Outgoing Board Member**

Todd Grandjean said a few words to recognize Renee Frieda's service. Ms. Frieda was not in attendance due to a work commitment.

**9. Public Hearing on Accelerated Instruction Program**

Evan Eads reported on how the high school meets the requirements of HB 1416.

**10. Legislative Update Report**

Dr. Grandjean provided this report in Mrs. Hagdorn's absence.

**11. Administrative Reports and Discussion**

A. Central Office Reports

a. Superintendent's Monthly Reports on Board Priorities, Bond Projects Update, Safety & Security Report, Monthly Activity Calendar, District Event Calendar

2. Director of HR/Info Mgmt Monthly Report

3. Director of Special Education Monthly Reports

B. Business Office Monthly Reports on taxes, cafeteria, investments, cash flow, 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

**12. Consent Agenda**

Henry Moreno moved and seconded by Keri James to approve consent agenda as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

A. Minutes of April 29, 2025 Board Meeting, Budget Workshop Meeting on May 5, 2025, and Called Meeting to Canvass the Election on May 13, 2025.

**13. Action Item(s):**

A. Carl Brown moved and seconded by Henry Moreno that the Board approve the resolution of surety claims with Merchants Bonding Company for Stair Replacement project as presented by Administration and authorize the

Superintendent to execute any paperwork as needed in a form approved by legal counsel to finalize the matter. This motion Passed. Yea: 6, Nay: 0, Absent: 1

B. Keri James moved and seconded by Candace Esparza to set June 16, 2025 for public hearing to adopt the budget as presented. This motion Passed. Yea: 6, Nay: 0, Absent: 1

**14. Closed Session**

Nancy Pepper stated for the record that the Board of Trustees, beginning at 7:51 p.m., will convene in a closed session in accordance with the Texas Open Meetings Act, for the purpose of discussing items listed under Texas Government Code Section 551.074, and 551.082. NO FINAL ACTION, DECISIONS, OR VOTES WILL BE TAKEN WHILE THE BOARD IS IN EXECUTIVE SESSION.

Chris Davis arrived at this time.

**15. Reconvene from Closed Session**

The board reconvened in open session at 8:47 p.m.

**16. Action Items Discussed in Closed Session**

A. Personnel

1. Carl Brown moved and seconded by Candace Esparza to increase the superintendent's salary as discussed in closed session. This motion Passed. Yea: 7, Nay: 0

2. Chris Davis moved and seconded by Carl Brown to rescind employee resignation as discussed in closed session. This motion Passed. Yea: 7, Nay: 0

**17. Adjournment**

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

Meeting adjourned at 8:50 p.m.

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Board President

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Board Secretary

# Minutes of Called Meeting/Budget Workshop

## The Board of Trustees

### Devine ISD

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A Called Meeting/Budget Workshop of the Board of Trustees of Devine ISD was held on Monday, June 9, 2025 beginning at 6:30 PM in the Administration Building, 605 W Hondo Ave., Devine, TX 78016

**Board Members Present:** Nancy Pepper (President), Henry Moreno (Vice-President), Keri James (Secretary), Carl Brown, Alixana Buvinghausen, Chris Davis, Candace Esparza

**Guests Present:** Kandy Stein, Joslyn Wilson, Ronda Shelton, KK Calame (The Devine News)

**School Officials Present:** Dr. Todd Grandjean (Superintendent), Kandi Darnell (DMS Principal), Michael Gomez (Intermediate Principal), Shannon Ramirez (CFO), Geri Woods (Recording Secretary)

#### 1. Call to Order, Roll Call and Declaration of Quorum

Nancy Pepper called this meeting of the Devine Independent School District Board of Trustees to order at 6:30 p.m. and stated for the record that a quorum of board members was present, that this meeting had been duly called, and that notice of this meeting had been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551. She further stated that trustees Henry Moreno, Candace Esparza, Keri James, Carl Brown, Chris Davis, Ali Buvinghausen, and Nancy Pepper were present.

#### 2. Citizen Communication

A. Public Address for Items on the Agenda. None.

#### 3. Budget Workshop

A. Budget Presentation and Discussion

Shannon Ramirez presented information on the 2025-2026 Budget

B. Property Values Discussion, Shannon Ramirez

4. Carl Brown moved and seconded by Henry Moreno to Approve Payment to Longhorn Bus Sales for the purchase of two buses for \$301,270 as presented. This motion Passed. Yea: 7, Nay: 0

#### 5. Closed Session

Nancy Pepper stated for the record that the Board of Trustees, beginning at 6:54 p.m., will convene in a closed session in accordance with the Texas Open Meetings Act, for the purpose of discussing items listed under Texas Government Code Section 551.074. NO FINAL ACTION, DECISIONS, OR VOTES WILL BE TAKEN WHILE THE BOARD IS IN EXECUTIVE SESSION.

#### 6. Reconvene from Closed Session

The board reconvened in open session at 7:40 p.m.

#### 7. Action Items Discussed in Closed Session

A. Consider and Take Possible Action to Hire a High School Principal

No Action Taken.

#### 8. Adjournment

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

Meeting adjourned at 7:41 p.m.



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## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: June 16, 2025

Agenda Item: Approval of ESC, Region 20 Commitments not to exceed the amount of \$ 139,953.00.

Background Information:

The Education Service Center offers services to the schools within its area. The District has enrolled in services for the 2025-2026 school year. Services includes our student software, business software, professional development, purchasing cooperatives, technology services, counseling cooperative, Eduphoria (test data management) and TCMPC (formerly TEKS Resource curriculum).

Administrative Consideration:

Board Policy CH (Local) – Purchasing Authority – Purchases that costs \$50,000 or more shall require Board approval before a transaction may take place.

Budgetary Consideration:

The total cost of the commitments is \$139,953 and is accounted for in various accounts throughout the 2025-2026 recommended budget.

Supporting Documents:

Recommendation:

Approve the Education Service Center, Region 20 Commitments.

Respectfully Submitted by:

Shannon Ramirez  
Director of Finance

Approved by:

Todd Grandjean  
Superintendent of Schools

**Commitment Group**

ASCENDER Student & Business Software System  
ASCENDER Student & Business Software System  
ASCENDER Student & Business Software System  
ASCENDER Student & Business Software System  
Bilingual and ESL Cooperative  
Bus Driver Physical Exam  
Business Manager Cooperative  
Career and Technical Education (CTE) Support Cooperative  
Drug and Alcohol Testing  
Eduphoria!  
Eduphoria!  
Elevate20 Cooperative  
Federal Programs Grant Support  
Gifted/Talented Services Cooperative  
Human Capital Services (HCS)  
Library Resources Cooperative  
Region 20 Purchasing Cooperative  
Region 20 Purchasing Cooperative  
School Counselor Cooperative  
School Safety Cooperative  
Special Education Cooperative  
Technology Services (Tech20)  
Technology Services (Tech20)  
Technology Services (Tech20)  
Technology Services (Tech20)  
Texas 20 Purchasing Cooperative  
Texas Curriculum Management Program Cooperative (TCMPC)

**Commitment Offering**

ASCENDER Business Software Support and Hosting  
ASCENDER Student LEA Customized Support Sessions  
ASCENDER Student Software Support and Hosting  
TSDS/PEIMS Support : ASCENDER LEAs  
Bilingual and ESL Cooperative  
Bus Driver Physical Exam  
Business Manager Cooperative  
Career and Technical Education (CTE) Support Cooperative  
Drug and Alcohol Testing (Driver)  
Eduphoria Suite (Renewals Only)  
TEKSbank Test Generator Add-On  
Elevate20 Cooperative  
Federal Programs Grant Support  
Gifted/Talented Services Cooperative  
Human Resources (HR) Leadership and Recruitment Services  
Library Resources Cooperative for Public and Charter Schools  
Option I - General Supplies  
Option II - Educational Technology  
School Counselor Cooperative  
School Safety Cooperative  
Special Education Cooperative  
Cybersecurity Bundle for Non-Tech20 Members  
Infosec IQ Licenses  
SentinelOne (Student) Control Licenses  
SentinelOne Server Complete Licenses  
Commercial Food Service Purchasing  
Texas Curriculum Management Program Cooperative (TCMPC)

**Price**

\$21,540.64  
\$3,000.00  
\$32,003.68  
\$1,993.32  
\$2,415.00  
\$0.00  
\$3,800.00  
\$3,098.00  
\$0.00  
\$14,760.00  
\$2,641.50  
\$7,000.00  
\$7,200.00  
\$5,000.00  
\$2,400.00  
\$1,656.48  
\$875.00  
\$772.00  
\$2,000.00  
\$2,000.00  
\$2,000.00  
\$3,500.00  
\$560.00  
\$2,352.00  
\$1,193.50  
\$0.00  
\$16,191.00  


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**\$139,952.12**



## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** June 16, 2025

**Agenda Item:** Devine ISD Mental Health Counseling Program 2025-2026

**Background Information:**

Devine ISD has made providing a Mental Health Counseling Program for students and staff a priority beginning in 2019. The program looks to bring a Licensed Professional Counselor to DISD on a daily basis to work with students that must meet criteria and be referred by the campus counselors for evaluation. These students and their families may not have access to help otherwise.

**Administrative Consideration:**

The District has posted and communicated with three counseling programs: Communities in Schools - San Antonio (CISSA), K-Star, and Bluebonnet. Each provides counseling outside of school, and one does not have LPCs. CISSA is the only comprehensive program that would provide a LPC to Devine on a daily basis.

**Budgetary Consideration:**

\$88,000 has been budgeted for a Counseling program

**Supporting Documents:**

CISSA Delivery of Services

**Recommendation:**

Approve CISSA to provide a Mental Health Counseling program, as they not only provide a Licensed Professional Counselor to DISD daily, but they would have the resources of the entire CISSA.

**Respectfully Submitted by:**

*Dawn Schneider*  
*Director of Student Services*

**Approved by:**

*Todd Grandjean*  
*Superintendent of Schools*



# CIS-SA Scope of Work

## School Year 2025-2026

**This Long Term Project Access Program** (the “Project Access”) is made and entered into this [●] day of [●], 2025, by and between **Devine ISD** (hereinafter referred to as “**DISD**”), and Communities In Schools of San Antonio (hereinafter referred to as “**CIS-SA**”), a nonprofit corporation located at 1045 Cheever Blvd. Suite 201, San Antonio, Texas 78217. **DISD** and CIS-SA are collectively referred to as the “Parties” and individually as a “Party.”

WHEREAS, pursuant to that certain Service Delivery Agreement dated [●], 2025 (the “Agreement”) by and between **DISD** and CIS-SA, CIS-SA has agreed to provide certain CIS-SA approved services and resources into the identified campus settings to attempt to facilitate the academic and personal success of students experiencing the effects of at-risk environments by providing a range of services to those students upon the terms and conditions set forth therein;

WHEREAS, capitalized terms used in this Project Access and not otherwise defined herein shall have the meanings given such terms in the Agreement; and

WHEREAS, in connection with the Agreement, CIS-SA has agreed to, and **DISD** desires that CIS-SA, provide or cause to be provided certain Services (as defined below) during the Term (as defined below), upon the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the premises, the covenants set forth below and the benefits to be derived, the Parties agree as follows:

1. Services; Services Standard.

- (a) Pursuant to the terms of this Agreement, CIS-SA agrees to provide, or cause to be provided, for the benefit of **DISD** and each CIS-SA Project, the services described in Exhibit A (each category of services, a “Service Category” and all such Service Categories, collectively, the “Services”) during the Term (as defined below).
- (b) Notwithstanding anything to the contrary contained in this Agreement, CIS-SA shall not have any obligation to: (i) provide any services that do not comport with CIS-SA Standards or (ii) provide any services outside the Scope of Services (as defined under the Agreement).

**Campus Name(s):** Enter text.

**CIS-SA Staff Name:** Enter text.

**CIS-SA Affiliate Name:** San Antonio

**PROGRAM:** Long-Term Project Access

**PROGRAM DESCRIPTION:** The CIS-SA Long-Term Project Access program provides intensive counseling services over the course of the school year to non-traditional case-managed students and their families. The goal of this program is to bring counseling services to students at their school because many of the families CIS-SA works with have a difficult time accessing outside counseling services due to money, transportation, time limitations, lack of adult support, and/or the stigma related to mental health. Students referred to the Long-Term Project Access program do not need to be enrolled in CIS-SA prior to being referred to a CIS-SA licensed mental health clinician.



# CAMPUS SERVICE DELIVERY PLAN AT A GLANCE School Year 2025-2026

**SCOPE OF WORK (Project Summary/Abstract):**

***Main Objective: Long-term Project Access’s licensed mental health clinician’s have a caseload of at least 25 students and 330 counseling sessions per school year.***

***Program Activities:*** Project Access creates a cohesive system of mental healthcare for students, expanding access to counseling services by connecting social workers and community health providers to youth and families directly in school. CIS-SA’s Project Access licensed mental health clinicians’ partner with a school Point of Contact (POC) such as a school counselor, Family Engagement Coordinator, school administrator, etc who work on-campus daily to identify high-risk youth and provide interventions tailored to their specific needs. Prior to submitting a Project Access referral, POC’s must make initial parent/guardian and student contact to introduce Communities In Schools of San Antonio and the Project Access counseling program and to collect verbal confirmation that the parent/guardian and student are interested in participating. Once verbal consent is received, POC’s will submit an Outside Agency Referral form from the CIS-SA database to the PA counselor before any clinical services may begin. Students are typically referred to clinical services who demonstrate warning signs of underlying mental health issues, from mood and behavioral changes to difficulty concentrating, intense feelings and harmful behavior. This program is a crucial resource for students struggling with socio-emotional and behavioral issues that might otherwise lead to truancy, delinquency, self-harm, or violence. All clinical staff are trained in Dialectical Behavior Therapy (DBT), a structured, skills-based therapy that is highly effective in helping students dealing with suicidal ideation, drug use and trauma. Additionally, although our clinical staff typically work independently with their unique caseloads, when a crisis or tragedy occurs on a school campus, then our whole clinical team will deploy to the campus for a period of time to help both adults and students recover from the trauma they have experienced.

***All programs and services are provided free of charge.***

**SERVICE PLAN:**

Describe the program’s service plan and hours of operation.

Within each partner district, CIS-SA will position 1 full-time, dedicated staff member – a licensed mental health clinician – to facilitate the following program services: Referral coordination and management, Intake and Assessment, Creation of Treatment Plan, Delivery of Student Sessions, Home Visits and Guardian Sessions, Monitoring and Adjustment of Services, and Evaluation.

Service Hours: M – F 8:00am – 4:30pm; occasional weekend and after-school hours

**TARGET POPULATION:**



## **CIS-SA Scope of Work**

### **School Year 2025-2026**

CIS-SA will recruit and accept referrals for clients who are currently enrolled at any Devine ISD school campus.

**SERVICE DELIVERY AGREEMENT  
BY AND BETWEEN  
DEVINE INDEPENDENT SCHOOL DISTRICT  
as Service Recipient  
AND  
COMMUNITIES IN SCHOOLS OF SAN ANTONIO  
as Service Provider**

This Service Delivery Agreement (as may be amended and supplemented from time to time, the “Agreement”), dated as of April 30, 2025, for the period indicated herein during school year 2025-2026, by and between the **Devine Independent School District** (“DISD” or “Service Recipient”), and **Communities In Schools of San Antonio** (“CIS-SA” or “Service Provider”), a nonprofit corporation located at 1045 Cheever Blvd. Suite 201, San Antonio, Texas 78217, sets out to establish the relationships and responsibilities of both parties in the implementation of Campus Agreements, substantially in the form attached hereto as Exhibit A, including Service Delivery Plans thereunder, and certain supplemental projects as may be provided within the Scope of Services with respect to all DISD school campuses (each school campus being an “CIS-SA Project” and all DISD school campuses being the “CIS-SA Projects”). Todd Grandjean, Superintendent of Schools, ratifies and affirms the provisions, relationships and responsibilities set out herein on behalf of the DISD Board of Trustees by his execution of this Agreement. DISD and CIS-SA shall each be referred to as a “Party” and together, the “Parties.”

WHEREAS it is the intent of the Parties hereto to bring the services and resources contemplated hereunder to the identified school settings in an effort to facilitate the academic and personal success of students experiencing the effects of at-risk environments; and

WHEREAS it is the intent of the Parties hereto to maintain a cooperative, interactive and supportive relationship among and between the Parties for the benefit of the students served;

NOW, THEREFORE, in consideration of the mutual covenants and fees provided for herein, the receipt and sufficiency of which is hereby acknowledged, the Parties to this Agreement agree to the following:

A. The Parties mutually agree as follows:

1. **Term; Termination**. The term of this Agreement shall be from August 1, 2025 through July 31, 2026 (the “Term”). This Agreement may be terminated by either Party upon providing written notice to the other Party thirty days in advance of termination. If either Party terminates the Agreement, CIS-SA’s performance obligations shall immediately cease and CIS-SA shall be entitled to receive compensation for services performed and related costs incurred up to the date of termination. If termination occurs in the middle of the payment period, compensation shall be prorated against the monthly payment next due in relation to the services performed and related costs incurred by CIS-SA under this Agreement.

2. **Relationship of the Parties.**

- (a) CIS-SA will approve and assign CIS-SA employees and agency repositioned staff to designated CIS-SA Projects. While assigned to each CIS-SA Project, (i) CIS-SA personnel remain the employees of CIS-SA, (ii) agency repositioned staff remain the employees of the assigning agency, (iii) both CIS-SA employees and agency repositioned staff remain under the direct supervision of the assigned CIS-SA supervisor and (iv) the actions of all CIS-SA employees and repositioned staff are carried out under the auspices of CIS-SA supervisors and the Campus Principal in accordance with the mutually agreed Campus Agreement for the school year. CIS-SA staff shall follow procedures for disciplinary action and grievance outlined in the CIS-SA personnel policies and consistent with state law and DISD district policy.
- (b) It is understood and agreed that CIS-SA is an independent contractor, that all personnel retained by CIS-SA or assigned by CIS-SA to designated CIS-SA Projects shall not for any purpose be deemed employees or agents of DISD and that nothing in this Agreement is intended and nothing shall be construed to create an agency, employer/employee, partnership, joint venture or other similar relationship between CIS-SA and DISD. CIS-SA assumes full responsibility for the actions of CIS-SA personnel while performing any services incident to this Agreement, and CIS-SA shall remain solely responsible for their supervision, daily direction and control, payment of salary, including withholding of income taxes and social security, worker's compensation, disability benefits and like requirements and obligations. In no event shall DISD be liable for any action of officials, agents, administrators or employees of CIS-SA. CIS-SA will not be required to provide any Services the provision of which would violate any applicable laws, including the Federal Educational Rights and Privacy Act (“FERPA”) and other laws relating to student records and the privacy of personal information of students, or applicable agreements.

3. **Governing Authority; Compliance with Laws.**

- (a) CIS-SA shall follow national, state and local CIS policies and ethical standards for service provision, as well as applicable written DISD policies and regulations that have been provided to CIS-SA, with the condition that more restrictive DISD policies and regulations (legal and local) have priority application under the terms of this Agreement.
- (b) Both Parties shall follow all applicable federal, state, and local laws and regulations, including laws relating to student records and the privacy of personal information of students, including but not limited to FERPA.

4. **Campus Agreement and Service Delivery Plan.** CIS-SA and each DISD school campus may enter into a Campus Agreement, substantially in the form attached hereto as Exhibit A, including Service Delivery Plans thereunder. Pursuant to each

Campus Agreement, each semester CIS-SA and the applicable DISD campus will mutually agree on the scope and implementation of services and resources for the Fall, Spring and Summer semester, which will be documented in a Service Delivery Plan, substantially in the form attached to the Campus Agreement in Exhibit A. CIS-SA will submit, on a per-semester basis, a Service Delivery Plan to the school Principal for review, discussion and approval. The Campus Agreement and Service Delivery Plan will specify the CIS-SA Project activities that are aligned to the individual campus needs and that CIS-SA will undertake in the upcoming semester (the “Services”).

5. **Coordination of Services**. The CIS-SA site staff, the school Principal, and the school’s site-based decision-making committee shall proceed in a joint coordination of Services. Communication between these entities will be ongoing to address case management and other programmatic issues. In order to promote awareness and presence of CIS-SA Services on campus, DISD will permit CIS-SA staff to wear collared CIS-SA branded or co-branded articles outside of spirit days and/or “casual” Friday.

B. CIS-SA agrees to undertake the following:

1. **Scope of Services**. Under this Agreement, “Scope of Services” shall mean CIS-SA’s provision of a range of integrated student support services for identified students including:
  - (a) counseling and/or supportive guidance;
  - (b) education and academic enhancement activities;
  - (c) parental and family involvement activities;
  - (d) health and social service referrals;
  - (e) pre-employment skills training and career awareness activities; and
  - (f) educational and cultural enrichment opportunities.

During state mandated testing, CIS-SA will be available to support the school with student and family issues that may arise. The term “Scope of Services” shall expressly exclude additional duties that are normally assigned to school personnel (administrative, clerical, test prompter/administrator, specific campus assignments or otherwise) and/or are otherwise outside the scope of this Agreement.

2. **Additional Services**. From time to time, DISD may desire additional services from CIS-SA not specifically addressed herein. Any such additional services shall be requested by DISD in writing. If CIS-SA, in its sole discretion, agrees to provide such additional services, such additional personnel and resources for the benefit of students will, upon the mutual agreement in writing by the Parties at the time, be considered part of this Agreement (including the Campus Agreement, Service Delivery Plan or other supplemental project documentation, as applicable) and will thereafter be deemed to be “Services” for the purposes of this Agreement.

3. **Student Case Files.** CIS-SA maintains and retains case files on each assigned student containing all relevant data requisite to the case and to CIS-SA Project criteria. Case records will only be released in accordance with the Confidentiality of Mental Health Information statutes under Texas Civil Law, FERPA, and other applicable state and federal law.
4. **CIS-SA Project Oversight.** CIS-SA agrees to provide management, administrative, logistical and technical support to each CIS-SA Project to ensure the success of the CIS-SA Project's service delivery initiatives. The CIS-SA Site Coordinator, under the supervision of the CIS-SA supervisor and in cooperation with the CIS-SA Management Team (under the direction of the CIS-SA President/CEO and Board of Directors), is responsible for oversight of CIS-SA Project activities.
5. **Reporting Obligations.** CIS-SA shall notify the school Principal, Counselor, and appropriate legal authorities, as per applicable federal, state and local laws, policies and procedures, cases presented to CIS-SA staff that involve the following issues: (a) suicide threats; (b) violent behavior; (c) child abuse or neglect; (d) sexual abuse or harassment; (e) legal custody; or (f) drugs or weapons. The Principal, Counselor and/or other school staff will assume responsibility for handling cases involving the aforementioned issues, however, CIS-SA shall assist in the resolution of any collateral issues when requested by the Principal and/or Counselor, as appropriate.
6. **Data Collection in Emergencies.** To the extent permitted by applicable laws, including in emergency situations, CIS-SA may gather data on and provide services to students without written parent consent when acting at the request and on the behalf of the school and/or district. CIS-SA will ensure written consent has been obtained from the student's parent, guardian or managing conservator to the extent required by Section 38.010 of the Texas Education Code before on-going services are rendered, or as otherwise required by applicable laws, including FERPA.
7. **Background Investigations.** CIS-SA agrees to comply with criminal history background investigations, including school district fingerprint checks, for all agency staff pursuant to Texas Education Code 22.0834 and 22.08341. All volunteers (excluding one-time event volunteers) will also undergo a criminal history check prior to being assigned to a CIS-SA campus. CIS-SA staff will be subject to any other internal security procedures used by DISD. In the event DISD's criminal history check conducted on any CIS-SA employee results in such employee not being able to begin or continue their placement at DISD due to their criminal history, DISD shall immediately notify CIS-SA that a criminal history check was conducted and that such employee's placement is to be terminated on the basis of such criminal history check.

C. DISD agrees to undertake the following:

1. **Fees.** DISD will provide \$90,640.00 in service delivery fees to CIS-SA, with payments of \$9,064.00 to be made on a monthly basis, over 10 months, from September 1, 2025 to June 1, 2026, for the Term of this Agreement to Communities In Schools of San Antonio, 1045 Cheever Blvd. Suite 201, San Antonio, Texas 78217 (the “Service Delivery Fee”). In the event of a staff vacancy at a campus of two weeks or greater, no Service Delivery Fee for that campus will be due for that month. Invoices are due and payable within 30 days of receiving an invoice. In the event of early termination of this Agreement, the last monthly payment shall be prorated in relation to services rendered and related costs incurred. The DISD authorized point of contact for all billing and invoicing needs is:  
NAME: \_\_\_\_\_  
TITLE: \_\_\_\_\_  
ADDRESS: \_\_\_\_\_  
EMAIL: \_\_\_\_\_
2. **Office Space.** DISD will provide office space with telephone service, access to copy and fax machines, a designated computer, access to available intranet and/or internet capabilities, necessary office furniture, and equipment sufficient to facilitate the efficient delivery of services to students within the CIS-SA Project. In addition, DISD will provide a secure office space conducive to accommodate confidential services.
3. **Approval of Service Delivery Plans.** Approval of the Fall, Spring and Summer Service Delivery Plans will be made within two weeks of submittal to the school Principal. The CIS-SA Projects will be included in the Campus Improvement Plan.
4. **Campus Crisis Management Team.** Each school Principal shall provide the CIS-SA Site Coordinator with the names and responsibilities of the Campus Crisis Management Team and update that information continually.
5. **Reporting Obligations.**
  - (a) In accordance with state law and DISD policy, DISD will investigate and, if required, report to the appropriate authorities any cases presented to DISD by CIS-SA under Section B.5 of this Agreement. DISD and CIS-SA agree that nothing contained in this Agreement will create (1) any additional responsibilities to or liabilities for any third party on the part of DISD or CIS-SA; or (2) a contractual relationship or a cause of action in favor of a third party against either DISD or CIS-SA.
  - (b) DISD will notify the CIS-SA Chief Executive Officer of any incident or allegation involving CIS-SA personnel, in addition to any actions taken as required by law or district policy.
  - (c) The school Principal and/or designee shall inform the CIS-SA Site Coordinator in writing of any and all developments, policy changes or other issues arising

within DISD or the school that directly affect or have the potential to affect the provisions of this Agreement or the operation of the CIS-SA Project. In addition, CIS-SA Site Coordinators will be trained on all Campus Emergency Response Plans.

6. **Coordination of Services.** The campus Counselor and/or designee will conduct coordination of services meetings to include the CIS-SA Site Coordinators and campus-based entities that provide counseling and social services.
7. **Student Information and Data.** Pursuant to the TEC, §33.154(a)(7)(B), each school district that participates in a CIS program shall provide to the local CIS or developing program necessary student information and data for each student whose parent or legal guardian has authorized in writing that educational records be shared with the CIS program and the Texas Education Agency (“TEA”). Such information and data may include records on a student’s academic achievement, promotion, attendance, disciplinary referrals, free/reduced-price lunch status, at-risk status, or health-related information in accordance with the written authorization obtained by the local CIS program from the student’s parent or legal guardian.
8. **FERPA School Official Exemption.** To the extent CIS-SA or CIS-SA staff gather data or records that are considered “education records” under FERPA without written parent consent pursuant to the “school official” exception in FERPA’s implementing regulations at 34 CFR 99.31(a)(1)(i), each school or school district that participates in a CIS program shall appropriately notify parents pursuant to FERPA’s implementing regulations at 34 CFR 99.7. A local CIS program or developing program may provide this information and data to the TEA in accordance with the grant application.
9. **CIS-SA Evaluation Tool.** The CIS-SA evaluation tool will be administered by the student’s CIS-SA Site Coordinator during the Term. Parents or guardians will be asked to review and sign a consent form that gives permission for participation in the CIS-SA Program and for their child to complete the evaluation tool. Using a pretest/posttest measure, in addition to other data that CIS-SA may collect during the Term, CIS-SA will evaluate each CIS-SA Project. The evaluation tool will include but is not limited to teacher, guardian, or student self-reports on social and emotional development and behavioral health.
10. **CIS-SA Service Delivery Data.** DISD may request, and CIS-SA will provide as soon as is practical, overall CIS-SA Project service delivery data for specified periods of time which has been maintained by CIS-SA in formats consistent with its organizational requirements.

Nothing herein shall prohibit DISD from providing information to CIS-SA without parental permission when not otherwise prohibited under state or federal law or regulation.

This Agreement constitutes the full and total understanding and agreement of the Parties, and any modification, amendment or alteration hereof must be agreed in writing by all Parties hereto.

The headings of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.

No Party to this Agreement waives or relinquishes any immunity or defense on behalf of itself, its trustees, officers, employees, and agents as a result of the execution of this Agreement and the performance of the covenants contained herein.

In the event any term, covenant, or condition herein contained shall be held to be invalid by any court of competent jurisdiction, such invalidity shall not affect any other term, covenant, or condition herein contained, provided that such invalidity does not materially prejudice either the DISD or CIS-SA in their respective rights and obligations contained in the valid terms, covenants, or conditions hereof.

This Agreement is and will be governed by and construed in accordance with the laws of the State of Texas, without regard to its choice of law principles. The Parties consent to exclusive jurisdiction and venue of state court sitting in Bexar County, Texas

IN WITNESS WHEREOF, this Agreement is effective on the last Date of Approval shown below.

**COMMUNITIES IN SCHOOLS OF SAN ANTONIO**

**DEVINE INDEPENDENT SCHOOL DISTRICT**

By \_\_\_\_\_  
President/CEO

By \_\_\_\_\_  
Superintendent

**Date of Approval:** \_\_\_\_\_

**Date of Approval:** \_\_\_\_\_

**Exhibit A**  
**Form of Campus Agreement**

[See Attached]





## Devine Independent School District Board of Trustees Agenda Document

Meeting Date: June 16, 2025

Agenda Item: Optional Flexible School Day Program Application (OFSDP)

Background Information:

The goal of the Optional Flexible School Day Program is to allow students an opportunity to have flexible hours in order to be successful and receive a high school diploma by offering courses needed for graduation while the district receives funding for students in attendance. The program has two main objectives. The first objective is to allow a student who has dropped out of school or is in danger of dropping out of school an option other than the regular classroom setting or school day. The second objective is to enable a student the opportunity to recover credits lost due to lack of attendance. The program will go into effect 30 days after the application is submitted.

Administrative Consideration:

Budgetary Consideration:

Students attending the Devine Learning Academy utilize a flexible schedule to attend school and manage other aspects of their lives. Using the OFSDP to record attendance will allow the district the greatest benefit in FSP funding.

Supporting Documents:

OFSDP Application

Recommendation:

Adopt the 2025-2026 OFSDP Application

Respectfully Submitted by:

Dawn Schneider  
Director of Student Services

Approved by:

Todd Grandjean  
Superintendent of Schools

# Texas Education Agency



## APPLICATION

Updated May 2025

## Optional Flexible School Day Program (OFSDP)

2025-2026 School Year

**ELIGIBLE APPLICANTS:** The Texas Education Agency (TEA) will make available to eligible school districts and open-enrollment charter schools an application form that must be completed and submitted annually to the TEA for approval.

## Definition of Program Provisions

### Eligible Students

A student in any grade level is eligible to participate in an OFSDP authorized under the [TEC, §29.0822](#), if the student is:

- at risk of dropping out of school, as defined by the [TEC, §29.081](#),
- attending a campus implementing an approved innovative campus plan,
- attending a TEA-designated ECHS as defined by the [TEC, §29.908](#), P-TECH, or ICIA,
- attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#), or
- not meeting attendance requirements under the [TEC, §25.092](#), resulting in denied credit for one or more classes in which the student has been enrolled.

**AND**

There must be an agreement in writing to the student's participation:

- by the student, if the student is over 18 years of age; or
- by the student and the student's parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

### Board Approval

The board of trustees of a school district must include the OFSDP as an item on a regular agenda for a board meeting. The board of trustees of a school district must discuss the progress of the program before approving the program and applying to operate an OFSDP (see Appendix Two). Please note that, pursuant to [TAC 129.1027](#), a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.

### Attendance Credit

A student attending an OFSDP under the TEC, §29.0822, may be counted in average daily attendance (ADA) for purposes of funding under the TEC, Chapters 46, 48, and 49, only for the actual number of contact hours the student receives, not to exceed 720 hours or 43,200 minutes per 12-month period. **Students enrolled in the traditional program for part of the year and the OFSDP program for part of the year may not earn more than one ADA.**

### Assessment

The student must take the required state assessments specified under the [TEC, §39.023](#), during the regularly scheduled assessment calendar.

### Continuation or Revocation of Program Authorization

Applications are approved for a period of one (1) school year. Continuation of the approval for the OFSDP will be contingent on the demonstrated success of the program. Determination of success will include a review and analysis of data provided in the mandatory final progress report(s). The commissioner of education may revoke authorization for participation in the OFSDP after consideration of relevant factors, including performance of students participating in the program on assessment instruments required under the TEC, Chapter 39; the percentage of students participating in the program who graduate from high school; and other criteria agreed to in the application and adopted by the commissioner of education. A decision to revoke approval of the program by the commissioner of education is final and may not be appealed.

## **Reporting Requirements**

Following approval of the application, the applicant may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. When requested, reports will require applicants to disclose the overall progress of the students in the program, the number of students enrolled in the program (disaggregated by ethnicity, age, gender, and socioeconomic status), the number of students graduating from high school (disaggregated by ethnicity, age, gender, and socioeconomic status), and additional criteria selected by the applicant and agreed to by the commissioner. The TEA will provide notice to applicants and additional instructions for completion of reports at least 45 days before the date a report is due, or as soon as possible, in order to give school districts and charter schools adequate time to prepare and submit the reports to the TEA. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

## **Participation in University Interscholastic League (UIL)**

A student enrolled in an OFSDP under the [TEC, §29.0822](#), may participate in a competition or other activity sanctioned or conducted under the authority of the University Interscholastic League (UIL) only if he or she meets all UIL eligibility criteria.

## Provisions of Agreement

### Article I – Parties to Agreement

This agreement is entered into by and between the Texas Education Agency, an agency of the State of Texas, hereinafter referred to as the "TEA," and

Devine ISD

\_\_\_\_\_  
(Legal Name of School District or Open-Enrollment Charter School)

located at

605 W Hondo, Devine TX 78016

\_\_\_\_\_  
(Physical Address)

hereinafter referred to as "district."

### Article II – Period of Agreement

The period of the agreement, as detailed by participating campus in **Appendix Five**, is for a maximum of one (1) school year plus an additional thirty (30) school days if the district is applying for credit recovery. **Note that the agreement term is subject to annual renewal.**

### Article III – Purpose of Agreement

The district must perform all the functions and duties set out in the agreement, the authorizing program statute, and applicable regulations.

### Article IV – Reporting Requirements

The district may be required to submit progress reports based on criteria selected by the applicant and agreed to by the commissioner. The TEA may request additional reports as necessary to monitor and assess the progress of students participating in the program.

### Article V – General and Special Provisions to the Agreement

Each provision marked with an "X" below is hereby attached and incorporated by reference as part of this document:

- Appendix One, Assurances
- Appendix Two, Board Approval
- Appendix Three, Attendance and Compliance Procedures of Proposed Program (Attach PDF File)
- Appendix Four, District Contacts
- Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement (Attach Excel File)

## Article VI – Application Process

- For questions or assistance regarding this application, email [opfex@tea.texas.gov](mailto:opfex@tea.texas.gov) or call 512-463-8916.
- Applications should be submitted 30 days prior to the start of the program. Start date(s) on Appendix Five should be at least thirty (30) days after the application is submitted.
- Email the complete application and attachments to: [opfex@tea.texas.gov](mailto:opfex@tea.texas.gov).
- Email subject line should indicate: OFSDP Application - District Name, County District Number

## Article VII – Agreement

AGREED and accepted on behalf of the school district or open-enrollment charter school to be effective on the earliest date written above by a person authorized to bind the district.

Typed Name	<u>Dawn Schneider</u>	_____
Typed Title	<u>Director of HR and Infor Mgmt</u>	Authorized Signature

## Appendix One Assurances

The definition of the terms of the application applies to Appendix One, Assurances. The school district or open-enrollment charter school, hereinafter called “district,” does hereby certify and agree to the following conditions of the agreement.

**Page limit: Submit no additional pages for Appendix One. All information requested must be included with this form.**

The district agrees to enroll only eligible students to participate in an OFSDP authorized under this application. A student is eligible to participate in an OFSDP authorized under the TEC, §29.0822, if:

1. the student meets one of the following conditions:
  - the student is at risk of dropping out of school, as defined by the [TEC, §29.081](#); or
  - the student is attending a campus implementing an approved innovative campus plan; or
  - the student is attending a community-based dropout recovery education program, as defined by the [TEC, §29.081\(e-1\) or \(e-2\)](#); or
  - the student is attending a campus with an approved early college high school program designation as defined by the [TEC, §29.908](#); or
  - the student, as a result of attendance requirements under the [TEC, §25.092](#), will be denied credit for one or more classes in which the student has been enrolled.

and

2. there is an agreement in writing to the student’s participation
  - by the student, if the student is over 18 years of age; or
  - by the student and the student’s parent or person standing in parental relation to the student, if the student is less than 18 years of age and not emancipated by marriage or court order.

The district agrees:

1. to administer mandatory assessment instruments during the regular assessment cycle to students enrolled in OFSDPs;
2. to ensure all instructional materials and facilities are comparable or exceed the required standards for students in similar programs;
3. that the students participating in an OFSDP will not be isolated from other academic and vocational programs of the school district and that all students will have access to school counselors for pre- and post-entry counseling, academic or personal counseling, and career counseling;
4. to provide faculty and administrators with baccalaureate or advanced degrees, highly qualified staff, and certified teachers as required by 19 Texas Administrative Code §129.1027 for the program;
5. to adopt a policy that does not penalize students participating in an OFSDP in accordance with the 90% rule (TEC, §25.092[a]) or the 75% to 90% rule for class credit (TEC, §25.092[a-1]);
6. to adopt a policy to require students to attend regularly scheduled instruction for the OFSDP with penalties for nonattendance, including filing truancy charges, if appropriate;
7. to track the number of minutes the student receives instruction each day and to comply with applicable sections of the [Student Attendance Accounting Handbook](#).

- 8. to comply with all reporting requirements established by the TEA;
- 9. not to discriminate based on disability, race, color, national origin, religion, or sex; and
- 10. to prohibit a student participating in an OFSDP from participating in a competition or other activity sanctioned or conducted under the authority of the UIL unless the student meets all UIL eligibility requirements.

**AGREED** and accepted terms and conditions of Appendix One on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.

**Nancy Pepper, Board President, 830-851-0710**

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Name, Title, and Telephone Number of School Board President

---

Signature of SchoolBoard President

Date

**Dr. Todd Grandjean, Superintendent, 830-851-0710**

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Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

---

Signature of Person Authorized to Bind the District or Charter School

Date

**Appendix Two**  
**Board Approval**

The definition of terms of the application applies to Appendix Two, Board Approval. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

**Page limit: Submit no additional pages for Appendix Two. All information requested must be included with this form.**

1. The board of trustees of the school district or the governing board of the open-enrollment charter school **agrees to include the OFSDP as an item on the agenda** concerning the proposed application.
  
2. The board of trustees of the school district or the governing board of the open-enrollment charter school must discuss the progress of the program before applying to operate an OFSDP.

The proposed OFSDP application was on the agenda and discussed at the board meeting conducted on:

Month: June

Day: 16

Year: 2025

Time: 6:30 pm

Location: Devine Central Office, 605 W. Hondo, Devine Tx 78016

**Agreed and accepted on behalf of the school district or open-enrollment charter school by persons authorized to bind the district.**

Nancy Pepper, Board President, 830-851-0710  
Name, Title, and Telephone Number of School Board President

\_\_\_\_\_  
Signature of SchoolBoard President Date

Dr. Todd Grandjean, Superintendent, 830-851-0710  
Name, Title, and Telephone Number of District Superintendent or Charter School Chief Operations Officer

\_\_\_\_\_  
Signature of Person Authorized to Bind the District or Charter School Date

## Appendix Three Attendance and Compliance Procedures of Proposed Program

The definition of terms of the application applies to Appendix Three, Attendance and Compliance Procedures of Proposed Program. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

**Page limit: Submit a separate PDF document to concisely provide the information below, labeled with the corresponding number, for Appendix Three. Only responses in the specified format will be accepted. Do not submit any other documents in place of Appendix Three. All information requested must be included with this form and should be reviewed by the District PEIMS Coordinator prior to submission. If a question does not apply, please indicate “N/A” next to its number.**

1. Describe the program goals and objectives. **Note:** Pursuant to TAC 129.1027, a progress report for OFSDP may be required to be included in subsequent annual applications starting the 2026-2027 school year.
2. Indicate the proposed schedule offered to students participating in the OFSDP, including days of the week and times courses are available.
3. Provide an outline of staff positions and resource personnel (teachers, administrators, counselors, support staff, etc.) associated with the program. Include contact hours each staff position will be obligated to the program.
4. Describe the procedures for identifying students, including how the school confirms and documents student eligibility and obtains student and parental consent for OFSDP participation.
5. Indicate the estimated number of OFSDP students that will be served per teacher.
6. **If** the OFSDP program will offer special education, career and technology education, pregnancy-related services, or bilingual education, indicate how services will be provided, the teacher certification standards in each program area, and how services will comply with the [Student Attendance Accounting Handbook](#).
7. OFSDP requires a teacher of record to record the actual number of students’ instructional minutes on any given day. NOTE: Absences and days present do not exist in the OFSDP

Explain the following:

- a. How the classroom teacher will verify the number of instructional minutes a student receives each day.
- b. How the district will ensure that minutes for students who did not attend a minimum of 45 minutes on a particular day are not reported for funding.
- c. How will the district ensure that students transferring from the traditional program (ADA Codes 0-6) to OFSDP (ADA Codes 7-8) will not generate more than one ADA in total for the school year and that students will not receive more than 10,800 minutes per course. **Note:** It is recommended that the district apply the following formula to determine the maximum OFSDP

*minutes a student is eligible = (Calendar School Days - Traditional Days Present) x 240.*

- d. How the district will ensure that students are not coded in a traditional program on the same day that the student is accumulating OFSDP instructional minutes.
  - e. How the district will ensure that attendance practices and records comply with Sections 2.2.3 and 11.6 of the [Student Attendance Accounting Handbook](#).
  - f. How Student Detail Audit reports for the OFSDP track will be reviewed and certified each six-week attendance reporting period.
8. If eligible OFSDP students participate in a credit recovery program offered in the summer, funding is limited to the attendance necessary for the student to recover class credit. Please describe how attendance will be monitored to ensure additional minutes are not reported for funding.
9. If students are attending a community-based dropout recovery education program as defined by TEC, §29.081 (e-1) or (e-2):
- a. Will the district operate the dropout recovery education program or utilize an education management organization? If services will be contracted, please provide the organization name, accreditation status, and the name of the accrediting agency.
  - b. Indicate how students will be offered or provided referrals for mental health services.
10. If students are attending a dropout recovery program offered in a remote or hybrid setting, as defined by TEC, §29.081 (e-2):
- a. Describe the curriculum credentials, certifications, or other course offerings that relate directly to employment opportunities in the state.
  - b. Describe the individual learning plan or process used to monitor each student's progress.
  - c. Indicate how students will be served by an academic coach and local advocate.
  - d. Indicate the date of the month that monthly student progress reports will be provided to the student's school district.
  - e. Provide the location and a brief description of the in-person student engagement center.

## Appendix Four District Contacts

The definition of terms of the application applies to Appendix Four, Contact(s) Sheet. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

Page limit: Submit no additional pages for Appendix Four. All information requested must be included with this form.

### District Contacts for the Application

District/Charter School Superintendent:	Dr. Todd Grandjean
Mailing Address:	605 W Hondo
City, State, Zip Code:	Devine, TX 78016
Telephone Number:	830-851-0710
Email Address:	todd.grandjean@devineisd.org

District PEIMS Coordinator:	Dawn Schneider
Email Address:	dawn.schneider@devineisd.org

OFSDP Contact Name:	Dawn Schneider
Email Address:	dawn.schneider@devineisd.org

OFSDP Contact Name:	Type text here
Email Address:	

***NOTE: Most of the contact for the approved OFSDP is done via email. Valid email address(es) must be submitted on this form. Provide the full name(s) of the person(s) who is (are) the email contact(s) to ensure that the TEA has accurate information.***

## Appendix Five Participating Campuses, Student Eligibility, and Period of Agreement

The definition of terms of the application applies to Appendix Five, Participating Campuses, Student Eligibility, and Period of Agreement. The school district or open-enrollment charter school hereinafter called “district” does hereby certify and agree to the following conditions of the agreement.

**Page limit: Submit no additional pages for Appendix Five. All information requested must be included with this template and submitted in a separate Excel file.**

Download and complete Appendix 5, which can be found on the [OFSDP webpage](#) under the *Applications and Templates* section.

Once completed, email the following to [OPFLEX@tea.texas.gov](mailto:OPFLEX@tea.texas.gov):

1. The application (in PDF file format)
2. Appendix Three (in PDF file format)
3. Appendix Five (in MS Excel file format)

**\*All file names should include the district/charter school’s name**



### OFSDP Appendix 3 (2025-2026)

#### I - Program Goals and Objectives

The Optional Flexible School Day Program (OFSDP) allows districts to provide flexible hours and days of attendance for students who meet at least one of the requirements of the Texas Education Code §29.0822(a). The goal of the program is to improve graduation rates for students who are in danger of dropping out of school, have dropped out, or are behind in core subject courses.

#### II - Proposed Schedule

The Devine Learning Academy hours of operation are Monday – Friday 8:00 a.m. – 4:00 p.m. Individual student schedules will be flexible based on the student’s course requirements and obligations outside of school. Students will be required to attend a minimum of 20 hours per week. Student failing to regularly meet the 20-hour minimum will be subject to probationary status and possibly removed from the program if attendance does not improve.

#### III - Staff Positions and Resource Personnel

The Devine Learning Academy is served by two full-time staff members. A campus administrator/certified teacher and a paraprofessional. The paraprofessional will be available to provide students with Special Education Inclusion if services are required by an IEP. Counselors from the main campus and a contract LPC will be available as needed.

#### IV - Identifying Students, Eligibility, and Consent

A student is eligible to participate if they meet one of the following conditions:

- Student is at-risk of dropping out of school, as defined by TEC 29.081 or
  - The student, because of attendance requirement under TEC 25.092, was denied credit for multiple courses in which the student was enrolled.
- AND
- Agreement in writing to the student’s participation
    - By the student, if the student is over 18 years of age; or
    - By the student and the student’s parent or person standing in parental relation to the student, if less than 18 years of age, and not emancipated by marriage or by court order

The campus administrator will review the following documents: At-risk profile with supporting documentation, parental information, student's transcript, and reporting period grades.

#### V – Estimated Number of Students

The Devine Learning Academy estimates 28-32 students on a rotating schedule.

#### VI – Special Programs

The Devine Learning Academy will provide special education services and English learner education services. Inclusion services will be provided by a paraprofessional under the guidance of an educator certified in these programs. The Special Education Director/English Learner Coordinator will coordinate with the teacher and campus administrator. The PEIMS Coordinator will verify coding in compliance with the specification outlines in the Student Attendance Accounting Handbook (SAAH).

#### VII – Instructional Minutes Documentation Procedures

- a. Students will sign in to the TimeClock system using their fingerprint. The classroom teacher will back this up with a daily log of instructional minutes.
- b. At the end of each week, the campus administrator will review the daily logs and enter the cumulative minutes for students who attended the minimum 45 minutes on each given day.
- c. The district will ensure that students do not generate more than one ADA and will not exceed the 10,800 minutes per course by diligent monitoring by the campus administrator and district PEIMS Coordinator.
- d. The district will carefully monitor admission to the OFSDP program to ensure that students do not receive attendance in the traditional program while accumulating instructional minutes in the OFSDP.
- e. The district PEIMS Coordinator will hold trainings with the campus administrator, teacher, and paraprofessional. The PEIMS Coordinator will conduct periodic review to ensure accurate reporting.
- f. At the end of each six weeks the PEIMS Coordinator will review the log sheets and print reports to be reviewed and signed by the teacher and administrator.

#### VIII – Instructional Minutes Documentation Procedures

The district will offer credit recovery for the first three weeks of June. Transfers to the OFSDP campus will be at the end of the last six weeks' period. The student will not be able to attend more days at OFSDP than the number of days missed during the school year.

#### IX – Community Based Dropout Recovery

The district is not offering a community-based dropout recovery education program.

#### X – Remote/Hybrid Setting

The district will not be offering a remote or hybrid program.

# Optional Flexible School Day Program (OFSDP) - Appendix 5

163901

DEVINE ISD

School Year 2025-2026

<p>Students may not be reported with more than one ADA in total on the 42400 Basic Attendance Collection 3 and 42500 Flex Attendance in collections 3 and 4</p>	<p><b>Eligibility Designation</b>                  1 = TEC §29.081 At-Risk Students                  2 = TEC §25.092 Minimum Attendance                  3 = TEC §29.908 Early College High School                  4 = TEC §39A.107 Campus Turnaround Plan                  5 = Credit Recovery**                  6 = TEC §29.081(e-1) Campus-Based Dropout Recovery Program                  7 = TEC §29.081(e-2) Remote/Hybrid Dropout Recovery Program</p>	<p><b>School Year Period of Agreement</b>                  Reported in TSDS PEIMS Summer Collection 3                   Program start date must be 30 days after application submission.                   Program end date must not exceed the last day of the regular school calendar.</p>	<p><b>Summer Period of Agreement</b>                  Reported in TSDS PEIMS Extended Collection 4                   **Credit Recovery - Designation 5                   Summer period of agreement should not exceed 30 days or extend past July 31st.</p>
---	---	--	---

Nine Digit District and Campus Number	Campus Name	1	2	3	4	5	6	7	Estimated Students Participating	Program Start Date	Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day	Summer Program Start Date	Summer Program End Date	Proposed Days: SUMTWTWFS	Minutes Offered Per Day
163901005	DEVINE LEARNING ACADEMY	1	2						35	8/12/2025	5/28/2026	MTWThF	480	6/1/2026	6/19/2026	MTWTh	420
000000000																	
000000000																	
000000000																	61
000000000																	
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## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** June 16, 2025

**Agenda Item:** Athletic Boosters of Devine Donations

**Background Information:**

Board policy BAA (Legal) Board Legal Status: Powers and Duties: The trustees constitute a body corporate and in the name of the district may acquire and hold real and personal property, sue and be sued, and receive bequests and donations or other moneys or funds coming legally into their hands.

Board policy CDC (Local) Other Revenues: Gifts and Solicitations: The Board delegates to the Superintendent the authority to accept unsolicited gifts on behalf of the District. However, any gift that the potential donor has expressly made conditional upon the District's use for a specified purpose, or any gift of real property, shall require Board approval.

Once accepted, a gift becomes the sole property of the District.

GE (Regulation) RELATIONS WITH PARENT ORGANIZATIONS -7. Booster clubs shall abide by the UIL guidelines and the administration shall determine which organization might be considered as "booster." Money given to the school shall not be earmarked for any particular request. The booster club may suggest or recommend how they would like the money spent, but shall not require the Superintendent or principal to spend the money in any certain way. A gift of cash would be for the school to use at its discretion.

**Administrative Consideration:**

The Athletics Boosters is donating \$2,250.00 for softball uniforms, \$6,960.30 for poles and nets for Arabian volleyball, and \$2,639.78 for bags for tennis.

**Budgetary Consideration:**

**Supporting Documents:**

Donation forms

**Recommendation:**

Approve donations made by the Athletic Boosters of Devine.

**Respectfully Submitted 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: Alison Brown                      Organization: DABC

Address: 605 W. Hondo Ave.

City: Devine                      State: TX                      Zip Code: 78016

Donated to: W-Club

Purpose of Donation: Bags for Tennis

Value of Donated Property: \$ \$2639.78

Describe/Itemize Donated Property: Bags for Tennis

Donor Imposed Restrictions, if any: None

Alison Brown                      2-11-25  
Donor Signature                      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  
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: Alison Brown    Organization: Athletic Booster of Devine

Address: 605 W. Hondo Ave

City: Devine    State: TX    Zip Code: 78016

Donated to: Arabian Athletics

Purpose of Donation: Poles and Nets for Arabian Volleyball

65

Value of Donated Property: \$ 6960.30

Describe/Itemize Donated Property: Nets and Poles for Arabian Volleyball

Donor Imposed Restrictions, if any: None

Alison Brown  
Donor Signature

5-22-25  
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: \_\_\_\_\_



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## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** June 16, 2025

**Agenda Item:** Devine ISD District Salary Schedules and Stipend Schedule for the 2025-2026 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:**

All four salary tables were updated by TASB per their recommendations and HB2. Stipend table includes Hybrid calendar stipends for days adjusted.

**Budgetary Consideration:**

**Supporting Documents:**

Salary Schedules  
Stipend Schedule

**Recommendation:**

Approve salary schedules and stipend schedule for 2025-2026

**Respectfully Submitted by:**

*Shannon Ramirez*  
*Director of Finance*

**Approved by:**

*Todd Grandjean*  
*Superintendent of Schools*

**Devine ISD**

**2025-2026 New Hire Guide for  
Teachers**

**Model 1: HB2 - \$54,450 starting**

<b>Years of Experience</b>	<b>New Hire Salary</b>
0	\$54,450
1	\$60,200
2	\$60,500
3	\$60,800
4	\$61,100
5	\$65,400
6	\$65,700
7	\$66,000
8	\$66,300
9	\$66,600
10	\$66,900
11	\$67,300
12	\$67,700
13	\$68,200
14	\$68,700
15	\$69,300
16	\$69,900
17	\$70,500
18	\$71,100
19	\$71,700
20	\$72,300
21	\$72,800
22	\$73,200
23	\$73,500
24	\$73,800
25	\$74,100
26	\$74,400
27	\$74,700
28	\$75,000
29	\$75,400
30+	\$75,900

The salaries listed above are based on 10-month employment for the 2025-2026 school year. Salary plans are determined on an annual basis and salary advancement is not guaranteed. Pay increases are based on the annual pay raise budget approved by the Board of Trustees.

**\$1,000 Master's Degree - General Stipend**

# 2025-2026 Proposed Administrative Professional Pay Plan

Devine ISD

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum	
<b>1</b>	Supervisor - Grounds	245	<b>Daily</b> 245 Days	<b>\$215.80</b> 52,871	<b>\$260.00</b> 63,700	<b>\$304.20</b> 74,529
<b>2</b>	PG 3 ARD Facilitator	182	<b>Daily</b> 182 Days	<b>\$274.07</b> 49,881	<b>\$330.20</b> 60,096	<b>\$386.33</b> 70,312
	Director - Child Nutrition	216	<b>216 Days</b>	59,199	71,323	83,447
	Director - Facilities/Transportation	245	<b>245 Days</b>	61,940	74,625	87,311
PG 3	SLP Assistant	182				
<b>3</b>	Athletic Trainer	197	<b>Daily</b> 187 Days	<b>\$301.47</b> 56,375	<b>\$363.22</b> 67,922	<b>\$424.97</b> 79,469
	Counselor - ES	197	<b>197 Days</b>	59,390	71,554	83,719
	Counselor - IS	197				
	Counselor - MS	197				
	Librarian	197				
	Nurse RN	187				
<b>4</b>	Asst Principal - ES	197	<b>Daily</b> 182 Days	<b>\$319.56</b> 58,160	<b>\$385.01</b> 70,072	<b>\$450.46</b> 81,984
	Asst Principal - IS	197	<b>197 Days</b>	62,953	75,847	88,741
	Counselor - HS	197				
	Diagnostician	182				
	Licensed Professional Counselor	182				
	LSSP	182				
	LSSP Intern	182				
	Occupational Therapist	182				
	Speech Language Pathologist	182				
<b>5</b>	Asst Principal - HS	197	<b>Daily</b> 197 Days	<b>\$337.56</b> 66,499	<b>\$404.26</b> 79,639	<b>\$470.96</b> 92,779
	Asst Principal - MS	197	<b>207 Days</b>	69,875	83,682	97,489
	Director - HS Band	207				
<b>6</b>	Director - Technology	216	<b>Daily</b> 207 Days	<b>\$356.55</b> 73,806	<b>\$424.47</b> 87,865	<b>\$492.39</b> 101,925
	Principal - DAEP	207	<b>216 Days</b>	77,015	91,686	106,356
	Principal - ES	207				
	Principal - IS	207				
<b>7</b>	Director - Special Education	216	<b>Daily</b> 216 Days	<b>\$374.38</b> 80,866	<b>\$445.69</b> 96,269	<b>\$517.00</b> 111,672
	Director - Student Services	216	<b>226 Days</b>	84,610	100,726	116,842
PG 6	Director of Athletics/Head Football Coach	216				
	Principal - MS	216				
<b>8</b>	Principal - HS	216	<b>Daily</b> 216 Days	<b>\$405.36</b> 87,558	<b>\$476.89</b> 103,008	<b>\$548.42</b> 118,459
<b>9</b>	Chief Financial Officer	216	<b>Daily</b> 216 Days	<b>\$437.78</b> 94,560	<b>\$515.04</b> 111,249	<b>\$592.30</b> 127,937

## 2025-2026 Proposed Clerical Paraprofessional Pay Plan

Devine ISD

\*Annual amounts are based on 8 hours per day.

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum	
<b>1</b>			<b>Hourly</b>	<b>\$13.00</b>	<b>\$15.65</b>	<b>\$18.30</b>
<b>PG2</b>	Aide - <del>Computer Lab</del> <b>SPECIALS</b>	171	<b>171 Days</b>	17,784	21,409	25,034
	Aide - Instructional	171				
	Aide - Instructional/DAEP	171				
	Aide - ISS	171				
<b>PG2</b>	Aide - Sp Ed General/Inclusion	171				
<b>2</b>			<b>Hourly</b>	<b>\$14.50</b>	<b>\$17.34</b>	<b>\$20.18</b>
	Aide - Library	182	<b>171 Days</b>	19,836	23,721	27,606
	Aide - Sp Ed Behavior Unit	171	<b>182 Days</b>	21,112	25,247	29,382
	Aide - Sp Ed Life Skills	171				
	Aide - Sp Ed One-on-One Support	171				
<b>3</b>			<b>Hourly</b>	<b>\$15.12</b>	<b>\$18.21</b>	<b>\$21.30</b>
	Admin Assistant - Central Office	177	<b>177 Days</b>	21,410	25,785	30,161
	Admin Assistant - DAEP	177				
	Admin Assistant - ES	177				
	Admin Assistant - HS	177				
	Admin Assistant - IS	177				
<b>4</b>			<b>Hourly</b>	<b>\$16.93</b>	<b>\$20.40</b>	<b>\$23.87</b>
	Admin Assistant - Principal ES	197	<b>177 Days</b>	23,973	28,886	33,800
	Admin Assistant - Principal IS	197	<b>197 Days</b>	26,682	32,150	37,619
	Admin Assistant - Principal MS	197				
	Clerk - Attendance HS	177				
	Clerk - Attendance MS	177				
<b>5</b>			<b>Hourly</b>	<b>\$19.54</b>	<b>\$23.26</b>	<b>\$26.98</b>
	Admin Assistant - Director	177	<b>177 Days</b>	27,669	32,936	38,204
	Admin Assistant - Principal HS	197	<b>197 Days</b>	30,795	36,658	42,520
	Admin Asst - Child Nutrition	197	<b>216 Days</b>	33,765	40,193	46,621
	Clerk - HR/PEIMS	216				
	LVN	177				
<b>6</b>			<b>Hourly</b>	<b>\$20.90</b>	<b>\$24.89</b>	<b>\$28.88</b>
	Purchasing Clerk	216	<b>216 Days</b>	36,115	43,010	49,905
	Specialist - Accounts Payable	216	<b>226 Days</b>	37,787	45,001	52,215
<b>7</b>			<b>Hourly</b>	<b>\$24.65</b>	<b>\$29.00</b>	<b>\$33.35</b>
	Specialist - Payroll	216	<b>216 Days</b>	42,595	50,112	57,629
<b>8</b>			<b>Hourly</b>	<b>\$27.36</b>	<b>\$32.19</b>	<b>\$37.02</b>
	Admin Assistant - Superintendent	216	<b>216 Days</b>	47,278	55,624	63,971

## 2025-2026 Proposed Auxiliary Pay Plan

Devine ISD

\*Annual amounts are based on 8 hours per day.

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum	
<b>1</b>			<b>Hourly</b>	<b>\$13.00</b>	<b>\$15.66</b>	<b>\$18.32</b>
	Bus Aide	169	<b>169 Days</b>	17,576	21,172	24,769
	Cafeteria Cook	170	<b>170 Days</b>	17,680	21,298	24,915
	Custodian	245	<b>245 Days</b>	25,480	30,694	35,907
<b>2</b>			<b>Hourly</b>	<b>\$15.00</b>	<b>\$18.07</b>	<b>\$21.14</b>
	Assistant Manager - Child Nutrition	187	<b>187 Days</b>	22,440	27,033	31,625
	Groundskeeper	245	<b>245 Days</b>	29,400	35,417	41,434
	Lead Custodian - ES/IS	245				
<b>3</b>			<b>Hourly</b>	<b>\$16.35</b>	<b>\$19.70</b>	<b>\$23.05</b>
	Coordinator - Warehouse	245	<b>170 Days</b>	22,236	26,792	31,348
	Lead Custodian - HS/MS	245	<b>245 Days</b>	32,046	38,612	45,178
	Manager - Child Nutrition ES/IS	170				
	<b>TRANSPORTATION ASST</b>	<b>216</b>				
<b>4</b>			<b>Hourly</b>	<b>\$17.66</b>	<b>\$21.28</b>	<b>\$24.90</b>
	Maintenance Worker (Non-Licensed)	245	<b>245 Days</b>	34,614	41,709	48,804
<b>5</b>			<b>Hourly</b>	<b>\$22.26</b>	<b>\$26.81</b>	<b>\$31.36</b>
	<del>Electrician - Apprentice</del> <b>MW LICENSED</b>	245	<b>215 Days</b>	38,287	46,113	53,939
	Mechanic	235	<b>216 Days</b>	38,465	46,328	54,190
	Technician - Computer	<del>215</del> , 216	<b>235 Days</b>	41,849	50,403	58,957
			<b>245 Days</b>	43,630	52,548	61,466
<b>BD</b>			<b>Hourly</b>	<b>\$19.50</b>	<b>\$22.90</b>	<b>\$26.30</b>
	Bus Driver	169	<b>169 Days</b>	26,364	30,961	35,558
	Bus Driver/Transportation Asst	<b>169</b> <del>226</del>	<b>226 Days</b>	35,256	41,403	47,550

**DEVINE ISD EXTRA DUTY SCHEDULE  
2025-2026**

**Supplemental Pay Schedule Adopted June 16, 2025**

\*Stipends are for extra duty outside the regular school/contract day

<b>INSTRUCTIONAL STIPENDS</b>	
Masters Degree	\$ 1,000
HS 2nd Assistant Band Director	\$ 6,000
HS 3rd Assistant Band Director	\$ 5,500
CTE Grant Coordinator	\$ 5,000
High School Math and Science Stipend	\$ 2,000
Cosmetology (previously 10 extra days)	\$ 2,000
Subject Area and Grade Level Coordinators	\$ 1,000
Non Core Lead (Fine Arts)	\$ 500
Work Study Program	\$ 1,200
High School Gifted Talented Stipend	\$ 400
<b>SPECIAL EDUCATION STIPENDS</b>	
Lead LSSP	\$ 3,500
Lead Diagnostician	\$ 3,000
Lead SLP	\$ 3,000
Transitional/Employment Designee	\$ 2,500
Life Skills & Behavior Unit Teacher	\$ 2,500
Special Education Classroom Teacher	\$ 1,000
SPED Assessment Stipend-for 5 less contract days	\$ 1,750
ESL Teacher Stipends	\$ 800
Dyslexia Liasons	\$ 600
<b>EXTRA CURRICULAR STIPENDS</b>	
Robotics Sponsor	\$ 2,500
FCCLA Sponsor	\$ 2,500
Newspaper/Annual Sponsor	\$ 2,000
Cheerleader Sponsors	HS (V & JV) \$ 4,000
	MS \$ 850
OAP Coordinator	HS \$ 1,500
	MS \$ 500
UIL Coordinators	HS \$ 1,500
	MS \$ 750
	Inter/Elem \$ 750
Student Athletic Trainer Sponsor	\$ 1,500
UIL Event Stipends	HS \$ 450
	MS \$ 200
	Inter/Elem \$ 200
Student Council Sponsor	HS/MS \$ 400
High School Head Class Sponsors	\$ 300
NHS/NJHS Sponsor	HS/MS \$ 200
<b>OTHER STIPENDS:</b>	
Mentor	\$ 1,000
Guardian	\$ 500
<b>HOURLY/DAILY RATES:</b>	
Tutorial/Homebound/HS Summer Testing Hourly Rate	\$ 30.00
Babysitting Hourly Rate	\$ 12.50
<b>FEDERALLY FUNDED STIPENDS:</b>	
Summer School Teacher	\$ 45.00
Summer School Aide	\$ 22.50
Summer School Nurse - RN	\$ 45.00
Summer School Nurse - Asst, LVN	\$ 22.50
Mentor	\$ 1,000

<b>ATHLETICS STIPENDS</b>	
Strength and Conditioning Coordinator	\$ 4,000
* Football - Head Football	\$ 8,000
* Football - Offensive Coordinator	\$ 4,000
*Football - Defensive Coordinator	\$ 4,000
*Football - Special Teams Coordinator	\$ 4,000
*Football - Assistant	\$ 3,000
* Football - Middle School Equipment Coordinator	\$ 1,500
* Volleyball - HS Head Coach	\$ 4,500
*Volleyball - HS Assistants	\$ 3,000
Volleyball - Middle School	\$ 2,000
* Cross Country - Head Coach (inc. MS)	\$ 4,500
* Cross Country - Assistant	\$ 2,500
Power Lifting	\$ 4,000
PowerLifting - Assistant	\$ 2,500
Basketball - HS Head Coach	\$ 4,500
Basketball - Assistant Coach	\$ 3,000
Basketball - Middle School	\$ 2,000
Track - HS Head Coach	\$ 4,000
Track - Coordinator	\$ 1,500
Track - HS Assistant Coach	\$ 2,500
Track - Middle School	\$ 2,000
Baseball - Head Coach	\$ 4,500
Baseball - Assistant	\$ 3,000
Baseball - Middle School	\$ 2,000
Softball - Head Coach	\$ 4,500
Softball - Assistant	\$ 3,000
Softball - Middle School	\$ 2,000
Spring Tennis - Head Coach (inc. MS)	\$ 4,500
Spring Tennis - Assistant	\$ 2,500
Spring Tennis - Middle School	\$ 2,000
* Fall Tennis - Head Coach	\$ 4,000
* Fall Tennis - Assistant	\$ 2,500
Golf - Head Coach	\$ 4,000
Golf - Assistant	\$ 2,500
<b>SUMMER HOURLY RATES:</b>	
Summer Workout Hourly Rate	\$ 25.00
Summer Camp Hourly Rate	\$ 25.00
* additional \$3,500 Fall Sport Stipend in lieu of traditional 10 d	
<b>OTHER ATHLETIC EVENT STIPENDS:</b>	
Broadcasting	Football \$ 50.00
	All other \$ 25.00
Officiating/refereeing game rate	\$ 25.00
Gate/Game Workers ALL OTHER	\$ 15.00
HEAD GATE WORKER for Varsity Football	\$ 60.00
GATE WORKER for Varsity Football	\$ 45.00
<b>Rates for Facility Rentals:</b>	
ADMIN in Charge	\$ 200.00
Grounds for baseball	\$ 150.00
Trainer	\$ 75.00
Announcer/Bookkeeper	\$ 75.00
Gate/Game Workers	\$ 75.00



## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** June 16, 2025

**Agenda Item:** Devine ISD District Employee Compensation Plan for the 2025-2026 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:**

Devine ISD is proposing the following pay increases:

Teacher table: HB2, TASB recommendations, Hybrid calendar stipends for days adjusted

Administrative Professional Table: Match HB2, TASB recommendations, Hybrid calendar stipends for days adjusted

Clerical Paraprofessional Table: TASB recommendations

Auxiliary Table: TASB recommendations

### **Budgetary Consideration:**

Estimated total increase is over \$2,000,000 in 2025-2026 budgeted salaries.

### **Supporting Documents:**

Employee Compensation Plan

### **Recommendation:**

Approve Employee Compensation Plan for 2025-2026

### **Respectfully Submitted by:**

**Shannon Ramirez**  
Director of Finance

### **Approved by:**

**Todd Grandjean**  
Superintendent of Schools

# **Administrative Guidelines – Employee Compensation Plan**

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**DEVINE ISD**

**2025-2026**

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## **Compensation Policy**

Refer to board policies DEA, DEAA, and DEAB Legal and Local for all district policies and state and federal regulations governing employee pay practices.

The superintendent shall recommend an annual compensation plan for all district employees to the board for approval. The employee compensation plan may include wage and salary structures, stipends, benefits, and incentive pay plans.

The superintendent and designees shall administer the compensation plans consistent with board policies, the annual budget approved by the board, and these administrative guidelines.

## **Description of Pay Systems**

Employee pay systems are designed and administered for the purpose of attracting and retaining qualified employees to achieve the goals of the district. Human resources is responsible for the maintenance and administration of employee pay systems. Teachers will be paid according to a salary schedule that correlates salaries with total years of creditable service in education. Other district jobs will be assigned to a pay grade and range structure that sets the range of pay for the position.

The district pay plan includes:

- Teachers
- Administrative Professional Exempt Staff
- Clerical Paraprofessional Nonexempt Staff
- Auxiliary Nonexempt Staff

Pay ranges and salary schedules are reviewed and adjusted periodically. Employee pay is adjusted based on the pay increase budget and guidelines approved by the board annually.

## **Job Description**

Job documentation is an essential function in the administration of the compensation system. Accurate and complete job documentation will be collected and maintained by human resources with input from job supervisors. Job descriptions will define job qualifications, job purpose, major duties and responsibilities, working conditions, and exemption status. Job titles are assigned by human resources to accurately reflect the level and nature of work and the organizational structure of the district.

Job descriptions will be updated by human resources with input from supervisor at least every 2 years and at each vacancy. Employees and their supervisor will sign off on their job description annually at the employee's annual review, acknowledging and agreeing to the general responsibilities of the job.

## Duty Calendars

Duty calendars are determined based on the business needs of the district and will align with pay cycles. The district will strive to maintain few duty calendar variations. When an employee's duty calendar must be changed to meet new or adjusted needs of the district, the employee's current total annual salary should not be reduced if days are being reduced. Instead, the current daily rate or hourly rate should be adjusted to arrive at the same annual salary as the employee began the year.

## Pay Cycles

Salaried, professional jobs and nonexempt hourly positions are paid semi-monthly. The time in which employees receive pay will align with when the work is completed. Specific pay calendars will be distributed each year by the district.

- **Monthly.** Employees are paid on the \_\_\_ day of each month. Optional: Pay for nonexempt employees is annualized based on duty days and duty hours assigned for the role. Time worked beyond the expected schedule will be calculated and reflected in the next scheduled check.
- **Semi-monthly.** Employees are paid twice per month on the 15th and the 30th.
- **Bi-weekly.** Nonexempt employees are paid every other week on Friday. Employees will receive a total of 26 checks throughout the year.
- **Weekly.** Nonexempt employees are paid each Friday for work performed the preceding week.

## Exemption Status

All jobs will be classified as exempt or nonexempt in accordance with the requirements of the federal Fair Labor Standards Act (FLSA) and documented on the job description. Human resources will determine the classification of each position based on a description of assigned job duties and weekly pay. In order to be exempt, the employee's primary duties must meet the requirements defined by federal regulations for the executive, administrative, professional, or computer employee exemption test or be a teacher, and the employee must meet applicable federal salary requirements. All employees who do not meet the legal requirements for exemption are classified as nonexempt.

## Job Classification

Job classification determines the assigned pay range for a job. Job classification is based on job requirements, assigned duties, and market rates. All jobs are classified for pay based on the relative level of knowledge and skill requirements, scope and complexity of assigned duties, job accountability, and working conditions. Human resources will collect job information, evaluate jobs for classification purposes, and assign jobs to pay grades.

## Classification of New Positions

Prior to posting, new positions must have a written job description created collaboratively by human resources and the hiring supervisor. Human resources will recommend to the superintendent the pay grade classification of new positions based on the job description, qualifications required, and market value. New positions must be classified in the pay system prior to hiring new employees.

## **Job Reclassification**

A job reclassification occurs when a job classification is changed to a higher or lower pay range. Jobs may be reclassified as a result of a significant and sustained change in job duties assigned, a need to improve internal pay equity with similar jobs, or a change in competitive market rates.

### **Procedures for Job Reclassification**

Review of job reclassifications must be initiated by the cabinet-level supervisor or by human resources. Jobs previously submitted for review or FTEs added within the last school year are not eligible for review. Reviews will be conducted as follows:

A request for a job classification review must be submitted on a form provided by human resources that describes the rationale for reclassifying the position and provides an explanation of changes in job duties and responsibilities. The request also should include current and proposed job descriptions. The request must be approved by the cabinet-level supervisor before submitting to human resources.

Human resources will review the request and obtain additional information, if needed. Additional information may be obtained from the supervisor, employee(s), and/or external job market pay data.

Human resources will evaluate the job classification and prepare a recommendation for review by the superintendent or designee.

### **Salary Adjustments for Job Reclassification**

A change in job classification will result in a greater or lesser potential for long-term pay advancement. Salary adjustments cannot be made for contract employees after the beginning of the contract term unless the job responsibilities have increased. Salary changes for contract employees are prohibited during the contract term. Human resources should evaluate the need for salary adjustment for reclassified employees and use appropriate demotion or promotion procedures.

Salary placement for an employee who is reclassified will follow the guidelines for placement of a new hire with additional adjustments made as needed to achieve pay equity among peer employees.

- If the job is reclassified upward due to an increase in level of responsibilities, the procedure for promotion increases may be applied;
- If the job is reclassified due to organizational changes, there may be no immediate pay increase;
- If the job is reclassified due to a change in the competitive job market for hard-to-fill positions, equity adjustments may be made at the direction of the superintendent subject to contractual pay change restrictions;
- If the job is reclassified to a lower pay range based on a reduction in level of assigned responsibilities, the employee's pay may be reduced at the direction of the superintendent for the following school year. Refer to procedures on pay adjustments for reassignment to a lower pay grade.

## General Pay Increases and Eligibility

Employee pay will be reviewed annually for adjustment. The general pay increase (GPI) will be recommended to the board by the superintendent each year. They are based on the annual amount budgeted for pay raises and approved by the board. General pay increases provide the same dollar amount of increase to employees in the same pay grade. Teachers will be granted a GPI and reflected in the hiring schedule for the next year. Pay increases that result in pay that exceeds the maximum rate of the pay range must be specifically authorized by the board each year.

To receive a general pay increase, an employee must be in a paid status or on an approved leave of absence at the time of the first pay cycle reflecting the pay increase. Eligible employees must have received satisfactory evaluation in the preceding year.

## Employees on Salary Schedules

Pay increases for jobs on salary schedules are calculated by applying the percent increase approved by the board each year to the market rate.

### Annual Increase Example:

Market Rate:	\$55,000
% Increase	.02
Annual Increase	\$1,100

## Employees on Pay Ranges

General pay increases for employees on pay ranges are calculated by applying the percent increase approved by the board each year to the midpoint rate of the pay range. Employees in the same pay grade will receive the same rate of increase when pay increases are calculated as a percent of midpoint, unless the employee's pay is close to or exceeds the maximum of the pay range. Pay increases for employees in the educator career path on pay ranges (e.g., Counselor, Assistant Principal) must be at least equal to the pay increase for teachers on a daily rate basis and pay after the increase should be at least 3 percent above what the employee would be paid as a teacher.

<u>Hourly Rate Increase</u> (midpoint x %)		<u>Annual Increase</u> (hourly rate increase x duty hours x duty days)	
Pay Range Midpoint:	\$15.00	Duty Hours:	8.0
% Increase:	.02	Duty Days:	226
Hourly Rate Increase:	\$0.30	Annual Increase:	\$542.40

## Placement of New Hires

### Salary Placement – Schedules for Teachers

Salaries for teachers who are new to the district will be determined by total creditable years of service in education and the district's salary schedule for the current year.

Creditable years of service will be determined by human resources as defined by state regulation at the time of employment (TAC Title 19, part II, 153.1021). New hires will receive salary credit for years of service up to a maximum of 5 years.

## Salary Placement – Career and Technical Education Teachers

Career and technical education teachers may be granted additional years of placement credit for work experience that is directly related to the career and technology field in which they are currently teaching. Experience credit will be documented and verified by human resources.

Credit above the two years of work experience requirement as defined by state regulation may be granted in the following manner:

- 1 year of placement credit on the teacher scale for every 1 full year of related experience up to 5 years (“1 for 1” credit); and
- 1 year of placement credit on the teacher scale for every 2 full years of related experience for more than 10 years up to the hiring schedule maximum years (“1 for 2” credit).

Example: Salary placement for health sciences teacher with experience credit of 12 full years of previous nursing experience:

1 for 1 credit up to 10 years	= 10 years
1 for 2 credit for years 11 and 12	= 1 year
<hr/>	
	= 11 years of credit

For personnel whose employment is split between career and technology and non-career and technology positions, the years granted shall apply to both the career and technology and the non-career and technology positions.

## Salary Placement – JROTC Instructors

JROTC instructors will be paid the higher of the Minimum Instructor Pay (MIP) amount provided to the district by the military or the standard teacher salary for his or her creditable years of experience. Pay for JROTC instructors will be increased annually as needed to comply with the MIP statements provided directly to the district by the military, and increases may occur at a different time than other employees to align with the timing of military salary adjustments. JROTC instructors should receive either the increase dictated by the military or the school district general pay increase, but not both.

## Salary Placement – Exempt and Nonexempt

Starting pay for a new hire in a pay range plan will be determined individually based on each person’s job-related experience and qualifications, and salaries paid to peer employees in the same position with similar experience.

**Peer equity.** In multi-incumbent positions (e.g., classroom aide), starting pay for a new hire should not exceed rates being paid to other employees in the same job with similar experience and qualifications.

**Midpoint limit.** Starting salary may be set up to the midpoint of the pay range based on job-related prior experience and qualifications, and the salary of peer employees. With approval from the superintendent, a starting salary may exceed the midpoint of the pay range and/or peer employees for a hard-to-fill key position.

**Placement credit for prior experience.** Starting pay for exempt and nonexempt jobs that require prior experience may utilize the following guidelines for calculation, but will still be evaluated against peer equity and midpoint limits before a final amount is determined.

- Percent increase. Pay is calculated at 1 percent above minimum for each year of job experience directly related to job duties. Credit for teaching experience is limited to 5 years for salary placement for teachers promoted to a position that requires educator certification on the Administrative Professional pay schedule.
- Placement scale. Salary placement scales may be used to determine rates of pay for newly hired employees on the clerical paraprofessional / instructional support / auxiliary scale. Individual employee placement may be based on job-related experience approved by the district. Credit will be given for years of experience granted by human resources based on the district’s salary placement scale for nonexempt jobs. Current employees may be paid above the placement scale. Salary placement scales are reviewed and may be adjusted on an annual basis and salary advancement is not guaranteed.

## Reassignments

### Pay Adjustments for Reassignment to a Higher Pay Grade

A promotion occurs when an employee is moved to a different job in a higher pay grade.

Salary placement for an employee who is promoted to a job in a pay grade with a higher midpoint will follow the guidelines for placement of a new hire with additional adjustments made as needed to achieve pay equity among peer employees. Employees promoted internally will not be paid less than a new hire with similar experience.

The base pay for promoted employees should be at least a 3 percent salary increase applied to the employee’s base daily or hourly rate for the required duty days of the new assignment, less any stipends paid for supplemental duties.

In the case of teachers paid additional incentives, base pay will include incentives paid for the teaching assignment, such as advanced degree, certification field, career ladder, etc., only when teachers are being promoted to another certified educator position. If the educator is promoted to a position in a pay range, additives will then be rolled into the base starting pay for the new position and no longer be paid as stipends. Coaching or other extracurricular stipends should not be included in base pay.

Example of promotion from paraprofessional pay grade 1 to pay grade 2:

<u>New Hire Pay Rate in PG 2</u>		<u>Minimum 3% Increase</u>	
Employee Current Rate	\$10.37	Employee Current Rate	\$10.37
Credited Experience	3 years	3 Percent Increase	<u>x 1.03</u>
Calculated Hourly Rate	\$12.00	Employee New Rate	\$10.68

*The higher of the two calculations becomes the new hourly rate: \$12.00*

Example of promotion from paraprofessional pay grade 3 to pay grade 4:

<u>New Hire Pay Rate in PG 4</u>		<u>Minimum 3% Increase</u>	
Employee Current Rate	\$15.59	Employee Current Rate	\$15.59
Credited Experience	7 years	3 Percent Increase	<u>x 1.03</u>
Calculated Hourly Rate	\$16.26	Employee New Rate	\$16.06

*The higher of the two calculations becomes the new hourly rate: \$16.26*

### **Pay Adjustments for Reassignment to a Lower Pay Grade**

A reassignment to a different job in a lower pay range is considered a demotion and a corresponding reduction in pay may result if approved by the superintendent.

**Contract employees.** A reduction in pay as a result of a demotion will not be made during the current contract year, unless mutually agreed to by the employee and the district in writing and in consultation with a school attorney. Demotions that become effective during the contract term may result in a pay reduction for the following school year provided notice of the reduction is given to the employee before the penalty-free resignation date (i.e., 45 days before the first day of instruction for the next school year). Pay reductions for contract employees are made at the direction of the superintendent and may follow the same guidelines as pay reductions for noncontract employees.

**Noncontract employees.** Subject to approval by the superintendent, a reduction in pay for a demotion will be made effective with the new assignment to a lower pay grade. The employee’s base rate of pay (hourly or daily) may be calculated the same as a new hire’s pay in the lower pay grade, with peer equity factored into the final determination, or a reduction reduced to the same percent of midpoint (rate divided by midpoint) in the lower pay range, whichever is less.

Pay adjustments may also be made for a longer or shorter work year associated with the change in duty assignment. In the case of a demotion from a pay range structure to an experience-based placement scale, salary placement will be made according to years of experience.

### **Review and Adjustment of Pay Ranges**

Human resources will review pay structures annually and recommend adjustments as needed to maintain competitive alignment with external job markets and internal alignment of career pathways. Adjustments to pay ranges are made prior to the calculation of pay increases.

If no pay raise is approved by the board, no pay range adjustments will be made. Salary schedules will be adjusted only to update the years of service associated with a pay rate.

## **Reinstatement Following Break in Service**

An employee who is rehired for the same position following a break-in-service that is less than 12 months shall be reinstated at the same pay rate previously held prior to the break-in-service, or according to the procedures for placement of new hires, whichever is greater.

If rehired at a different pay grade level or rehired following a break in service that is longer than 12 months, the employee's pay will be placed according to the procedures for placement of new hires.

## **Extracurricular Stipends**

The board will approve a schedule of salary stipends for extra duties. Exempt employees who are assigned supplemental duties that accrue extra pay will be compensated according to the district's schedule for extra duty stipends. Stipends and incentives are reviewed and modified periodically.

Nonexempt employees who are assigned supplemental duties will be paid on an hourly basis including overtime compensation when hours exceed 40 in a workweek. The hours worked in supplemental duties must be combined with the hours worked in the regular job assignment for determining the total hours worked each week.

Payment of extra-duty stipends for exempt employees are annualized and paid monthly over the course of the school year. Certain stipends such as UIL and Class Sponsors may be paid as a lump sum (at the end of the semester/school year).

## **Performance Pay: Teacher Incentive Allotment**

Performance pay will be reviewed and adopted by the board in conjunction with the compensation plan and budget adoption process. For the teacher incentive allotment (TIA), districts may choose to create a local optional teacher designation system or districts may employ teachers who hold a current designation.

TIA funding is calculated for the district based on the designation of the teacher (e.g., recognized, exemplary, master) and the TIA formula for campuses. Districts must create a spending plan for funds received from TIA with at least 90 percent of TIA funds allocated to teacher compensation on the campus where the designated teacher works.

For any funds received for a designated teacher under the Teacher Incentive Allotment (TIA), 90 percent will be paid to the designated teacher. The other 10 percent will be used for (training and support of the system, expansion of the system, and/or professional development.

Should the district receive funding for a designated teacher who has resigned or retired, the district will forward payment to the resigned or retired teacher as soon as practicable.

## Request for Job Classification Review

### General Guidelines: Job Classification Review

Job classification determines the assigned pay range for a job and is based on job requirements, assigned duties, and market rates. All jobs are classified for pay based on the relative level of knowledge and skill requirements, scope and complexity of assigned duties, job accountability, and working conditions.

A reclassification occurs when a job classification is changed to a higher or lower pay range. Job classification changes may be warranted for the following reasons:

- A substantial and sustained change in job duties assigned
- A significant change in the competitive price for the job
- Identification of an internal inequity related to other jobs

Administrative procedures should provide a process for reviewing job reclassifications. The procedures should identify:

- Who has authority to initiate a request for job reclassification
- What supporting information needs to be provided
- Who is responsible for analyzing the request and making a recommendation
- What is the timeline for receiving and completing reviews
- When is the effective date of a job reclassification
- Who has final approval authority and if there will be an option to appeal

Changing the pay grade classification for a job should be based on the work itself and not solely due to the request of the job incumbent or supervisor. Job classification changes should be limited and relatively infrequent. These infrastructure changes to the pay plan should not be a result of negotiation. Instead, changes should be based only on a review of job duties relative to other jobs in the district and market data.

Review of job reclassifications must be initiated by the cabinet-level supervisor or by human resources. Jobs previously submitted for review within the last 18 months and newly created jobs are usually not eligible for review.

A request for a job classification review must be submitted on a form provided by human resources that describes the rationale for reclassifying the position and provides an explanation of changes in job duties and responsibilities. The request must be approved by the cabinet-level supervisor before submitting to human resources.

Human resources will evaluate the job reclassification and prepare a recommendation for review by the superintendent or designee.





## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** June 16, 2025

**Agenda Item:** Staff Development Waiver

**Background Information:**

This waiver allows the district to train staff on various educational strategies designed to improve student performance in lieu of student instruction during the school year.

The *Staff Development Minutes Waiver* provides for a maximum of 2,100 total waiver minutes to use for professional development for districts that provide operational and instructional minutes.

Each district may choose how to apply their approved *Staff Development Minutes Waiver*. For instance, schools may choose to offer early release, late start, all day staff development, or a combination. However, the total waiver minutes for staff development shall not exceed 2,100 minutes per year.

This waiver is for staff development in place of student instruction; therefore, the waiver minutes are only applicable to staff development provided instead of student instruction during the school year. Effective with the 2018-2019 school year, the *Staff Development Minutes Waiver* may not be used prior to the first day of student instruction or after the last day of student instruction.

On staff development days when students are in attendance part of the day, in order to receive full ADA funding, the district or open-enrollment charter school must provide at least 120 minutes of student instruction. *Instructional* minutes are defined in the SAAH as the portion of the school day in which instruction takes place along with other exceptions. In addition to the 120 minutes of student instruction, any staff development waiver minutes reported must reflect actual staff development minutes provided.

**Administrative Consideration:**

The waiver proposal was discussed with and supported by DEIC. The DEIC is recommending that PD waiver days be used in conjunction with a staff work day so they will also have planning time on these days. On the recommended days, the PD waiver portion will be 300 minutes with the rest of the day as a work day. The current Academic calendar has been reviewed by administration and the Superintendent to determine the best possible time periods for staff development. The waiver portion of these days will be dedicated to staff development that impacts instruction and safety. Administration will be looking at the following days for consideration for 300 minutes of PD waiver: September 19, 2025, October 31, 2025, December 12, 2025, January 5, 2026, February 20, 2026, March 16, 2026. The following days for consideration as early release days for students with 300 minutes of instruction and 150 minutes of PD waiver: December 18, 2025 and May 28, 2026.

**Budgetary Consideration:**

None

**Supporting Documents:**

2025-2026 Draft Instructional Calendar with suggested waiver days

**Recommendation:**

It is recommended that the Board approve the Staff Development Waiver

**Respectfully Submitted by:**

  
**Dr. Todd Grandjean**  
**Superintendent of Schools**

# Devine Independent School District 2025-2026 Academic Calendar (w/PD days)

District Holidays & Flex Days	
Sept 1	Labor Day Holiday
Sept 19	PD Waiver Day/No School
Sep 26	District Flex Day/No School
Oct 3	District Flex Day/No School
Oct 13	Columbus Day Holiday
Oct 24	District Flex Day/No School
Oct 31	PD Waiver Day/No School
Nov 14	District Flex Day/No School
Nov 24-28	Thanksgiving Holidays
Dec 12	PD Waiver Day/No School
Dec 19-Jan 2	Christmas Holidays
Jan 5	PD Waiver Day/No School
Jan 19	MLK Holiday
Feb 6	District Flex Day/No School
Feb 13	District Flex Day/No School
Feb 20	PD Waiver Day/No School
Feb 27	District Flex Day/No School
Mar 9-13	Spring Break Holidays
Mar 16	PD Waiver Day/No School
Apr 3-6	Easter Holidays
May 1	Bad Weather Make-up Day
May 8	District Flex Day/No School
May 15	Bad Weather Make-up Day
May 22	District Flex Day/No School
May 25	Memorial Day Holiday
May 29	Student Holiday/Staff In-Service

Key	
{ }	Beginning/End of Six weeks
[ ]	Student & Staff Holiday
[ ]	Student Early Release-1 pm (150 minutes PD Waiver)
[ ]	In Service / Student Holiday
[ ]	District Flex Day/No School
[ ]	Bad Weather Make-up Day (2 days)
[ ]	STAAR Testing
[ ]	No School/PD Waiver day (300 Min PD/150 min workday)
*	Comp Day

**Important Dates**  
 First Day of School – August 12, 2025  
 Last Day of School – May 28, 2026  
 High School Graduation – May 29, 2026

6-week Reporting Periods		
Begins	Ends	Days/Minutes
Aug 12	Sept 19	28/12,450
Sept 22	Oct 31	26/11,550
Nov 3	Dec 18	28/12,450
Jan 5	Feb 20	32/14,100
Feb 23	April 10	27/12,000
April 13	May 28	29/13,050
75600 - req	Total	170/75,600

**\*\*TENTATIVE\*\* ONLINE STAAR Testing Window/Dates**  
**DECEMBER (EOC Rerefs)** Eng I, Eng II, Alg I, Biology, US History  
**APRIL** Eng I EOC; Eng II EOC; Gr 3-8 RLA April EOC Bio & EOC  
 US Hist; Gr 8 Sci & SS; Gr 5 Sci  
**April-May -;** EOC Alg I, Gr 3-8 Math  
**June -** (EOCRetest) - Eng I, Eng II, Alg I, Biology, US History

Devine Independent School District  
 605 West Hondo, Devine, TX 78016  
 Phone: 830-851-0795; Fax: 830-663-6706

[www.devineisd.org](http://www.devineisd.org)

Pending Board Adoption

JULY '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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AUGUST '25						
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31						

SEPTEMBER '25						
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28	29	30				

OCTOBER '25						
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NOVEMBER '25						
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30						

DECEMBER '25						
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JANUARY '26						
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FEBRUARY '26						
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MARCH '26						
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APRIL '26						
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MAY '26						
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31						

JUNE '26						
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28	29	30				



## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** June 16, 2025

**Agenda Item:** TASB Board of Directors Endorsement

### **Background Information:**

The TASB Board of Directors actively promotes the purposes of the Association, oversees its fiscal affairs, and establishes Board policies. It has 44 members composed of the President, the President-Elect, the Immediate Past President, and members from the 20 TASB Regions, which follow the boundaries of the education service centers. These Directors are elected to staggered three-year terms, with the exception of the President-Elect, President, and Immediate Past President who serve one-year terms in each position.

Starting Monday, May 12, 2025, Active Member boards are invited to endorse a candidate for each available position in their Region. Endorsements must be received in the TASB Headquarters by Friday, August 1, 2025.

Candidates are board members who have been nominated by their local school boards for TASB Board positions which are vacant or have expiring terms.

### **Administrative Consideration:**

If a majority of the Active Members of the Region endorses a candidate, that individual will be elected to the TASB Board. If at least 25 percent, but not a majority, endorse the candidate, that individual will be included on the official ballot at the TASB Delegate Assembly. The nomination from the individual's local school board is counted as an endorsement.

There is currently one position in Region 20 that is up for election and there are two candidates running for the position. Rich Sena, is the incumbent and is seeking reelection and the second candidate is Louie Luna.

### **Budgetary Consideration:**

None.

### **Supporting Documents:**

Biography for candidates  
Endorsement form

### **Recommendation:**

Endorse a candidate for open position.

### **Respectfully Submitted by:**

*Todd Grandjean  
Superintendent of Schools*



TASB BOARD CANDIDATE BIOGRAPHICAL SKETCH

DATE:

NAME: Louie G. Luna

MAILING ADDRESS: [Redacted]

CITY: [Redacted] ZIP: [Redacted]

BUSINESS PHONE: [Redacted] RESIDENCE PHONE: [Redacted]

CELL PHONE: [Redacted] FAX NUMBER (if applicable): See card.

We communicate with our Board members primarily via e-mail. Please list your preferred email address.

E-MAIL: [Redacted]

SCHOOL DISTRICT: Harlandale ISD

LOCAL TERM EXPIRES: # 5/2025 (Month/year) YEARS ON BOARD: 4

Upon expiration of current term on your local board, will you seek reelection?

YES  NO

BOARD POSITIONS HELD (including dates): Vice President, June 2023 to present

OCCUPATION: Retired Teacher

CURRENT EMPLOYER: N/A

EDUCATION-HIGH SCHOOL: Alamo Heights HS

OTHER EDUCATION: DEGREES: BBA- Business Ad./concentration

HOBBIES/SPECIAL INTERESTS: certified Tour Guide; Tejano Music; Bilingual Bicultural Marketing Studies

BUSINESS/PROFESSIONAL/CIVIC GROUP MEMBERS (offices held including dates): San Antonio Professional Tour Guide Association 1998-2021 Our Lady of Angels Catholic Church - Finance Committee, Member 2022-present

ADDITIONAL COMMENTS: I'm a great Leader and Mentor for my students and community. "I'm a minority in a minority!"

Please attach a short bio and include a current picture in jpeg format.



**HARLANDALE**  
INDEPENDENT SCHOOL DISTRICT

## **Louie G. Luna**

### ***Vice President, District 3***

Louie G. Luna is a dedicated public servant with deep roots in the Harlandale community. A retired educator with 32 years of service in Harlandale ISD, Mr. Luna holds a lifetime certification in Elementary Bilingual Education (PK–6) and remains deeply committed to advancing public education.

Since his election to the Harlandale ISD Board of Trustees in May 2021, Mr. Luna has served with purpose and integrity. He currently holds the position of Vice President of the School Board and draws on decades of experience in the classroom and in leadership roles to guide every decision he makes. In addition to his role on the Board, he is an active member of the Finance Committee at Our Lady of Angels Catholic Church.

Mr. Luna's values — *Leader, Advocate, Educator* — continue to guide his service. He leads by participating in budget discussions, policy analysis and District planning. He advocates not only for students, but also for the broader community, including local businesses and civic interests. As a certified educator, he remains focused on academic success, supporting curriculum improvements and monitoring student outcomes to ensure all students have access to quality education.

Motivated by a desire to create better opportunities for Harlandale students and staff, Mr. Luna remains committed to using his experience and voice to move the District forward.

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**TASB**
**TASB BOARD CANDIDATE  
BIOGRAPHICAL SKETCH**

 DATE: March 24, 2025

 NAME: RICH SENA

 MAILING ADDRESS: [REDACTED]

 CITY: [REDACTED]

 ZIP: [REDACTED]

 BUSINESS PHONE: [REDACTED]

 RESIDENCE PHONE: [REDACTED]

 CELL PHONE: [REDACTED]

 FAX NUMBER (if applicable): n/a

We communicate with our Board members primarily via e-mail. Please list your preferred email address.

 E-MAIL: [REDACTED]

 SCHOOL DISTRICT: Boerne ISD

 LOCAL TERM EXPIRES: May 2026 YEARS ON BOARD: 11 Years  
(Month/year)

Upon expiration of current term on your local board, will you seek reelection?

 YES  NO 

 BOARD POSITIONS HELD (including dates): President 2017-18, 2022-23. Vice President 2016-17,  
2021-22. Secretary 2020-21, 2015-16

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 OCCUPATION: Insurance Agent

 CURRENT EMPLOYER: Self-employed

 DATES: Since Dec. 2004

 EDUCATION-HIGH SCHOOL: Pelham Memorial HS

 COLLEGE: Colgate University

 OTHER EDUCATION: \_\_\_\_\_ DEGREES: BA – Political Science & International Relations

 HOBBIES/SPECIAL INTERESTS: Reading, Community Volunteer, Travel

 BUSINESS/PROFESSIONAL/CIVIC GROUP MEMBERS (offices held including dates): Boerne Sunrise Rotary – President 2022-23. Hill Country Pregnancy Care Center – Board Member 2011to present, President 2012-14. Hill Country Mission for Health Board Member, President 2012-13. Member, Boerne Planning & Zoning Commission 2009-2018. Boerne Chamber of Commerce member 2010 to present. Volunteer at Hill Country Daily Bread and Stand by Me Mentoring Program. Kendall County Republican Club – Vice President for Programs 2021. Columnist for Boerne Star local newspaper – 2011 to present. Sunday School Teacher at Currey Creek Church 2018 to present

 ADDITIONAL COMMENTS: I believe in community service and believe in the verse, "To whom much is given much is required." I enjoy the variety of activities I am involved in and feel blessed to have the flexibility in my work schedule that allows for this commitment.

**Please attach a short bio and include a current picture in jpeg format.**

v. 2/2025

March 24, 2025

To: TASB Board of Directors Nominating Committee

**Biography – Rich Sena**

I was born and raised in Pelham, New York, where I attended elementary and secondary public schools. After high school graduation, I attended and graduated from Colgate University, majoring in Political Science and International Relations. At Colgate I was very active in student life, serving as Director of our Big Brothers Big Sisters Program, and later as Student Body President.

Following college graduation, I began my career in advertising sales for a yellow pages publisher. I transferred to a startup operation in Texas in 1984 and served in a variety of leadership positions prior to becoming Vice President responsible for leading sales and marketing efforts for this \$50 million publisher, overseeing eight sales offices with over 200 employees.

Following the sale of this business, I became self-employed, opening up an insurance agency specializing in health insurance for small businesses. I have been in business for almost twenty years, and now have a mature client base which affords me the time to commit to public service.

I am lucky to have been raised by two loving parents who encouraged all their children to excel academically while giving back to the community. They led by example. My activities in Boerne include volunteering at a number of local non-profits, including Hill Country Daily Bread, Stand by Me Mentoring Program, and the Hill Country Mission for Health, where I also served as a board member. I continue to serve as a board member of the Hill Country Pregnancy Care Center.

Much of my community service focuses on our youth. I teach second graders at my church's Sunday School, and also volunteer as a student mentor in Boerne ISD's program.

Prior to being elected to the Boerne ISD Board of Trustees in 2014, I served on the district's Budget Committee and Long Range Planning Committee, which I believe prepared me well for board service. As a trustee, I have served on a number of different committees, as well as holding the offices of President, Vice President, and Secretary. I currently serve on the Facilities and Budget Committees and chair the Legislative Advocacy Committee. Our district has been very active in Austin advocating for public education. Prior to each legislative session our board adopts legislative priorities. We then form groups of local residents to travel to the capitol to visit with many legislators and staff members.

Though I greatly enjoy public service, my greatest joy comes from my children. My daughter [REDACTED], a graduate of Texas State, teaches fifth grade at Bill Brown Elementary School in Comal ISD, and my son [REDACTED], a Baylor graduate, sells homes for David Weekly Homes in San Antonio. [REDACTED] will give birth next month to my first grandchild, who will be a future Boerne ISD student!

I look forward to serving Texas public schools in an expanded capacity as a TASB Director. Public education is the great equalizer in society; it is what gave my immigrant parents the tools they needed to succeed in life. In 2019 I was fortunate to be accepted into Leadership TASB, and thoroughly enjoyed visiting different districts across the state and meeting fellow trustees.

Thank you for your consideration and I look forward to working with you.

# Director Nominations FAQ

Get answers to frequently asked questions about the TASB Board of Directors, the Delegate Assembly, and how to nominate an individual to a position on the TASB Board.

 FAQ |  [Save to Favorites](#)

## Who elects the TASB Board of Directors?

The general governing body of TASB is the Delegate Assembly, which meets each fall on the Saturday of the TASA | TASB Convention. One of the responsibilities of the Assembly is to elect the TASB Board of Directors (TASB Board).

## Who makes up the Delegate Assembly?

Each Active Member is eligible to designate a Delegate and Alternate from the local board to represent the board's interests at the Delegate Assembly. Either the Delegate or the Alternate, whichever is present on the floor, is the Active Member's voting representative. Members of the TASB Board and the four Grassroots Regional Advisors on the TASB Legislative Committee also are voting representatives on the Assembly floor by virtue of their positions.

## What is an Active Member of TASB?

Active Members are local public school boards and education service center boards that have paid current annual dues.

## What is the composition of the TASB Board?

The 43-member TASB Board is composed of the President, the President-Elect, the Immediate Past President, and members from the 20 TASB Regions, which follow the boundaries of the education service centers. These Directors are elected to staggered three-year terms, with the exception of the President-Elect, President, and Immediate Past President who serve one-year terms in each position. An education service center representative also is a member of the TASB Board, serving as a voting *ex officio* member.

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## What are the responsibilities of the TASB Board?

The TASB Board actively promotes the purposes of the Association, oversees its fiscal affairs, and establishes Board policies.

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## How are TASB Board positions determined, and why do some TASB Regions have more than one representative?

Representation on the TASB Board is determined by state average daily attendance (ADA). Calculations to determine Board positions are completed each April with ADA data furnished by the Texas Education Agency. The TASB Board has two types of positions: large district and regional.

**a. Large District Members** — An Active Member with at least 1.25 percent of the total state ADA is entitled to a large district position on the TASB Board). No more than 14 Active Members shall be entitled to a large district Director position. Currently, 10 districts qualify as large district members: Austin ISD, Conroe ISD, Cypress-Fairbanks ISD, Dallas ISD, Fort Bend ISD, Fort Worth ISD, Frisco ISD, Houston ISD, Katy ISD, and Northside ISD-Bexar County.

**b. Regional Members** — Each of the 20 TASB Regions have a regional member on the TASB Board. However, a TASB Region will gain another position for each 4.25 percent, or fraction thereof, of the total state ADA after subtracting the ADA of each large district member. An Association Region shall be entitled to no more than three Regional Director positions.

## Does a TASB Director have to be a member of a local school board?

Yes, Directors of the TASB Board must be a member of a local school board that is an Active Member of TASB. Except in the case of the President and the Immediate Past President, a Director of the TASB Board who ceases to be a local school board member automatically vacates his or her position on the TASB Board. The TASB President must be a member of a local board at the time of succession to the office.

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## How do districts know when to nominate an individual for a position on the TASB Board?

On or before March 3, each Active Member will be notified that a vacancy or expiring term exists for a position in the Active Member's TASB Region. This information also will be posted on the TASB website.

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## How does an Active Member nominate an individual?

Active Members have until May 9 to place the name of a local board member in nomination for a position. A nomination is accepted when the following completed [nominations forms](#), provided by the Association, are received by TASB:

- (1) Form A, Active Member's Nomination and Willingness to Serve form

*The candidate must have served at least 18 months, in the aggregate, on the local board by December 31, 2025.*

- (2) Form B, Candidate's Biographical Sketch

- (3) Form C, Candidate's Questionnaire

The nomination requires local board action, and Form A must be signed by the board president or other board officer and include the date of board action and the candidate.

Once these materials are received, the board president, candidate, and superintendent will receive an e-mail acknowledging the candidacy.

## Can an Active Member nominate more than one individual for a position?

No.

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## Can an individual be a candidate for more than one position?

No.

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## What is the endorsement period, and how does an Active Member endorse a nominated individual?

The endorsement period is open May 12–August 1 and is an opportunity for local boards in a region to support, or even elect, a candidate nominated to the TASB Board.

During the endorsement period, an Active Member may endorse the candidacy of a nominated individual from another board within their TASB Region. Active Members must use Form D, Endorsement Form, provided by the Association.

It is important to note that TASB Bylaws require local board action for endorsements. Also, the **Nominations Committee cannot accept endorsements acted on before May 12** or those not on the form provided by the Association (Form D, Endorsement Form). Completed endorsement forms must be received by TASB on or before August 1.

If a majority of Active Members in an Association Region endorse the same candidate, that candidate is elected to the TASB Board and will take office at the completion of the final official session of the TASA | TASB Convention. If more than 25 percent of Active Members in a Region endorses the same candidate, that candidate will be placed on the slate of nominees presented to the Delegate Assembly.

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## How can candidates contact Active Members in their TASB Regions for endorsements?

Upon request, TASB will provide a mailing list to candidates.

## How are vacancies on the TASB Board filled throughout the year?

The TASB Board can fill vacancies that occur during the year. Each Active Member within the affected Region will be notified about the vacancy and the process for nominations. The Nominations Committee will interview all candidates and make a recommendation to the TASB Board. The TASB Board will elect an individual to fill the vacancy until the next Delegate Assembly.

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## What is the TASB Nominations Committee, and what is the committee's role in the Delegate Assembly election process?

The TASB Nominations Committee is composed of Directors on the TASB Board. Eleven committee members and nine alternates are elected by the Board annually. In the election of the committee, the Board considers school district size, geographic location, and wealth per student.

The Nominations Committee meets prior to the Delegate Assembly to interview nominated individuals in Director races that have not been elected by endorsement by the Regions. The Committee prepares a slate of Director nominees by selecting a candidate for each open position.

If a Director candidate has received endorsements from a majority of the Active Members in the TASB Region, that individual is automatically elected to the position and will take office after the final Convention session in the year elected.

If no Director candidate has received a majority of the endorsements, the slate of nominees will include the committee's nominees and also will list any nominated individuals who have received endorsements from at least 25 percent, but less than a majority, of the Active Members within their TASB Region.

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## Who pays the nominated individual's expenses incurred in attending the interview with the Nominations Committee?

The candidate's local board typically pays. This is not a TASB expense.

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### **Can someone still run for TASB Director if he or she is not chosen by the Nominations Committee and has not received endorsements from at least 25 percent of the Active Members?**



Yes. Even if a candidate was not selected as a nominee by the Nominations Committee or did not receive at least 25 percent of the endorsements from their region, they may still run for a Director position on the TASB Board through the delegate nomination process.

A delegate nomination may be made by the candidate's Delegate, provided the following conditions are met: (a) the candidate's completed nomination materials had been submitted to TASB Headquarters by May 9, (b) the candidate interviewed with the Nominations Committee, and (c) the candidate's intent and consent to run for the position by this alternate means is received in TASB Headquarters at least five days before the annual Delegate Assembly.

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### **When are Active Members notified of the official slate of Director and Officer nominees?**



The nominations slate of nominees is sent to all Active Members as soon as feasible after the August 16, 2025 Director candidate interviews and prior to Delegate Assembly.

Officer nominees are selected by the TASB Board at the Summer Board Meeting.

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### **What happens if a nominee is unable to serve?**



The Nominations Committee, at the call of its chair, will select an alternate Director nominee; and the TASB Board, at the call of its President, will select an alternate Officer nominee. Active Members and their Delegates will be notified of the amended report of the Nominations Committee as soon as feasible, but no later than the opening of the Delegate Assembly.

## Can candidates in contested races campaign for Delegate votes?

Yes, within certain limits, candidates in contested races can campaign for Delegate votes.

- a. Distribution of Materials** — A candidate can distribute a biographical document on a single sheet of paper no larger than 8-1/2 inches by 14 inches by placing the document on the tables in the caucus meeting rooms organized by the Board before the start of the meeting and/or the tables in the Delegate Assembly hall before the start of the Assembly. No buttons or other forms of campaign paraphernalia will be distributed or worn by individuals in these caucus meetings or in the Assembly hall.
- b. Solicitation of Votes** — No campaigning or solicitation for votes from Delegates will be allowed in the caucus meetings organized by the Board or in the Delegate Assembly hall.
- c. Campaigning at the Delegate Assembly itself** — Aside from distributing a one-page biographical flier, candidates are prohibited from soliciting votes from Delegates outside of the Assembly hall, at the entrance to the hall, or on the floor of the Assembly.

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## Will the nominated individuals be allowed to speak on behalf of their candidacy at the Delegate Assembly?

Yes, speeches are allowed in contested races, and each nominee is given three minutes, in accordance with the standing rules adopted by the Assembly. Contested nominees speak in alphabetical order for each position; however, the recommended nominee speaks last.

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## At the Delegate Assembly, do Delegates cast their vote for all positions or just those within their TASB Region?

All Delegates of the Assembly may cast a vote in each contested position.

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## How are votes cast, tallied, and reported?

Voting is done by electronic keypads. The Teller Committee supervises the voting and certifies the accuracy of the counts. The Teller Committee Chair reports the results to the Assembly.

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### **How is the Teller Committee selected?**



The TASB President appoints Delegates to serve on the Delegate Assembly Teller Committee. A Delegate from an Active Member that has a nominee on the slate is ineligible to serve on the Teller Committee.

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### **How are the winners determined?**



The nominee receiving the majority of the votes of the Delegates present and voting shall be elected. If no nominee receives a majority, a runoff election shall be conducted between the two nominees receiving the greater number of votes, and the election shall be repeated for that position as many times as necessary to obtain a majority.

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### **When do the terms of newly elected Directors and Officers begin?**



The newly elected Directors and Officers (including those Directors elected by endorsement within their regions) begin serving their terms at the end of the final official session of the Convention.

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### **When does the TASB Board meet?**



The TASB Board meets four times a year (December, spring, summer, and Convention).

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### **Who pays the Director expenses to attend meetings?**



In accordance with TASB Board Policy, TASB will reimburse Directors for the following expenses:

1. Expenses incurred while attending the regular December, Spring, and Summer TASB Board Meetings.
2. Transportation expenses and three nights' lodging expenses incurred by Directors attending the regular Convention Board Meeting held in conjunction with the TASA | TASB Convention.
3. Expenses incurred while attending any other meetings of the TASB Board or standing committees.

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### Whom do I contact for more information?



Contact Lysa Hoelscher (800-580-8272, ext. 2976) at TASB or email [boardcommunications@tasb.org](mailto:boardcommunications@tasb.org).

# TASB Director Candidates

\*Indicates Large District Director Positions

(I) Incumbents

<b><u>REGION/POSITION</u></b>	<b><u>DIRECTOR</u></b>	<b><u>DISTRICT</u></b>	<b><u>TERM</u></b>
Region 1, Position B	Ester Cardoza-White	Monte Alto ISD	2025–2028
	Rudy Corona	San Benito CISD	
	Sylvia Sánchez Garza (I)	South Texas ISD	
Region 2	Moises Alfaro (I)	Mathis ISD	2025–2028
	Jessica Quintanilla	Brooks County ISD	
Region 4, Position C	Crystal Carbone (I)	Pearland ISD	2025–2027
Region 4, Position E*	Rebecca Fox (I)	Katy ISD	2025–2028
Region 4, Position F*	Todd LeCompte	Cypress-Fairbanks ISD	2025–2027
Region 6, Position A	Elizabeth Ivey	Montgomery ISD	2025–2028
Region 6, Position B*	Vacant	Conroe ISD	2025–2028
Region 7	Tony Raymond (I)	Sabine ISD	2025–2028
Region 9	Mark Lukert (I)	Wichita Falls ISD	2025–2028
Region 10, Position A	Nichole Bentley	Coppell ISD	2025–2027
	Misty Koerkenmeier	Ferris ISD	
	Robert Selders, Jr.	Garland ISD	
	Jessica Ward	Midlothian ISD	
Region 10, Position B	Regina Harris	Richardson ISD	2025–2028
	Lee Mathew	Sunnyvale ISD	
	Carma Morgan	Cedar Hill ISD	
Region 10, Position C*	Dan Micciche (I)	Dallas ISD	2025–2028
Region 11, Position A	Julie Cole (I)	Hurst-Euless-Bedford ISD	2025–2028
Region 13, Position A*	Lynn Boswell (I)	Austin ISD	2025–2028
Region 16	Cindy Spanel (I)	Highland Park ISD-Potter County	2025–2028
Region 20, Position D	Louie Luna	Harlandale ISD	2025–2028
	Rich Sena (I)	Boerne ISD	



# TASB ENDORSEMENT FORM

DATE: \_\_\_\_\_

Our school board endorses the candidacy of the following individual nominated to fill a position on the TASB Board of Directors.

### CANDIDATE INFORMATION

NAME: \_\_\_\_\_

SCHOOL DISTRICT: \_\_\_\_\_

**\*\*Board action must be taken no earlier than May 12, 2025, and no later than August 1, 2025\*\***

This endorsement was approved by our school district's board of trustees at a duly called meeting on

\_\_\_\_\_  
(Date)

Best regards,

\_\_\_\_\_  
(Signature of board president or officer)

PRINTED NAME: \_\_\_\_\_

SCHOOL DISTRICT: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ ZIP: \_\_\_\_\_

This form is to be used to endorse a nominated individual from a board of trustees within your TASB Region who is a timely candidate for a position on the TASB Board of Directors.

**Must be received by TASB on or before AUGUST 1, 2025.**

**RETURN TO: E-mail: [boardcommunications@tasb.org](mailto:boardcommunications@tasb.org)**



## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** June 16, 2025

**Agenda Item:** Policy FDA (LOCAL) Admissions: Interdistrict Transfers

### **Background Information:**

On June 15, 2020, the School Board Adopted this policy to allow transfer students on a tuition basis subject to admission criteria. The board set transfer tuition at \$1,000 for the first student and \$250 for each additional student to make it more affordable for families.

Policy FDA (LOCAL) states that the board will set the tuition amount.

### **Administrative Consideration:**

Allowing transfer students helps increase school funding through higher enrollment numbers. The number of transfer students accepted are limited by criteria based on availability of space and instructional staff and the student's disciplinary history and attendance records.

The board should review this policy and tuition costs to determine if there should be a change to the fee. There are a handful of parents that still struggle to pay these fees. Phone calls are received on a regular basis regarding transferring to DISD and several do not apply because they cannot afford the tuition fee.

FDA Regulation allows tuition-free attendance for children of non-resident staff.

### **Budgetary Consideration:**

Reducing or eliminating the fee would reduce amount collected from transfer students, however the district would still receive the per student ADA. \$48,000 in transfer tuition was collected in 2024-2025 with 118 transfer students.


### **Supporting Documents:**

FDA (Local)  
FDA (Regulation & Exhibit)  
Transfer Application Form and Contract

### **Recommendation:**

Consider tuition fees.

### **Respectfully Submitted by:**

  
Todd Grandjean  
Superintendent of Schools

<b>Authority</b>	<p>The Superintendent is authorized to accept or reject any transfer requests, provided that such action is without regard to race, religion, color, sex, disability, national origin, or ancestral language.</p> <p>A resident student who becomes a nonresident during the course of a semester shall be permitted to continue in attendance for the remainder of the semester.</p>
<b>Transfer Requests</b>	<p>A nonresident student wishing to transfer into the District shall file an application for transfer each school year with the Superintendent or designee. Transfers shall be granted for one regular school year at a time.</p>
Factors	<p>In approving transfers, the Superintendent or designee shall consider availability of space and instructional staff and the student's disciplinary history and attendance records.</p>
Transfer Agreements	<p>A transfer student shall be notified in the written transfer agreement that he or she must follow all rules and regulations of the District. Violation of the terms of the agreement may result in a transfer request not being approved the following year.</p>
<b>Tuition</b>	<p>If the District charges tuition, the amount shall be set by the Board, within statutory limits.</p>
Waivers	<p>The Board may waive tuition for a student based on financial hardship upon written application by the student, parent, or guardian. [See FP]</p>
Nonpayment	<p>The District may initiate withdrawal of students whose tuition payments are delinquent.</p>
<b>Appeals</b>	<p>Any appeals shall be made in accordance with FNG(LOCAL) and GF(LOCAL), as appropriate.</p>

**Transfer Requests**

The District shall follow applicable state and federal law when considering the transfer request of a student with a known disability including, but not limited to, a student who receives special education services.

**Transfer Student**

A transfer student is defined as a student, Grades K-12, attending Devine ISD and residing outside District boundaries

A student who has completed his or her junior year as a resident shall be permitted to continue tuition-free attendance as a senior.

**Children of District Employees**

Children of nonresident, full-time (at least 50 percent) District employees shall be eligible to attend District schools tuition-free.

In order to continue enrollment from year to year, as a privilege and not a right afforded eligible District employees and their children, the children must maintain good discipline, attendance, and grades.

**Public Education Grant**

Public Education Grant (PEG) students are not accepted. Students that attend schools on the PEG list may apply to be a regular transfer student

**Applications and Required Documents**

Non-resident students may apply to attend Devine ISD by filing a timely transfer application and providing the documentation requested (transcripts, report cards, test scores, etc.). Incomplete applications, or applications not submitted within the designated timeframes, will not be considered. No exceptions to this requirement will be made. Applications for the current school year are not accepted beyond the fourth six weeks of school. Applications for fall semester of an upcoming school year will be accepted beginning on December 1.

All applications will be processed according to Administrative Regulations. Applications will be processed on a first come first serve basis. Parents will be given written notice of approval or disapproval after reviewing all criteria. Upon notification of approval, parents must submit full tuition to the district within two weeks or prior to the first day of school, whichever comes first.

**Siblings**

If a transfer student is approved, siblings in subsequent years will be given first opportunity for approval if criteria are satisfied as outlined in FDA(REGULATION) and (EXHIBIT A).

**Transportation**

Parents are responsible for providing transportation for transfer students. Devine ISD does not provide transportation to and from the district of residence.

**Revocation of Transfer**

Any transfer student approved for admission to Devine ISD who becomes a discipline problem, fails to meet academic progress, or who develops documented patterns of late arrivals, late pick-ups, and/or poor attendance, may have their transfer status revoked. A notice of warning of the possibility of revoking transfer status will be sent to the student's parent or guardian, and if immediate steps are not taken to correct and/or improve the reason(s) for possible revocation, the parent or guardian will be asked to withdraw their student from Devine ISD.

**Continuation of Transfer Students**

Students must reapply annually for continuation as transfer students in the district.

**Tuition**

A student who moves out of the District after the school year begins is eligible to remain in the District tuition-free until the end of the semester in which the student moved out. If the student wishes to continue in the District for the remainder of the school year, he or she must apply as a transfer student and, if accepted, tuition shall be due for the remainder of the year.

Exceptions

The Superintendent shall have the authority to waive tuition for senior students.

### **Reasons for Approval**

The following are acceptable reasons for granting approval of a transfer student in accordance with Board Policy FDA (LOCAL):

- Change of Resident (Current resident leaves DISD attendance zone)
  - Remain at current school until end of semester
  - Student may apply for continuing enrollment as specified below
  - Pending acquisition of another home (move to be completed within specified time frame) and necessary documentation provided
- Meets criteria for entry:
  - Satisfactory discipline record from home residence campus
  - Documentation of compliance with Compulsory Attendance Law
  - Satisfactory academic progress during previous school year

### **Reasons for Denial**

The following are reasons for denial of a transfer student in accordance with Board policy FDA (LOCAL):

- Admission creates adverse conditions for DISD in terms of space, financial exigency, or personnel or capital outlay requirements.
- Record of poor attendance, late arrivals, late pick-ups
  - A student shall not be allowed to transfer into the District if his or her attendance records for the most recent school year indicate less than 90 percent attendance.
- Disciplinary infractions at home residence campus
  - A student shall not be allowed to transfer into the District if he or she has incurred a disciplinary alternative education program (DAEP) placement or has been suspended or expelled for one or more days during the most recent school year.
  - Recurring or persistent disciplinary problems may be sufficient reasons for rejecting a transfer request.
- A student shall not be allowed to transfer into the District if he or she has not performed at or above grade level on the most recent state-mandated assessments and satisfied requirements for all academic courses from the previous school year
- For the purpose of participating in an extra-curricular activity at receiving campus
- Falsification of information
- Failure to meet district criteria

### **Reasons for Revocation**

The following are reasons for revocation of a transfer student in accordance with Board Policy FDA (LOCAL):

- Failure to maintain satisfactory academic progress as determined by the Superintendent
- Repeated failure to abide by the rules specified in the *Student Code of Conduct* or the student commits a disciplinary infraction that mandates removal to DAEP or JJAEP
- Documented pattern of late arrivals, late pick-ups, and/or poor attendance
- Falsification of information



## **DEVINE ISD GUIDELINES FOR TRANSFER STUDENTS**

Devine Independent School District is accepting a limited number of transfer students for the 2025-2026 school year. Eligible students will be accepted as space allows.

Transfer students must meet the following criteria:

- Satisfactory academic progress during the previous school year
- Record of compliance with the Texas Compulsory Attendance Law
- Satisfactory discipline record from the sending campus
- Completion of all application paperwork within deadlines
- Applications for Headstart and PreK students will not be accepted

Students will not be accepted if their admission creates adverse conditions for Devine ISD in terms of space, financial exigency, or personnel or capital outlay requirements. Students must annually reapply to be accepted as a transfer student, and must make satisfactory academic progress, maintain acceptable conduct and attendance, comply with rules and regulations, and remain current on tuition payments throughout the previous academic year.

In addition to the completed Application for Student Transfer, first time transfer applicants must also submit the following documentation at time of application:

- **Academic Record** - Include most recent academic record (latest report card or transcript) and latest assessment testing scores. The transfer application is not complete until updated records have been submitted. Student records must include any special services provided to the student
- **Attendance Record** - A complete record of attendance from the most recent year of school must be included. (May be included on report card)
- **Discipline and/or criminal record** – School records or written records describing any school discipline for the current school year must be submitted. Records must include a description of any criminal record or pending criminal proceedings. If no records exist, a memo or letter from the registrar or campus administrator must verify that there were no discipline infractions for the student.

Please note that as a first time transfer student, your child's transfer request will not be considered until all required information and documentation is received. All transfer applications will be processed and reviewed on a first-come first-served, case by case basis. Incomplete transfer packets will not be considered.

Applications for the 2025-2026 school year will be accepted beginning July 1, 2025 and all transfer information must be completed and submitted by the July 28, 2025 deadline. Parents/guardians will be notified no later than August 6, 2025 regarding acceptance. Once your student has been accepted as a transfer, please submit the completed Non-Resident Transfer Agreement along with full tuition payment no later than August 7, 2025 (Tuition must be paid prior to receiving schedule or teacher assignment). Applications may be obtained from the Office of the Superintendent at 605 W Hondo Ave. (830-851-0795).



*Devine Independent School District*

605 W. Hondo Ave., Devine, Texas 78016

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

**Application for Student Transfer  
 2025-2026**

**Section A: General Information**

Student's Name		Grade Level	
Student's Date of Birth:		SSN:	
Name and Address of Parent(s) or Guardian Completing Application:			Comments:
Daytime Telephone Number		Home Telephone Number	
Emergency Telephone Number			
Reason for Transfer Request to Devine ISD			

**Section B. Eligibility Status**

Indicate the status under which the student is eligible:	
<input type="checkbox"/>	Parent works in Devine ISD. Children of teachers and administrators may transfer with no annual tuition fee, but must apply annually.
<input type="checkbox"/>	Student is not a resident of Devine ISD and wishes to attend.
<input type="checkbox"/>	Student is currently a transfer student at Devine ISD.

**Section C: Student Information – For new student transfers**

The student is currently enrolled in:		
<input type="checkbox"/>	Public school. Please give the district and phone number.	District/School Name
<input type="checkbox"/>	Private school. Please give the school and phone number.	
<input type="checkbox"/>	Parochial or home school.	District/School Phone #
<input type="checkbox"/>	Charter school or academy.	
Through which grade has the student successfully completed his/her education?		
Which grade will the student request transfer into?		
Student's attendance record:		
How many days was the student absent in the school year prior to the year for which a transfer is requested?		
If this request is for a transfer during a school year, how many days has the student missed in the current school year?		
If the student missed more than ten percent of the days in the school year, please provide an explanation:		

Has the student engaged in conduct or misbehavior within the preceding years that has resulted in removal to an alternative education program (AEP), a disciplinary assignment outside the regular classroom or expulsion from any school district, charter school, private or parochial school, or academy?		Yes	No
If <b>YES</b> , please specify school and disciplinary placement			
Reason for Removal			
Duration of Removal			
Is the student on probation, conditional release, or informal adjudication from a juvenile court for engaging in delinquent conduct or conduct in need of supervision?		Yes	No
If <b>YES</b> , the legal guardian must provide a copy of the appropriate supporting court documents.			
Is the student on probation or other conditional release for conviction of a criminal offense?		Yes	No
If <b>YES</b> , the legal guardian must provide a copy of the appropriate supporting court documents.			
Has any official, administrator, or director of the school from which the student is transferring communicated to you that the student would not be permitted to return to the school the following academic year?		Yes	No
If <b>YES</b> , what reason was given?			
Are state-required vaccinations of the student complete and current?		Yes	No
If <b>YES</b> , please submit a copy of the vaccination records within 30 days of your application.			
<b>Previous Participation Information</b>			
If your child is in the 7th to 12th grade, will they be participating in the District's Athletic Program?		Yes	No
If <b>YES</b> , has your child had a physical for the current year?		Yes	No
Does your child receive Special Education and related services?		Yes	No
If <b>YES</b> , please provide a copy of the last implemented IEP.			
Does your child have a Section 504 plan?		Yes	No
If <b>YES</b> , please provide a copy of the last implemented Section 504 plan.			
Has your child been identified as Gifted and Talented?		Yes	No
If <b>YES</b> , which grade?			
Permission is hereby granted for my child to receive the routine screening offered by Devine ISD which may include vision, hearing and such general testing as ability, vocational aptitude, interest inventories, and achievement.		Yes	No
Is any person legally restricted from picking up your child from school?		Yes	No
If <b>YES</b> , please provide the names and documentation at time of enrollment.			
<b>For Office Use Only</b>			
Y/N Satisfactory discipline record from the sending campus		Y/N Available space at grade level	
Y/N Satisfactory academic record from the sending campus		Y/N Completion of all application paperwork within deadlines.	
Y/N Record of compliance with the Texas Compulsory Attendance Law		Other: _____	
<input type="checkbox"/> Transfer Approved		<input type="checkbox"/> Transfer Denied	
110		_____ Administrator/Designee Signature	



*Devine Independent School District*

605 W. Hondo Ave., Devine, Texas 78016

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

**AUTHORIZATION FOR THE RELEASE OF STUDENT RECORDS**

\_\_\_\_\_ School

\_\_\_\_\_ Address \_\_\_\_\_ City \_\_\_\_\_ Zip

\_\_\_\_\_ Phone Number \_\_\_\_\_ Fax Number

Name of Student(s)	Date of Birth	Current Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____

I hereby authorize the release of any and all transcripts, grades, test records, record of attendance, discipline records, health records, psychological and diagnostic evaluations on the student(s) listed above to:

Dr. Todd Grandjean, Superintendent  
Devine Independent School District  
605 W Hondo Ave  
Devine, Texas 78016

\_\_\_\_\_ Signature of Parent or Guardian

\_\_\_\_\_ Date



SCHOOL DISTRICT, any right of the Student to become or remain enrolled or to receive any educational services is based on this agreement rather than on residence or on state eligibility criteria or any federal or state property interest. This agreement does not create any property interest in favor of the Student in becoming or remaining enrolled in any District school. This agreement does not create any enforceable interest beyond its termination or revocation.

2.2 Student behavior and discipline: The Parent and the Student understand that the Student is required to comply with the same behavioral expectations as those required of resident students, and that those expectations are communicated through student handbooks, classroom rules, the Student Code of Conduct, and the directives of teachers and administrators. The continued effectiveness of this agreement is conditioned upon the Student's compliance with the expectations imposed through the communications described in this paragraph.

2.3 This agreement supersedes any representations made through any student handbook, posted rules, Student Code of Conduct, or Board Policy, concerning procedures for student discipline investigation, the providing of due process, and the administration of any sanctions. The processes described in the Student Code of Conduct apply only to students who are residents of the District. No promises concerning investigation, due process, or consequences that may be contained in rules, handbooks, or information distributed to the student body concerning student discipline matters shall become a part of this agreement.

2.4 Tuition amount and payment: The total amount of tuition for this Student for the 2025-2026 school year is □ \$1,000 □\$250. Full payment of this amount must be paid at the time the "Application for Transfer" is submitted. **The application and full payment are due on or before July 28, 2025.** If the application for transfer is rejected, this money will be reimbursed to the Student within thirty (30) school business days of the date the application is rejected by the District.

2.5 Duration of the agreement: Unless canceled or revoked by its terms, this agreement applies to the 2025-2026 academic year, and will expire on the last day of that year. This agreement creates no property interest in or right to attend school in the DEVINE INDEPENDENT SCHOOL DISTRICT beyond the date of its expiration, cancellation, or revocation. A new application must be submitted and approved each school year.

2.6 Parent's right to cancel: The parent may cancel this agreement by giving thirty (30) days written notice to the Superintendent or by becoming

a resident of DEVINE INDEPENDENT SCHOOL DISTRICT. In case of cancellation, the District will refund a pro-rata share of any pre-paid tuition.

**2.7 Revocation for nonpayment of tuition: This Agreement is revoked if the tuition set forth above is not paid in full as required by Section 2.4 above.**

2.8 Superseding law: The District may revoke this agreement if it receives notice from the Texas Education Agency or from any court of competent jurisdiction that the transfer the subject of this agreement is in violation of Civil Order 5281 (pertaining to state-wide desegregation plan) or other law regulating discrimination on the basis of race, ethnicity, or national origin. In case of such supersession, the District will refund a pro-rata share of any pre-paid tuition.

2.9 Status of non-resident Student: Except as provided by this agreement, the non-resident Parent and Student possess all rights and are held to all duties provided by law and policy for resident parents and students subject to the limitations provided in this agreement.

2.10 Disciplinary infractions: Any conduct by the Student that would result in a mandatory assignment to the District's Disciplinary Alternative Education Program (DAEP) or expulsion for a resident student or that constitutes "serious" misconduct under the District's Student Code of Conduct shall result in revocation of this agreement. At the Superintendent's discretion, in consultation with the campus Principal, any conduct by the Student that could result in a discretionary DAEP removal may result in revocation of this agreement.

2.11 Additional Conditions: This section supplements and does not limit the agreements in the section entitled "Disciplinary infractions." Since an inter-district transfer is a privilege rather than a right, the continued education of the non-resident Student is subject to these conditions and may be revoked upon any of the following occurrences as determined by the Superintendent:

- a. The Student's attendance falls below ninety (90) percent in any semester, or the Student is habitually truant.
- b. The Student earns repeated failing grades in any class.
- c. The Student has engaged in repeated minor violations of the Student Code of Conduct.
- d. The Student has engaged in any gang-related activity.
- e. The Student has engaged in repeated behavior that hinders the learning of other students.
- f. The Student has engaged in conduct that is disruptive to the

educational process of the District.

Should any of these behaviors occur, the campus Principal will consider the circumstances of the behavior and make a recommendation to the Superintendent concerning the status of the transfer. If the transfer is revoked, the District will notify the Parent and the Student's district of residence.

A decision to revoke the Student's transfer may be appealed in accordance with policy FNG (LOCAL). Pending the appeal, the Student will not be permitted to attend school at the District.

2.12 The Parent agrees that, in the event of revocation, the Student will be immediately enrolled in the district of residence, another public school, or a private school that meets the curriculum requirements of state law.

2.13 The Student Code of Conduct is incorporated by reference for the limited purposes described in this agreement. The Parent and the Student understand and agree that the Student is not entitled to the disciplinary processes described in the Code for resident students.

The Parent understands and accepts the conditions of this agreement.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

The Student understands and accepts the conditions of this agreement.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
SUPERINTENDENT  
DEVINE INDEPENDENT  
SCHOOL DISTRICT

\_\_\_\_\_  
Date



## Devine Independent School District Board of Trustees Agenda Document

**Meeting Date:** June 16, 2025

**Agenda Item:** Policy Update 125

**Background Information:**

To keep our policy current, the Board should consider adopting the local policies suggested by TASB in Update 125. Any change in local policy/policies must be acted upon by the Board within an open meeting wherein the action is posted.

**Administrative Consideration:**

Update 125 includes revisions to legal framework documents based on regulatory changes, including amendments to the Texas Administrative Code. Changes to local policies offered for consideration address the following topics:

- Election of board officers
- Board Committees
- Advisory committees
- Partial academic credit
- School safety transfers
- Attendance for credit

**Budgetary Consideration:**

Policy Updates are in the budget

**Supporting Documents:**

Attached are the explanatory notes, local comparison packet, and instruction sheet prepared by TASB for policies under consideration in Update 125.

**Recommendation:**

Approve the Local Policy Update 125 as recommended by TASB.

**Respectfully Submitted by:**

Todd Grandjean  
Superintendent of Schools

# Explanatory Notes

## TASB Localized Policy Manual Update 125

### Devine ISD

#### **AIA(LEGAL) ACCOUNTABILITY: ACCREDITATION AND PERFORMANCE INDICATORS**

Revisions to 19 Administrative Code 97.1003(f)(3), effective February 10, 2025, prompted edits at Local Accountability Plan — Submission and Audit Standards.

#### **AIE(LEGAL) ACCOUNTABILITY: INVESTIGATIONS**

A citation to the Administrative Code has been adjusted at the end of the policy.

#### **B(LEGAL) LOCAL GOVERNANCE**

The Section B Table of Contents has been updated to reflect revised names for policies BDB, Board Committees, and BDF, Advisory Committees.

#### **BBD(LEGAL) BOARD MEMBERS: TRAINING AND ORIENTATION**

19 Administrative Code 61.1051 was repealed on December 6, 2024, but 19 Administrative Code 61.1(b)(7), which references the repealed rule, was not amended. The requirements in the repealed provision were moved to 19 Administrative Code 103.1401. A Note has been added at Identifying and Reporting Abuse to clarify the location of the requirements.

#### **BDAA(LOCAL) OFFICERS AND OFFICIALS: DUTIES AND REQUIREMENTS OF BOARD OFFICERS**

Revisions are recommended to this local policy on board officer duties and requirements. At Board Officers, the sentence indicating that the board may assign a district employee to provide clerical assistance is recommended for deletion since the superintendent, rather than the board, manages staff assignments, including providing support to the board.

#### **BDB(LEGAL) BOARD INTERNAL ORGANIZATION: BOARD COMMITTEES**

To coordinate with the recommended changes to the local policy at this code, the subtopic has been changed from Internal Committees to Board Committees.

#### **BDB(LOCAL) BOARD INTERNAL ORGANIZATION: BOARD COMMITTEES**

This policy has been revised in coordination with BDF(LOCAL) to clarify the difference between board committees and advisory committees. Accordingly, the subtopic of this code has been changed from Internal Committees to Board Committees, and new provisions are recommended to establish how board committees are formed and outline their purpose. Text addressing Dissolution of board committees is also recommended for inclusion. The language previously at Special Committees has been moved to BDF(LOCAL).

#### **BDF(LEGAL) BOARD INTERNAL ORGANIZATION: ADVISORY COMMITTEES**

To coordinate with the recommended changes to the local policy at this code, the subtopic has been changed from Citizen Advisory Committees to Advisory Committees.

#### **BDF(LOCAL) BOARD INTERNAL ORGANIZATION: ADVISORY COMMITTEES**

This new local policy is recommended for inclusion to coordinate with the changes at BDB. The subtopic of this code has been changed from Citizen Advisory Committees to Advisory Committees. Language has been moved here from BDB(LOCAL) and updated to clarify how advisory committees are formed and the parameters of their responsibilities. A section on Dissolution of the committees is also recommended for inclusion.

# Explanatory Notes

## TASB Localized Policy Manual Update 125

### **Devine ISD**

#### **BJB(LLEGAL)**

#### **SUPERINTENDENT: RECRUITMENT AND APPOINTMENT**

New rules at 19 Administrative Code 103.1213 regarding the Sentinel system were adopted on December 13, 2024, and a new section on required reporting in that system after a superintendent change has been added to this legal framework.

#### **CBA(LLEGAL)**

#### **STATE AND FEDERAL REVENUE SOURCES: STATE**

Revisions reflect amendments at 19 Administrative Code 61.1034, effective April 13, 2025, to clarify the criteria a district must meet to be eligible for the New Instructional Facility Allotment (NIFA). Additional information about NIFA has also been included to outline eligibility provisions and the application process. NIFA was created in 1999 for districts to provide for operational expenses associated with the opening of a new instructional facility and is available to all public school districts that meet the requirements of the statute and rule.

#### **CKA(LLEGAL)**

#### **SAFETY PROGRAM/RISK MANAGEMENT: SAFETY AND SECURITY AUDITS AND MONITORING**

New rules at 19 Administrative Code 103.1213, effective December 15, 2024, relating to the Sentinel system prompted revisions to this legal framework on safety and security audits and monitoring. A section on Reporting Through Sentinel has been added, and additional changes reflecting new reporting requirements for vulnerability assessments and intruder detection audits have been made.

#### **CKC(LLEGAL)**

#### **SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS**

The new rules regarding the Sentinel system necessitated additional language regarding the Texas School Safety Center's uploading of multihazard emergency operation plans to that system. The new rules became effective December 15, 2024, and are found at 19 Administrative Code 103.1213.

#### **CLA(LLEGAL)**

#### **BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT: SECURITY**

New requirements have been added at Human Trafficking Warning Signs to reflect a new rule adopted at 19 Administrative Code 103.1403, effective December 11, 2024.

#### **CMD(LLEGAL)**

#### **EQUIPMENT AND SUPPLIES MANAGEMENT: INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING**

Changes at 19 Administrative Code 67.1315, effective December 15, 2024, prompted revisions relating to the requirement for districts to adopt an open education resource instructional materials plan unless otherwise exempt.

#### **CNB(LLEGAL)**

#### **TRANSPORTATION MANAGEMENT: DISTRICT VEHICLES**

A cross-reference to CNC has been added at School Bus Advertising for clarity regarding reporting requirements for crashes involving buses with advertising.

#### **CNC(LLEGAL)**

#### **TRANSPORTATION MANAGEMENT: TRANSPORTATION SAFETY**

At Annual Report to TEA, revisions to this legal framework were required after 19 Administrative Code 61.1028 was repealed and provisions moved to the new 19 Administrative Code 103.1231, effective March 10, 2025. Other revisions have been made for clarity.

# Explanatory Notes

## TASB Localized Policy Manual Update 125

### **Devine ISD**

#### **DEAB(LLEGAL)                      COMPENSATION PLAN: WAGE AND HOUR LAWS**

At Exempt Employees — Academic Administrators, the salary/fee rate has been removed and replaced with a reference to the established weekly threshold to prevent the need for continuous updating as the Fair Labor Standards Act rules are amended over time.

#### **DMA(LLEGAL)                      PROFESSIONAL DEVELOPMENT: REQUIRED STAFF DEVELOPMENT**

A citation change at Child Abuse, Trafficking, and Maltreatment reflects provisions from the Administrative Code that were repealed on December 11, 2024, and moved to 19 Administrative Code 103.1401. At Mental Health, provisions have been added to reflect the adoption of 19 Administrative Code 153.1015, effective December 2, 2024.

#### **EHBAA(LLEGAL)                      SPECIAL EDUCATION: IDENTIFICATION, EVALUATION, AND ELIGIBILITY**

At Evaluation for Change in Eligibility, provisions have been removed to reflect amendments to 19 Administrative Code 89.1070, adopted November 1, 2024. A cross-reference to EIF has been added for clarity.

#### **EHBAD(LLEGAL)                      SPECIAL EDUCATION: TRANSITION SERVICES**

Provisions at Graduation have been revised to reflect amendments to 19 Administrative Code 89.1070, adopted November 1, 2024.

#### **EHBAF(LLEGAL)                      SPECIAL EDUCATION: VIDEO/AUDIO MONITORING**

19 Administrative Code 61.1051 was repealed on December 6, 2024, but 19 Administrative Code 103.1301, which references the repealed rule, was not amended. The requirements in the repealed provision were moved to 19 Administrative Code 103.1401. A Note has been added at Confidentiality — Duty to Report to clarify the location of the requirements.

#### **EHBE(LLEGAL)                      SPECIAL PROGRAMS: BILINGUAL EDUCATION/ESL**

Extensive revisions throughout this legal framework reflect amendments to numerous Administrative Code rules, effective February 7, 2025, relating to bilingual and ESL programs.

#### **EHDE(LLEGAL)                      ALTERNATIVE METHODS FOR EARNING CREDIT: DISTANCE LEARNING**

Changes throughout this legal framework reflect amendments to the Administrative Code adopted on February 14, 2025.

#### **EI(LOCAL)                              ACADEMIC ACHIEVEMENT**

At Partial Credit, recommended revisions replace the phrase "combined grade for" with "average of" to more accurately reflect the determination of awarding credit when a student earns a passing grade in only half of a course.

#### **EIF(LLEGAL)                              ACADEMIC ACHIEVEMENT: GRADUATION**

Revisions to this legal framework are a result of amendments to 19 Administrative Code 89.1070, adopted November 1, 2024.

#### **FDA(LLEGAL)                              ADMISSIONS: INTERDISTRICT TRANSFERS**

A paragraph has been added at Discipline and Threat Assessment Records as a result of the new Sentinel rules found at 19 Administrative Code 103.1213, effective December 15, 2024.

# Explanatory Notes

## TASB Localized Policy Manual Update 125

### Devine ISD

#### FDE(LOCAL)

#### ADMISSIONS: SCHOOL SAFETY TRANSFERS

At Safe Schools Data, "bullying" is recommended for inclusion as an offense for which the district must collect and maintain data. The revision aligns with the Unsafe School Choice Option Guidance Handbook.

#### FEC(LOCAL)

#### ATTENDANCE: ATTENDANCE FOR CREDIT

Revisions throughout this policy are recommended for clarity.

The information in the first sentence of the policy has been incorporated at Absences Considered for improved readability. Rather than directing the board to establish attendance committees, the policy now authorizes the establishment of those committees by the administration. At Methods for Regaining Credit or Awarding a Final Grade, specifics regarding petitions for credit are recommended for deletion in favor of a reference to administrative regulations.

Revisions at Imposing Conditions for Awarding Credit or a Final Grade are recommended to clarify requirements regarding "seat time." For more information, see the TASB.org article [TEKS Mastery, Not Seat Time, Required for Attendance for Credit](#).

The [Legal Tips for Policy Development](#), available in the Policy Online® Governance and Management Library (TASB login required), describe common legal concerns and best practices specific to this policy's topic.

#### FFAC(LEGAL)

#### WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Extensive changes throughout this legal framework have been made for clarity and to reflect new Department of State Health Services rules on Maintenance and Administration of Medication for Respiratory Distress.

#### FFAC(LOCAL)

#### WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

The revisions to the legal framework at this code reflect the new Department of State Health Services rules on unassigned medication for respiratory distress. If your district currently maintains medication that can be used when a person is experiencing respiratory distress, please contact your policy consultant for appropriate text to include in your local policy.

#### FFB(LEGAL)

#### STUDENT WELFARE: CRISIS INTERVENTION

A section on Use of Sentinel Assessment Instrument, Manual, and Field Guide has been added to reflect the new Sentinel rules found at 19 Administrative Code 103.1213, effective December 15, 2024.

#### FOC(LEGAL)

#### STUDENT DISCIPLINE: PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING

Revisions to this legal framework at Determination of Violent Conduct reflect new language at 19 Administrative Code 103.1205, effective October 29, 2024.

#### FOF(LEGAL)

#### STUDENT DISCIPLINE: STUDENTS WITH DISABILITIES

A new section on Peace Officer or Security Personnel Use of Restraint or Taser has been added to reflect new language at 19 Administrative Code 89.1053, effective October 7, 2024.



## **(LOCAL) Policy Comparisons**

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

In this packet, you will find:

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

Annotations are shown as follows:

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

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

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

### **Contact us:**

School Districts and Education Service Centers, call 800-580-7529 or email [policy.service@tasb.org](mailto:policy.service@tasb.org).

Community Colleges, call 800-580-1488 or email [colleges@tasb.org](mailto:colleges@tasb.org).

OFFICERS AND OFFICIALS  
DUTIES AND REQUIREMENTS OF BOARD OFFICERS

BDAA  
(LOCAL)

<b>Board Officers</b>	The Board shall elect a President, a Vice President, and a Secretary who shall be members of the Board. <del>The Board may assign a District employee to provide clerical assistance to the Board.</del> Officers shall be elected by majority vote of the members present and voting.
Vacancy	A vacancy among officers of the Board shall be filled by majority action of the Board.
<b>Term and Duties</b>	Board officers shall serve for a term of <del>one year</del> <b>one year</b> or until a successor is elected. Officers may succeed themselves in office. Each officer shall perform any legal duties of the office and other duties as required by action of the Board.
President	In addition to the duties required by law, the President of the Board shall: <ol style="list-style-type: none"><li>1. Preside at all Board meetings unless unable to attend.</li><li>2. Have the right to discuss, make motions <del>and</del>, <b>propose</b> resolutions, and vote on all matters coming before the Board.</li></ol>
Vice President	The Vice President of the Board shall: <ol style="list-style-type: none"><li>1. Act in the capacity and perform the duties of the President of the Board in the event of the absence or incapacity of the President.</li><li>2. Become President only upon being elected to the position.</li></ol>
Secretary	The Secretary of the Board shall: <ol style="list-style-type: none"><li>1. Ensure that an accurate record is kept of the proceedings of each Board meeting.</li><li>2. Ensure that notices of Board meetings are posted and sent as required by law.</li><li>3. In the absence of the President and Vice President, call the meeting to order and act as presiding officer.</li><li>4. Sign or countersign documents as directed by action of the Board.</li></ol>

**Special Committees**

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~~The President shall appoint members to special~~**Note:** For advisory committees created by the Board to fulfill specific assignments, unless otherwise provided that include staff, parents, community members, or students, see BDF.

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**Board Committees**

For purposes of this policy, a Board committee is a committee composed only of current Board members.

Formation of a Board committee shall be by Board action. ~~These committees may include District personnel~~When establishing a Board committee, the Board action shall, at a minimum, specify the:

- Number of Board members on the committee;
- Process to appoint Board members to the committee;
- Term of committee membership; and ~~citizens. The function of committees~~
- Responsibilities of the committee.

A Board committee shall be fact-finding, deliberative, and advisory, ~~but not administrative. Special~~and shall make recommendations in the areas of their responsibility. Board committees shall report their findings and recommendations to the Board and shall ~~be dissolved upon completion of the assigned task or vote of the Board~~not assume administrative duties or responsibilities.

~~The President of the Board and the Superintendent shall be ex officio members of all Board committees, unless otherwise provided by Board action.~~

Transacting  
Business

~~Committees may transact business only within the specific authority granted~~Unless specified by the Board. ~~To be binding, all such business,~~ a Board committee shall not have final decision-making authority. Board committee recommendations must be reported to the Board at ~~the next~~a regular or special meeting ~~for approval and entry into the minutes as a public record.~~ The Board shall not accept a Board committee's recommendation without due consideration of the matter.

Dissolution

A Board committee shall be dissolved upon Board action.

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**Note:** For committees composed only of current Board members, see BDB.

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**Advisory  
Committees**

For purposes of this policy, an advisory committee is a committee composed primarily of District staff, parents, other community members, and/or students. An advisory committee may also include Board members in numbers less than a quorum of the Board.

Formation of an advisory committee shall be by Board action. When establishing an advisory committee, the Board action shall, at a minimum, specify the:

- Number of members on the committee;
- Process to appoint members to the committee;
- Term of committee membership; and
- Responsibilities of the committee.

An advisory committee shall be fact-finding, deliberative, and advisory and shall not assume administrative duties or responsibilities. Advisory committees shall report their findings and recommendations to the Board.

Transacting  
Business

An advisory committee may transact business only within the specific authority granted by the Board. To be binding, all such committee recommendations must be reported to the Board at a regular or special meeting for approval and entry into the minutes as a public record.

Dissolution

An advisory committee shall be dissolved upon completion of the assigned task or Board action.

ACADEMIC ACHIEVEMENT

EI  
(LOCAL)

**Certificate of  
Coursework  
Completion**

The District shall not issue a certificate of coursework completion to a student who fails to meet all state and local requirements for graduation. [See EIF, FMH]

**Partial Credit**

When a student earns a passing grade in only half of a course and the ~~combined grade for~~ **average of** both halves is lower than 70, the District shall award the student credit for the half with the passing grade.

**Safe Schools Data**

The Superintendent shall ensure that the District complies with Texas Education Agency (TEA) guidelines for the collection and maintenance of data regarding:

1. Mandatory expellable offenses committed at school or at a school-related or school-sponsored activity, on or off school property [see FOD]; and
2. Any student who becomes a victim of one of the following violent criminal offenses, ~~as defined by the Penal Code~~, while on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property:
  - a. Attempted murder;
  - b. Indecency with a child;
  - c. Aggravated kidnapping;
  - d. Aggravated assault on someone other than a District employee or volunteer;
  - e. Sexual assault or aggravated sexual assault against someone other than a District employee or volunteer;
  - f. Aggravated robbery; ~~or~~
  - g. Continuous sexual abuse of a young child or disabled individual; ~~or~~
  - ~~g-h.~~ **Bullying.**

**School Safety Transfers**

The parent of a student who becomes a victim of a violent criminal offense as described in the state guidance for unsafe school choice options or who is assigned to a campus identified by TEA as persistently dangerous shall be offered a transfer to a safe public or charter school within the District.

For each transfer requested, the District shall explore transfer options, as appropriate. Options may include a transfer agreement with another school district.

**From a Persistently Dangerous School**

The parent of a student attending a school identified as persistently dangerous shall be provided notification of his or her right to request a transfer. Notification shall occur at least 14 days prior to the start of the school year or, for a student enrolling subsequently, upon the student's enrollment.

The parent must submit to the Superintendent an application for transfer. The Superintendent shall complete the transfer prior to the

beginning of the school year, if applicable, or within 14 calendar days of the request for a subsequently enrolling student.

Any transfer arranged for a student from a campus identified by TEA as persistently dangerous shall be renewed so long as the campus from which the student transferred retains that designation.

The District shall maintain, in accordance with the District's record retention schedule, documentation of notification to parents of the transfer option, transfer applications submitted, and action taken.

For a Victim of a  
Violent Criminal  
Offense

Within 14 calendar days after a violent criminal offense described above occurs in or on the premises of the school the student attends or while attending a school-sponsored or school-related activity, on or off school property, the District shall notify the parent of a student who is a victim of the offense of the parent's right to request a transfer. The parent must submit to the Superintendent an application for transfer. The Superintendent shall approve or disapprove the request within 14 calendar days of its submission.

Any transfer arranged for a student who was a victim of a violent crime as described above shall be renewed so long as the threat to the student exists at the campus to which the student would typically be assigned.

For each offense, the District shall maintain for at least five years documentation of the nature and date of the offense, notification to the parent of the transfer option, transfer applications submitted, action taken, and other relevant information regarding the offense.

**Additional Transfer  
Options**

In circumstances described by Education Code 25.0341, a parent of a student who has been the victim of a sexual assault, regardless of whether the offense occurred on or off school property, may request a transfer of the parent's child or the student assailant from the same campus.

[For other transfer provisions, see also FDA and FDB.]

~~This policy shall apply to a student who has not been in attendance for 90 percent of the days the class is offered.~~

**Absences  
Considered**

Except as otherwise provided by law, all absences incurred while enrolled in the District shall be considered in determining whether a student has ~~attended been in attendance for 90 percent of the re-~~ **attended been in attendance for 90 percent of the re-** ~~quired percentage of days under this policy~~ **quired percentage of days** the class is offered.

**Attendance  
Committees**

The Board ~~shall establish~~ **authorizes the establishment of** an attendance committee or as many **attendance** committees as necessary for efficient implementation of ~~Education Code 25.092~~ **state** law.

The Superintendent ~~shall~~ **is authorized to** make the specific appointments in accordance with legal requirements.

**Parental Notice of  
Excessive Absences**

A student and the student's parent or guardian shall be given written notice prior to and at such time when a student's attendance in any class drops below 90 percent of the days the class is offered.

**Methods for  
Regaining Credit or  
Awarding a Final  
Grade**

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student's attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

~~Petitions~~ **A petition** for credit or a final grade may be filed ~~at any time the student receives notice but, in any event, no later than 15 days after the last day of classes.~~ **at any**

**time the student receives notice but, in any event, no later than 15 days after the last day of classes.**  
**in accordance with administrative regulations.** The attendance committee shall review the student's entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. ~~The~~ **[See Imposing Conditions for Awarding Credit or a Final Grade, below]**

**Regardless of whether a petition is filed, the** attendance committee may also, ~~whether a petition is filed or not,~~ review the records of all students whose attendance drops below 90 percent of the days the class is offered.

A student who has lost credit or has not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

**Personal Illness**

The principal or attendance committee may require verification from a health-care provider in accordance with administrative regulations as a condition of classifying an absence for personal illness as one for which there are extenuating circumstances.

**Best Interest Standard**

In reaching consensus regarding a student's absences and how the student can be awarded credit or a final grade, the attendance committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent shall develop administrative regulations to document the attendance committee's decision.

**Guidelines on Extenuating Circumstances**

The attendance committee shall consider whether a student has mastered the essential knowledge and skills and maintained passing grades in the course or subject.

When makeup work is completed satisfactorily, the attendance committee shall consider extracurricular absences and other excused absences as days of attendance for award of credit or a final grade. [See FEA]

The attendance committee shall consider whether the reasons for the absences were out of the parent's or student's control and whether documentation for the absence is acceptable.

The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

**Imposing Conditions for Awarding Credit or a Final Grade**

The attendance committee or principal, as applicable, is not required to assign a student to attend a specified program for an amount of time equivalent to the student's absences (i.e., "seat time").

The attendance committee or principal, as applicable, shall consider the student's unique circumstances and, if necessary, shall impose other conditions for awarding credit or a final grade that permit the student to meet the instructional requirements of the class ~~rather than assigning a student to attend a specified program for an amount of time equivalent to the student's absences.~~ Conditions may include:

1. Maintaining attendance standards for the rest of the semester.
2. Completing additional assignments, as specified by the committee or teacher.

3. Attending tutorial sessions as scheduled.
4. Completing other instructional programs, as specified by the committee.
5. Taking an examination to earn credit. [See EHDB]

In all cases, the student must earn a passing grade in order to receive credit.

**Appeal Process**

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL).

# Instruction Sheet

## TASB Localized Policy Manual Update 125

### Devine ISD

Code	Type	Action To Be Taken	Note
AIA	(LEGAL)	Replace policy	Revised policy
AIE	(LEGAL)	Replace policy	Revised policy
B	(LEGAL)	Replace table of contents	Revised table of contents
BBD	(LEGAL)	Replace policy	Revised policy
BDAA	(LOCAL)	Replace policy	Revised policy
BDB	(LEGAL)	Replace policy	Revised policy
BDB	(LOCAL)	Replace policy	Revised policy
BDF	(LEGAL)	Replace policy	Revised policy
BDF	(LOCAL)	ADD policy	See explanatory note
BJB	(LEGAL)	Replace policy	Revised policy
CBA	(LEGAL)	Replace policy	Revised policy
CKA	(LEGAL)	Replace policy	Revised policy
CKC	(LEGAL)	Replace policy	Revised policy
CLA	(LEGAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CNB	(LEGAL)	Replace policy	Revised policy
CNC	(LEGAL)	Replace policy	Revised policy
DEAB	(LEGAL)	Replace policy	Revised policy
DMA	(LEGAL)	Replace policy	Revised policy
EHBAA	(LEGAL)	Replace policy	Revised policy
EHBAD	(LEGAL)	Replace policy	Revised policy
EHBAF	(LEGAL)	Replace policy	Revised policy
EHBE	(LEGAL)	Replace policy	Revised policy
EHDE	(LEGAL)	Replace policy	Revised policy
EI	(LOCAL)	Replace policy	Revised policy
EIF	(LEGAL)	Replace policy	Revised policy
FDA	(LEGAL)	Replace policy	Revised policy
FDE	(LOCAL)	Replace policy	Revised policy
FEC	(LOCAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFAC	(LOCAL)	No policy enclosed	See explanatory note
FFB	(LEGAL)	Replace policy	Revised policy
FOC	(LEGAL)	Replace policy	Revised policy
FOF	(LEGAL)	Replace policy	Revised policy